

# 2007-2008 CALENDAR

## UNIVERSITY OF PRINCE EDWARD ISLAND

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### NOTES

- I.
  - (a) Contents of this calendar are subject to continuing review;
  - (b) Students, upon registering, agree to be, and shall be, bound by the regulations and policies of the University of Prince Edward Island as published in the Calendar (electronic or paper version) or otherwise enacted by the University;
  - (c) The University of Prince Edward Island reserves the right to alter anything described herein without notice, and every student registering shall be deemed to have agreed to any such alteration whether made before or after said registration.
- II.
  - (d) The University of Prince Edward Island does not accept responsibility for any loss, damage, or interruption of classes suffered by a student as a result of strikes, lockouts, weather, or any other cause beyond the reasonable control of the University.



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# I. The University of Prince Edward Island—General

## HISTORY

The University of Prince Edward Island has a long standing tradition of academic excellence dating back to the early 19th century, with roots in its predecessor institutions, Prince of Wales College (PWC) and St. Dunstan's University (SDU). In 1969, the University of Prince Edward Island (UPEI) was incorporated by an Act of the Provincial Legislature.

The commitment to education as a primary factor in PEI's development can be traced to debates of the colony's earliest legislative council. A particular champion was Lieutenant-Governor Edmund Fanning (1786–1805). Fanning actively promoted the view that education was central to the colony's progress, and that it should be seen as a priority, along with the enhancement of agriculture, fisheries, commerce, and population growth. In 1804, he personally donated the land on which PWC was to stand “for the purpose of laying the foundation of a College thereon.” Kent College, later to become Prince of Wales College, opened in 1820. A related predecessor institution, Central Academy, received a Royal Charter in 1834. In 1860 the Colleges were renamed for the Prince of Wales in honour of the visit of the future King Edward VII. Today, the land donated by Lieutenant-Governor Fanning is occupied by Holland College.

The predecessor of St. Dunstan's University, St. Andrew's College, was founded in 1831 under the leadership of Bishop Angus MacEachern. St. Dunstan's College was established in 1855 by Bishop Bernard MacDonald on a large farming property which today is surrounded by the expanding city of Charlottetown. This property, including the historic Main Building, serves as the UPEI campus. The campus is well-known for its historic architecture and for its red-brick, well-manicured appearance.

The University's campus is a reflection of the character of UPEI on many levels—a complementary blend of old and new, of tradition and innovation. Original SDU buildings have been renovated tastefully to retain integrity of design while meeting modern standards, and many buildings have been integrated into the campus, including the Central Utility Building (1973), Blanchard Hall (1973), the Robertson Library (1975), the Atlantic Veterinary College (1986), the Chi-Wan Young Sports Centre (1990), the Wanda Wyatt Dining Hall (1990), the K.C. Irving Chemistry Centre (1997), the W. A. Murphy Student Centre (2002), the new Residence (2006), and The School of Business Administration and Centre for Enterprise and Entrepreneurship (2008).

The depth of UPEI's academic heritage is reflected not only in the buildings and scholarships named in honour of education pioneers and benefactors, but also in personal, day-to-day connections. Graduates of SDU and PWC teach at UPEI, children of current and former faculty and staff

attend the University, and many families proudly report multi-generational alumni connections to the institution. Now numbering more than 13,000, alumni of UPEI, SDU, and PWC—whether in Prince Edward Island, elsewhere in Canada, or abroad—maintain a close sense of connection with their University.

UPEI has seen important developments in its programming over the past 30 years. Bachelors' programs, in many cases including 'honours' options, are available in Arts, Science, Business Administration, Education, and Nursing. Co-op programs have been established in Business Administration, Computer Science, Physics, and Dietetics. One new Faculty, Veterinary Medicine, and two schools, Business Administration and Nursing, were added as the University expanded. Master and doctoral degree programs were first introduced through the Atlantic Veterinary College and, beginning in 1999, a Master of Science degree was offered through the Faculty of Science. In that same year the first students were admitted to the University's new Master of Education program. In 2003, the first classes in the Master of Arts in Island Studies program began and in September 2004, the first classes began in the Master of Applied Health Services Research program.

Underlying the University's programs and activities is a commitment to rigorous study and inquiry, belief in the value of knowledge, lifelong capacity-building, and the development of the whole person—along with a sense of community at UPEI and in its local, regional, national, and international contexts. Faculty in all disciplines produce research and scholarly works of national and international calibre, while continuing to give priority to UPEI's well-earned reputation for high-quality teaching characterized by individual attention. With all of these developments, and with its rich heritage, UPEI is justly proud to say that it is a 'great small university.'

The University of Prince Edward Island is fortunate to have been served by a succession of outstanding Chancellors and Presidents/Vice-Chancellors, installed as follows:

### SERVING AS CHANCELLOR:

- The Honourable Thane A. Campbell, CC, MA, LLD  
—May 14, 1970
- Gustave Gingras, CC, MD, FRSA, LLD, FRCP(c)  
—May 12, 1974
- David Macdonald Stewart, CM, CStJ, KLJ, FRSA, FHS(c),  
Hon LLD, Hon DBA  
—October 1, 1982

- The Honourable Gordon L. Bennett, OC, BSc, MSc, LL.D., DCL  
—March 9, 1985
- Doris H. Anderson, OC, BA, LL.D.  
—October 24, 1992
- Norman Webster, CM, BA, MA, DCL  
—November 2, 1996
- William Andrew, Dip Eng, BEng  
—March 6, 2005

#### **SERVING AS PRESIDENT AND VICE-CHANCELLOR:**

- Ronald J. Baker, OC, BA, MA, LL.D.  
—May 14, 1970
- Peter P. M. Meincke, BSc, MA, PhD  
—September 23, 1978
- C. W. J. Eliot, CM, BA, MA, PhD, DCL  
—October 19, 1985
- Elizabeth R. Epperly, BA, MA, PhD  
—October 14, 1995
- Lawrence E. Heider, DVM  
—August 16, 1998 (acting)
- H. Wade MacLauchlan, BA, LL.B, LL.M.  
—October 3, 1999

#### **CHARACTERISTICS**

Every university is a community of scholars engaged in the pursuit of truth. It seeks in particular those truths which liberate human beings by helping them to know themselves and the world around them, and by enabling them to order their own lives so as to achieve their proper ends. It seeks to promote respect for the worth and dignity of every individual. It seeks to develop, along with specific skills, creativity, the capacity for critical thought, and the ability and desire to learn throughout life.

The university within western civilization has a special commitment to seek and to study the truths of that civilization by examining its values and its institutions, by weighing them against those of other traditions, and by transmitting the best that has been thought and said and done. It is the critic as well as the repository of cultural heritage. The independence of thought and the freedom of inquiry characteristic of the university guarantee that the assumptions underlying society, including those underlying the university, are continually challenged and renewed.

Thus, since all universities strive for excellence, UPEI cannot differ from any other university in its general purposes. Nevertheless, certain distinguishing characteristics set this University apart. First is determination. Despite Prince Edward Island's size and location, the University has been founded and sustained by the smallest province in Canada. Moreover, UPEI has determined to offer an education that encompasses a wide range of programs in Arts and Sciences, Education, Music, Engineering, Business Administration, Veterinary Medicine, and Nursing, taught by a faculty drawn from many of the world's universities.

The second characteristic is tradition, for although UPEI is one of Canada's youngest universities, the Island's commitment to higher education has a long history. The people of the province have sought to have quality education in their midst ever since the founding of UPEI's predecessor institutions, the Central Academy, Prince of Wales College, St. Andrew's College, and St. Dunstan's University, beginning well over 150 years ago. In response to that commitment, UPEI was established to provide Prince Edward Island with undergraduate education of a standard equal to any available in other provinces of Canada.

The third characteristic is potential. Since the province is an island, it possesses an advantageous capability of showing the development of life in its fullness. It is the duty of any university serving such a society both to present a vision of the wholeness of life and to promote the integration of knowledge. To that end, the education available to students at UPEI seeks to balance research, teaching, and service to the community.

#### **MISSION, GOALS, AND ACCREDITATION**

The University of Prince Edward Island, founded on the tradition of liberal education, exists to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential. To accomplish these ends, the University is a community of scholars whose primary tasks are to teach and to learn, to engage in scholarship and research, and to offer service for the benefit of our Island and beyond.

The University of Prince Edward Island is a member of the Association of Universities and Colleges of Canada, the International Association of Universities, and the Association of Atlantic Universities.

#### **GOVERNANCE AND STRUCTURE**

The University is governed by a Board of Governors and a Senate, instituted under the terms of the University Act. The twenty-two-member Board consists of nine members appointed by the Lieutenant-Governor-in-Council; the Chancellor of the University; the President of the University; the President of Holland College; two members elected from the Senate; two members elected from the faculty; two members elected from the Alumni; two members elected from the student body; and two members elected by the Board.

The Senate is composed of the President of the University; the Vice-Presidents of the University; the Deans of Faculties and Schools; the Registrar; the University Librarian; the Director of the Centre for Life-Long Learning; six members of the student body, at least one of whom is a mature or part-time student, or both; the President of the Student Union; one member of the Board of Governors; one member of the Alumni Association; and twenty-two members elected from the full-time teaching faculty.

The courses offered by the University lead to degrees in Arts, Science, Business Administration, Education, Music, Veterinary Medicine, Nursing, and Radiography. At its Convocation Exercises in May 2007, the University conferred 609 bachelor degrees, 59 DVM degrees, 48 master degrees, and 9 doctoral degrees.



The full-time teaching staff for the 2006–2007 sessions totalled approximately 200 persons. The University had an enrolment of 3,334 full-time and 741 part-time students in its thirty-eighth academic year which began in September 2006.

The University of Prince Edward Island is divided into four faculties: Arts, Science, Education, and Veterinary Medicine; and two schools: Business Administration and Nursing.

The Faculty of Arts is comprised of the Departments of Classics, Economics, English, History, Modern Languages, Music, Philosophy, Political Studies, Psychology, Religious Studies, Sociology and Anthropology; with programs in Asian Studies, Canadian Studies, Catholic Studies, Christian Studies, Environmental Studies, Fine Arts, Island Studies, International Studies, Print Journalism, Public Administration, Theatre Studies, University Writing, and Women's Studies.

The Faculty of Science is comprised of the Departments of Biology, Chemistry, Engineering, Family and Nutritional Sciences, Mathematics and Statistics, Computer Science and Information Technology, and Physics; with a program in Radiography.

The Faculty of Veterinary Medicine is comprised of the Departments of Biomedical Sciences, Companion Animals, Health Management, and Pathology and Microbiology.

All faculties offer courses at the undergraduate level. Graduate degrees are offered in the Faculties of Arts, Education, Science, and Veterinary Medicine.

## UNIVERSITY POWERS

The University of Prince Edward Island was incorporated in 1969 by an Act of the Prince Edward Island Legislature. As amended in 1998, the Act empowers the University “to establish and maintain such faculties, schools, institutes and departments, chairs and courses . . . as are deemed necessary to carry out its purpose . . . and to grant earned certificates, diplomas and degrees at all levels.”

## DISCLOSURE AND PROTECTION OF STUDENT INFORMATION

### Confidentiality

UPEI is committed to taking every reasonable step to protect the confidentiality of the information contained in the records of students. The Registrar's Office is responsible for the storage, management, conservation, and dissemination (within the parameters of these Student Records Management policies) of all official student records, electronic and otherwise. Any file kept in offices other than the Office of the Registrar (student services, financial aid, special needs, library services, accounting, academic departments, etc.) will also be securely maintained and managed in the strictest confidence according to UPEI's policies. Exceptions to the policies outlined below may be made at the discretion of the Registrar.

### Collection of Information

An applicant provides pertinent personal information on application to the University and thereby authorizes the institution to maintain henceforth his/her record on acceptance of the offer to enroll at UPEI. (Records of applicants who are not admitted or who decline an offer of admission are destroyed at the end of the admissions cycle.)

Though not exhaustive, the following list of items are or may be contained in the Registrar's Office files of student records:

- the application and documentation attached therewith;
- personal information (address, date of birth, Social Insurance Number, marital status, etc.);
- enrolment information (records of registration, course or program changes, advising, etc.);
- performance information (grade reports, appeals, degrees attained, transcripts, etc.);
- medical information relevant to the student's academic performance (special needs-related information; documentation attached to an appeal for Discontinuation, etc.);
- proof of payment/student account information; and
- any correspondence submitted to/issued by the Registrar's Office deemed by the Registrar to be appropriate for inclusion.

### Disclosure to Parties External to UPEI

Unless compelled to do so by law or authorized by the student in writing, UPEI will not disclose the contents of student records to any party outside the University. This includes the student's name, address, and current registration status, though the Registrar's Office will verify what degrees, diplomas, or certificates have been awarded to an individual and in what year. Exceptions are noted below:

1. **Researchers**  
Non-student researchers may be given access by the Registrar on written request provided that confidentiality and anonymity of student records are guaranteed as per signed agreement.
2. **Government agencies**  
Information will be provided routinely to the Maritime Provinces Higher Education Commission (which works in partnership with Maritime universities and Statistics Canada) and, under Federal legislation, to Statistics Canada (for institutional and enrolment research purposes). Such data is used only for statistical purposes and identification of students is prevented under the confidentiality provisions of the Statistics Act. Students who do not wish to have their information used are asked to contact Statistics Canada to remove their identifying information from the national database.
3. **Legally Mandated Disclosure**  
Specified records or portions thereof may be provided without student consent to persons or agencies pursuant to a judicial/court order, summons, or subpoena directing the University to release information.
4. **Emergency Disclosure**  
In situations involving threats to the health or safety of an individual student or employee, the Registrar reserves the right to authorize the release of relevant information without obtaining prior consent from the student(s) involved.

### Access to Student Records by UPEI Community Members

1. Student access to own records
  - a) **Files:** Students have the right to inspect all documents contained in their files—except for letters/evaluations submitted in confidentiality by referees—upon 24 hours' notice in writing to the Registrar's Office. An appointment will be set up with an authorized official of the Registrar's Office for the viewing of their records. Copies will not be provided.



- b) **Transcripts:** Copies of student transcripts will be provided to the student or directly to an external party (employer, educational institution, etc.) upon written request submitted in person, by fax, or by e-mail (sent from a verified UPEI account). Official transcripts will not be released in sealed envelopes to students, but will be issued directly to the third party, unless documentation from that third party so instructs the Office. Requests from students with fees owing to the University will not be processed.
- c) **Release of Grades:** Final grades are posted on the website after the examination period has ended and after all marks have been received in the Registrar's Office. Students may access this information using their student identification and secure PIN numbers. Faculty who post evaluation results or grades, final or otherwise, for student viewing will use only student identification numbers in ascending or descending numerical order. In the case of final grades, posting is not permitted until the examination period has ended. Under no circumstances will assignments be left in a public place for student pick-up.
2. Third-party access
- a) **Student Organization Access to Student Names and Addresses:** Student organizations may request listings of student names, addresses, e-mails, or phone numbers solely for the purpose of communicating with their membership. Such requests must be made in writing, signed by the organization's authorized officer, and sent to the Registrar's Office for approval. All student organizations requesting information in this manner guarantee that the lists will not be disclosed to any other individual or group, will not be used in the context of commercial activity, and will not be used for any purpose other than that specified in the original request (except with written approval of such a request from the Registrar).
- b) **Individual Student Access to Other Students' Contact Information:** The University will not provide student phone numbers, addresses, or e-mail addresses to individual students requesting the information. Instead, the Registrar's Office will make every effort to contact the student on behalf of the inquirer in order to communicate an urgent message.
- c) **Class lists:** Employees and faculty will not distribute, post, or make available to students copies of class lists that include student names with ID numbers, major, year of study, course name, timetable, or location, addresses, e-mail addresses, or phone numbers.
- d) **Employee (Faculty and Staff) access:** Within the University, departments and/or individuals will have access to information contained in a student file/record on a 'need-to-know' basis. Access will be granted only to that portion of the file/record that is relevant to the employee's official purpose/function at UPEI, as decided by the Registrar. Deans and Chairs will have access to all academic grades for those students enrolled in their Faculty and department, respectively.

## DEGREES, DIPLOMAS, & CERTIFICATES OFFERED AT UPEI

### BACHELOR-LEVEL PROGRAMS

#### Bachelor of Arts Degree

##### Majors

Anthropology  
 Canadian Studies  
 Economics  
 English  
 History  
 Modern Languages  
     French  
     German  
     Spanish  
 Music  
 Music in Conjunction with Certificate in  
     Highland Bagpipes  
 Philosophy  
 Political Studies  
 Psychology  
 Religious Studies  
 Sociology  
 Sociology/Anthropology  
 Women's Studies

##### Minors

Anthropology  
 Asian Studies  
 Canadian Studies  
 Catholic Studies  
 Christian Studies  
 Classics  
 Economics  
 English  
 Environmental Studies  
 Fine Arts  
 French  
 German  
 History  
 International Development Studies  
 Island Studies  
 Philosophy  
 Political Studies  
 Religious Studies  
 Spanish  
 Theatre Studies  
 University Writing  
 Women's Studies

#### Honours & Honours Conversion

Anthropology  
 English  
 History  
 Psychology  
 Sociology  
 Sociology/Anthropology

#### Bachelor of Applied Arts in Print Journalism

#### Bachelor of Music

#### Bachelor of Music Education

## Bachelor of Science Degree

### Majors

Biology  
Chemistry  
Computer Science  
Computer Science—Co-operative Education  
Family Science  
Foods & Nutrition  
Mathematics  
Physics  
Math with Engineering  
Physics with Engineering  
Physics Co-operative Education  
Psychology

### Minors

Biology  
Chemistry  
Computer Science  
Family Science  
Foods & Nutrition  
Mathematics  
Physics  
Statistics

### Honours & Honours Conversion

Biology  
Chemistry  
Computer Science  
Foods & Nutrition  
Mathematics  
Physics  
Psychology

## Bachelor of Child and Family Studies

## Bachelor of Science in Nursing

## Business Administration

Bachelor of Business Administration  
Honours & Honours Conversion  
Co-operative Education

### Minors

Business Administration  
Business Information Technology

## Accelerated Bachelor of Business

## Bachelor of Business in Tourism & Hospitality

## Bachelor of Education—Human Resources Development

## “2ND-ENTRY” PROFESSIONAL PROGRAMS

Bachelor of Applied Science in Radiography  
Bachelor of Education  
Bachelor of Education in French Immersion  
Doctor of Veterinary Medicine  
Post-Diploma Degree in Radiography

## GRADUATE-LEVEL PROGRAMS

Master of Arts in Island Studies  
Master of Applied Health Services Research  
Master of Science—Faculty of Science  
Master of Science—Faculty of Veterinary Medicine  
Master of Veterinary Science

Master of Education  
Doctor of Philosophy

## CERTIFICATES & DIPLOMAS

Accounting Certificate  
Business Certificate  
Certificate in Human Resources Management  
Certificate in Inclusive Education  
Certificate of Proficiency in Conversational Spanish  
Certificate in School Librarianship  
Certificate in Adult Education  
Engineering Diploma  
Postgraduate Diploma in Pathology or Microbiology  
Public Administration Certificate/Diploma

## ACADEMIC COSTUME

University gowns should be of black worsted or similar material with full sleeves, and reach to within twelve inches of the floor. The cap shall be the regulation cap and should be of the same material. Graduates of the University of Prince Edward Island shall be permitted to wear the University hood, with borders coloured as follows:

**Bachelor of Arts:** White

**Bachelor of Applied Arts in Print Journalism:** Crimson

**Bachelor of Business Administration:** Drab

**Bachelor of Business in Tourism and Hospitality:**  
Burgundy

**Bachelor of Education:** Light Blue

**Bachelor of Music:** Pink

**Bachelor of Music Education:** Mauve

**Bachelor of Science:** Golden Yellow

**Bachelor of Science in Nursing:** Apricot

**Bachelor of Applied Science in Radiography:** Blue and Gold

**Bachelor of Child and Family Studies:** Purple and Gold

**Doctor of Veterinary Medicine:** Grey

**Master of Education:** Light Blue Velvet

**Master of Science:** Golden Yellow Velvet

**Master of Veterinary Science:** Peacock Velvet

**Doctor of Philosophy:** Grey and Green Velvet

**Master of Arts in Island Studies:** White Velvet

**Master of Applied Health Services Research:**  
Royal Blue Velvet



## 2. Faculty and Academic Officers

### FACULTY

- Abbott, Lewis**, BSc (Acadia), MSc, MD (Dalhousie)  
Adjunct Professor of Health Management
- Adams, David W.**, BBA (UPEI), MBA (Maine),  
CA (New Brunswick)  
Associate Professor of Business Administration
- Ali, Mian Bagh**, BA (Lahore), MA (Punjab), MS, PhD (Idaho)  
Associate Professor of Economics
- Anderson, Doris M.**, BSc (HEC) (Acadia), MSc (Cornell)  
Professor Emeritus of Family & Nutritional  
Sciences
- Arfken, Michael E.**, BA (Texas), PhD (Tennessee)  
Assistant Professor of Psychology
- Arsenault, Kevin J.**, BA (UPEI), MA (Windsor), PhD  
(McGill)  
Adjunct Professor of Religious Studies
- Ayles, Heather**, BSc (NSAC), MSc (Guelph), DVM (UPEI)  
Assistant Professor of Health Management
- Badescu, Sanda**, BA, BSc (Universitatea de Vest),  
MLitt (UWO)  
Assistant Professor of French
- Bailey, Trina**, BSc, (Dalhousie), MSc (Louisiana),  
DVM (UPEI)  
Assistant Professor of Companion Animals
- Baldacchino, Godfrey**, BA (Malta), MBA (the Hague), PhD  
(Warwick)  
Associate Professor of Sociology & Anthropology
- Barabe, Denis**, BSc, MSc (Université de Montréal)  
Adjunct Professor of Biology and Companion  
Animals
- Barkema, Herman**, DVM, MSc, PhD (Utrecht)  
Adjunct Professor of Health Management
- Bartmann, Barry**, BA (Waterloo Lutheran), MA (Western),  
PhD (London)  
Professor of Political Studies
- Bate, Luis A.**, BSc, MSc, PhD (Guelph)  
Professor of Physiology
- Battison Andrea**, DVM, MVSc (Saskatchewan), PhD (UPEI)  
Adjunct Professor of Pathology & Microbiology
- Beck, Callum V.**, BA (UPEI), MA (Emmanuel)  
Adjunct Professor of Religious Studies
- Bellamy, James E. C.**, DVM (Guelph), PhD (Saskatchewan)  
Professor of Clinical Pathology
- Benfey, Tillman**, BSc (McGill) MSc (Memorial) PhD (British  
Columbia)  
Adjunct Professor of Health Management
- Beringer, Almut**, BSc (Tubingen), MSc (Oregon),  
MSc, PhD (Michigan)  
Associate Professor of Environmental Studies
- Bissessur, Rabin**, BSc (Manitoba), MSc (Rochester), PhD  
(Michigan State)  
Associate Professor of Chemistry
- Boerlin, Patrick**, DVM, PhD (University of Bern)  
Adjunct Professor of Health Management
- Bolger, Francis W. P.**, BA (SDU), STL (Montreal), MA, PhD  
(Toronto)  
Professor Emeritus of History
- Bootland, Linda**, PhD (Guelph)  
Adjunct Professor of Pathology & Microbiology
- Bourne, Lesley-Anne**, BA (York), MFA (UBC)  
Lecturer in English and University 100
- Bradley, John**, BSc (King's), PhD (Queen's)  
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- Bryanton, Janet**, BN (UNB), MN (Dalhousie)  
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- Buck, David F.**, BA, MPA (Queen's), DPhil (Oxford)  
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- Cassidy, Michael**, BSc, BEd, MSc, MA  
Lecturer in Education
- Cassidy, Mike**, BComm (Saint Mary's), CA  
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- Clark, Larry R.**, BS (Florida), MA (New Hampshire), PhD (Simon Fraser)  
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- Jenkins, Mark**, BC (Maryland), MSc, PhD (UMPC)  
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- Johnson, Gerald**, DVM (Guelph), Diplomate of Veterinary Pathology (Saskatchewan), Diplomate of the American College of Veterinary Pathologists, Diplomate of Veterinary Aquatic Studies (Stirling)  
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- Johnston, James**, BSc (Queen's), PhD (Calgary)  
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- Johnston, Vickie A.**, BEd (UPEI), MEd (Dalhousie)  
Lecturer in Psychology and University 100
- Jones, Simon**, BSc, MSc, PhD (Guelph)  
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- Reyher, Kristin**, BSc (Florida), DVM (Cornell)  
Assistant Professor of Health Management
- Reynolds, David**, BA, PhD (Cambridge)  
Adjunct Professor of Biomedical Sciences



- Richards, Eric**, BSc (UNB), MA (Manitoba), PhD (Waterloo)  
Assistant Professor of Psychology
- Richards, Judy Lynn**, BAsC (Guelph), MA (Western Ontario)  
Assistant Professor of Sociology & Anthropology
- Richardson, Gavin F.**, BA, DVM, MVSc (Saskatchewan),  
Diplomate of the American College of  
Theriogenologists  
Professor of Theriogenology
- Riley, Christopher**, BSc, BVSc (Hons) (Melbourne), MSc,  
PhD (Saskatchewan)  
Assistant Professor of Health Management
- Robb, S. Andrew**, BA (UBC), MA (Simon Fraser)  
Professor Emeritus of History
- Robertson, George**, BSc, PhD (Dalhousie)  
Adjunct Professor of Biomedical Sciences
- Robertson, Harold A.**, BA, MSc (Western), PhD (Univ. of  
Cambridge)  
Adjunct Professor of Biomedical Sciences
- Rose, Patricia L.**, BS, DVM (Ohio State), MS (Texas A&M)  
Diplomate of the American College of Veterinary  
Surgeons, Diplomate of the American College of  
Veterinary Radiology  
Assistant Professor of Radiology
- Ross, Neil**, BSc, PhD (McGill)  
Adjunct Professor of Pathology & Microbiology
- Runyon, Caroline L.**, BS (Marymount Col), DVM (Colorado  
State), MS (Iowa State)  
Professor of Small Animal Surgery
- Ryan, Catherine L.**, BSc (St. Mary's), MA, PhD (Carleton)  
Associate Professor of Psychology
- Ryan, Daniel, A. J.**, BSc, MSc, PhD (Guelph)  
Associate Professor of Mathematics & Statistics
- Saad, Nasser**, BSc (Ain Sames), MSc, PhD (Concordia)  
Associate Professor of Mathematics & Statistics
- Saleh, Tarek M.**, BSc, PhD (Western Ontario)  
Professor of Physiology
- Salter, Michael**, MD (Western Ontario), PhD (McGill)  
Adjunct Professor of Biomedical Sciences
- Sanchez Javier**, DVM (Rio Cuarto), PhD (UPEI)  
Adjunct Professor of Health Management
- Scholl, Daniel**, BSc, DVM, MPVM (California), PhD  
(Utrecht)  
Adjunct Professor of Health Management
- Seeler, David C.**, MSc, DVM (Guelph), Diplomate of the  
American College of Veterinary Anaesthesiologists  
Associate Professor of Anaesthesiology
- Sentance, James**, BA, MA, PhD (Carleton)  
Associate Professor of Economics
- Shaver, Michael**, BSc (Mt. Allison), PhD (British Columbia)  
Assistant Professor of Chemistry
- Shaw, Anthony**, BSc (Waterloo), PhD (Calgary)  
Adjunct Professor of Health Management
- Shaw, Darcy H.**, DVM, MVSc (Saskatchewan), Diplomate  
of the American College of Veterinary Internal  
Medicine  
Professor of Small Animal Medicine
- Shephard, G. David**, BMus (UPEI)  
Lecturer in Music
- Shilton, Wendy**, BA, MA, PhD (Toronto)  
Associate Professor of English
- Shin-Bouey, Sung Ha**, BMus, OpDip (Toronto), MMus  
(Victoria)  
Associate Professor of Music
- Silva, Marina**, BSc, MSc, PhD (Montreal)  
Associate Professor of Biology
- Simon, Karem J.**, BMus, BEd (Mt. Allison), MMus  
(Northwestern), DMA (UBC)  
Professor of Music
- Sims, David**, BA (Western), PhD (Kansas)  
Professor of Microscopic Anatomy
- Singh, Amreek**, BVSc, AH (Col of Vet Sc, Mathura, India),  
MSc, PhD (Guelph)  
Professor Emeritus of Veterinary Medicine
- Smith, John**, BA, MA (Toronto)  
Professor Emeritus of English
- Smith, Philip**, BA (Texas at Dallas), MA, PhD (Western)  
Professor of Psychology
- Smitheram, Verner**, BA, PhilM (Toronto)  
Professor Emeritus of Philosophy
- Socket, Donald**, DVM (Guelph), MSc (Colorado), PhD  
(Wisconsin-Madison)  
Adjunct Professor of Health Management
- Somers, George**, BSc (Saint Mary's), MSc (Western Ontario),  
MBA (Dalhousie)  
Adjunct Professor of Health Management
- Song, Cai**, BSc, MSc (East China), MD (Hu Nan),  
PhD (Ireland)  
Associate Professor of Biomedical Sciences
- Sorge, Antonio**, BA (McGill), MA (Carleton), PhD (Calgary)  
Assistant Professor of Sociology and Anthropology
- Spangler, Elizabeth**, BA (Harvard), MSc, DVM (Colorado  
State), PhD (Ohio State), Diplomate of the American  
College of Veterinary Preventive Medicine  
Associate Professor of Epidemiology
- Speare, David**, DVSc, DVM (Guelph)  
Professor of Fish Pathology
- Spears, Annie**, MScEcon (Panthéon-Sorbonne)  
Lecturer in Economics
- Srebrnik, Henry**, BA, MA (McGill), MA (Brandeis), PhD  
(Birmingham)  
Professor of Political Studies
- Stevens, Don**, BSc (Victoria) MSc, PhD (UBC), PDF  
(Stanford)  
Adjunct Professor of Biomedical Sciences
- Stryhn, Henrik E.**, MA (Copenhagen), PhD (Royal  
Veterinary & Agricultural University),  
Associate Professor of Health Management
- Sulston, Kenneth W.**, BMath, MMath, PhD (Waterloo)  
Professor of Mathematics & Statistics
- Sweeney-Nixon, Marva I.**, BSc (Mt Allison), MSc, PhD  
(Dalhousie)  
Associate Professor of Biology & Adjunct Professor  
of Biomedical Sciences
- Sweet, Lowell G.**, BSc, MSc (Acadia), PhD (Waterloo)  
Professor of Mathematics & Statistics
- Tait, John**, BSc, DVM (Guelph), MBA (McMaster)  
Adjunct Faculty in Health Management
- Tasker, R. Andrew**, BSc, MSc, PhD (Queen's)  
Professor of Pharmacology
- Taylor, Jennifer P.**, BSc (UPEI), MSc, PhD (Toronto)  
Associate Professor of Family & Nutritional  
Sciences & Adjunct Professor of Health Management
- Teather, Kevin**, BSc (Brock), MSc (Queen's), PhD (Carleton)  
Associate Professor of Biology
- Thomas, Suzanne**, BA (Toronto), BEd (York),  
MEd, PhD (Toronto)  
Assistant Professor of Education
- Thomson, Melanie**, BSc (UPEI), MHSA (Dalhousie)  
Assistant Professor of Nursing
- Timmons, Vianne**, BA (Mt Allison), BEd (Acadia), MEd  
(Spokane), PhD (Calgary)  
Professor of Education
- Trenton, Thomas N.**, BA, MA, PhD (Toronto)  
Associate Professor of Sociology

**Trivett, Andrew**, Dip Eng (Dalhousie), BEng (TUNS), PhD (Massachusetts)  
Associate Professor of Engineering

**Turnbull, Miles**, BA (UPEI), MA (McMaster), PhD (Toronto)  
Associate Professor of Education

**Uglow, Roger**, BSc (Zoology University College), PhD (University of North Wales)  
Adjunct Professor of Health Management

**van den Heuvel, Michael R.**, BSc, PhD (Waterloo)  
Associate Professor of Biology & Biomedical Sciences

**VanLeeuwen, John**, DVM, MSc, PhD (Guelph)  
Associate Professor of Farm Service

**vanMuiswinkel, Willem**, MSc (Free University), PhD (Erasmus University)  
Adjunct Professor of Pathology & Microbiology

**Van Til, Linda**, MSc (UPEI), DVM (Guelph)  
Adjunct Professor of Health Management

**Velauidum, Joe**, BA, MA, (Wilfrid Laurier), PhD (McMaster)  
Assistant Professor of Religious Studies

**Wagner, Brian D.**, BSc (Dalhousie), PhD (Western Ontario)  
Professor of Chemistry

**Wagner, Donald M.**, BA, MAcct (Waterloo), PhD (UBC)  
Associate Professor of Business Administration

**Walton, Fiona**, BA, BEd (Ireland), MEd (Ottawa), EdD (Toronto)  
Associate Professor of Education

**Wandio, Gerald**, BA, MA, PhD (Alberta)  
Assistant Professor of English

**Wang, Yanwen**, BSc (Sask), PhD (Calgary)  
Adjunct Professor of Biomedical Sciences

**Wang, Yingwei**, BSc, MSc (Harbin, China), PhD (Waterloo)  
Assistant Professor of Computer Science and Information Technology

**Weeks, Lori**, BSc (UPEI), MSc (Maine), PhD (Virginia Tech)  
Associate Professor of Family & Nutritional Sciences

**Whelan, William**, BSc (UPEI), MSc, PhD (McMaster)  
Adjunct Professor of Physics

**Whyte, Shona**, BSc, PhD (Aberdeen, Scotland)  
Adjunct Professor of Pathology & Microbiology

**Wichtel, Jeffrey**, BVSc, PhD (New Zealand), Diplomate of American College of Theriogenologists  
Professor of Farm Service

**Wichtel, Maureen**, DVM (Maryland)  
Assistant Professor of Health Management

**Wills, Richard H.**, BA (Brown), MA (North Carolina), PhD (Northwestern)  
Associate Professor of Sociology & Anthropology

**Wohlgemut, Esther**, BA (McGill), MA, PhD (Ottawa)  
Assistant Professor of English

**Wright, Glenda M.**, BSc, PhD (Toronto)  
Professor of Anatomy

**Wright, Peter**, BSc (Western), MSc, PhD (Guelph)  
Adjunct Professor of Health Management

**Xu, Huimin**, BSc, MSc (Shenyang Agricultural University)  
MSc, PhD (Toronto),  
Adjunct Professor of Biology

**Yason, Carmencita V.**, DVM, MSc (Philippines), Dip of Diagnostic Vet Path (Royal Veterinary, Sweden), PhD (Cornell)  
Adjunct Professor of Pathology & Microbiology

**Ye, Qiang**, BEng, MEng (Harbin)  
Lecturer in Computer Science and Information Technology

**Zhang, Junzeng**, BSc (Hennan College), MSc, PhD (Peking Union), MBA (Saint Mary's)  
Adjunct Professor of Chemistry

**Zinck, Andrew M.**, BMus (Acadia), MMus (Alberta), PhD (Toronto)  
Associate Professor of Music

## LIBRARIANS

**Mark Leggott**, MLIS (Dalhousie), MSc (Calgary), BSc (SMU)  
University Librarian

**M. Catherine Callaghan**, BA (UPEI), MLS (Dalhousie)  
Information Services Librarian

**Norine A. Hanus**, BEd (Saskatchewan), BLS (Toronto)  
Collections Librarian

**M. Dawn Hooper**, BSc (UPEI), MLS (Dalhousie)  
AVC/Health Sciences Librarian

**Betty M. Jeffery**, BA (Acadia), MLS (McGill)  
Instructional Services Librarian

**Suzanne Jones**, BA (York), MLS (Dalhousie)  
Librarian

**Simon Lloyd**, BA (Kings College), MLS (Dalhousie)  
PEI/Special Collections Librarian

**Sharon E. Neill**, BA (SDU), MLS (Dalhousie)  
Bibliographic Services Librarian

## BOARD OF GOVERNORS

**The Chancellor of the University**  
William E. Andrew, Dip. Eng, BEng

**The President of the University**  
H. Wade MacLauchlan, BBA, LLB, LLM

**The President of Holland College of Applied Arts and Technology**  
Brian R. MacMillan, BA, BEd, MEd, PhD

## Nine members appointed by the Lieutenant-Governor-In-Council

Debbie Atkinson, Charlottetown, PE  
Marilyn Harrison, Charlottetown, PE  
Gerard MacDonald, Mount Stewart, PE  
Doug MacDonald, Richmond, PE  
Jim Nimmo, Montague, PE  
Roger Sinclair, Halifax, NS  
Cecil Taylor, Charlottetown, PE  
Ken Williams, Charlottetown, PE  
David Wong, Summerside, PE

## Two members elected by and from the Senate of the University

Daniel Ryan, BSc, MSc, PhD  
Wimal Rankaduwa, BA, MSc, MA, PhD

## Two members elected by and from all the members of the teaching staff of the University

Tim Carroll, BBA, MBA  
Sean Hennessey, BBA, MBA, PhD

## Two members elected by and from the Alumni of the University

Pat Mella, BA, BEd  
Nora Scales

## Two members elected by and from the student body of the University

Willy Gauthier, Student Union President  
Asher Fredricks, Student Representative

**Six members elected by the Board**

Fred Hyndman, Chair of the Board of Governors  
 Jeannette Arseneault  
 Glenn Hynes  
 Louis W. MacEachern  
 Margaret MacFarlane, BA, BEd, Vice-Chair  
 Joseph Revell, BCom, MBA

**SENATE**

The Senate of the University of Prince Edward is constituted as follows:

**Ex Officio**

- H. Wade MacLauchlan, BBA, LLB, LLM  
President (Chair)
- Vianne Timmons, BA, BEd, MEd, PhD  
Vice-President, Academic Development
- Gary Bradshaw, BEng, MBA  
Vice-President, Finance & Facilities
- Katherine Schultz, BSc, MA, PhD  
Vice-President, Research & Development
- Richard Kurial, BA, MA, PhD  
Dean of Arts
- Christian Lacroix, BSc, MSc, PhD  
Dean of Science
- Graham Pike, BA, MA, PhD  
Dean of Education
- Roberta MacDonald, BA, MBA, PhD  
Dean of Business Administration
- Timothy Ogilvie, DVM, MSc  
Dean of Veterinary Medicine
- Kim Critchley, BScN, RN, MN, PhD  
Dean of Nursing
- Alan Buchanan, BA, MA  
Registrar
- Mark Leggott, MILS, MSc, BSc  
Acting University Librarian
- Clive Keen, BA, MA, PhD  
Director, Life-Long Learning
- Willy Gauthier  
President of Student Union

**Alumni Representative**

- Marylou Hughes, B.Sc, M.Sc, Aud(c)

**Board Representative**

- Jim Nimmo

**Students**

- Margaret Doyle (MAPUS)
- Janelle Pitre
- Kristen Landry
- Sarah MacDonald
- Jillian Stewart
- Sarah Gillis

**Elected by the Teaching Faculty****Term expires 30 June 2008**

- Doreley Coll, BA, MA, PhD—Modern Languages  
(Faculty at Large)
- Benet Davetian, MA, PhD—Sociology & Anthropology
- Nola Etkin, BSc, PhD—Chemistry
- Fran Gray, AMus, BMus, MMus, DMus—Music
- Fred Markham, BSc, PhD—Pathology & Microbiology (Faculty at Large)

- Malcolm Murray, BA, MA, PhD - Philosophy
- Wayne Peters, Dip Engn, BSc, MSc, PhD - Engineering
- David Seeler, MSc, DVM—Companion Animals

**Term expires 30 June 2009**

- Wendy Shilton, BA, MA, PhD—English  
(sabb repl for D. Buck, Sept-Dec/07)
- Doug Dahn, BSc, MSc, PhD - Physics
- Alfonso López, DVM, MSc, PhD—Pathology & Microbiology
- James Moran, BA, MA, PhD—History  
(sabb repl for P. McKenna, Sept-Dec/07)
- Chris Riley, BSc, BVSc, MSc, PhD—Health Management
- Wimal Rankaduwa, BA, MSc, MA, PhD—Economics
- Dan Ryan, BSc, MSc, PhD—Mathematics & Statistics
- Joe Velaidum, BA, MA, PhD—Religious Studies

**UNIVERSITY OFFICIALS****Barbara Hagerman**

Lieutenant Governor of the Province of  
 Prince Edward Island—Visitor

**William E. Andrew, Dip. Eng (UPEI), BEng (NS Tech College & UPEI)**

Chancellor

**Fred Hyndman**

Chair

**H. Wade MacLauchlan, BBA, LLB, LLM**

President and Vice-Chancellor

**Ronald J. Baker, OC, BA, MA, LL.D**

President Emeritus

**C. W. J. Eliot, CM, BA, MA, PhD, DCL, DLitt**

President Emeritus

**Peter P. M. Meincke, RMC, BSc, MA, PhD**

President Emeritus

**Norman Webster, CM, BA, MA, DCL**

Chancellor Emeritus

**J. Regis Duffy, CM, BA, MSc, PhD**

Chair Emeritus of the Board of Governors

**Vianne Timmons, BA, BEd, MEd, PhD**

Vice-President, Academic Development

**Gary Bradshaw, BEng, MBA**

Vice-President, Finance & Facilities

**Katherine Schultz, BSc, MA, PhD**

Vice-President, Research & Development

**Richard Kurial, BA, MA, PhD**

Dean of Arts

**Roberta MacDonald, BA, MBA, PhD**

Dean of Business Administration

**Graham Pike, BA, MA, PhD**

Dean of Education

**Kim Critchley, BScN, RN, MN, PhD**

Dean of Nursing

**Christian Lacroix, BSc, MSc, PhD**

Dean of Science

**Timothy H. Ogilvie, DVM, MSc**

Dean of Veterinary Medicine

**Alan Buchanan, BA, MA**

Registrar

**TBA**

Assistant Dean, Administration & Finance,  
 Atlantic Veterinary College

**Lisa Maag Miller, BSc, DVM, PhD, MEd**

Associate Dean of Academic Affairs

**James Bellamy, DVM, PhD**

Associate Dean of Graduate Studies and Research

**Philip Hooper, BBA, CGA**

Comptroller

**Belinda Rogers, BBA, CA**

Manager, Accounting Office

**David L. Cairns, BSc**

Director, Computer Services

**Margaret (Peggy) Leahey, BA**

Director, Human Resources

**Clive Keen, BA, MA, PhD**

Director, Life-Long Learning

**Ron Annear, BBA**

Director, Athletics & Recreation

**Greg Clayton, BEng**

Director, Facilities Management

**Robert Gibson, BSc, MEd**

Director, Student Services

**Rex Coffin, BA**

Director, Conference and Ancillary Services

**Yugin Gong, BA, MS, PhD**

Institutional Research Officer

**Mark Leggott, MLIS, MSc, BSc**

University Librarian

**Martha Gabriel, BA, MEd, PhD**

Director, Webster Teaching & Learning Centre



### 3. Support Services, Institutes, and Organizations

For further details on any of these groups, please check their websites as noted.

#### ATHLETICS AND RECREATION

[www.upei.ca/athletic](http://www.upei.ca/athletic)

##### General

The Department of Athletics and Recreation provides UPEI students with a wide variety of physical activity experiences designed to enhance their overall development. The primary focus of the department is involvement. The total program includes fitness opportunities, intramural, recreation, and intercollegiate programs.

##### Fitness

A variety of instructional and participation opportunities (cardio-weight equipment, fitness evaluation, instruction, and jogging/walking facilities) are provided for fitness development.

##### Intramurals

The intramural program provides competitive opportunities for students who enjoy structured sport, but who are not interested in intercollegiate competition. The program includes activities such as softball, tennis, touch football, basketball, volleyball, badminton, squash, racquetball and fencing. Many of the activities are offered co-ed and teams are formed from residences, faculties, departments, or independent groups.

##### Athletics

The Intercollegiate program offers high-quality sport competition within the AUS and CIS for both male and female students. The sports currently included are:

- Soccer (men & women)
- Field Hockey (women)
- Basketball (men & women)
- Volleyball (women)
- Hockey (men & women)
- Rugby (women)

##### Recreation

For those students not interested in a structured setting, many self-directed opportunities are provided. Free time is built into every facility schedule so that students can drop in and participate in whatever they want when it suits their schedule. Within the recreation program there are a number of special interest clubs such as rugby, fencing, and women's hockey.

##### Facilities

The Chi-Wan Young Sports Centre houses the indoor facilities on campus. The Centre is able to handle all traditional gymnasium activities and also has first-rate squash, racquetball, fitness and weight-training, jogging, and aerobics facilities. The Centre also has excellent spectator facilities for the intercollegiate program.

Other University facilities include tennis courts, outdoor volleyball courts, and fields for soccer and field hockey/rugby. The University community has access to the MacLauchlan Arena and Aquatics complex, which is managed by Capital Area Recreation Inc. (CARI).

#### CAMPUS KIDS CHILD CARE CENTRE

[www.isn.net/~kids](http://www.isn.net/~kids)

Campus Kids Child Care Centre Inc. is located north of the Wanda Wyatt Dining Hall. The hours of operation are Monday to Friday, 7:30 a.m. to 5:30 p.m. Three programs are available: full daycare for children four months to five years; a part-day, part-week program (mornings or afternoons) for three- and four-year-olds; and a kindergarten program. Application for child care on campus should be made well in advance as space is limited, particularly for children aged two and under.

#### CANADIAN AQUACULTURE INSTITUTE

[www.upei.ca/cai](http://www.upei.ca/cai)

The Canadian Aquaculture Institute (CAI), a division of AVC Inc., is a leader in providing continuing education opportunities in the fields of aquaculture medicine, fish health, and management. Working in close association with the expert faculty and researchers at the Atlantic Veterinary College at the University of PEI and industry professionals, the CAI team develops and delivers customized training programs to interest groups involved in aquaculture and related industries in local, national, and international settings. The offices of the CAI are located in the Classroom Centre.

#### CENTRE FOR LIFE-LONG LEARNING

[www.upei.ca/extension](http://www.upei.ca/extension)

The Centre for Life-Long Learning was created in late 2002 to develop and deliver a broad range of continuing education courses, workshops, programs, summer institutes, and other services to help meet the lifelong learning needs of Islanders. Located in Main Building, the Centre offers short courses, online courses, and non-credit certificates for working adults in a wide variety of areas including Communication, Leadership, Management Development, Supervision, Conflict Resolution, and Practical Management. It also administers the Transition Program, a number of summer institutes, and the ESL programs.

#### Administrative Professional's Development Program

[www.upei.ca/mpp/apdp](http://www.upei.ca/mpp/apdp)

Administrative Professional's Development Program (APDP) is a 51-hour learning opportunity developed by the Centre for Life-Long Learning at the University of Prince Edward Island. By focusing on communications, human relations, career/professional development, and by introducing project management, this program creates space for you to take stock



personally, while gaining new insights, knowledge, and skills for professional growth.

### **Conflict Resolution Studies**

[www.upei.ca/conflictcentre](http://www.upei.ca/conflictcentre)

Our program envisions a community based on respect, equality, and justice; we believe that conflict can be dealt with in safe, mutually acceptable and healthy ways; we know the skills to manage and resolve conflict can be learned; and we aspire to contribute to healthier and safer communities by encouraging co-operation and by valuing spiritual as well as mental, emotional, and physical well-being.

### **Faculty Development Summer Institute**

[www.upei.ca/extension/FDSInstitute.htm](http://www.upei.ca/extension/FDSInstitute.htm)

In 2003, the UPEI Faculty Development Summer Institute on Active Learning and Teaching celebrated 20 years of great faculty professional development. It is the only one of its kind in Canada and has been in existence for as long as any similar institute in North America. The overall goal of the Institute is to improve teaching and learning by enhancing the knowledge and skills of professors. Since 1984, hundreds of participants have had an opportunity to work with professors from Canadian, American, and overseas colleges and universities who believe, as we do, that teaching is both an art and a science. Participants will discover new ideas that will assist their students in learning more effectively, and make teaching even more of a joy than it already is!

### **Management Skills Program (MSP)**

[www.upei.ca/mpp/msp](http://www.upei.ca/mpp/msp)

The Management Skills Program (MSP) is a certificate program of the Centre for Life-Long Learning. Consisting of core, elective and short course modules, the MSP allows you to increase your management skills while you work. There are assignments that apply to your own workplace and, with careful planning, you can work on projects that will directly benefit both you and your business or organization. Applicants normally take the modules over about a 2-year time frame. Intended for entry- or middle- managers with or without previous university background, the Management Skills Program provides a framework within which to understand your present management experiences, and to add new knowledge.

### **Seniors' College of Prince Edward Island**

[www.upei.ca/seniorscollege](http://www.upei.ca/seniorscollege)

The Seniors' College of Prince Edward Island is a seniors-governed, volunteer, membership-based organization that provides stimulating and affordable learning opportunities for seniors in a welcoming and comfortable environment. Most instructors are seniors who have volunteered to share their time, talents, and knowledge with members of the College.

### **Prior Learning Assessment and Recognition (PLAR)**

[www.upei.ca/clll/plar.html](http://www.upei.ca/clll/plar.html)

Prior Learning Assessment (PLAR) is a process for recognizing learning acquired from many sources, usually outside of formal college and university learning.

PLAR is suited particularly to mature students, helping them gain credits for prior learning in order to avoid repetition of learning and reduce the time and costs involved in degree completion.

Since the portfolio is at the heart of the PLAR process, UPEI has introduced a three-credit course, University 193:

Development of a Learning Portfolio, to assist with creation of a portfolio suitable for credit recognition at UPEI. It is highly recommended as a precursor to a PLAR application. The PLAR Co-ordinator is the point of first contact for PLAR applications.

### **Summer ESL Program**

[www.upei.ca/extension/esl/](http://www.upei.ca/extension/esl/)

English as a Second or Foreign Language at the University of Prince Edward Island is a highly successful summer program offered through the Centre for Life-Long Learning. It has been developed for non-anglophone students wanting to learn or to improve their knowledge of the English language and gain an appreciation for Prince Edward Island culture. The program provides academic instruction, workshops, and socio-cultural activities that familiarize students with the culture of the second-language group. Courses and activities are offered in English at the introductory, intermediate, and advanced levels.

### **CHAPLAINCY CENTRE**

[www.upei.ca/chaplain](http://www.upei.ca/chaplain)

The Chaplaincy Centre, located just north of the Robertson Library building, provides a location to meet, socialize, pray, and hold religious services. Two Chaplains provide a Christian presence supportive of students, faculty, administration, and staff. They offer counselling, opportunities for inquiry into the Christian faith, and programs designed to enhance social, intellectual, and personal growth. Regular opportunities for worship are available at the Chaplaincy Centre. Other faiths are also welcome to use the Centre for appropriate activities.

### **COMPUTER SERVICES**

[www.upei.ca/computerservices](http://www.upei.ca/computerservices)

At UPEI, Computer Services is a service department whose clientele includes most members of the University community. Computer Services' role within this community is multi-faceted. Energetic and professional staff provide a broad range of information technology (IT) services and solutions used to help the campus meet academic, research, and administrative challenges. Computer Services represents or assists the University on community, provincial, and national external relationships involving IT-related research, projects, and groups.

On campus, Computer Services is located in the south end of the 200 level (ground floor) of the AVC building. This location houses 16 staff, microcomputer and supermini computer servers, and is the hub of the high-speed campus fibre-optic computer network and gateway to the Internet and CA\*net 4 (Canada's research Internet).

Students are the largest group of computer users on campus. Most, if not all, of the hardware and software systems are used to support students in one way or another. Computer Services directly supports students by providing the networked microcomputer environment used by all students, including user support, computer accounts, networked software, e-mail, Internet access, file and application servers, computer labs, and printing services.

### **Audiovisual Services**

[www.upei.ca/avsd](http://www.upei.ca/avsd)

Audiovisual Services provides a full range of audiovisual services to faculty, staff, and students. Located in the Atlantic

Veterinary College adjacent to the Photography unit, Audiovisual Services provides audio and video production services, equipment rental, booking, and distribution, as well as equipment repair and installation. Faculty are encouraged to take full advantage of the state-of-the-art production expertise and equipment inventory for the enhancement of their programs. Students have access to basic audiovisual production services, equipment, and viewing facilities across the campus.

### **Integrated Promotions**

Integrated Promotions is located in the Robertson Library building. The unit is comprised of print and web design/production teams, communications and media relations personnel, and the University writer/editor. Responsible for communicating the University's messages to internal and external audiences, Integrated Promotions concentrates on the timely, accurate, and branded delivery of relevant and interesting print and web information and responds to and encourages public and media interest in the University.

As a service unit, Integrated Promotions is available to provide design and production expertise and direction to the University community.

### **Photography**

Photography, located in the Atlantic Veterinary College on the Main Level, Room 246S, provides traditional and digital black-and-white and colour images for teaching, research, and publication purposes.

## **CONFERENCE SERVICES**

[www.upei.ca/rfcs](http://www.upei.ca/rfcs)

Conference Service at UPEI helps to promote, recruit, and coordinate conferences and special events at the University. A variety of services are offered to faculty and staff, as well as a many internal and external groups, associations and organizations, including accommodations, catering, audio visual, special event planning and more. Through Conference Services, UPEI is a member of the PEI Convention Partnership, the Canadian University and College Conference Organizers Association and more. The office is located on the main floor of the New Residence.

## **FOOD SERVICES**

[www.upei.ca/rfcs](http://www.upei.ca/rfcs)

UPEI manages food services across campus through a contracted service with Chartwells Campus Dining Services. There are a number of food outlets on campus including the AVC Café, located in the Atlantic Veterinary College, and the Courtyard Café, located in the W.A. Murphy Student Centre. The Wanda Wyatt Campus Dining Hall, which is attached to the New Residence, is the main residence dining hall, but all students, staff, and visitors are welcome to purchase individual meals at the door. A variety of flexible meal packages are also available for non-resident students, faculty and staff, which offer prepaid meals at the Wanda Wyatt Campus Dining Hall and retail cash which can be used at retail outlets on campus. Chartwells also provides professional Catering Services to the University and greater community.

## **RESIDENCE SERVICES**

[www.upei.ca/rfcs](http://www.upei.ca/rfcs)

At the University of Prince Edward Island, student housing is much more than a convenient place to live. Residence

Life at UPEI is designed to enhance the overall university experience. The goal is to provide an active living and learning environment, focusing on academic support and unique educational and social experiences not available inside the classroom. The residences can accommodate approximately 440 students in traditional, suite, and apartment-style buildings.

Students who live in residence must be registered part-time or full-time at UPEI or at another post-secondary institution, however, priority is given to UPEI students. Students may apply to room together, however if an individual does not have someone in mind, every effort will be made to find a compatible roommate. Students interested in applying for residence should apply online through the Residence website above or write directly

## **INSTITUTE OF ISLAND STUDIES**

[www.upei.ca/iis](http://www.upei.ca/iis)

Under the auspices of the Faculty of Arts, the Institute of Island Studies (IIS) is a research, education, and public policy institute that encourages a deep knowledge, understanding, and expression of Prince Edward Island; serves as a bridge between the University and Island communities; contributes to the formulation of public policy in Prince Edward Island; and undertakes comparative studies of Prince Edward Island and other islands. The IIS is located in Dalton Hall.

Since its founding in June 1985, the principal activity of the IIS has been the initiation and co-ordination of research projects. Areas of special interest have included small island issues, strategic economic policy, Island folklore, sustainable development, and land use. The Institute organizes a series of public forums on major contemporary issues. Another popular program is the annual Island Lecture Series, a series of approximately 20 lectures held across the Island and co-sponsored with the Prince Edward Island Museum and Heritage Foundation.

The IIS is home to Island Studies Press, which publishes, for both a popular and academic audience, books dealing with aspects of the culture and environment of Prince Edward Island and other islands.

Since 1994, the IIS has embarked on an active international program called the North Atlantic Islands Programme, which facilitates research projects and exchange networks that are devoted to self-reliant economic development in several islands of the North Atlantic.

## **L. M. MONTGOMERY INSTITUTE**

[www.upei.ca/lmm](http://www.upei.ca/lmm)

The L. M. Montgomery Institute (LMMI), which was established in 1993 with funding from the Social Sciences and Humanities Research Council of Canada (SSHRC), has two overall objectives: to promote scholarly inquiry internationally into the life, works, culture, and influence of L. M. Montgomery; and to encourage the informed celebration of one of Canada's best-known and best-loved authors and her works. The LMMI is supported by a committee whose members are from the UPEI campus and Island community and work from a variety of disciplines and perspectives. An international advisory board was established in 1996. The LMMI is located in Dalton Hall.



## PRINCE EDWARD ISLAND HEALTH RESEARCH INSTITUTE

[www.upei.ca/peihri](http://www.upei.ca/peihri)

The mission of the Prince Edward Island Health Research Institute (PEIHRI) is to support, promote and enhance quality research related to human health on Prince Edward Island, thereby contributing to the health of Islanders and Canadians and to the economy of PEI. The Institute's initiatives and programs are designed to build research capacity, facilitate peer-reviewed funding success, and encourage increased participation in health research. The PEIHRI is located in Dalton Hall.

## ROBERTSON LIBRARY

[www.upei.ca/library](http://www.upei.ca/library)

The Robertson Library is the major research library for Prince Edward Island. It opened in January 1975 with the amalgamated collections of St. Dunstan's University and Prince of Wales College.

The Library provides a local collection to support the University curriculum and is expanding its electronic access to worldwide information. The Library currently has 294,773 monographs, 86,622 bound periodicals, 1,185 current subscriptions to print periodicals, and electronic access to 4,330 online journals, 244,842 items on microfilm/microfiche, 5,619 audiovisual materials, and a number of databases available on CD-ROM or via the Internet. The Library is open 85 hours per week. Research advice is available at the Information Desk 73 hours per week and instruction in Library research is available in a variety of venues through Instructional Services.

Special features of the Robertson Library include a Media Centre, faculty research rooms, single and group study rooms, and over 400 individual study carrels.

## THE W. A. MURPHY STUDENT CENTRE

The W. A. Murphy Student Centre houses the offices of the Student Services Department and the Student Union Executive. It is also the location of The Wave, Chartwells Cafeteria, the Student Health Centre, the Women's Centre, and the UPEI Bookstore.

### Bookstore

[www.upei.ca/bookstore](http://www.upei.ca/bookstore)

The UPEI Bookstore offers a full line of required textbooks and supplies, as well as many items of University-crested clothing and gift lines. The Bookstore hours are:

Winter: 8:30 a.m.–4:30 p.m. (Monday to Friday)  
Summer: 8:30 a.m.–4:00 p.m. (Monday to Friday)  
Extra hours will be posted for semester start-ups.

### Health Centre

[www.upei.ca/healthcentre](http://www.upei.ca/healthcentre)

The Health Centre is located on the second floor of the W. A. Murphy Student Centre; the telephone number is (902) 566-0616. The Health Centre is open to all students, Monday to Thursday, from September through April. The Health Centre staff promote health education on campus and co-ordinate referrals to the health care system of Prince Edward Island. Students are reminded that the medical insurance plan offered by the Student Union is compulsory for all students registered for full-time attendance, unless they present proof of being

enrolled in an alternate plan. For deadlines on 'opting out' of the insurance plan, contact the UPEI Student Union Office at (902) 566-0530.

### Student Services

[www.upei.ca/student-services](http://www.upei.ca/student-services)

The Department of Student Services is a partner in the educational mission of the University, and is primarily concerned with student life and learning opportunities. The ultimate purpose of Student Services is to facilitate students' personal growth and academic success through exploration of personal talents and abilities, toward the development of their full potential.

The Department collaborates with the University community in assuring the accessibility of a wide variety of educational activities, which students are encouraged to utilize while at University.

For more detailed information, students are encouraged to visit the Department of Student Services located in the W. A. Murphy Student Centre, or contact the Department by e-mail at [stuserv@upei.ca](mailto:stuserv@upei.ca) or by telephone at (902) 566-0488.

### • Adult Connections in Education

'ACE' is an inclusive post-secondary education program for adults with intellectual disabilities. By inclusive, it is meant that adults with an intellectual disability can attend courses at the University, improve literacy skills, complete modified course work, join clubs, and develop important relationships with peers. Individuals will be accepted into the program based on the following criteria: the prospective student must be at least 18 years of age, have a diagnosis of an intellectual disability, have a genuine interest in the pursuit of further education in a university environment, have the support and interest of family members, and be identified as a student who can meet the goals and objectives of the ACE program.

### • Career Development Centre

The Career Development Center provides students with career development services to assist them in designing realistic career plans and successful job searches. The Centre offers individual career counselling and career assessment workshops, provides employer recruitment on campus, seeks employment opportunities for students, and provides a comprehensive list of resources and workshops covering all aspects of the job search, such as developing an effective resumé, preparing for the job interview, contacting employers, and preparing cover letters and applications.

### • Counselling

Professionally trained counsellors provide both academic and personal counselling services to full- and part-time students and prospective students. Students may self-refer, or be referred by faculty, staff, physician, friends, or family. With regard to academic services, an individual may request assistance with the application and admissions process, course and faculty selection, timetabling, improving study skills and time management, reducing procrastination, lessening test anxiety, and preparing for graduate studies. Personal counselling services are available, as required, on either a short- or long-term basis. Students may seek help in addressing personal issues/concerns, such as depression, anxiety, panic attacks, relationship difficulties, family conflicts, current or past abuse, crisis intervention, drug and alcohol abuse, sexual orientation, eating disorders, and other stressful circumstances as they arise.

A limited amount of support is provided to students with disabilities such as, but not limited to, mobility, visual, or hearing. This support may be accessed by a personal request from a student, high school, or family, or through the University application form. Individuals are encouraged to contact Student Services at least three months prior to the beginning of their semester.

- **Discontinuing Students**

The University is concerned about all students who may consider discontinuing studies at UPEI. Suspending one's studies is a serious step that should not be taken casually. Individuals who wish to withdraw are encouraged to contact the Department of Student Services, that can suggest a wide range of options for students in distress or in circumstances where drastic action must be taken.

- **Exchange Programs**

The University, through Student Services and the Registrar's Office, provides students with opportunities to study both in the United States and abroad. While pursuing their third year of study in another country, students usually pay the same tuition, room and board, and other fees as if they were studying at UPEI. Inquiries should be directed to the Student Services Department. An application processing fee applies to the Student Exchange program.

- **First-year Advisement Centre**

[www.upei.ca/recruitment/recruit\\_advisement.html](http://www.upei.ca/recruitment/recruit_advisement.html)

All first-year students are strongly encouraged to participate in the First-year Advisement Centre. The Centre operates from mid-June to mid-August. The Centre was established to assist students in planning their first year of University. This orientation for first-year students provides an opportunity for them to meet with a faculty member, senior student, or one of the appropriate staff members to plan their course selection, pre-register, and tour the campus.

- **International Students**

International students studying at UPEI are encouraged to contact the International Student Advisor in the Department of Student Services. Information, support, and advice are available for financial, academic, and personal matters, as well as referrals to other services on campus.

- **Learning Assistance Centre**

The Learning Assistance Centre provides various services to UPEI students and members of the community outside the University. Two of the services provided are the Effective Reading Program and Tutoring Services.

The Effective Reading Program is offered at the beginning of each academic semester. It is an intensive six-week course to improve reading speed, comprehension, vocabulary, study skills, concentration, retention, and skimming and scanning abilities. The program is geared to meet a wide range of student needs, such as the first-year student adapting to heavy university reading requirements, the senior preparing to enter graduate school, or the student doing post-graduate work. A fee is charged for the Effective Reading Program.

Tutoring Services provides educational support to UPEI students and to individuals within the community. The overall objective is to assist students who are experiencing difficulties in subject areas and to provide support to those who wish to upgrade any skills in specific areas. A fee is charged for the Tutoring Services.

- **New Student Orientation**

Attending university for the first time can present many challenges to new students. Under the supervision of the Department of Student Services, the new Student Orientation Co-ordinator plans numerous information activities, sessions, and presentations with which to welcome new students to campus. Some activities are designed to give students a greater familiarity with the campus and the people who live and work here. Enjoyable and memorable sessions are presented on such topics as how to use time effectively, how to budget, and how to manage the stress and pressures of course loads, new relationships, and university life in general.

- **Off-Campus Housing**

The University maintains an off-campus housing list for rental accommodations in and around the Charlottetown area.

- **Resource Centre**

The Resource Centre in the Department of Student Services houses the following information: graduate and undergraduate calendars for many Canadian, American, British, European, and Australian universities; information on graduate testing programs; scholarships/bursaries and other financial aid information; audiovisual materials in support of academic skills and programs; and employment/career resources, including material on job search techniques, the labour market, and jobs and careers abroad.

- **Accessibility Services**

The Student Services Department provides assistance to students at the University of Prince Edward Island who have been professionally assessed and found to have a learning disability. Services may include (some fees may apply):

- individual confidential consultations
- academic support
- learning strategies instruction
- tutoring
- access to electronic text books and books on audiotape
- assistance with advocacy
- arranging for accommodations when appropriate
- confidential assessments

Students with learning disabilities who are applying for admission to UPEI are strongly encouraged to identify themselves on the application form. They should also make contact with the Services for Students with Learning Disabilities program as early as possible in the admission process.

## THE STUDENT UNION

[www.upeisu.com](http://www.upeisu.com)

The UPEI Student Union is an incorporated, non-profit organization.

- **Objectives & Statement of Philosophy**

The UPEI Student Union (UPEI SU) is a membership-oriented organization holding the principles of Constitutional democracy to be of utmost value. Inherent in this vision is the unquestionable responsibility of the UPEI Student Union's elected officials, employees, and volunteers to build upon the traditions of the University in all times and places and to serve the interests of the students of UPEI on all occasions. To protect this philosophy, the UPEI Student Union Constitution exists.

### • Membership

A member of:

1. AMICCUSC—Association of Managers in Canadian College, University, and Student Centres
2. COCA—Canadian Organization of Campus Activities
3. CUP—Canadian University Press (*The Cadre*)

### • Services

The Student Union administers services such as the W. A. Murphy Student Centre, the UPEI Student Health Plan, *The Cadre*, *The Wave*, *The Yearbook*, and is the co-ordinator of the UPEI Student Handbook and Special and Alternative Programming; and offers faxing and typing services.

### • UPEI Student Health and Dental Plan Notice

Your student identification number, name, gender, and date of birth are used by the insurance company and the Plan Administrator to determine your eligibility for benefits and are used only for this purpose while you are a member of the UPEI Student Health and Dental Plan. Without the use of this information, you are still covered for benefits; however, your claims may not be adjudicated. The personal information is stored with the utmost attention to security, and is deployed sparingly to fulfill the requirements of the Plan and the law. For further information on the use of this information or to revoke the use of this information, contact the UPEI Student Union Administrative Assistant.

### • The Student Union Executive

The Executive of the Student Union consists of a President, Executive Vice-President, Vice-President Activities, and Vice-President Finance. The duties of the Executive are outlined in the UPEI SU Constitution. In brief, the Executive is responsible for the generation and implementation of policy in regard to Student Union affairs. Ultimately, all policy decisions shall be made by the Student Union Council.

### • The Student Union Council

The governing body of the UPEI SU is the UPEI SU Council. Council consists of four executive officers, and representatives from the Schools of Business and Nursing, and the faculties of Arts, Science, Education, and Veterinary Medicine. As well, there are student representatives to the UPEI Senate and the UPEI Board of Governors. The international student representative, residence representative, accessibility student representative, and first-year representative are chosen in the fall general elections. In addition, the Mature and Part-Time University Students' Association (MAPUS) and the Graduate Students' Association (GSA) are represented as associate members, and there is a Student Ombudsman. The duties of Council are outlined in the UPEI SU Constitution. The UPEI SU Council holds regular meetings twice a month on Sunday evenings.

### • Student Union Elections

Positions on Council and the Executive are filled through elections run according to the Elections Procedures By-Law as established by the Student Council. Student Union General Elections are held in the spring, with a further general Election taking place in the fall to fill any vacant positions. The exact dates are determined by Council.

### • Student Union Sub-Organizations

There are a variety of sub-organizations and clubs representing social, academic, political, religious, athletic, and community

interests. Examples include the Business Society, the Sociology/Anthropology Society, and the Music Society. There is an official sub-organization policy determined by the UPEI SU Council. All students are invited to join existing clubs or to form new ones.

The UPEI Student Union shall be the only official channel for negotiations between the student body and the University administration, or any other organization or body. The UPEI SU wishes to represent its membership properly and to continue developing more services and activities.

### • Mature and Part-Time University Student Association (MAPUS)

[www.upei.ca/mapus](http://www.upei.ca/mapus)

The UPEI Student Union recognizes the MAPUS Association as an associate organization of the UPEI Student Union.

The Mature and Part-Time University Student Association (MAPUS) was organized at the University of Prince Edward Island to:

1. provide a support system for Mature Full-Time and Part-Time University Students;
2. provide a framework for communications between this group of students and the University community; and
3. ensure that Mature Full-Time and Part-Time students are an integral and acknowledged part of the University.

The Association's affairs are administered by the Executives: President, Vice-President, Secretary-Treasurer, and Past President. The Association Committee consists of the Executive, Student Union Representative, Senate Representative, and the Class Representatives. All mature full- and part-time students are automatically members of MAPUS.

Meetings are held bimonthly. Workshops and seminars are scheduled to assist and inform students as they pursue their education. Social events are held to bolster social life on campus and to provide a means of interacting with peers.

The MAPUS office and lounge are located in the basement of Main Building. The mailing address is Box 39, c/o UPEI.

MAPUS is a full member of the Canadian Organization of Part-Time Students.

### • Graduate Student Association

[www.upei.ca/gsa](http://www.upei.ca/gsa)

The University of Prince Edward Island Graduate Student Association (UPEI GSA) was officially recognized as an associate member of the UPEI SU in 1989.

The UPEI GSA consists of those individuals pursuing post-graduate education. The program stresses academic development of the student through research, the writing of the thesis, graduate courses, literature searches, and seminars. The following are the objectives of the UPEI Graduate Student Association:

1. to represent the graduate student body in all matters pertinent to its members;
2. to act as liaison among graduate students and the faculty, administration, and undergraduate students of the University of Prince Edward Island;
3. to promote social and cultural activities as well as service programs for the membership; and
4. to provide a communications link with the graduate

students of other Universities, and affiliation with National Graduate Council.

The administration of the UPEI GSA is carried out by a four-member executive, consisting of a president, vice-president, a secretary, and a treasurer, each elected for a one-year term. The Association meets as required, with a minimum of four meetings a year.

The Association can be contacted at the following address:

UPEI Graduate Student Association  
c/o Graduate Studies and Research  
Atlantic Veterinary College  
University of Prince Edward Island

## **WEBSTER TEACHING AND LEARNING CENTRE**

[www.upei.ca/webster](http://www.upei.ca/webster)

Located in the Robertson Library complex, the Teaching and Learning Centre is comprised of the Faculty Development Office, the English Academic Preparation Program, the University 100 office, the University Project Management Office, the Effective Reading Program, and the Centre for Writing. Its mandate is to support and encourage teaching excellence at UPEI.

- **The Centre for Writing**

[www.upei.ca/uwc](http://www.upei.ca/uwc)

The Centre for Writing provides a free writing/consultation service and is available to all students, faculty, and staff at UPEI. Peer coaches, as well as the Centre's facilitator, are available to act as an audience for writers at any stage of a writing project in any subject. The Centre houses a wealth of writing resources and handouts. Students are encouraged to visit the Centre to gain insights on their own writing process and to volunteer as coaches to help others do the same. The Centre for Writing is located in the Teaching and Learning Centre in the Robertson Library complex. The Centre is a Writing Across the Curriculum initiative administered by the University Writing Council.

- **UPEI Math Help Centre**

[www.math.upei.ca/html/helpcentre.html](http://www.math.upei.ca/html/helpcentre.html)

The UPEI Math Help Centre is located in the Robertson Library complex as part of the Teaching and Learning Centre. The Centre is an area where students can congregate, work in groups, discuss mathematics/statistics, and have access to assistance from Math Centre staff (the facilitator and his/her student assistants). Hours of operation will be Sunday through Thursday, late afternoons and early evenings. It will not be open on Friday or Saturday. Help is available for students in any first- or second-year Mathematics or Statistics course on a drop-in basis. The Centre will also organize tutorials on topics of general interest.



## 4. The University of Prince Edward Island — Dates

### FIRST ACADEMIC SEMESTER (SEPTEMBER–DECEMBER 2007)

#### ALL PROGRAMS EXCEPT VETERINARY MEDICINE

##### September

5 Wednesday	Classes begin
14 Friday	<b>FINAL DAY FOR LATE REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF COURSES WITH FULL REFUND; FINAL DAY FOR PAYMENT OF FEES OR FORMAL ARRANGEMENT WITH THE ACCOUNTING OFFICE TO PAY LATE</b>
27 Thursday–30 Sunday	Homecoming Celebrations
28 Friday	Last day for discontinuing course(s)—60% Refund

##### October

1 Monday–2 Tuesday	Deans' Honours & Awards. <b>REMINDER</b> no tests or exams are to be held on the Monday evening to Wednesday portion of the first week in October, when the Deans' Annual Honours and Awards ceremonies are held
8 Monday	Thanksgiving Day. No classes
31 Wednesday	Last day for discontinuing courses—40% Refund. <b>FINAL DATE</b> for submission of application for degrees, diplomas, and certificates. Forms available online

##### November

12 Monday	No classes because of Remembrance Day which falls on Sunday November 11
30 Friday	Final day for first-semester classes.

##### December

4 Tuesday–13 Thursday	<b>Examinations. Note:</b> No examinations will be held during the period 16–30 November inclusive, without the permission of the Chair and the appropriate Dean
17 Monday	End of first semester. Course grades to be submitted to the Registrar's Office by noon

### SECOND ACADEMIC SEMESTER (JANUARY–JUNE 2008)

#### ALL PROGRAMS EXCEPT VETERINARY MEDICINE

##### January

3 Thursday	Classes begin
11 Friday	<b>FINAL DAY FOR LATE REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF COURSES WITH FULL REFUND; FINAL DAY FOR PAYMENT OF FEES OR FORMAL ARRANGEMENT WITH THE ACCOUNTING OFFICE TO PAY LATE</b>
31 Thursday	Last day for discontinuing course(s)—60% Refund

##### February

18 Monday–22 Friday	Mid-semester break
25 Monday	Classes resume
29 Friday	Last day for discontinuing course(s)—40% Refund. <b>No discontinuations after this date</b>

##### March

21 Friday	Good Friday. No classes
24 Monday	Easter Monday. No classes

##### April

4 Friday	Final day of classes
9 Wednesday–22 Tuesday	<b>Examinations. Note:</b> No examinations will be held during the period 20 March–4 April inclusive, without the permission of the Chair and the appropriate Dean
23 Wednesday	End of second Semester. Course grades for Fourth-year students to be submitted to Registrar's Office by noon on this date
30 Wednesday	Course grades for third-year, second-year, first-year, and part-time students to be submitted to Registrar's Office by noon

##### May

10 Saturday	Convocation
12 Monday	Beginning of First Summer Session



## July

8 Tuesday **Registration** begins. For students with fourth-year standing on 8 July; third-year, on 9 July; second-year on 10 July; all others on 11 July ([www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf))

## DVM CALENDAR DATES

### FIRST ACADEMIC SEMESTER (SEPTEMBER–DECEMBER 2007)

#### April

30 Monday First day of fourth-year rotations—Summer

#### August

13 Monday First day of fourth-year rotations—Fall  
22 Wednesday Clinical conference begins  
24 Friday First-year orientation  
27 Monday Classes begin

#### September

3 Monday Labour Day. No classes

#### October

8 Monday Thanksgiving Day. No classes  
31 Wednesday **Final date** for submission of application for degrees, diplomas, and certificates. Forms available online

#### November

12 Monday No classes because of Remembrance Day which falls on Sunday, November 11  
25 Sunday Final day of fourth-year rotations  
30 Friday Final day of first-semester classes

#### December

1 Saturday–15 Saturday Final exams  
19 Wednesday End of first semester. Course grades to be submitted to Registrar's Office by noon

**NOTE:** Please refer to [www.nbec.org](http://www.nbec.org) for available dates for the North American Veterinary Licensing Examination (NAVLE)

## DVM CALENDAR DATES

### SECOND ACADEMIC SEMESTER (JANUARY–JUNE 2008)

#### January

7 Monday First day of fourth-year rotations—Winter  
Pre-clinical classes begin

#### March

19 Wednesday–20 Thursday Mid-semester break (except fourth-year rotations)  
21 Friday Good Friday. No classes  
24 Monday Easter Monday. No classes

#### April

18 Friday Final day of second semester classes  
20 Sunday Final day of fourth-year rotations. Course grades for fourth-year students to be submitted to Registrar's Office by noon on 25 April  
19 Saturday–May 3 Saturday Final exams

#### May

3 Saturday End of second semester  
5 Monday First day of fourth-year rotations—Summer  
7 Wednesday Course grades for third-, second-, and first-year students to be submitted to Registrar's Office by noon  
10 Saturday Convocation

**NOTE:** Please refer to [www.nbec.org](http://www.nbec.org) for available dates for the North American Veterinary Licensing Examination (NAVLE)

## SUMMER SESSION DATES 2008

### First Summer Session

#### March

11 Tuesday Registration begins for both 2008 Summer Sessions

#### May

12 Monday First Summer Session classes begin. First day of late registration; instructor signatures are required

16 Friday Last day to register late for First Summer Session courses. Last day to cancel registration for full refund (with regular commencement and end dates). Last day for changing credit-audit designation. Last day for changing courses. Late fee (\$30.00) is in effect for First Summer Session courses. Courses cancelled for First Summer Session will be posted on the website.

19 Monday Victoria Day. No classes

30 Friday Last day to withdraw from First Summer Session courses

#### June

19 Thursday Last day of First Summer Session courses

23 Monday–24 Tuesday Exams for First Summer Session courses

30 Monday First Summer Session grades must be submitted to Registrar's Office by noon

### Second Summer Session

#### July

2 Wednesday Second Summer Session classes begin. First day of late registration; instructor signatures are required

6 Friday Last day to register late for Second Summer Session courses. Last day to cancel registration for full refund (with regular commencement and end dates). Last day for changing credit-audit designation. Last day for changing courses. Late fee (\$30.00) is in effect for Second Summer Session courses. Courses cancelled for Second Summer Session will be posted on the website

25 Friday Last day to withdraw from Second Summer Session courses

#### August

14 Thursday Last day of Second Summer Session classes

18 Monday–19 Tuesday Exams for Second Summer Session courses

25 Monday Second Summer Session grades must be submitted to the Registrar's Office by noon

**For courses that begin on the dates prior to the regular Summer Session commencement dates, please contact the Registrar's Office for refund schedule and late fee schedule**

## SENATE DATES FOR 2007–2008

ITEC Lecture Theatre—Fridays at 3 pm

- September 14
- October 12
- November 9
- December 7
- January 4
- February 1
- March 7
- April 4
- April 30 (Wednesday)





## 5. Learning Enhancement Programs

### EFFECTIVE READING COURSE

[www.upei.ca/extension/short/reading.html](http://www.upei.ca/extension/short/reading.html)

The Effective Reading course is a six-week course aimed at anyone who would benefit from improving the speed and comprehension of their reading. Most participants in the past have been people in work with heavy reading loads, current university students, or students preparing for graduate school. The course has given benefits that last a lifetime to more than a thousand participants.

### ENGLISH ACADEMIC PREPARATION PROGRAM

[www.upei.ca/extension/esl/html/eap.html](http://www.upei.ca/extension/esl/html/eap.html)

English Academic Preparation Program (EAP) is a non-credit program developed to assist non-native speakers of English in achieving success in an English-language university. Designed for students at the intermediate to advanced level in the study of English, EAP uses authentic academic curricula and a communicative approach integrating four essential skills: writing, speaking, reading, and listening. EAP focuses on academic writing, research, and critical thinking skills.

**NOTE:** Successful completion of the English Academic Preparation program is a prerequisite for acceptance into English 101 (Academic Writing).

### ENGLISH GRAMMAR ONLINE

[www.upei.ca/lmmi/grammar](http://www.upei.ca/lmmi/grammar)

English Grammar Online is a non-credit course designed for educators, professionals, business people, and all those wishing to refresh their knowledge of the technical aspects of writing. Offered completely online, the eight-week course features convenient self-paced instruction, complete online materials, and daily access to the instructor.

### STUDENT SUCCESS PROGRAM (SS101)

[www.upei.ca/studentsservices](http://www.upei.ca/studentsservices)

The Student Success Program is a 10-week non-credit course that may be required for students at academic risk. The goals of the program are to determine individual academic strengths and needs; to determine and enhance individual motivation for learning; to develop and/or enhance positive study skills; and to develop and/or enhance personal development. A mentorship component is included that has participants meet weekly with a designated member of the University community.

### TRANSITION PROGRAM

[www.upei.ca/transition](http://www.upei.ca/transition)

The Transition Program provides first-year students with the support, tools, and skills necessary for a successful career at UPEI. Transition Program (TP) workshops and tutorials are conducted in conjunction with the courses students take for credit. The TP courses concentrate on enhancing writing, reading, research, computer, presentation, and study skills. Time is also spent on career and personal direction, time and stress management, and involvement with campus activities.



## 6. Fees

All fees quoted in this Calendar are those in effect for the 2007–08 academic year and are subject to change upon approval by the Board of Governors.

### COURSE REGISTRATION

Students will register at the University on the dates set forth in this Calendar. For those registering late (this includes students not paying their fees by the specified payment date), late fees apply.

### TUITION FEES

(Canadian dollars unless otherwise specified)

#### Full-Time Students

For all programs except Veterinary Medicine, MSc, PhD, and MEd

1. Per six-semester-hour credit course ..... 888.00
2. Per three-semester-hour credit course ..... 444.00
3. Per six-semester-hour audit course..... 570.00
4. Per three-semester-hour audit course.....285.00
5. Co-operative Education Program Internship  
Work Term .....576.00
6. Dietetic Internship Work Term ..... 1,000.00
7. Foreign Student\*\* Fee (per semester) ..... 2,160.00

Laboratory or Music Instruction Fees if applicable; please see Other Fees.

#### Part-Time Students (subject to change)

1. Per six-semester-hour credit course ..... 888.00
2. Per three-semester-hour credit course..... 444.00
3. Per six-semester-hour audit course ..... 570.00
4. Per three-semester-hour audit course .....285.00
5. Foreign Student \*\*  
(Per three-semester-hour credit course)..... 432.00

Laboratory or Music Instruction Fees if applicable; please see Other Fees.

A part-time student is one taking fewer than 9 semester-hours of credit in any one semester.

**NOTE:** Part-time students are required to pay Mature and Part-time University Students (MAPUS) fees at the rate of \$10 per credit course (maximum \$20 per semester). This fee is used by the MAPUS organization to provide various programs for part-time and mature students.

#### Veterinary Medicine Program—Canadian Students

1. Application Fee  
(to be submitted with application form) ..... 50.00
  2. Tuition
- First Semester**
- Due and payable 15 August  
(First-year students).....4,321.00

- Due and payable Registration Day  
(Second- and Third-year students).....4,321.00
- Due and payable Registration Day  
(Fourth-year students).....4,321.00

#### Second Semester

- Due and payable Registration Day  
(First-, Second-, and Third-year students) .....4,321.00
- Due and payable Registration Day  
(Fourth-year students).....4,321.00

#### Veterinary Medicine Program—Non-Resident Students

Application Fee

- Applications through VMCAS ..... US 50.00
- International—non VMCAS..... US 75.00

Tuition\*\*\*

#### First Semester

- Due and payable 14 August  
(First-year students)..... 23,631.00
- Due and payable Registration Day  
(Second-year students) ..... 23,251.00
- Due and payable Registration Day  
(Third-year students).....22,881.00
- Due and payable Registration Day  
(Fourth-year students)..... 22,516.00

#### Second Semester

- Due and payable Registration Day  
(First-year students)..... 23,631.00
- Due and payable Registration Day  
(Second-year students) ..... 23,251.00
- Due and payable Registration Day  
(Third-year students).....22,881.00
- Due and payable Registration Day  
(Fourth-year students)..... 22,516.00

**Veterinary Medicine students will be required to purchase protective clothing and textbooks for personal use. A description of requirements is contained in the Atlantic Veterinary College registration packet.**

### GRADUATE PROGRAMS

Graduate student program fees are paid over two years (i.e. 6 installments or semesters). Installments due in a particular academic year are based on the program fee in effect for that year. Program fees are subject to change upon approval of the Board of Governors.

#### Master of Science Program

1. Application Fee  
(to be submitted with application form) .....75.00
2. Fee per semester  
(6 installments in total—full-time) ..... 1,100.00
3. Foreign Student Fee\*\* .....1,440.00
4. Maintenance of Status Fee  
Per Semester (September, January, May) ..... 125.00

**Master of Veterinary Science Program**

1. Application Fee  
(to be submitted with application form) ..... 75.00
2. Fee per semester  
(6 installments in total) ..... 1,100.00
3. Foreign Student Fee\*\* ..... 1,440.00
4. Maintenance of Status Fee  
Per Semester (September, January, May) ..... 125.00

**Master of Arts (Island Studies) Program (Effective September 2007)**

1. Application Fee  
(to be submitted with application form) ..... 75.00
2. Fee per semester  
(6 installments in total) ..... 1,151.00
3. Foreign Student Fee\*\* ..... 1,440.00
4. Maintenance of Status Fee  
Per Semester (September, January, May) ..... 125.00

Graduate students continuing with their thesis and/or research work after all course requirements have been completed are required to register and pay a Maintenance of Status fee. This fee will not be levied on the student provided he/she has completed the Final Oral Examination prior to the next registration date. If, however, the examination has not been held the student will be subject to the Maintenance of Status fee.

**Doctor of Philosophy Program**

1. Application Fee  
(to be submitted with application form) ..... 75.00
2. Fee per semester (9 installments in total) ..... 1,100.00
3. Foreign Student Fee\*\* ..... 1,440.00
4. Maintenance of Status Fee  
Per semester (September, January, May) ..... 125.00

Postgraduate students continuing with their thesis and/or research work after all course requirements have been completed are required to register and pay Maintenance of Status fee. This fee will not be levied on the student provided he/she has completed the Final Oral Examination prior to the next registration date. If, however, the examination has not been held the student will be subject to the Maintenance of Status fee. All students enrolled in graduate and postgraduate programs are subject to all fees as specified under section—Other Fees.

**Master of Education Program**

1. Application Fee  
(to be submitted with application form) ..... 75.00
2. Per three-semester-hour credit course ..... 691.00
3. Thesis Fee ..... 2,764.00
4. Foreign Student Fee\*\*  
Part-time per three-semester-hour credit course.... 432.00  
Full-time per semester ..... 2,160.00

**Master of Arts (Island Studies) Course based**

1. Application Fee  
(to be submitted with application form) ..... 75.00
2. Per three-semester-hour credit course ..... 691.00
3. Thesis Fee ..... 2,764.00
4. Foreign Student Fee\*\*  
Part-time per three-semester-hour credit course.... 432.00  
Full-time per semester ..... 2,160.00

**Special Students**

Students who are permitted to enroll in individual graduate courses are subject to tuition of \$691.00 per course. The

amount of the tuition fee may be deducted from the graduate program fee if the student enrolls in the program within 12 months of registering for the single course. This option will be subject to approval by the Dean of Veterinary Medicine. Students auditing a graduate course can do so with permission of the instructor and the payment of \$461.00 per course.

Graduate and postgraduate students who enroll in courses not designated as part of their graduate/postgraduate program by their supervisory committee will be subject to the regular course tuition fees in addition to their program fees.

**OTHER FEES (subject to change)**

1. **Student Union**
  - Dues ..... 151.00
  - WUSC ..... 4.00
  - Student Centre Fund  
( \$20.00 per semester) ..... 40.00
  - Total Student Union ..... **195.00**
2. **Student Health and Dental Insurance\*\*\*\***
  - Canadian Health Insurance (Single) ..... 171.00
  - Canadian Dental Insurance (Single) ..... 125.00
  - Canadian Health Insurance (Family) ..... 342.00
  - Canadian Dental Insurance (Family) ..... 307.00
  - International Health Insurance (Single) ..... 578.00
  - International Dental Insurance (Single) ..... 125.00
  - International Health Insurance (Couple) ..... 1,108.00
  - International Dental Insurance (Couple) ..... 307.00
  - International Health Insurance (Family) ..... 1,492.00
  - International Dental Insurance (Family) ..... 307.00
- (See Item 7 under Regulations Governing Payments and Refunds—Academic Fees—Full-Time)
3. **Athletic and Administration Fee—Full-time**  
(see Note 1 below) ..... 150.00
4. **Technology Fee—Full-time** ..... 30.00
5. **Fitness Centre Access (\$33.00 per semester)** ..... 66.00
6. **Administration Fee—(Part-time)**  
(see Note 1 below) ..... 6.00
7. **Laboratory Fee** (where applicable per course) ..... 15.00
8. **Music Instruction Fee** ..... 150.00
9. **First-year Nursing—Special Charges** ..... 75.00
10. **BEd Program—**  
**Professional Fee** (payable annually) ..... 75.00
11. **Human Resource Management Program**  
**Registration Fee (non-refundable)** ..... 200.00
12. **Business Co-operative Education Program**  
**Registration Fee** ..... 461.00
13. **Math & Computer Science Co-operative Education**  
**Program Registration Fee** ..... 461.00
14. **Physics Co-operative Program**  
**Registration Fee** ..... 461.00
15. **Challenge Examination** ..... 100.00
16. **Evaluation of Special Credits** (per request) ..... 100.00
17. **Transcripts**  
Registered Mail ..... 10.00  
Rush Service ..... 15.00
18. **Master of Science, Master of Education, or Doctor of Philosophy Program**
  - **Thesis publication fee**  
(as determined by Library and Archives Canada)
  - **Thesis binding** (2 copies) ..... 30.00
19. **Application Fee** (to be submitted with application)  
(see Note 2 below)
  - a. Professional programs  
(BEd, BScN, DVM—Canadian)
    - on each application ..... 50.00

- DVM Foreign (applications through VMCAS)..... US 50.00
- b. Professional Graduate programs (MEd, MSc, MA, MVSc, MAHSR, PhD)
  - on each application.....75.00
- c. Other programs—on first application only ..... 50.00
- 20. **Reinstatement fee charged to students who are deregistered from courses for non-payment**
  - Full-time students..... 50.00
  - Part-time students .....25.00
- 21. **Canadian Nursing Student Association Fee** ..... 5.00
- 22. **UPEI Nursing Student Association Fee** ..... 10.00

**Note 1:** Administration Fee includes graduation fees, letters of permission, supplemental and special examinations, rereading of examinations, and transcript fees except as specified.

**Note 2:** This application fee is to be paid by all first-time applicants, whether for full-time or part-time studies, including courses taken for audit. This is also required of all Centennial Scholars who are first-time applicants. The application fee is not required of any student who has ever made prior application to take courses at UPEI.

\*A full-time student is one taking 9 or more semester-hours of credit in any one semester.

\*\*A foreign student is one who is not a Canadian citizen or a landed immigrant of Canada at the date of registration.

\*\*\*Students in the Veterinary Medicine program must pay the Non-Resident fee unless they are Canadian citizens or landed immigrants of Canada of at least 12 consecutive months' duration during which time they have resided in Canada and have not attended a university or college full-time. Those who qualify for this status after first admission by standing down for a year will be considered for readmission subject to the availability of seats in the year and in the province where they now qualify. (See residency guidelines in Admissions Requirements for Veterinary Medicine section.)

\*\*\*\*Full-time students requiring health and dental insurance family coverage must make application and pay the required premium at the Student Union Office. Single students must pay the required premium at the University Accounting Office during registration. See Item 7 under **Regulations Governing Payments and Refunds—Academic Fees—Full-Time**.

## RESIDENCE ACCOMMODATION FEES

The 2007–2008 residence and meal service fees are outlined below.

All students living in Bernardine or the new Residence are required to have a meal plan. The choices of meal plans are 7 day meal plan (unlimited) or 5 day meal plan (unlimited).

Accommodation	1st Sem.	2nd Sem.	Total
<b>Bernardine Hall</b>			
Single Room	2,300.00	2,300.00	4,600.00
Shared (double) Room	1,855.00	1,855.00	3,710.00
<b>New Residence</b>			
One Bedroom Suite	2,650.00	2,650.00	5,300.00
Two Bedroom Suite	2,525.00	2,525.00	5,050.00
Three Bedroom Suite	2,525.00	2,525.00	5,050.00

## Blanchard Hall

Semi-Private	2,400.00	2,400.00	4,800.00
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## Meal Service

7 Day Meal Plan	1,710.00	1,710.00	3,420.00
5 Day Meal Plan	1,650.00	1,650.00	3,300.00

Residence accommodation fees include heat/hot water, in-room local telephone services, voice mail, cable television (television set not supplied), House Council fees, and security services. Computer services access is available in each room with additional connection charges. Computer labs are available in Bernardine and the new Residence with no additional fees.

## Other Residence Fees

Residence Security Deposit.....	300.00
Room Deposit (returning residence students only). Amounts are non-refundable and will be applied against first-semester residence fees due on/before date indicated on offer letter. ....	50.00

For more information see **Residence Regulations Governing Payments and Refunds**.

## CAMPUS PARKING FEES

The University provides pay parking for students, faculty, staff, and visitors to the campus. Permits are required during the parking enforcement hours of 7:00 a.m. to 5:00 p.m., Monday to Friday (excluding statutory holidays).

Students may obtain parking permits by completing an application and making the required payment at the Accounting Office.

## Student Parking Fees (subject to change without notice):

• Full-Time Student	
1st Vehicle .....	80.00
Additional Vehicle .....	40.00
• Part-Time Student	
1st Vehicle .....	50.00
Additional Vehicle.....	25.00

Visitor parking during the enforcement hours at an hourly rate of \$1.00 (daily maximum \$7.75) is located at the Visitor Parking Lot at the University Avenue entrance to the campus.

A brochure outlining UPEI's traffic and parking regulations is available from the Accounting Office and the Security Services Office. Questions related to permits, fees, and payment should be directed to the Accounting Office, and enforcement matters should be addressed to Security Services.

## REGULATIONS GOVERNING PAYMENTS AND REFUNDS—ACADEMIC FEES—FULL-TIME

1. All tuition and items 1 to 5 under Other Fees are payable during registration for first and second semesters on the dates set forth under Calendar Dates 2007–2008. All other fees are payable when incurred.

2. Students registering for second semester only are required to pay the tuition fees as specified above but only pay one-half Student Union fees.

3. While a student is financially indebted to the University, no testimonial, diploma, certificate or statement of examination record will be issued.

4. Students financing part or all of their education with funds from a Canada Student Loan and/or a Provincial Student Loan are required to complete the necessary arrangements before their arrival on campus for registration. Student loan application forms for Prince Edward Island students are available from the University Department of Student Services or from the PEI Department of Education. These application forms are to be completed and filed with the Provincial Government during the early summer months in order that a Certificate of Eligibility may be obtained before registration in September. Students from other provinces must apply through their applicable Provincial Government student aid office. All Certificate of Eligibility forms must be processed at the Accounting Office and delivered to the lending institution negotiating the loan. Failure to follow this procedure will subject the student to a late fee.

5. Students who intend to finance their education with student loan funds but have not received their Certificate of Eligibility prior to registration must pay the required fees at registration time. They should, therefore, arrange the necessary temporary financing before their arrival for registration. Failure to do this will subject the student to a late fee.

6. Students whose educational costs are paid by an external organization which requires direct billing by the Accounting Office must present proof of such arrangements at the time of registration. **Please note:** If monies are not received from the external organization before the designated due dates the student will be subjected to a late fee.

7. The UPEI Student Union administered student medical plan is a supplement to the Canadian Provincial Medicare plans and covers the student (Canadian and foreign) for certain benefits not provided by Medicare. The term of coverage is from September 1 to August 31 of each registered year for students registering in the fall. All students must pay the specified premium at the time of registration. Those not requiring medical coverage and wishing refunds on the premium paid must present proof of similar coverage to the Student Union Office **prior to September 30 of each registered year** or during a specific period of time which will be advertised on campus bulletin boards.

8. Full-time students who withdraw from the University or from individual courses voluntarily or otherwise before October 31 in the first semester or February 28 in the second semester may be allowed a refund on part of their tuition fees provided written notice is previously filed with the Registrar's Office and the Accounting Office. The date of withdrawal shall be the day notice is received. Refunds will be made for complete months only; any part of a calendar month attended or registered by a student constitutes a full month. Refunds are based on the following discontinuation dates:

1st Semester	Month of September	60%
	Month of October	40%
2nd Semester	Month of January	60%
	Month of February	40%

#### 9. Student Union Dues Refund

Student Union dues shall be refunded to students who discontinue courses in the following manner:

- one hundred percent (100%) until September 30
- eighty percent (80%) until October 31
- fifty percent (50%) until January 31
- forty percent (40%) until February 28

## REGULATIONS GOVERNING PAYMENTS AND REFUNDS—ACADEMIC FEES—PART-TIME

1. Part-time students must pay all of their tuition and other fees at the time of registration on the dates set forth in the 2007-2008 Calendar or as advertised in the local news media. Registration will not be complete until all fees are paid or financial arrangements have been made with the Accounting Office.

2. While a student is financially indebted to the University, no testimonial, diploma, certificate or statement of examination record will be issued.

3. Part-time students who withdraw from the University or from individual courses voluntarily or otherwise before October 31 in the first semester or February 28 in the second semester may be allowed a refund on part of their tuition fees (unless otherwise specified at time of registration) provided written notice is previously filed with the Registrar's Office and the Accounting Office. The date of withdrawal shall be the day notice is received. Refunds will be made for complete months only; any part of a calendar month attended or registered by a student constitutes a full month. Refunds are based on the schedule of refunds as specified under Regulations Governing Payments and Refunds for Full-Time Students. In no case will refunds be made after February 28th.

## RESIDENCE REGULATIONS GOVERNING PAYMENTS AND REFUNDS

1. Fees for residence accommodation are payable during registration for first and second semester as specified under Calendar Dates 2007-2008. Regulations governing payments and refunds for academic fees also apply to payment of fees for residence accommodations and meal services.

2. Students living in residence during the first semester who have paid the residence security deposit are not required to pay this when paying for second semester residence accommodation.

3. The cost per semester, according to the current fee schedule, is payable in advance to the University Accounting Office prior to the date of move-in (for the first semester) and prior to the first day of classes in January (for the second semester).

4. If you are a **new residence student** you are required to submit a completed Residence Life Agreement and a \$300.00 security deposit by the date indicated on your letter of acceptance to the residence program. **The following refund schedule applies should you inform the Residence Office by written notice of your intention to withdraw from the Residence Program.**

- notification prior to July 1 qualifies for a \$100.00 refund;
- notification on and after July 1 does not qualify for a refund

If you are a **returning residence student** you are required to submit a completed Residence Life Agreement along with a non-refundable \$50 room deposit by the date indicated on your offer letter. A subsequent non-refundable room deposit is required as indicated below.

**\$250 due on/before June 16, 2007**

Once again, the paid deposits will not be refunded (unless the



University does not allow you to continue because of poor academic performance) as it is expected that you will return to residence.

5. The \$300 security deposit may be used toward amounts owing the University at the end of the academic year. Any unused portion of this deposit is refundable after this time.

**6. You are making a commitment to the Residence Life Program for the entire 2007-08 academic year or for as long as you are a UPEI student during this academic year.** This commitment includes all financial obligations (including your \$300.00 Security Deposit), whether or not you remain in Residence for the entirety of that time period. If you choose to leave Residence, or are evicted, you will remain financially obligated.

7. All fees are payable in full at the beginning of each semester. Students accepted to residence who have not paid their Residence security deposit cannot be guaranteed residence accommodation. For further information, please contact the Residence Office at (902) 566-0362 or e-mail [residence@upe.ca](mailto:residence@upe.ca)

8. If you accept Residence in the new residence or Bernardine Hall, you are making a commitment to the University of Prince Edward Island to purchase one of the available Residence meal plans for the duration of your stay in Residence. **If you wish to change to a different Residence meal plan for the second semester, you must inform the Residence Office in writing during the first semester, prior to December 1, 2007.**

9. If you accept Residence in Blanchard hall, you have the option of purchasing one of the available Residence meal plans on a semester-by-semester basis. If you purchase a Residence meal plan, you are committing yourself to hold that meal plan for the duration of the semester. Blanchard residents also have the option of purchasing one of the available Casual meal plans.

#### GENERAL REGULATIONS GOVERNING PAYMENT OF FEES

1. All payments towards academic and residence fees may be made by cash, Interac, cheque, money order, credit card (Visa, MasterCard), or Student Loan Certificate of Eligibility.

2. Payment of fees constitutes part of registration procedures. Fees not paid in full by the end of the second week of the semester (during regular business hours) are subject to late fees: (subject to change)

Full-Time Students—\$60.00

Part-Time Students—\$30.00

3. Discretionary powers in exceptional circumstances will remain with the Comptroller in all cases relating to the payment of fees.

4. Students who pay their fees by cheque and subsequently have their cheque returned to the University will have the face value of the cheque plus any bank charges charged back to their account. In addition to this, a \$20 administration charge will be levied against the student and the student will be subject to late fees.

5. Proceeds from Student Loan and Bursary sources must be applied against educational debts incurred at the University

of Prince Edward Island. Residual funds will go to the student after these debts have been paid.

6. Outstanding accounts with the University are subject to a 1% interest charge per month. This rate may change from time to time as market conditions fluctuate.

7. The University reserves the right to add to, alter or amend these regulations at any time during the academic year.

8. The University reserves the right to recover from the payor any service charges associated with payment of fees by credit card.

9. While a student is financially indebted to the University, no testimonial, diploma, certificate or statement of examination record will be issued.



## 7. Transcript Information

Your student record is available to you and can be accessed through the University's web page ([www.upei.ca](http://www.upei.ca)) using your Student number and PIN.

Copies of student transcripts will be provided to the student or directly to an external party (employer, educational institution, etc) upon:

- (i) written request submitted in person, by fax, or by email (sent from a verified UPEI account) to [transcripts@upei.ca](mailto:transcripts@upei.ca)
- (ii) Official transcripts will not be released in sealed envelopes to students but will be issued directly to the third party, unless documentation from that third party so instructs the Office. This official transcript remains official only as long as the seal is not broken before it reaches the receiving institution. Requests from students with fees owing to the university will not be processed.

The Registrar's Office is pleased to provide regular mail service for transcripts free of charge. A fax fee of \$10.00 is charged and the hard copy will be mailed as well. You can pay by Visa, Mastercard or cheque. You can fax or phone your credit card number in or send it by e-mail to: [transcripts@upei.ca](mailto:transcripts@upei.ca). Courier fees are an additional \$10.00 within the Maritimes; \$20.00 for other Canadian destinations and \$30.00 for the United States. Courier requests must include a street address and a phone number, including the area code. Any request needed immediately (same day service) is subject to a \$15.00 rush fee on top of the costs of the particular request.

**NOTE:** Transcripts are prepared daily; however, during peak periods, such as the end of each academic session, at least one week notice may be required.





## 8. Awards, Scholarships, and Bursaries

### I. ENTRANCE SCHOLARSHIPS

#### A) FULL-TUITION RENEWABLE

- **The Wanda Wyatt Scholarships**

These prestigious scholarships, funded by the Wanda Wyatt Foundation, are awarded annually to exceptional students, graduating from PEI high schools, who are in excellent academic standing. Each scholarship is valued at \$5,000 and is renewable in each of the following three or four years of study, subject to the usual criteria for renewable scholarships. In a typical four-year program, scholarship holders will receive \$20,000 in total. The Wanda Wyatt Scholarships are awarded to students who demonstrate the potential to contribute to the long-term development of PEI. Recipients must also demonstrate an aptitude for, or interest in, the cultural or artistic dimension of life.

Applicants will provide, in addition to their academic transcripts, a short personal statement and letters of reference. A Committee of five prominent Islanders will review the applications and a short-list will be invited to attend an interview.

Information regarding the application process is available from Student Services and the Registrar's Office in January of each year.

- **Michael S. Kelly Memorial Scholarship**

This full-tuition, renewable entrance scholarship is awarded to the student who best demonstrates characteristics of leadership, community involvement, outstanding athletic ability, and academic excellence. Continuance of the award is based on normal load of 30 semester hours of credit taken from September to April, and is subject to the usual criteria for renewable scholarships. Application forms are available from Student Services and the Registrar's Office in January of each year.

- **The Harrison McCain Scholarship**

In honour of Mr. Harrison McCain, the Harrison McCain Foundation established a scholarship in 1999 to be awarded to a student attending the University of Prince Edward Island. This scholarship is valued at \$13,500 and will be payable over a four-year course of study in any faculty. The criteria include:

- 80% average after first term of Grade 12, based on university preparatory courses;
- Financial need;
- Leadership qualities;
- Recognized initiative in students funding their own education.

This award is open to any high school student in Canada and continuance is based on maintaining a full-course load and an overall academic average of 60% in year one, 70% in year two, and 75% in years three and four. Application forms are

available from Student Services and the Registrar's Office in early January.

**PLEASE NOTE:** All applicants to UPEI will be automatically considered for entrance awards if applications are received by March 1st.

Scholarships must be accepted in writing no later than May 15th. Awards that are declined will be re-offered to the next eligible applicant on the ranked list.

- **The Fred Bagnall Memorial Scholarships**
- **The Ronald J. Baker Scholarship**
- **The Marilyn Buist Memorial Scholarship**
- **The Gertrude Cotton Memorial Scholarships**
- **The Alberta McNab Daley Estate Scholarships**
- **UPEI Faculty Association Scholarships**
- **University of Prince Edward Island Scholarships**

Each year, a number of renewable scholarships are available to incoming, first year students. These are awarded by the Admissions and Scholarship Committee on the basis of the high school record, extracurricular activities, and in some cases an interview. The scholarships will be continuing on the condition that scholarship holders maintain a full course load of 30 semester hours of credit taken from September to April and obtain an average of at least 75% on the work of the first and second semesters combined in the first year, and 80% in the remaining years.

- **The Diagnostic Chemicals Limited Earl and Annie Duffy Scholarship**

This is a full-tuition renewable scholarship granted to an incoming high school student from Kinkora Regional High School who has high academic standing and is pursuing a science degree at UPEI.

- **The Diagnostic Chemicals Limited Percy and Helen Murphy Scholarship**

This is a full-tuition scholarship granted to an incoming high school student from Souris Regional High School who has high academic standing and is pursuing a science degree at UPEI.

#### B) VARIOUS AMOUNTS RENEWABLE

- **The Prince of Wales College Scholarship**

This renewable scholarship, valued at \$2,000, is for the student entering UPEI from a Prince Edward Island high school who has been judged by the Scholarship Committee to best exemplify PWC's tradition of excellence. *Please note: there is no separate application process for this award.*

- **2,000-Plus Awards**

The University of Prince Edward Island makes available for incoming first-year students a number of entrance scholarships

valued at \$2,000, chosen on the same basis as full-tuition renewable scholarships.

- **The Inspiring Excellence Awards**

Every student admitted to the University of Prince Edward Island directly from high school, who has an average grade of 85% on the grade 12 courses considered for admission and is not in receipt of a UPEI scholarship of higher value, is eligible for a \$1,000 scholarship. Applicants not applying in their year of graduation must be entering post-secondary studies for the first time and they must also meet the minimum 85% academic average requirement.

- **The Claude and Dr. Bernice Bell Award (Music)**

This renewable award is made to a full-time student enrolled in the Music program who has demonstrated financial need. The recipients of this award will have exceptional musical ability and/or potential as determined by the Music Department. Renewal of the award will be contingent upon maintenance of the passing average.

- **The Mary O. Kinch Entrance Awards**

Several scholarships ranging from \$1,000 entrance to \$2,500 renewable are available to full-time Music students, carrying a minimum of nine semester-hours of Music credit. Selection of the recipients will be based on the results of the audition performance and theory test.

- **The Eleanor Reesor Wheler Memorial Entrance Scholarship in Music**

This renewable entrance scholarship will be awarded to a first-year piano, string, or flute major upon entrance into the Bachelor of Music program who demonstrates a high standard of performance and the potential for substantial growth in the Bachelor of Music program. If no student applies who meets the above criteria, this scholarship may be awarded to any exemplary first-year student. In the event that there are no eligible entrants, then it may be awarded to a student entering the second, third, or fourth year of study who possesses distinguished performance and/or academic standing. The Department's choice will be forwarded to the Scholarship Committee for ratification.

- **The Russell S. Ramsay Memorial Trust Scholarship (Business/Nursing)**

This scholarship, valued at \$1,000, is awarded each year to a graduating student from Westisle High School. The scholarship is presented to a student entering the first year of the Bachelor of Business Administration program at UPEI or the Bachelor of Nursing program at UPEI. The successful candidate will be the student with the highest academic standing entering either of the above programs and who will also demonstrate a concern and compassion for the welfare of others. *Please note: it is not necessary to apply for this award as the recipient will be selected on the criterion of high academic standing and in consultation with Westisle High School.*

- **The Marilyn Buist Memorial Scholarship**

One renewable full-tuition scholarship is awarded to a student entering the School of Nursing. *Please note: it is not necessary to apply for this award as the recipient will be selected on the criterion of high academic standing.*

- **The Dr. Ninian LeBlanc Award**

This is awarded to a first-year UPEI student who is a graduate of a Prince Edward Island high school, has a strong academic

record, who is not already on a renewable scholarship, and is experiencing financial need. Recipients may receive this award for four years consecutively, provided they maintain the academic requirements established by the University.

- **The Joyce M. (Hooper) Andrew Renewable Scholarships in Education**

Two \$2,000 renewable scholarships will be offered each year to students entering the Bachelor of Education program at the University of Prince Edward Island. The recipients will receive the scholarship for each year of the two-year program. To maintain this scholarship, the recipient must maintain a superior academic record in each of the subsequent years at UPEI.

- **The Dr. Leo and Reta (Coady) MacIsaac Memorial Scholarship in Nursing**

This is a one-time entrance renewable scholarship which will be granted to a nursing student who is entering the UPEI School of Nursing after high school graduation, is involved in the community, and commits to seek employment in PEI following graduation.

### C) NON-RENEWABLE

- **The Orin Carver Scholarship**

Scholarships of up to \$3,000 each are awarded annually to students who meet the following eligibility requirements that best exemplify those qualities demonstrated by Mr. Orin Carver as recognized by Premier Joe Ghiz and the Government of the Province of PEI. Applicants must be:

- graduates of a PEI high school or have completed the majority of their education in PEI;
  - placed in the top 25% of their class in their training/education program as verified by the institution they most recently attended;
  - continuing their education at the university or post-secondary community college level in PEI on a full-time basis; and
  - currently exhibiting a level of excellence and leadership in either the athletic or arts fields, and in community service, or a combination thereof.
- Finally, all applicants must have their scholarship applications endorsed by the educational institution attended; include a minimum of two letters of reference; and write an essay to the Selection Committee in which they explain how their involvement in amateur sports, or the arts and cultural development, and in community service, has contributed to their personal development. Application forms are available at [www.cfpei.ca](http://www.cfpei.ca)

- **The PEI Literacy Alliance—William J. Hancox Memorial Scholarship**

This \$1,500 award will be made available to a first-year student, who is a mature student and has conquered literacy challenges in the past. Application forms are available at the Registrar's Office or Student Services.

- **The Calgary Friends of UPEI Scholarships**

Scholarships of up to \$3,000 each are available to students entering UPEI from Calgary. Recipients will be recommended to the Scholarship Committee by a member of the Calgary Friends to UPEI Alumni.

- **The Frederick M. Davison Award for Excellence**

This entrance scholarship, valued at \$5,000, is awarded on an annual basis to the student entering UPEI who has achieved

well academically but not necessarily obtained the highest aggregate in high school, who exhibits dedication and a desire to make a difference to the community.

• **The Mildred I. and Earl W. G. Foster, Sr., Memorial Scholarship**

This scholarship, valued at \$1,500, is awarded to a graduating Colonel Gray student entering first year at UPEI. Candidates will have an average of 75-80%; be involved in music, especially singing, dance, and piano; and will intend to pursue a career in education. The successful applicant must not be receiving a scholarship of \$1,000 or more. For more details, please contact the Guidance Counsellor at Colonel Gray High School.

• **The Lettie M. Passmore Scholarships**

These scholarships, valued at \$1,000, are offered each year to students entering first year.

• **The R. H. Webster Foundation Scholarships**

These scholarships, valued at \$1,500, are offered each year to students entering first year.

• **The UPEI Women's Group Scholarship**

This entrance scholarship is made possible through the UPEI Women's Group. One award of at least \$1,500 is offered to a first-year UPEI student.

• **The Avery Scholarship**

The Avery Scholarship, valued at \$1,000, is awarded to a student from a PEI high school entering the first year of the Faculty of Arts at UPEI and planning to major in English. The recipient of this scholarship will be selected on the basis of an essay. Information regarding the application process is available from Student Services and the Registrar's Office in January.

• **The Frances Dindial Memorial Entrance Scholarship**

This scholarship, of approximately \$600, is awarded to an entering full-time Music student whose last year of high school study was taken in a PEI high school. Selection of the recipient will be made on the basis of performance in an audition conducted by faculty members of the Music Department, and a theory test. The Department's choice will be forwarded to the Scholarship Committee for ratification.

• **The Music Alumni Entrance Scholarships**

These scholarships, in amounts varying from \$250 to \$750, are for entering full-time Music students carrying a minimum of nine semester-hours of Music credit. They are awarded on the basis of performance in audition, conducted by faculty members of the Music Department, and a theory test. The Department's choice will be forwarded to the Scholarship Committee for ratification.

• **The Julian Jaynes Memorial Entrance Scholarships**

A maximum of five scholarships of \$1,000 are presented on an annual basis to students entering the University of Prince Edward Island who intend to major in the study of Psychology. Applications will be reviewed by the Admissions and Scholarship Committee using the general procedures established for all entrance scholarships.

• **St. Dunstan's University Board of Governors' Student Assistance Program**

There are a limited number of awards that are annually given to Catholic students of Prince Edward Island who are entering or currently attending a university or community college. The

applicant must:

- be a resident of PEI;
- be a graduate from a PEI high school with a grade 12 average of at least 65% or must have achieved an average of at least 65% in the previous year of study;
- arrange for an official transcript to be sent to the Board Office;
- be a practising Catholic and arrange for a letter of recommendation to be forwarded from the parish priest or pastor; and
- attach a copy of conditional acceptance from the university or community college that s/he is planning to attend. Those in university must take a minimum of four courses and community college students must attend on a full-time basis.

These awards are renewable for the first four years of university only and for two years of study at a community college. The post-secondary institution must be non-profit. Awards will not be made to students receiving an award of \$750 or more.

Application forms may be obtained from the Student Assistance Program Committee, St. Dunstan's University Board of Governors, PO Box 1434, Charlottetown, PE C1A 7N1 and should be completed and forwarded no later than 28 June. *Please note: applications received later than that date will not be considered by the Committee, nor will they be referred to the Board for approval.*

• **The A. G. & Eliza Jane Ramsden Memorial Scholarships**

These scholarships of a minimum of \$1,000 and a maximum of full tuition will be awarded among full-time university students making application and with consideration for financial requirements and personal character and not already receiving a scholarship or bursary of more than \$1,000. Consideration may also be given to the academic standing of an applicant and/or an expressed interest or intent to pursue theological studies. Application forms available from Student Services and the Registrar's Office.

• **The John Tremblay Bursary in Business Administration**

These bursaries are awarded, upon recommendation from the high school principal(s), to two students of good academic standing, not already receiving a scholarship of \$1,000 or more, who are graduating from a French-language high school on Prince Edward Island, and intending to enter the Business Administration program at UPEI. Application forms are available from Student Services and the Registrar's Office in early January.

• **The Doris MacPherson Caseley Memorial Bursary**

This bursary of approximately \$2500 will be awarded annually to a Prince Edward Island High School student entering the Bachelor of Arts program at UPEI. Application forms are available from Student Services and the Registrar's Office.

• **The Association of Community Living—Ruby Smallman Award and Rosie Pierce Award**

Two entrance awards of \$300 will be granted to two students entering the Adult Connections in Education (ACE) program in a full-time capacity. Financial need will be a determining factor.

• **The Halifax Friends of UPEI Entrance Scholarship**

One non-renewable entrance scholarship of \$1500 will be

available to a full-time first year student entering UPEI from the Halifax region. The student will possess an average of 85% or higher with community service during high school. The recipient will not be in receipt of another scholarship of more than \$2500 in the same academic year.

- **The Eugenie Ann Pineau Memorial Bursary**

Two bursaries will be granted to two students entering the Transition Program at the University of Prince Edward Island.

- **The Earl D. Foster Entrance Scholarship**

This scholarship will be awarded to a graduating Colonel Gray student who is entering first-year at UPEI in the Bachelor of Science program. Preference will be given to a student majoring in Math or Chemistry; have a minimum admission average between 75-85%; not already receiving a scholarship of \$1,000 or more; and be involved in the community.

- **The Mary C. McInnis Entrance Scholarship in Nursing (Deadline April 15)**

This scholarship will be granted to a high school student entering the University of Prince Edward Island's School of Nursing.

- **The Wilbert C. McInnis Scholarship in Business (Deadline April 15)**

This scholarship will be granted to a high school graduate entering the School of Business at UPEI who has a minimum 75% average and contributes to the community through volunteer work.

- **The Albert and Kathleen Ferris Entrance Scholarship**

This scholarship will be granted to a deserving student entering UPEI. No application form is required.

- **The Dorothy Corrigan Entrance Bursaries (Deadline March 31)**

These bursaries will be awarded to students entering full-time study (5 courses per semester) at UPEI for the first time, and who have a declared financial need. The recipients will be selected by the UPEI Admissions & Scholarship Committee, based on general applications to UPEI.

- **Leaders of Tomorrow Scholarships (Deadline April 15)**

Thirteen non-renewable scholarships values at \$2,000 each will be awarded to applicants coming directly from high school to UPEI who are taking a full course load (five courses per semester). The applicant must have a minimum 80% average in grade 12 and proven leadership ability, verified by a personal statement and the endorsement of two individuals from the school and the community.

## 2. CONTINUING SCHOLARSHIPS

### A) AWARDS

#### (i) General

- **The Tsang Family Scholarship (Arts or Science)**

The Tsang Family Scholarship is awarded to a full-time student who has successfully completed 30 semester-hours in the first year of an Arts program and who, in the judgement of the Admissions and Scholarship Committee, has demonstrated academic excellence, exemplary moral character, and extracurricular leadership. The eligible student will not already be receiving a scholarship of \$1,000 or more. Candidates must indicate through a letter of application and two references how they fulfill the criteria. The deadline for this award is mid-

September and application forms are available from Student Services and the Registrar's Office at the end of March.

- **The Parkdale-Sherwood Lions Club Scholarship**

This award is donated by the Parkdale-Sherwood Lions Club and is presented to a deserving student entering third year in Arts, Science, or Business.

- **The SDU Class of '62 Scholarship**

This scholarship will be available to a full-time UPEI student entering first, second, or third year who is enrolled in the Faculty of Arts, Science, or Business; has an academic average of at least 80%; and is involved with public service with an interest in humanities.

- **The G. Stewart MacKay Scholarship**

This scholarship is for a full-time student who has maintained a strong academic standing and is involved or interested in university affairs, including athletics or student politics.

- **The University of Prince Edward Island Alumni Prize**

This prize is for the graduating student with the highest aggregate in the fourth year of the Arts program.

- **The Ambrose Lee Prize**

This prize is for the graduating student standing highest in the Faculty of Arts.

- **The Réshard Gool Award for Creative Writing**

This award is for a full-time UPEI student who demonstrates excellence in Creative Writing.

- **The Department of Education: Island Student Awards**

Prince Edward Island students who are registered full-time for both academic semesters or terms at a PEI post-secondary institute may be eligible for an Island Student Award. These awards are applicable to a number of programs at UPEI, Holland College, and Collège de l'Acadie. UPEI students must be registered full-time in one of the following:

- the third or fourth year of a specific undergraduate program or Veterinary Medicine;
- the second year of the BED program; or
- a fifth-year honours program.

The Department of Education will make the \$600 award payments directly to the educational institution on behalf of the qualified recipients. Students' accounts will be credited in January.

For more information, contact Student Financial Services, Department of Education, PO Box 2000, 16 Fitzroy Street, Third Floor Sullivan Building, Charlottetown, PE C1A 7N8. *Note: no application is required.*

- **The Dr. Graeme and Alberta Bryant Boswall Award**

This award will be granted to a deserving student who has made a meaningful contribution to student life and/or community service, has an unblemished academic record, has not been the recipient of a major scholarship or bursary, and is not receiving another graduation prize.

- **The Heaslip Renewable Scholarships**

These renewable scholarships are available to students entering Year 2 of a four-year Arts program. The recipients must:

- \* be Canadian citizens;
- \* demonstrate financial need, which will be determined through the application process within the Registrar's Office;



- \* have a cumulative average of at least 70% in Year 1 and subsequent years;
- be full-time students enrolled in Year 2 of any four-year Arts degree program.

• **The Killam Properties Inc. Scholarship Program at UPEI**

Two scholarships valued at \$1,000 each will be granted to returning UPEI students who are tenants in good standing with Killam Properties in Prince Edward Island, and who have obtained a minimum average of 80% in the previous academic year.

**(ii) Arts**

**Economics**

• **The Ramasamy Nagarajan Memorial Award**

This award is given annually to the graduating student standing highest in the Bachelor of Arts degree program majoring in Economics.

• **The RBC Dominion Securities Prize**

This prize is for the graduating student standing highest in Economics 251.

**English**

• **The Sarah Grimbale Memorial Award**

This award is available to a full-time UPEI student, in first or second year, standing highest overall in English 201. The recipient will be selected by the Admissions and Scholarship Committee.

• **The Henry Havelock MacFarlane Memorial Award**

This award is given to a deserving third- or fourth-year student in the English major or honours program. Nominations are made at the end of the academic year by the English Department to the Awards Committee.

• **The Reverend Brendan Megannety Award**

This award is presented annually to a UPEI student in the third or fourth year of the English major or honours program who best demonstrates a dedication to learning and scholarship within the discipline of English Language and Literature.

• **The Honourable Chief Justice John Paton Nicholson Memorial Award**

This award is granted to a deserving English major or honours graduating student who has completed, with high standing, a minimum of five courses in pre-1900 English Literature.

• **The Dorothy Cullen Memorial Award**

This award is presented, on the recommendation of the English Department, to a student majoring in English.

• **The W. B. Yeats Award**

This award is presented to an English major or honours student with a minimum grade average of 80% who has contributed significantly to the intellectual and social life of the Department. This award will normally be given to a graduating student, but may be awarded to a deserving non-graduating student. The student receiving this award should not, in the same year, have received one or more of the other prizes awarded to English students.

**Fine Arts**

• **The Jean Auld Memorial Prize in Fine Arts**

This prize is for the student with the highest standing in Fine Arts 101-102.

• **The Floyd Trainor Prize**

This award is presented to the student obtaining the highest mark in Fine Arts Studio 111.

**History**

• **The Irene Rhynes Memorial Scholarship**

This scholarship will be awarded to a full-time student enrolled in the Faculty of Arts, who expresses an interest in history, poetry, or international studies; has an academic average of at least 75%; and is not receiving any other scholarships of \$600 or more.

• **The Canadian Review of Studies in Nationalism Prizes**

These prizes are for the graduating History major or honours students with the highest and second-highest averages in all history courses.

• **The Orwell Corner Historic Village Prize in Memory of Wendell Boyle**

This prize is for the student with the best paper in "Folk History of Rural PEI."

• **The Public Archives of PEI Prize**

This prize is for the student who, in the opinion of the faculty, has completed the best original historical research on a Prince Edward Island topic.

• **The Stevenson's Insurance Agency Limited Prize**

This prize is for the student with the highest standing in History 331-332, PEI History.

**Modern Languages**

• **The Ambassador of France to Canada Award**

This award is for a graduating student who is outstanding in French.

• **The Ambassador of Switzerland to Canada Award**

This prize is for a graduating student who is outstanding in French and German.

**Music**

• **The Sister Katherine MacDonald Award**

This award is presented to the student standing highest in third-year Music.

• **The University of Prince Edward Island Music Society Scholarship (Year 3)**

This prize is for the full-time student entering the third year of a Bachelor of Music program and is awarded on the basis of overall positive attitude, leadership, and humanistic qualities.

• **The University of Prince Edward Island Music Society Scholarships (Years 2 and 4)**

These prizes are for a full-time student entering the fourth and second years of a Bachelor of Music program. They are awarded on the basis of growth and development of musicianship as demonstrated in the previous year of studies.

• **The Sisters of the Congregation of St. Martha of PEI Prize**

These two prizes are for the students standing highest in second-year Arts and in second-year Music.

• **The UPEI Tersteeg Music Scholarship**

This award is for a student entering the third year of a Bachelor of Music program based on the grades and performance standards achieved in the second year of the program.



• **The University of Prince Edward Island Mathis Music Award**

This award is for the full-time student entering second, third, or fourth year of a Bachelor of Music program who achieved the highest grade above 80% in Applied Music in Voice during the previous year's study. Selection is also based upon the recommendation of the Voice professor.

• **The University of Prince Edward Island Reesor Music Award**

This award is for the full-time student entering second, third, or fourth year of a Bachelor of Music program who achieved the highest grade above 80% in Applied Music in Organ during the previous year's study. Selection is also based upon the recommendation of the Organ professor.

• **The Bevan MacRae Bursary**

This award was established by the Confederation Choir in recognition of former Director of Music, Gwilym Bevan, and former choir accompanist, Mrs. Helen MacRae. The award is for a student entering the third year of a Bachelor of Music program who best demonstrates interest and ability in the areas of choral conducting and/or accompaniment. The recipient is determined by the Admissions and Scholarship Committee, on the recommendation of the Music Department.

• **The Dr. Gustave Gingras Prize for Music**

This prize is for a meritorious graduating student in Music.

• **The Christine Burdett Scholarship in Music**

This scholarship will be granted to a full-time student entering the third year of a UPEI Music Program, awarded on the basis of growth and development of musicianship as demonstrated in the second year of studies.

• **The Florence Simmons Music Award**

This will be awarded annually to an organ student who has demonstrated a commitment to the advancement of the craft and artistry of organ-playing, and whose overall progress is deemed most meritorious based on the recommendation of the organ instructor.

• **The Carter MacKenzie Memorial Award in Music**

This award will be granted to a graduating student majoring in Music whose commitment, passion, and focus in academic and/or performance pursuits has been deemed exemplary by the Music faculty.

**Philosophy**

• **The Ledwell-Duffy Memorial Award in Philosophy**

This award will be granted to a third-year philosophy major, entering fourth year, who has the highest standing overall in philosophy.

**Psychology**

• **The H. M. Chiang Award**

This award is presented to an honours student in Psychology, selected by the Department, who demonstrates exceptional creativity in the honours thesis. *Please note: this award is not necessarily granted every year.*

• **The Psychological Association of PEI Award**

This award is for the outstanding graduating Psychology major chosen by the Psychology Department.

**Public Administration**

• **The Federation of PEI Municipalities-Gilbert C. Bell Memorial Award**

This award is granted by the Federation of Prince Edward Island Municipalities to a full-time undergraduate student who exemplifies an interest in a career in Public Administration by obtaining the highest mark in Political Studies 311 (Canadian Public Administration) in the academic year.

**Religious Studies**

• **The J. Jarvis Stewart Memorial Award**

This prize is for the student ranking highest in Religious Studies 202, Religion and Denomination.

• **The J. Jarvis Stewart Memorial Prize**

This prize is for the student ranking highest in Religious Studies 264, Biblical Foundations of Christian Thought.

• **The McIsaac/Kamphuis Christian Ethics Prize**

This prize is for the student with the best overall performance in Religious Studies 232, Christian Ethics.

• **The J. Jarvis Stewart Memorial Scholarship (3rd Year)**

This scholarship is awarded to a well-rounded 3rd year student who has declared his/her Minor in Christian Studies with good academic standing - minimum average of 77% in all of the Christian Studies courses taken.

• **The J. Jarvis Stewart Memorial Scholarship (4th Year)**

This scholarship is awarded to a well-rounded 4th year graduating Religious Studies Major who has completed three core courses and at least two electives in the Christian Studies program at UPEI, and who plans to pursue a post-graduate program in Christian Studies.

**Sociology/Anthropology**

**The Dr. J. Clarence Murphy Memorial Scholarship**

This prize is awarded to the full-time PEI student majoring in Sociology, Anthropology, or Sociology/Anthropology entering fourth year and who attained the highest overall average in his/her previous 20 courses and who is not in receipt of any other UPEI scholarship.

**Theatre Studies**

**The Hartford Millar Memorial Award for Theatre Arts**

This award is presented to a student who is actively involved in theatre at UPEI, in either the curricular or extracurricular stream. The award will be given to the student who has made, and continues to make, a substantial contribution through her or his ongoing involvement in and promotion of theatre at UPEI.

**Women's Studies**

• **The Bonnie MacPherson Award in Women's Studies**

This award is presented to the graduating student with a minor in Women's Studies who has exemplified excellence in scholarship by attaining the highest aggregate in Women's Studies courses.

• **The Friends of Women's Studies Award**

This award is for a third-year student, minoring in Women's Studies, who has contributed to the Women's Studies program through active participation in courses, and who has also demonstrated a strong commitment to improving the status of women at the University and/or in the community, as determined by the Women's Studies Co-ordinating Committee.

**(iii) Business****General**

- **The Harry MacLauchlan Memorial Award in Entrepreneurship**

This award is for a student entering fourth year who has taken Business 371 and demonstrates enthusiasm for self-employment, and shows promise for executing a business plan, already has his or her own business, or is actively involved in managing a family business.

- **The Harvey MacKinnon Chamber of Commerce Prize**

This prize is for a female student entering fourth-year Business who has achieved high academic standing.

- **The Freda Cox Memorial Award**

This award is for a graduating Business Administration student who has combined academic achievement with a marked interest in the program, and who has attended university primarily as a mature or part-time student.

- **The Peake and McInnis Limited Prize in Business**

This prize is awarded to a full-time graduating student in the Business Administration program who has demonstrated exemplary qualities of scholarship and leadership within the University community. Recommendations will be from the Dean of Business.

- **The Hyndman and Company Limited Prize**

This prize is for a graduating fourth-year Business Administration student who, in the opinion of the School, has combined academic achievement, interest, and leadership to a high degree.

- **The Dale Mattock Scholarship for Women in Business**

This award is presented to a female student entering the third year of the Business Administration program. The primary criterion for selection is academic achievement, while financial need is a secondary consideration. Recommendation is made by the faculty of the School of Business Administration.

- **The Parkdale-Sherwood Lions Club Scholarship**

This award is donated by the Parkdale-Sherwood Lions Club and is presented to a deserving student entering third year in Arts, Science, or Business.

- **The Lawrence L. Parker Scholarship**

This prize is awarded to the returning student completing the third year of the Business Administration program, having taken a full load of 10 courses in the previous year, who is not receiving any other UPEI scholarship of \$1,000 or more.

- **The J. J. Revell Award in Business**

This award is for a full-time student entering fourth year who is not already receiving an award of more than \$2,000. Selection will be based upon academic excellence and leadership, with particular emphasis on leadership in varsity sports.

- **The Royal Bank Centennial Award**

This award is for a full-time student entering the second, third, or fourth year of the Business Administration program who, in the opinion of the faculty of the School of Business Administration, best demonstrates strong academic performance, leadership, and commitment.

- **The Rundell Seaman Prize**

This prize is for the student standing highest in the Business Administration program.

- **The UPEI Bookstore Prize**

This prize is for the student standing highest in third-year Business Administration.

- **The Zonta Club of Charlottetown Business Administration Award**

This award is presented to a female student entering the final year of the Business Administration program who has a strong academic record and who exhibits leadership qualities.

- **The Jean (MacLeod) Paquette Scholarship in Business**

This annual scholarship of \$1000 will be awarded to a full-time student enrolled in the School of Business (entering the third year of study) who has a record as a participant and leader in community service and/or sports.

- **The UPEI Business Society Scholarship**

This scholarship will be granted to a third, fourth, or fifth year full-time student of the Business Administration program at UPEI who is or who has been a past member of the business society. The student must not be receiving scholarships or bursaries in excess of \$1,000 per annum, excluding the \$600 Inspiring Excellence Award.

- **The National Bank Prize**

This award is to be given to the graduating student standing highest in the fourth year of the Business Administration program.

**Accounting**

- **The Certified General Accountants' Association of PEI Prize**

This prize is for the graduating student who has achieved the highest average in Intermediate Accounting.

- **The Institute of Chartered Accountants of PEI Prizes**

One of these prizes is for the student who has the highest average in Accounting 401-402, and the other is for the student with the highest average in Accounting 415.

- **The T. Earle Hickey Award**

This award is for the graduating Accounting student who is actively involved in the University community, who is considered a team player, and is always willing to assist others in achieving their goals. This student will have maintained an average of at least 75% in the final two years of the Accounting program.

- **The Randolph Manning Prize**

This award is for the Accounting student graduating from the Business Administration program, with the highest aggregate in the final two years of the Business program, who is entering the CA profession.

- **The Society of Management Accountants of PEI**

This prize is for the student who has the highest average in Accounting 411-412, Cost Accounting.

- **The Society of Managerial Accountants Prize**

This prize is for the student standing highest in Accounting 321, Managerial Accounting.

- **The Yousef Hashmi Awards of Excellence in Business Administration**

These awards are awarded to full-time (five courses per semester or co-op) students in each of the first three years of the Business program as well as to a graduating Business Administration student who excels academically.

### **Corporate Financing**

- **The Owen F. Mullin Prize**

This prize is for the student with the highest mark in Business 331, Corporate Finance.

### **Marketing**

- **The Burger King-Bush Dumville Award**

This award is for the graduating Business Administration student standing highest in the Marketing area.

- **The George T. Fulford Memorial Marketing Award**

This award is for the student who has the highest mark in Business 341, Marketing.

### **(iv) Education**

- **The Nellie Aitken Memorial Award**

This award is for the student starting second year of the Bachelor of Education program who demonstrates strong leadership, a passionate concern for the well-being of others, and who combines an infectious sense of fun with a deep commitment for teaching.

- **The Bell Debating Prize**

This prize is for the student who, in the opinion of the Education faculty, shows the most proficiency in the Instructional Communications course.

- **The Estelle Bowness Memorial Award**

This award is granted by the Prince Edward Island Teachers' Federation to a student in the Bachelor of Education program who shows promise of inspirational teaching.

- **The Faculty of Education Prize**

This prize is for excellence in practice teaching.

- **The Eric Stanley Hillis Memorial Awards**

These awards are granted annually to two students in the Bachelor of Education program who, in the opinion of the Dean, show the most promise of inspirational teaching.

- **The Knights of Columbus State Council Prize**

This prize is for the student who demonstrates excellent academic performance upon entry to the Bachelor of Education program.

- **The Little Red School House-Dorothy Campbell Memorial Award**

This award recognizes a student in first year of the Bachelor of Education program who, in the opinion of the faculty, shows strength, creativity, and promise as a classroom teacher.

- **The Elinor (MacDonald) MacLellan Scholarship**

This award is presented to a deserving, full-time student entering the second year of the Bachelor of Education program who, in the opinion of the Education faculty, shows exceptional promise and ability for a career in teaching. The criteria for evaluation will include a combination of personal suitability, academic achievement, relevant experience, and career orientation. Should there be no suitable candidate from the Faculty of Education, a deserving Music student will be considered.

- **The F. J. McNeill Award**

This award is for a deserving student in the final year of the Bachelor of Education program.

- **The PEI Retired Teachers' Association Award**

This award is given to the student standing highest after the

first year of the Bachelor of Education program who is not already on scholarship.

- **The PEI Retired Teachers' Association Prize**

This prize is for a graduating student in the Bachelor of Education program who, in the opinion of the Education faculty, demonstrates a high degree of competence and ability to prepare and present learning materials to students in a classroom situation.

- **The Dr. Walter R. Shaw Prize**

This prize is for an outstanding graduating student in the Education program.

- **The Sisters of Notre Dame Convent Prize**

This prize is for the student who manifests outstanding academic achievement and good qualities of leadership in the area of Education.

- **The Jean S. Lockerby Memorial Scholarship**

This scholarship is for a full-time student entering the second year of the Bachelor of Education program who, in the opinion of the faculty, shows exceptional promise and ability for a career in teaching and who is not already receiving awards totaling \$500 or more in the same year. The prime criterion for evaluation will be strong academic achievement, but will also include community involvement, personal suitability, relevant experience, and career orientation.

- **The Delta Kappa Gamma Scholarship**

This is an annual award for a female student entering the second-year of the Bachelor of Education Program. The award will be given to a candidate who:

- shows a high degree of competence in teaching and relating to students;
- has achieved high academic performance in the first year of the BEd. Program;
- demonstrates a dedication to international/cross cultural issues; and is not receiving another scholarship.

### **(v) Nursing**

- **The Sister Mary Gabriel Memorial Scholarship**

This prize is awarded to the third-year Nursing student from a PEI high school who has completed at least nine semester-hours of credit in each semester of third year, who is standing highest in Nursing 313 and Nursing 323, and who is not already on a scholarship of \$1,000 or more.

- **The Dorothy C. Hall Scholarship**

This prize is awarded to a graduating student standing first in Nursing 401, Nursing and Population Health.

- **The Cordelia Harrington-Butler Nursing Scholarship**

This prize is awarded to the first-year Nursing student, not already on scholarship, who has the highest academic achievement in his or her first year of study. The successful student must be returning to UPEI to continue studies in the second year of the program. In the case of two equally qualified students, the scholarship will be awarded to the one who is determined by the Admissions and Scholarship Committee to have the greatest financial need.

- **The Dorothy MacCaull-MacKenzie Memorial Award for Nursing**

This prize is awarded to a full-time Nursing student at UPEI standing second-highest at the end of the first year of the Nursing program.

- **The Marina MacDonald Memorial Bursary**

This prize is awarded to a student with an outstanding bedside manner, coupled with knowledge and skill in clinical practice as demonstrated during the clinical course, Nursing 310, Integrated Clinical Experience. The secondary criterion for awarding this bursary will be financial need.

- **The Margaret F. Munro Scholarship**

This prize is awarded to the student standing highest in the fourth year of the Nursing program.

- **The PEI Hospital School of Nursing Alumnae Association Award**

This prize is for a full-time second-year student who displays excellence in bedside nursing while maintaining a satisfactory academic record.

- **The Queen Elizabeth Hospital Auxiliary-Florence MacKenzie Roper Memorial Prize**

This prize is awarded to a Nursing student entering fourth year, in recognition of outstanding bedside manner, accompanied by knowledge and skill in clinical practice, and who is not already receiving a scholarship of \$1,000 or more.

- **The Vera Ralling Memorial Award**

This award is for the third-year student demonstrating particular competence in nursing practice in home care (clinical performance in Nursing 313 is used as a basis).

- **The Ruth Isobel Ross Bursary**

This award is for the student with the highest academic achievement in second-year Nursing, not already on an award of \$1,000 or more.

- **The Rotary Club of Hillsborough Nursing Award**

This award is presented to the student with the second-highest academic achievement in the third year of the Nursing program, having completed all the first- and second-semester core nursing courses within one academic year.

- **The Royal Edward Chapter IODE Bursary**

This prize is for a fourth-year student receiving the honour of being the highest in nursing achievement in the third year of the Nursing degree program.

- **The Judith Smitheram Doherty Scholarship**

This prize is awarded to the third-year Nursing student demonstrating particular clinical competence in working with the elderly.

- **The UPEI School of Nursing Endowment Award**

This award is for the student with the second-highest academic achievement in second year, taking no fewer than 24 semester credits in Fall/Winter courses.

- **The Zonta Club of Charlottetown-Mona G. Wilson Memorial Scholarship**

This scholarship is awarded to a student who has completed second year in the School of Nursing and who demonstrates a combination of coursework excellence and practical skills in nursing of young families, or other coursework deemed acceptable by the Faculty of Nursing.

- **The Francis A. Croken and Elizabeth E. (McNally) Croken Nursing Scholarship**

This scholarship will be awarded to a full-time first year UPEI Nursing student who has the highest average and is entering second year of the Nursing program.

- **The Sister Mary Irene MacKinnon and Sister Mary Gabriel LeClair Memorial Award in Nursing**

This award is for the Nursing student entering fourth year who displays strong leadership skills—in particular, collaboration, compassion, and the empowerment of others—and maintains a satisfactory academic record.

- **The Sister Avelina Smith Memorial Award in Nursing**

This award is for the Nursing student who is entering third year and who displays excellence in compassionate and holistic care of the total person and maintains a satisfactory academic record.

## **(vi) Science**

### **General**

- **The Ambrose Lee Prizes**

These prizes are for the graduating students standing highest in the Faculties of Arts and Science.

- **The Diagnostic Chemicals Limited Prize**

This prize is for the student standing second-highest in the fourth year of the Science program.

- **The Kwok-Yau Lee of SDU '62 Scholarships**

These awards are presented to the third-year students in the Faculty of Science and the Faculty of Arts who are judged to have the best academic records proceeding to their fourth year.

- **The Parkdale-Sherwood Lions Club Scholarship**

This award is donated by the Parkdale-Sherwood Lions Club and is presented to a deserving student entering third year in Arts, Science, or Business.

- **The Faculty of Science Merit Awards**

Every year, a number of students from the Faculty of Science are recognized for superior academic standing, together with leadership and service qualities displayed during the past academic year.

- **The Federal Superannuates National Association**

This award is presented annually to a student who is enrolled in the Faculty of Science, entering third year, and who has a strong academic record. Student should not be in receipt of awards of \$500 or more.

### **Biology**

- **The Biology Club Award**

This award is granted, upon the recommendation of a selection committee, to a graduating student in Biology who is intending to undertake further study in Biology.

- **The Geoff Hogan Biology Honours Research Grants**

These grants are awarded to assist honours students in Biology in conducting their research programs.

- **The Henry Havelock MacFarlane Ecology Award**

This award is presented to a third- or fourth-year student studying Marine Life or Ecology.

- **The Dr. Constance Ida MacFarlane Prize**

This prize is for a Biology student, preferably graduating, with particular botanical interests.

- **The Dr. Constance Ida MacFarlane Scholarship**

This award is for a Biology major or honours student entering third or fourth year. Preference is given to students with marine botanical or botanical interests.



- **The Prince of Wales College Class of 1938 Bursary**

This award is made to the student from the current graduating class who is receiving a Bachelor of Science degree with a major or honours in Biology, and who has achieved the highest aggregate in the core Biology courses.

- **The William A. Reddin Memorial Scholarship**

This award is for a deserving Biology major, or honours Biology student, with a special interest in Plant Science who is entering third or fourth year.

- **The Honourable John Richards Prize**

This prize is for a student from any year who has an agricultural future in mind.

### *Chemistry*

- **The Honourable Gordon L. Bennett Award**

This award is granted, upon the recommendation of the Chemistry Department, to a graduating student completing with distinction a program with concentration in Chemistry. The award is not necessarily given every year.

- **The UPEI Chemistry Department (1978) Award**

This award is granted, upon the recommendation of the Department, to the student completing the second year of the Chemistry program with the highest aggregate in core courses.

- **Leon Loucks Award Memorial Award**

This award is granted, upon the recommendation of the Department, to the third-year Chemistry majors or honours student with the highest academic standing.

### *Computer Science*

- **The Bank of Montreal Computer Science Scholarship**

This award is for the student who achieves the highest aggregate entering the third year of the Computer Science program, based on a 10-course load in the second year, and who is not already receiving a scholarship of \$1,000 or more.

- **The CS 206/IT 306 Excellence Award**

This award will be given to the student who demonstrates consistent academic excellence in the course. The course grading scheme will be used as the major selection criteria for this award.

- **The CS 206/IT 306 Contribution Award**

This award will be given to a student who is not already on scholarship or bursary, and who demonstrates the greatest contribution toward the learning process of the course and to other students' learning.

### *Engineering*

#### **The Association of Professional Engineers of PEI Awards**

- **The Norman F. Stewart Engineering Scholarship**

This award was established by the Association of Professional Engineers of Prince Edward Island and is granted to the third-year Engineering student with second-place standing who intends to continue study towards an Engineering degree. This award is given to the student with the second-highest academic standing on the common courses successfully completed by the candidates.

- **The Laurie A. Coles Engineering Scholarship**

This award was established by the Association of Professional Engineers of Prince Edward Island and is granted to the third-year Engineering student with third-place standing who

intends to continue study towards an Engineering degree. This award is given to the student with the third-highest academic standing on the common courses successfully completed by the candidates.

- **The Confederation Bridge Awards**

These awards were established by Strait Crossing Bridge Limited to assist two deserving students who are studying Engineering at the University of Prince Edward Island. The awards are granted to one male and one female student, who, upon completion of the third year of the Engineering program, intend to complete a degree in Civil or Mechanical Engineering and who are not already recipients of academic awards.

- **The Frank Curtis Memorial Scholarship**

This award was established by the PEI Road Builders and Heavy Construction Association and is granted to the top second-year Engineering student who intends to continue study towards an Engineering degree. The award is given to the student with the highest academic standing on the common courses successfully completed by the candidates and is renewable to each recipient after the third and fourth year of study, upon the condition that the student continues in Engineering and maintains an academic average of 80% or higher. For renewal, the student must send proof of enrollment and a transcript of marks to the PEI Road Builders and Heavy Construction Association each year.

- **The Noel MacAleer Award**

This award is presented to the student chosen by the Engineering Department who best displays the positive attributes and qualities of the late Noel MacAleer.

- **The Richard George Matheson Memorial Engineering Scholarship**

This award was established by the Association of Professional Engineers of Prince Edward Island and is granted to the top third-year Engineering student who intends to continue study towards an Engineering degree. This award is given to the student with the highest academic standing on the common courses successfully completed by the candidates.

- **The Alan Moore Memorial Award**

This award is for a deserving second-year student entering third-year Engineering at the University of Prince Edward Island and who, in the judgement of the Department of Engineering, best combines academic performance, need, and qualities desirable in a future Engineer.

- **The Ernest and Bernice Smith Award in Engineering**

This award is presented to a first-year engineering student who ranks highest academically overall after a full year of common courses and who is continuing in the Engineering Program at UPEI.

### *Family and Nutritional Sciences*

- **The Sister Ellen Mary Cullen Award**

The Sisters of St. Martha of Prince Edward Island present this award, in honour of Sister Ellen Mary Cullen, to a PEI student in the third or fourth year of the Family and Nutritional Sciences program. The recipient must, in the view of the Family and Nutritional Sciences Department, demonstrate the potential to make a significant contribution to the ideals of home, family life, and society.



- **The Dairy Farmers of Canada Undergraduate Student Award**

This award is for a graduating student in good academic standing, who is involved in the student body and plans to continue studies in Dietetics/Nutrition in a recognized internship program or graduate school in Canada.

- **The Lydia Gordon Memorial Scholarship**

This award is for a Prince Edward Island student (preferably from King's County) entering third or fourth year of the Family and Nutritional Sciences program who has demonstrated academic ability.

- **The Mrs. W. Chester S. McLure Memorial Awards**

These awards are presented to the graduating students standing first and second in the Bachelor of Science Family and Nutritional Sciences program.

- **The Hazel L. Stearns Memorial Prize**

This prize is for a graduating student in the Department of Family and Nutritional Sciences who intends to continue studies in Nutrition and Dietetics.

- **The PEI Home Economics Teachers' Association Prize**

This award will be granted to a student of the Family and Nutritional Science Program at UPEI who is enrolled in the Bachelor of Education program in the next semester.

- **The Heather Henry MacDonald Scholarship in Family Science**

This scholarship will be available to a full-time UPEI student enrolled in Family and Nutritional Sciences in the Faculty of Science, who is entering his or her third year of study with a declared major in Family Science. The recipient should have a demonstrated commitment to working with families, and have an academic average of at least 80% and not already receive a scholarship of more than \$600.

- **The Elizabeth Cousins Large Memorial Scholarship**

This scholarship is open to any student entering the junior or senior year in the Family and Nutritional Sciences Program at UPEI, or a UPEI graduate who has been accepted for graduate study in Home Economics or a related field. Applicants must have superior academic standing combined with a demonstrated concern for others. The deadline for this award is mid-December and application forms are available from the department of Family and Nutritional Sciences in early November.

- **The Doris M. Anderson Award**

This award is to be granted to a student entering fourth year of the Family and Nutritional Sciences program at UPEI. The award is based on academic merit and demonstrated attitude towards the profession of Family and Nutritional Sciences. Interested students are to apply by letter to the Association's Awards Committee, PO Box 2633, Charlottetown, PE C1A 8C3.

### **The Gordon and Helen MacDonald Award**

This award will be granted to a student who is a resident of PEI; is entering the senior year of the Family and Nutritional Sciences program at the University of Prince Edward Island, and who, in the opinion of the faculty, has shown a strong commitment to Family and Nutritional Sciences and a marked improvement in academic performance.

### **Mathematics**

- **The Harry MacLauchlan Memorial Award in Mathematics**

This award is for students entering the second, third, or fourth year of full-time study who demonstrates enthusiasm and aptitude for problem-solving, and/or students with a major or minor in Math who assist other students through tutoring.

- **The Dr. Gustave Gingras Mathematics Award**

This award is granted to a graduating student majoring in Mathematics who has the highest aggregate in the core courses in Mathematics.

- **The Rena Maud MacLean-Gingras Memorial Prize for Mathematics**

This prize was established by Dr. Gustave Gingras, former Chancellor of the University, in memory of his wife. It is awarded upon completion of the second year of studies, to a student selected by the Department who intends to major in Mathematics.

- **The Icosahedron Prize**

This prize is awarded to the student who scores highest in the Putnam Competition. It is administered by the co-ordinators of the Putnam Competition and presented each year in March after the results are announced.

- **The Dr. Gordon MacDonald Prize in Mathematics**

This prize will be granted to a Mathematics major or honours student who, in the opinion of the faculty of the Department of Mathematics and Statistics, achieves the highest academic performance in the third year of the program.

- **The Dr. Lowell Sweet Calculus Prize**

This prize will be granted to the top student in first-year Calculus, based on the top mark of combined average for Math 151 and Math 152 during the regular academic year (September through April).

- **The Jeff Praught Award in Mathematics**

This award will be presented to a deserving graduating student who has been involved in student life at UPEI and/or their community, has not been the recipient of a scholarship or bursary totaling more than \$2,000 during his/her undergraduate degree, and is not receiving another graduation award.

### **Physics**

- **The Dr. Wenonah Foster Memorial Prize in Astronomy**

This prize is awarded to the student of Astronomy who, in the judgement of the Physics Department, best exemplifies the spirit of astronomers everywhere: the combination of scientific inquiry and aesthetic appreciation involved in understanding the universe.

- **The Chin-Hai Lin Memorial Award**

This award is for the student majoring in Physics who achieved the highest overall average in second year.

- **The Tse-Hong Loh Memorial Award**

This award is for the student majoring in Physics or Physics with Engineering who achieved the highest overall average in third year.

- **The Mahendra Madan Memorial Prize**

This prize is for the student standing highest in Physics 261, Energy.

- **The Physics Department Prize in Modern Physics**

This prize is for the student standing highest in Physics 221, Modern Physics.

- **The Physics Department Prize**

This prize will be granted to a full-time Physics major student who is enrolled in Physics 221 and Physics 211, and who has achieved the highest aggregate in Physics 111, Physics 122 or Physics 112, Math 151, and Math 152 in year one.

- **The Professor Earl Wonnacott Prize**

This prize is for the student standing highest in Physics 252, Astronomy.

### **Radiography Program**

- **The Doctor Temple Hooper Scholarship**

This scholarship of \$1,000 was created by the Department of Health and Social Services in recognition of Dr. Hooper's contribution to the delivery of health care in PEI. Applicants must:

- be a legal resident of PEI;
- have completed the second year of the Bachelor of Radiography program at UPEI;
- not have been on a scholarship during the second year of study; and
- have achieved the highest academic standing of all eligible candidates.

- **The Island Diagnostic Imaging Associates Award**

This scholarship valued at \$1,000 will be awarded annually to a deserving student entering the Radiography Program at the University of Prince Edward Island. The recipient will have demonstrated academic excellence in the classroom setting, a high level of proficiency in clinical setting, high motivation, strong commitment to the radiography profession, and evidence of strong leadership potential.

### **(vii) Additional Special Awards/Medals**

- **The Prince of Wales College Scholarship**

This renewable scholarship, valued at \$2,000, is for the student entering UPEI from a Prince Edward Island high school who has been judged by the Scholarship Committee to best exemplify PWC's tradition of excellence. *Please note: there is no separate application process for this award.*

- **The Frederick M. Davison Award for Excellence**

This entrance scholarship, valued at \$5,000, is awarded on an annual basis to the student entering UPEI who has achieved well academically, but not necessarily obtained the highest aggregate in high school, who exhibits dedication and a desire to make a difference to the community.

- **The Governor General's Medal (Graduate)**

This medal is awarded to the graduating MSc student who has achieved the highest academic standing in a combination of course work and thesis, and whose record in the program, in the view of the AVC Graduate Studies and Research Committee, is so distinguished as to warrant special recognition.

- **The Governor General's Medal (Undergraduate)**

This medal is awarded to the graduating student who has achieved the highest aggregate in four years of an undergraduate program. This student will also receive the **Polyclinic Prize**.

- **The UPEI Faculty Association Gold Medal**

This medal is awarded to the student with the highest standing in third year.

- **The UPEI Faculty Association Silver Medal**

This medal is awarded to the student with the highest standing in third year, in a Faculty other than that of the Gold Medal winner.

- **The Dr. Regis Duffy Academic Achievement Award**

This award, consisting of a medallion and cash award, will be granted to a graduating student who has demonstrated, to an outstanding degree, qualities of scholarship and leadership within the university community, and who is not already receiving a Governor General's Medal. Recommendations may be made by any member of the university community to the UPEI Admissions and Scholarship Committee by mid-April.

- **The R. G. Thomson Academic Achievement Medal**

This award is given to the graduating student in Veterinary Medicine with the highest cumulative average grade for the four-year program.

## **B) BURSARIES**

- **The Ivan and Blanche Darrach Bursary**

This bursary was established in 1995 through the generosity of Mr. and Mrs. Darrach as an expression of their Christian faith and their desire to help others. Applicants must intend to register during the following academic year for full-time studies at UPEI at the second-, third-, or fourth-year level. In granting bursaries, priority will be assigned in descending order to the following:

- good Christian character;
- financial need; and
- passing-or-better grades.

Successful candidates are selected by the Board of Trustees, Trinity United Church, Charlottetown. The deadline for this bursary is 31 May. Terms of reference and application forms are available from Student Services and the Registrar's Office in early January.

- **The PEI Advisory Council on the Status of Women Bursary for a Full-Time Female Student**

To be eligible for this bursary, applicants must meet the following criteria:

- be registered at the University of Prince Edward Island;
- be enrolled in a full-time program;
- have been out of school for at least two full years;
- be able to demonstrate financial need; and
- be a custodial caregiver of one or more dependants.

The deadline for application is 15 November. Application forms are available from the PEI Advisory Council on the Status of Women Office in early September. Please complete the Advisory Council's application form and return it to Prince Edward Island Advisory Council on the Status of Women, PO Box 2000, Charlottetown, PE C1A 7N8.

- **The Provincial Chapter of the IODE Scholarship**

This award, based on academic performance and need, is presented annually towards tuition fees in the second semester to a deserving UPEI student entering second year who has been a resident of Prince Edward Island for at least five years. Application forms are available at Student Services and the Registrar's Office in early September and the deadline for receipt of applications is mid-November.

- **The Dr. Elizabeth Fox Percival Memorial Award**

This award was established at the University of Prince Edward Island in memory of Dr. Elizabeth Fox Percival, a distinguished professor of Psychology and Women's Studies at UPEI from 1971 to 2001. It is awarded to a full-time student in third year or above in high academic standing who is an accepted Psychology major and declared Women's Studies minor. The recipient will demonstrate a strong commitment to improving the status of women at the University and/or in the community, as determined by the Awards committee, which includes the Awards and Scholarship Committee, the Coordinator of Women's Studies, and the Chair of Psychology. Candidates must indicate through a letter of application how they fulfill the criteria.

The deadline for this award is 15 March, and application forms are available from the Registrar's Office, Student Services, the Dean of Arts, and the Psychology and Women's Studies Departments.

- (i) **General (any faculty)**

- **The Albert Bing Ching Young Memorial Scholarship**

This award is an annual full-tuition scholarship for a resident of Prince Edward Island who has attended an Island high school and is entering the first year of full-time studies at the University of Prince Edward Island. The award will be given on the basis of academic merit to a student who is not already on scholarship and who has demonstrated financial need. The deadline for this award is mid-October and application forms are available from the Registrar's Office in early September.

- **The North Nova Scotia Highlanders Memory Club Bursary**

This bursary is awarded annually to a full-time student on the basis of demonstrated financial need. The North Nova Scotia Highlanders was formed in June 1940, from the four units of 18 Highland Brigade NPAM: the Pictou Highlanders, the North Scotia Highlanders, the Cape Breton Highlanders, and the Prince Edward Island Highlanders. On 31 July 1941, the battalion arrived in Avonport, England. During the following three years, the unit participated in exercises as part of the Allied effort in the Second World War. On 6 June 1944, they landed in Normandy, carrying out an important role in the D-day invasion and they continued to serve until the war ended on 8 May 1945.

- **The Rotary Club of Charlottetown Bursary**

This bursary is awarded to an international student, enrolled in full-time studies at the University of Prince Edward Island. Academic achievement and financial need are the selection criteria; therefore, students from developing countries will be of particular interest.

- **The Austin A. Scales Scholarships**

These scholarships are open to rural students from Prince Edward Island attending UPEI. One award will be given each year to a student from each of the three counties of the province. Selection will be made on the basis of financial need and achievement in the first year of a university program.

- **The UPEI Alumni Association Scholarships**

Every fall, the UPEI Alumni Association offers the **Donna and Peter Meincke Alumni Scholarship**, the **Earl F. Nicholson Alumni Scholarship**, and the **Bill Ledwell Alumni Scholarship**. Applicants must be full-time students in their fourth year of a first-entry program at UPEI, carrying at least a normal load of five courses per semester and are

scheduled to graduate in the spring of that academic year. The awards will be based on academic performance and financial need and are for one year only. Applicants must submit, with the application form, a one-page letter outlining their individual circumstances and, consequently, their eligibility for the above-mentioned awards.

- **Prince Edward Island Council of Women Bursary**

This award is made annually on the recommendation of Student Services and the Admission, Scholarship, and Degree Committee to a student of mature years, female, and in full-time study in any year.

- **The UPEI Bursary Fund**

A sum of money is available each year from a variety of sources within the UPEI Community, which provides funding for the following awards:

- UPEI Alumni Association Bursaries
- UPEI Memorial Bursaries
- UPEI Memorial Bursaries for Students with Disabilities
- UPEI "Merit" Awards and Bursaries
- Making It Possible Bursaries

Please note that the number of bursaries offered and the monetary value of each one is subject to change every year. Full-time students in any year may apply, and the awarding of these bursaries is based on financial need.

- **UPEI Women's Group Bursaries**

These bursaries are made possible through the UPEI Women's Group. One bursary is awarded to a mature female student who is experiencing financial need. The second bursary is awarded to a student in any faculty who is in severe financial need.

- **The Kiwanis Club of Charlottetown Eugene "Toots" Richard Memorial Bursary**

This bursary is awarded to a UPEI student who is a full-time resident of this province and who meets the following criteria:

- involvement in any, or some combination of, university or community service work or other activities of a charitable nature. This involvement should contribute to the learning or developmental process; for example, coaching, tutoring, etc. Special consideration is given to those applicants who are concerned with the needs of children;
- financial need; and
- good academic standing.

A candidate must submit one letter of reference with the application, and provide evidence of their participation in student activities and of their community service involvement.

- **The Royal Commonwealth Society (PEI Branch) Bursary**

This bursary is awarded annually to a UPEI student from any Commonwealth country, other than Canada, in any field of study. The award is based on academic excellence and need. It seeks to recognize students who will use their studies to contribute to the development of their country of origin. Preference will be given to students from developing countries. If, however, there are no qualified applicants from outside Canada, then Canadian applicants will be considered.

- **The Harold B. Schurman Bursaries**

Several bursaries are made available for the second semester as a result of a generous bequest from the estate of the late Summerside businessman, Harold B. Schurman. Full-time students who are resident in the province and who are

graduates of any PEI high school will be considered. Awarding of these bursaries is based on financial need and academic accomplishment.

- **The MacAskill Bursaries**

Two bursaries are awarded annually to full-time UPEI students of good academic standing, based upon financial need as demonstrated in the application.

- **The UPEI Student Union and Alumni Association Student Leadership Bursaries**

These bursaries are awarded to full-time students, in good academic standing, who demonstrate leadership in University life including, but not limited to, University clubs, student unions, residence assistants, athletics, tutoring, peer support, or other activities.

- **The Lloyd B. MacDonald Memorial Bursary**

An annual bursary will be granted to an indigent male student in any year of study at UPEI. Applications are accepted in the first term each year based upon financial need. The successful candidate will be in good academic standing.

- **The H. Wade MacLauchlan Scholarship**

This scholarship will be granted to a returning UPEI student entering his/her third year of study. It will be based on the student's demonstrated financial need and academic performance. An average of 80% or above in second year is required.

- **The J. Elmer Hynes Aboriginal Student Achievement Award**

This award will be presented annually to Aboriginal students attending UPEI in full-time undergraduate studies, or full or part-time graduate studies, who are positively and actively involved with and for Aboriginal students on campus and in the community.

- **The Killam Properties Inc. Academic Achievement Awards**

These awards will be presented annually to the top ten returning UPEI students who are tenants in good standing with Killam Properties, and who have achieved 80% or higher at UPEI in the first semester (September–December).

- **The Royal Air Force Bursary (deadline—February 15)**

Awarded to those connected with the regular or research air wing of the Armed Forces of Canada.

- **The Strathgartney Scholarship**

Awarded to a deserving second-year student; based on need and academics.

- **The PEI ACSW Engineering Bursary for Women**

Awarded to a female in the third year of the Engineering program who demonstrates financial need and academic standing.

## (ii) Arts

- **The Elsie Cuthbertson Memorial Music Bursary**

This bursary is awarded each year to a full-time student enrolled in the Music program at the University of Prince Edward Island. Recipients of the award will have a demonstrated financial need. Preference will be given to students of Voice and Canadian citizens. *Please note: application forms are also available from the Music Department.*

- **The Theresa (Zaat) Maloney Memorial Music Bursary**

This bursary is awarded to a full-time music student in financial need. The applicant must demonstrate musical merit and have made a contribution to the community, musical or otherwise, through a positive and caring attitude. *Please note: application forms are also available from the Music Department.*

- **The Dr. Elaine Harrison Award and The Winnifred Paton Award**

These two awards will be presented to second-, third-, or fourth-year full-time returning students, who are talented and needy and are working towards a degree in either Arts or Music.

## (iii) Business

- **The William Van Rooyen Senior Memorial Bursaries**

These awards have been established in memory of William Van Rooyen, Sr., to ensure that students facing financial challenges are given the opportunity to complete their university education. Several bursaries will be awarded annually to students in the third and fourth years of the Business Administration program who are specializing in Accounting and intending to go into the Chartered Accounting profession. The bursaries will be awarded on the basis of financial need, with preference being given to students who have an agricultural and/or Dutch background. Applicants must be in good academic standing and will be asked to supply a statement outlining how their background meets the criteria.

- **The Louisbourg Investments Bursaries**

Two bursaries will be awarded to UPEI students who are engaged in the study of finance and/or economics.

## (iv) Nursing

- **The Charlottetown Hospital Nurses Alumnae Bursary**

This bursary is available to alumnae of the Charlottetown Hospital School of Nursing, pursuing post-RN studies through UPEI at UNB or St FX. If there are no alumnae members enrolled in any of these post-RN programs, the award will be made available to a direct descendant of an alumnae of the Charlottetown Hospital School of Nursing who is enrolled in a post-RN program at either UPEI, UNB, or St FX, or the BN program at UPEI. If there are no alumnae or direct descendants of alumnae enrolled in a post-RN in any of the universities mentioned or in the BN program at UPEI, the award will be made available to a student entering fourth year of the Nursing program at UPEI. The selection is based primarily on financial need.

- **The Sister Mary Gabriel Memorial Bursaries**

A number of annual bursaries are awarded to PEI students enrolled in the School of Nursing program at UPEI, on the basis of financial need and scholarship. For the purpose of these bursaries, "PEI residency" is defined as having spent a significant portion of one's life in this province.

*Please note: candidates are required to submit a letter in which they describe their current situation.*

- **The Adele Gardiner Nursing Bursary**

This bursary is available to a full-time second-, third-, or fourth-year UPEI Nursing student from Prince County, or who has received his/her pre-university education in Prince County. The applicant must demonstrate financial need and be maintaining a good academic standing.

- **The Margaret (Griffin) Mullen Bursary**

This annual bursary is awarded to any PEI single parent



(male or female) who is a full-time student taking at least three courses per semester in the School of Nursing at the University of Prince Edward Island. It is awarded on the basis of financial need after the first year of study. Applicants must have maintained an average of 65% in their Nursing courses in the first year of study. For the purposes of this bursary, "PEI residency" is defined as having spent a significant portion of one's life in this province.

- **The PEI Hospital School of Nursing Alumnae Bursary**

This bursary is awarded each year to a fourth-year student, enrolled in the Nursing program at UPEI, who has demonstrated financial need. The applicant must not be in receipt of any other scholarship or bursary valued at or above \$500.

- **The Dr. Margaret F. Munro Bursary for Nursing**

One first semester bursary of a minimum \$500 will be granted to a student entering the UPEI School of Nursing who is declared to have financial need.

*Please note: application forms for all of these Nursing awards are also available from the School of Nursing.*

#### (v) Science

- **The Coles Associates Limited Scholarship**

This award is granted to a deserving first-year engineering student at the University of Prince Edward Island who has achieved well academically and who is not already receiving another first-year engineering award. Financial need may be considered.

- **The Earle and Violet Norrie Memorial Bursary**

One bursary of \$700 will be available to a full-time UPEI student enrolled in the Faculty of Science who, by the criteria established by the Registrar's Office at UPEI, has a demonstrated financial need.

- **The PEI Advisory Council on the Status of Women Engineering Bursary for Women**

This bursary is for women studying Engineering at UPEI, in recognition and support of women pursuing non-traditional fields. It is awarded to a woman entering her third year of study who maintains a passing average and demonstrates financial need.

#### (vi) Single Parents

- **The Gerald W. Auld Memorial Bursary**

This bursary is awarded annually to a full-time student who is a single parent, deemed by the Admissions and Scholarship Committee to be in the greatest financial need. Although applicants must be in good academic standing, high marks are not a criterion for selection.

- **The Zonta Club of Charlottetown Single Mother Bursary (Deadline October 15)**

This bursary will be awarded to a student who is a single, widowed, divorced, or separated mother attending UPEI on a full-time basis who has financial need and one or more children living at home.

- **The Notre Dame Academy Alumnae Bursary**

This bursary is awarded annually to a full-time student who is a single parent with children living at home. The selection will be based primarily on financial need and applicants must be in good academic standing.

- **The Laura M. Pickard Bursary**

This award was established by Mr. Donald Pickard in respect

for and appreciation of his mother's exceptional commitment to her family and concern for her community. This bursary is awarded annually to a returning full-time, mature, PEI student who is a single parent. The selection is based primarily on financial need and applicants must be in good academic standing.

- **The Marion Gillan Memorial Bursary**

This bursary will be awarded annually to a single parent, preferably in Education, who is in financial need.

#### vii) Seniors' Bursaries

To recognize the contribution of seniors to the classroom, Seniors' Bursaries are available to residents of Prince Edward Island aged 60 and over by the beginning of the semester. One Seniors' Bursary per year is available to all PEI seniors for the tuition costs of one undergraduate course. Additional Seniors' bursaries will be available on a financial basis.

#### C) SCHOLARSHIPS (RENEWABLE)

- **The UPEI Alumni Association Scholarships (the Ronald J. Baker, the C. W. J. Eliot, and the Elizabeth R. Epperly Awards)**

The Alumni Association of UPEI offers a renewable scholarship to a full-time, second-year student who achieves the highest averages in 10 courses in a first-year (September–April) program and who would not otherwise be on scholarship. Scholarships will be renewed if the student maintains an 80% average and continues full-time studies at UPEI. *Please note: it is not necessary to apply for these awards as the recipients will be selected by the Admissions and Scholarship Committee. The Alumni Association's Board of Directors will be informed of each year's recipients following the selection.*

- **The Andrew Renewable Scholarship in Engineering**

One \$2,000 renewable scholarship will be offered each year to a deserving student who has graduated from a PEI high school and is entering the three year Engineering Program at the University of Prince Edward Island. The recipient will receive the \$2,000 scholarship for each year of the three-year program provided he or she maintains an overall average of 80% in each year of the program.

#### The David W. Rodd Scholarship

A two-year renewable scholarship of \$2,500 will be awarded to a student entering the UPEI Bachelor of Business in Tourism and Hospitality Degree program who has performed well academically in the first two years of the Tourism and Hospitality program through Holland College, shows combined qualities of leadership and contribution to the community, and demonstrates capacity to enhance the tourism and hospitality industry.

#### D) SCHOLARSHIPS (NON-RENEWABLE)

- **The Roger-Cairns Scholarships**

These scholarships result from a bequest by the late Mary E. R. Cairns of Freetown, PEI. At the time of application, candidates must intend to register during the following year for full-time studies at UPEI at the third- or fourth-year level. Applicants must be abstainers from tobacco, alcohol, and non-medicinal drugs. Scholarships are awarded on the basis of academic standing, integrity, and character, with priority assigned in descending order to the following categories. As recognized by their denominations, applicants are:

- intended candidates for full-time work in Protestant denominations;



- intended candidates for full-time work in the Roman Catholic Church;
- intending to enter Medicine, Dentistry, or Nursing.

Students may apply during their second year for support during their third year, or during their third year for support during their fourth year. Scholarships granted for third-year studies may be renewed for a fourth year following satisfactory completion of third-year studies. Successful candidates are selected by the Board of Trustees of Trinity United Church, Charlottetown. The deadline for application is 30 May, and forms are available from the Registrar's Office.

#### • SDU Class of '62 Scholarship

One scholarship will be available to a full-time UPEI student entering first, second, or third year who:

- is enrolled in the Faculty of Arts, Science, or Business;
- has an academic average of at least 80%; and
- is involved with public service with an interest in humanities.

#### • The Senator F. Elsie Inman Memorial Scholarship Award

Prior to her death in May 1986, Senator F. Elsie Inman established a fund at UPEI to provide financial support for PEI students intending to work in some area of the agricultural industry on the Island. Scholarships are awarded on the basis of academic achievement and need. To be eligible for the Senator F. Elsie Inman Memorial Scholarship, the student must:

- be a resident of Prince Edward Island;
- have completed at least one year at UPEI and be registered as a full-time student at the University in the year in which the scholarship is to be used;
- be registered in a program designed to enable him/her to work in an agriculture-related field (appropriate areas include Veterinary Medicine, Agricultural Marketing, and Soil and Water Conservation); and
- intend to pursue that career on PEI.

The successful applicant will have his/her account credited in two payments: one on 1 November and one on 15 January upon registration for the second semester.

#### • The Tsang Choi Shin Hang Memorial Bursary

This bursary is awarded to a full-time Education student who has successfully completed the first year of the two-year Education program. *Please note: application forms are also available from the Faculty of Education.*

### E) ATHLETICS

#### • The UPEI Athletic Awards

These awards are offered annually to returning students who participate in the intercollegiate athletic program and who are making satisfactory progress in any of the academic programs within the University. The names of the recipients and the amounts are recommended to the Athletic Awards Committee by the coach and the Director of Athletics.

#### • The UPEI Booster Club Awards

These awards are offered annually to returning students in any program of study at UPEI. The awards are offered to individuals making a significant contribution to one of the intercollegiate programs, provided the student is making satisfactory academic progress. The names of the recipients are recommended to the Athletic Awards Committee by the coach and the Director of Athletics.

#### • The UPEI Room Bursaries

These bursaries are offered to entering athletes who must have 80% in order to receive the bursary immediately; entering athletes without an 80% average, or continuing athletes, must have 65% on 24 credits between September and August. These athletes must not be on probation.

#### • The Urban McInnis Award

This award is donated by the Sisters of St. Martha in honour of Urban McInnis, friend of students and faculty of SDU and UPEI. The prize will be awarded annually to a deserving student who is not on scholarship and who is an Island player on the men's or women's basketball team.

#### • The Harry and Marjorie MacLauchlan Scholarships

Two scholarships will be available annually to full-time UPEI students who are members of the UPEI hockey team. Preference will be given to players from PEI. If entering first year, the recipient must have achieved an academic standing of 80% in high school, in accordance with CIAU regulations. The recipients will be selected by the Department of Athletics.

#### • The Neil and Lila MacLeod Memorial Scholarship

This scholarship is awarded to a second-year student not already receiving an award of \$1,000 or more; has an 80% average; and participates in varsity.

#### • The J. T. "Mickey" Place Award

Each year the UPEI Student Union grants a \$200 award in honour of Mickey Place, to one member of each intercollegiate team, based on financial need, academic record, athletic ability, and University involvement other than intercollegiate athletics.

#### \* The Gordon DeBlois Memorial Prize

This prize is for a graduating student who best combines academic and athletic ability.

#### • The Rt. Rev. George MacDonald Memorial Scholarship

This scholarship is awarded annually for a combination of high academic achievement and athletic ability to an Island Catholic student in his/her second or third year at UPEI. Eligibility is not restricted to members of Varsity teams. The deadline for this award is 1 March, and application forms are available from the Registrar's Office and Student Services in early January.

#### • The Mary Ellen MacDonald Scholarship

This scholarship is administered by the St. Dunstan's University Board of Governors. It is to be awarded to a student entering fourth year at university who has, during his/her previous years at university, given evidence of outstanding academic achievement and student leadership in the University community. The deadline for this award is 1 December, and application forms are available from the Registrar's Office and Student Services in early September.

#### • The Grant Thornton LLP "Harry MacLauchlan" Scholarship

This scholarship is awarded to an athletic student entering second, third, or fourth year who is playing on a UPEI intercollegiate hockey team and who has maintained good academic standing and completed a minimum of 18 semester-hours in the previous year.

#### • The Keefe Family Hockey Scholarship

This scholarship will be awarded annually to a returning *Academic All-Canadian* athlete on the UPEI Men's Hockey

Team. The recipient will contribute superior athletic sportsmanship combined with high academic achievement.

- **The Steve and Marg Connolly Family Basketball Awards (Men's Basketball)**

These awards will be presented to members of the UPEI men's basketball team. Award recipients will be players in any year who demonstrate a commitment to the team, demonstrate a strong work ethic on the court, during both practices and games, and who have shown a consistent philosophy of others before self, even in the presence of personal challenges.

- **The Carr Stevenson & MacKay Women's Basketball Entrance Scholarship**

This entrance scholarship will be available to a student entering UPEI full-time and who will play on the UPEI women's basketball team. Preference will be given to a PEI student.

### 3. POST-GRADUATE

*(Graduates must apply for these awards, providing evidence of acceptance from the university where they will be studying, and a transcript of their undergraduate marks.)*

The following scholarships are available to UPEI graduates who are proceeding to graduate or professional studies. Unless otherwise specified, application forms and details are available from Student Services and the Registrar's Office in early May. All applications, along with a copy of the acceptance letter for the relevant graduate studies program, must be returned to the Registrar's Office by the end of July. Except where indicated, recipients are selected by the Admissions and Scholarship Committee.

#### A) BIOLOGY OR CHEMISTRY

- **The Janet Lovering Graduate Scholarship in Science**

This scholarship is for a full-time student entering the first year of the Master of Science program in Biology or Chemistry at UPEI. The candidate will have an undergrad record of distinction.

- **The Minto and Vina Foster Graduate Scholarships in Biology**

These scholarships will recognize academically deserving graduate students who conduct research in disciplines related to gardening as it pertains to economically important plants. Students must be and have been residents of Prince Edward Island during their entire lives.

#### B) ENVIRONMENTAL STUDIES

- **The Ernest E. and Gertrude Annear Poole Memorial Scholarship**

A research scholarship will be granted to a graduate student within the Faculty of Science studying Environmental Sciences: Watershed Integrity.

#### C) FAMILY AND NUTRITIONAL SCIENCES

- **The Elizabeth Cousins Large Memorial Scholarship**

This scholarship is open to a UPEI graduate who has been accepted for graduate study in Home Economics or a related field, or to any student entering the Junior or Senior year in the Family and Nutritional Sciences Program at the University of Prince Edward Island. Applicants must have superior academic standing combined with a demonstrated concern

for others. *Please note: the deadline for this award is mid-December and application forms are available from the Chair of the Selection Committee, Department of Family and Nutritional Sciences, Dalton Hall, in early November.*

- **The Mrs. W. Chester S. McLure Awards for Dietetic Internship**

These awards are presented to two students who are enrolled in, or have been accepted into, any year of the Integrated Dietetic Internship program at the University of Prince Edward Island. The awards are based on the following:

- academic excellence;
- extracurricular leadership; and
- commitment to the profession of Dietetics.

Students are required to:

- complete an application form;
- provide official transcripts;
- write a one-page essay in which they demonstrate how well they meet the above criteria; and
- submit a resumé, cover letter, and two letters of reference.

Application forms are included in the program packages, available from the Department of Family and Nutritional Sciences.

#### D) BUSINESS ADMINISTRATION/POLITICAL STUDIES

- **The W. Chester S. McLure Memorial Fellowship**

One or more university fellowships are available for a graduating student or graduating students from UPEI to assist such graduating student or students to continue his or her studies in the field of Business Administration or Political Science, preferably at one of the following universities:

- York University, Toronto, Ontario;
- Harvard University, Cambridge, Mass.;
- Boston University, Boston, Mass.;
- Oxford University, England;
- Cambridge University, England;
- London School of Economics, London, England; or
- Dalhousie University, Halifax, NS.

#### E) DENTISTRY

- **The Dr. L. I. Duffy Memorial Award**

This award is for a student proceeding to professional studies in Dentistry.

#### F) LAW

- **The Joseph A. Ghiz Memorial Scholarship**

This scholarship, in memory of the Honourable Justice Joseph A. Ghiz, is awarded annually to a full-time graduating UPEI student with high academic standing who has demonstrated an aptitude for commitment to the community and has been accepted into an accredited law school the following academic year.

- **The Honourable Justice Mark R. MacGuigan Memorial Scholarship**

This award is to be made to a student proceeding to professional studies, preferably in Law.

#### G) MASTER OF ARTS IN ISLAND STUDIES

- **The Bill and Denise Andrew Scholarships in Island Studies**

These scholarships will be awarded annually to students

studying in the Master of Arts in Island Studies program at UPEI.

## H) MEDICINE

### • The Dr. Lorne Bonnell Bursary

This bursary is awarded annually to a student proceeding to professional studies in Medicine. It is preferable that the candidate's birthplace be PEI and that s/he be a resident of King's County or Southeastern Queen's—Wood Islands, Belle River.

### • The Lorne and Ruby Bonnell Scholarship Fund

This scholarship is awarded to a student graduating from the University of Prince Edward Island and who has been accepted at a Canadian university for advanced study in the physical sciences.

### • The Arlie-Parks Scholarship—In Memory of Dr. Kenneth MacIntyre

This scholarship, in memory of Dr. Kenneth MacIntyre, is awarded to a graduating UPEI student who has been accepted for the study of Medicine at a university, medical school, or college and who, in the opinion of the President and Vice-President, Academic Development, of the University of Prince Edward Island, is qualified for that purpose.

## I) MUSIC

### • The Lena Caroline McLure Scholarship

This scholarship is awarded to a UPEI student, graduating from the School of Music, preferably whose major is Voice, and who intends to pursue post-degree study in Music Education or Performance.

## J) NURSING

### • The Janet Lovering Scholarship of Graduate Study in Nursing

This scholarship was first awarded in the Fall of 2001 and is available to a graduate of the UPEI School of Nursing who has been admitted to a graduate studies program in Nursing. The scholarship may be awarded for up to two years to the same person. *Please note: candidates must apply to the Dean of the UPEI School of Nursing by 1 June annually.* The application must include:

- evidence of acceptance into an accredited graduate Nursing program;
- a transcript of the candidate's undergraduate academic record; and
- a letter of application outlining professional and related experience and career goals.

### • The Michael Robison Memorial Scholarship for Nursing

Each year, an award of \$1,000 will be given to a registered nurse, preferably a graduate of the UPEI School of Nursing, and preferably an individual who intends to work on the Island. The successful candidate will have a particular interest in the impact of heart disease on individuals and/or families, and his/her work will enhance community support for families of cardiac patients. Applicants must be enrolled in a baccalaureate or graduate nursing program and not already receiving an award of more than \$1,000.

### • The Dr. Vera Elizabeth Dewar Postgraduate Nursing Scholarship

This scholarship will be awarded to a graduate of the UPEI

School of Nursing pursuing a master's degree in nursing or a doctoral degree in nursing. Preference will be given to candidates in a PhD (nursing) program.

### • The Bill and Denise Andrew Preceptor Scholarships

Two scholarships will be awarded annually to nurses who have served as preceptors with the UPEI School of Nursing for a minimum of two years, and who are continuing their education in the health care profession.

## K) GERONTOLOGY

### • The International Year of Older Persons (IYOP) Award for Post-Graduate Studies in Gerontology

This award is presented to a graduate of UPEI, Prince of Wales College, St. Dunstan's University, any Island School of Nursing, or a university graduate working in the field of Gerontology on Prince Edward Island.

## L) PSYCHOLOGY

### • The Julian Jaynes Memorial Graduate Award in Psychology

This award is available to a UPEI graduate who has been accepted as a candidate for graduate studies in Psychology. Graduates must apply for this award, providing evidence of acceptance from the university where they will be studying, and a transcript of their undergraduate marks.

## M) GENERAL

### • The IODE War Memorial Doctoral Scholarships

These scholarships, valued at \$15,000, are available to Canadian citizens who already hold a degree from a recognized Canadian university. At the time of applying, a candidate must be enrolled in a program at the doctoral level or equivalent. The appointment is subject to cancellation if the winner does not continue to show high academic and personal qualities. Winners are expected to seek employment in Canada upon completion of their studies. Application forms may be obtained from Janice Ellis, Box 9101, Stanhope, PE CoA 1P0

### • The Hooper/Klarenbach Research Graduate Scholarship

The scholarship is open to exceptional Canadian and non-Canadian candidates with a BSc, MSc, or DVM degree (or equivalent) who are pursuing a new graduate program (MSc or PhD) in neuroscience at UPEI. Candidates should be available to register for a full-time graduate program in either the Faculty of Science or the Atlantic Veterinary College at the University of Prince Edward Island between May 2007 and March 5, 2008. The annual award provides \$12,000 toward the expenses of the student. The scholarship is renewable for one year dependent on satisfactory progress.

## 4. AVC AWARDS/SCHOLARSHIPS BURSARIES

### A) GENERAL

### • The American Animal Hospital Association Award

This award is given to a graduating student in veterinary medicine demonstrating clinical proficiency in small animal medicine and surgery.

### • The American Association of Feline Practitioners Award

This award is given to a graduating student in veterinary

medicine showing outstanding proficiency in feline medicine and surgery.

- **The American College of Veterinary Ophthalmologists Award**

This award is given to a graduating student in veterinary medicine demonstrating interest and proficiency in ophthalmology.

- **The American College of Veterinary Radiology Award**

This award is given to the graduating student in veterinary medicine showing outstanding enthusiasm and understanding for diagnostic and therapeutic radiology.

- **The American College of Veterinary Surgeons Awards**

This set of 2 awards (one for small animal surgery and one for large animal surgery) are given to the graduating students in veterinary medicine demonstrating academic and clinical proficiency in small animal surgery and large animal surgery, respectively.

- **The Aphin Award in Herd Health**

This award is given to the graduating student in veterinary medicine demonstrating proficiency in the analysis and interpretation of animal health and production records.

- **The Atlantic Veterinary Medical Associations Award**

This award is given to a deserving third-year student from the Atlantic provinces in veterinary medicine bringing credit to the veterinary profession through involvement in veterinary, collegiate and community affairs.

- **The Dr. John D. Barrie Memorial Scholarship**

This award is given to a deserving second or third year student in veterinary medicine intending to pursue a career in either wildlife medicine or aquaculture.

- **The Baron Pound Award**

This award is given to a graduating student in veterinary medicine demonstrating extraordinary compassion, outstanding communications skills, and deep respect for the human-companion animal bond while caring for a critically ill animal.

- **The Bayer Award**

This award is given to an academically proficient third year student in veterinary medicine with an interest in pet birds, and/or small exotic or pocket pets.

- **The Callie's Compassionate Care Award**

This award is given to a graduating student in veterinary medicine who has, in the view of both faculty and staff, demonstrated outstanding clinical competence and extraordinary compassion in providing continuing care for a gravely ill or injured patient.

- **The Dr. Darya Campbell Memorial Award**

This award is given to the Newfoundland or Labrador student in veterinary medicine having the highest academic standing at the end of 3 years.

- **The Canadian Association of Laboratory Animal Medicine Award**

This award is given to a fourth-year student in veterinary medicine who has submitted the best case report concerning laboratory animals.

- **The Canadian Association of Veterinary Pathologist's Award**

This award is given to a second year student in veterinary medicine demonstrating proficiency in pathology.

- **The Canadian Kennel Club Award**

This award is given to a third, second or first year student in veterinary medicine with an interest in canine medicine and surgery.

- **The Christofor Award in Animal Welfare**

This award is given to a third year student in veterinary medicine demonstrating sustained interest and commitment to improving the well-being of animals.

- **The Class of '93 Clinical Conference Award**

This award is given to the graduating student in veterinary medicine, selected by his/her classmates, for the best clinical conference presentation.

- **The Class of 2000 Veterinary Teaching Animals Award**

This award is given to a first year student in veterinary medicine selected by his/her classmates and staff for exceptional care and compassion for the teaching animals at the Atlantic Veterinary College.

- **The Clinical Radiology Award**

This award is given to a graduating student in veterinary medicine demonstrating proficiency in radiographic interpretation and technical skills.

- **The David E. Coburn Memorial Scholarship**

This award is a renewable scholarship given to a deserving student in veterinary medicine.

- **The Companion Animal Surgery Award**

This award is given to a graduating student in veterinary medicine with high standing in the theory and practice of small animal surgery.

- **The Julie A. Crawford Memorial Scholarship**

This award is given to a first year student in veterinary medicine demonstrating excellence in clinical skills and case-based problem solving.

- **The Roy & Margaret Crosby Memorial Award**

This award is given to a deserving third or second year student in veterinary medicine who attended a Prince Edward Island high school and who demonstrates interest in equine or canine veterinary medicine.

- **The Dr. R.A. Curtis Bovine Award**

This award is given to the graduating student in veterinary medicine judged first in the class in academic excellence, clinical competence and general interest in bovine medicine.

- **The Dr. R.A. Curtis Bovine Externship Award (3 available)**

Up to three awards are given annually to third-year Canadian students in veterinary medicine demonstrating interest and/or commitment to bovine practice and willingness to engage in an external elective outside of Atlantic Canada in the area of bovine practice.

- **The CVMA-ACMV Award**

This award is given to the third year student in veterinary medicine, selected by his/her classmates, for excellence in leadership and achievement in student affairs.



- **The Dairy Farmers of Prince Edward Island**

This award is given to a student in veterinary medicine entering third or fourth year who is pursuing bovine/large animal studies and hopes to practice veterinary medicine in Prince Edward Island. Preference will be given to, but not limited to, a resident of Prince Edward Island.

- **The Dr. Douglas W. Ehresmann Memorial Award in Virology**

This award is given to a second year student in veterinary medicine demonstrating proficiency in virology.

- **The Elanco Animal Health Award in Swine Medicine**

This award is given to a third year student in veterinary medicine demonstrating proficiency and interest in swine health management.

- **The Gallant Custom Laboratories Anniversary Award**

This award is given to a first year Canadian veterinary student demonstrating interest and proficiency in immunology.

- **The Rolf C. Hagen Award**

This award is given to the second-year student in veterinary medicine having the highest average in VPM 262 (Aquaculture and Fish Health).

- **The G. Murray and Hazel Hagerman Scholarships**

At present, these awards are given to 9 students in veterinary medicine (who stand first, second and third in their classes in each of the 1st, 2nd and 3rd year of the curriculum).

- **The Allan H. Hart/Idexx Laboratories Scholarship**

This award is given to the graduating student in veterinary medicine who displays proficiency in diagnostic clinical pathology.

- **The Jerry Hayward Memorial Award**

This award is given to a graduating student in veterinary medicine demonstrating interest and proficiency in equine ambulatory medicine.

- **The Dr. Lawrence E. Heider Leadership Award**

This award is given to an academically proficient third year student in veterinary medicine selected by his/ her classmates for leadership.

- **The Dr. Brian L. Hill Memorial Award**

This award is given to a graduating student in veterinary medicine demonstrating excellence in small animal medicine and surgery as well as outstanding interpersonal skills with clients and colleagues.

- **The Hill's Pet Nutrition Canada "Buddy" Award**

This award is given to a graduating student in veterinary medicine demonstrating exemplary humanitarian efforts in providing care to a companion animal (dog or cat only).

- **The Hill's Pet Nutrition Canada Class Spirit Award**

This award is given to the first year student in veterinary medicine chosen by his or her classmates for enthusiasm, participation and overall contribution to student life.

- **The Hill's Pet Nutrition Canada Award in Small Animal Internal Medicine (Second Year).**

This award is given to a second year student in veterinary medicine demonstrating academic achievement in small animal principles of medicine.

- **The Hill's Pet Nutrition Canada Award in Small Animal Internal Medicine (Third Year).**

This award is given to a third year student in veterinary medicine demonstrating academic achievement in the internal medicine component of companion animal systems courses.

- **The Holstein Canada Award**

This award is given to a graduating student in veterinary medicine demonstrating excellence in dairy production medicine during senior clinical rotations.

- **The International Student Award (Third year)**

This award is given to an academically proficient international student in the third year of veterinary medicine.

- **The International Student Award (Second year)**

This award is given to an academically proficient international student in the second year of veterinary medicine.

- **The International Student Award (First year)**

This award is given to an academically proficient international student in the first year of veterinary medicine.

- **The Dr. Mark D.H. Lawrence Memorial Award**

This award is given to a third year Atlantic Canadian student in veterinary medicine demonstrating proficiency in small animal medicine and surgery as well as leadership in student or community affairs.

- **The Dr. A.M. Lloyd Memorial Scholarship**

This award is given to a student in the first year of veterinary medicine demonstrating academic achievement.

- **The Kurlee McFarlane—Dr. Caroline Runyon Award in Small Animal Surgery**

This award is given to a graduating student in veterinary medicine demonstrating exemplary clinical surgical skills in companion animals.

- **The Merial Award in Parasitology**

This award is given to a first year student in veterinary medicine demonstrating excellence in parasitology.

- **Merial Award in Vaccinology**

This award is given to a graduating student in veterinary medicine who demonstrates interest in and knowledge of vaccines and their applications.

- **The Jeanne Mingo-Doiron Memorial Scholarship**

This scholarship is given to students in veterinary medicine who have graduated from a Pictou County, Nova Scotia high school and who have also graduated from the Nova Scotia Agricultural College in the animal science or pre-veterinary program, and who have been accepted into the Atlantic Veterinary College.

- **The Nova Scotia Veterinary Medical Association Award**

This award is given to a deserving incoming veterinary student who graduated from a Nova Scotia high school.

- **The Novartis Award in Parasitology**

This award is given to a first year student in veterinary medicine demonstrating excellence in the study of parasitology.



- **The Novartis Parasitology Award**

This award is given to the graduating student in veterinary medicine demonstrating proficiency and interest in parasitology.

- **The Novartis Clinical Behaviour Award**

This award is given to a graduating student in veterinary medicine demonstrating proficiency and interest in clinical behaviour.

- **The Dr. Albert F. Olmstead Memorial Award**

This award is given to a second year Atlantic Canadian student in veterinary medicine who demonstrates interest and commitment to bovine veterinary medicine.

- **The Pathology Achievement Award**

This award is given to the graduating student in veterinary medicine demonstrating proficiency and aptitude in pathology.

- **The Pfizer Award for Excellence in Food Animal Medicine**

This award is given to a graduating student in veterinary medicine whose classroom performance is complimented by superior clinical skills, and who demonstrates an exceptional interest in food animal medicine.

- **The Pfizer Award in Pharmacology**

This award is given to a second year student in veterinary medicine demonstrating excellence in the study of pharmacology.

- **The Norma and William (Bill) Phelan Entrance Renewable Bursaries**

This renewable bursary is given to a deserving student entering the veterinary medicine program.

- **The Phibro Award in Aquaculture**

This award is given to the graduating student in veterinary medicine demonstrating aptitude and enthusiasm in aquaculture.

- **The Prince Edward Island Swine Breeders' Association Award**

This award is given to a 2nd or 3rd year student in veterinary medicine who graduated from a PEI high school and who demonstrates interest in food animal veterinary medicine.

- **The Prince Edward Island Veterinary Medical Association Award**

This award is given to an academically proficient second year Atlantic Canadian student in veterinary medicine demonstrating involvement in veterinary, student or community affairs.

- **The Purity Dairy Scholarship**

This award is given to a third year student in veterinary medicine with an interest in dairy medicine and surgery.

- **The Ms. Vaunda Ross Memorial Scholarship**

This award is given to a Canadian student in Veterinary Medicine who is a varsity athlete demonstrating academic proficiency.

- **The Schering-Plough Award in Bovine Theriogenology**

This award is given to a graduating student in veterinary medicine demonstrating excellence in bovine theriogenology during senior clinical rotations.

- **The Schering-Plough Small Animal Internal Medicine Award**

This award is given to a graduating student in veterinary medicine demonstrating excellence in small animal internal medicine.

- **The Mrs. Davinder Kaur Singh Award**

This award is given to a deserving first year student in veterinary medicine.

- **The Spirit of Spike Award**

This award is given to a graduating student in veterinary medicine who demonstrates extraordinary dedication, hard work, an exceptional bedside manner, and compassion in caring for a companion animal. The recipient must demonstrate a deep respect for the human-companion animal bond, as well as superior interaction and communication skills in dealing with the pet owners.

- **The Spirit of '90 Award**

This award is given to the graduating student in veterinary medicine who best exemplifies the qualities of leadership, class spirit, cooperation and participation.

- **The Stephen W. Taylor Class of '99 Memorial Award**

This award is given to a student entering their fourth year of veterinary medicine with enthusiasm for and interest in equine practice.

- **The R.G. Thomson Academic Achievement Medal**

This award is given to the graduating student in veterinary medicine with the highest cumulative grade average for all courses taken during the four-year program.

- **The Van Toever Award in Aquaculture**

This award is given to a third or second year Atlantic Canadian veterinary student with an interest in aquaculture and who demonstrates qualities of leadership, scholarship and participation in student and community affairs.

- **The Veterinary Emergency and Critical Care Society Award**

This award is given to a graduating student in veterinary medicine demonstrating interest and proficiency in small animal veterinary emergency and critical care.

- **The Veterinary Learning Award**

This award is given to a second-year student in veterinary medicine who has proven academic performance, proven classroom leadership, overtly represents the Veterinary professional code and who is active in on campus and off campus activities geared to community betterment.

- **The Veterinary Macroscopic Anatomy Scholarship**

This award is given to a first-year student in veterinary medicine having the highest composite average in VBS 101 (Macroscopic Anatomy I) and VBS 102 (Macroscopic Anatomy II).

- **The Veterinary Microscopic Anatomy Scholarship**

This award is given to a first-year student in veterinary medicine having the highest composite average in VBS 111 (Microscopic Anatomy I) and VBS 112 (Microscopic Anatomy II).

- **The Veterinary Software Publishing Incorporated Award**

This award is given to the graduating student in veterinary medicine demonstrating excellence in the art of client communications.

- **The Vetoquinol Award in Aquaculture**

This award is given to a second or third year student in veterinary medicine with proficiency in aquatic veterinary medicine, through academic pursuits and/or industry-related experience.

- **The Western Veterinary Conference Student Scholarship**

This award is given to a deserving third year student in veterinary medicine demonstrating strong leadership qualities. The award includes funding for travel to the Western Veterinary Conference held in Las Vegas, Nevada.

- **The Bessie B. & J. Derril White Memorial Award**

This award is given to a first, second or third year student in veterinary medicine who graduated from a Prince Edward Island High School and who has an interest in large animal veterinary medicine.

- **The Eric T. Wilson Memorial Award**

This award is given to a third, second or first year student in veterinary medicine who graduated from a Prince Edward Island high school and who demonstrates interest in small animal veterinary medicine.

- **The Wyeth Animal Health Award**

This award is given to a second-year student in veterinary medicine demonstrating proficiency in veterinary bacteriology & mycology.

- **The Veterinary Teaching Hospital Staff Award**

This award is given to the graduating student in veterinary medicine demonstrating exemplary interpersonal, communication and technical skills during their final year of study.

- **The Vetoquinol Equine Award**

This award is given to a graduating student in veterinary medicine demonstrating proficiency in equine veterinary medicine.

- **The Wyeth Award**

This award is given to the graduating student in veterinary medicine demonstrating proficiency in large animal medicine and theriogenology.

## **B) GRADUATE STUDENT SCHOLARSHIPS AND AWARDS**

- **The Dr. Douglas W. Ehresmann Graduate Award**

This award is given to a graduate student in Veterinary Medicine performing outstanding research in virology.

- **The G. Murray and Hazel Hagerman (Gift of Verna Blanche Hagerman) Scholarships**

This scholarship is awarded to one or more graduate students in Veterinary Medicine for academic achievement.

- **The Dr. Errol E. Hancock Scholarship**

This scholarship is given to a graduate student in Veterinary Medicine from Nova Scotia who has the highest academic standing. If there is no eligible graduate student for two years, this scholarship may be given to a fourth-year student in the DVM curriculum under the same terms.

- **The Dr. Ray Long Award**

This award is given annually to one or more graduate students to provide travel costs associated with attendance at a scientific meeting to present research results. Selection is based on financial need and quality of presentation of research results delivered during the annual AVC Graduate Studies and Research Days.

- **The Pfizer Graduate Research Award**

This award is given to a deserving graduate student working in a field that will contribute to the advancement of Veterinary Medicine.



## 9. Undergraduate and Professional Programs

### TERMINOLOGY AND DEFINITIONS

**Academic standing:** based on the level of academic achievement attained, at the end of the academic year students are assessed.

**Academic regulations:** general academic regulations apply to all university students, unless otherwise specified; degree regulations are academic regulations and degree requirements that apply to a particular program *in addition to* the general academic regulations.

**Advanced standing:** when a degree requirement has been met but credit transfer to UPEI is not possible (i.e., the course is not deemed equivalent, though the subject matter is comparable enough to waive a degree requirement), “Advanced Standing” might be granted. Advanced Standing eliminates the need for the student to take the course in question, but does not reduce the number of courses required to graduate (another course must be substituted for it instead).

**Appeal:** a process whereby a student registers a complaint with regards to a decision made by a University employee on any academic matter, and formally seeks the opinion of an objective third party. See the Academic Regulations section of the Calendar for details.

**Audit:** to audit a course is to enrol in a regular for-credit course, but only as a “listener.” Assignments are not submitted or evaluated, and the transcript notation is AUD for “audit.”

**Co-requisites:** courses that must be or may be taken simultaneously.

**Co-operative education:** a degree program available in some disciplines whereby students complete a specified number of paid work terms in addition to the course requirements for their degree.

**Core courses:** specific courses that are required as part of a degree program.

**Course:** almost all courses are one semester in length. Instead of taking five full-year courses, students take ten courses over the period September to April, five in the first semester and five in the second semester. In cases where a combination of six semester-hour courses and three semester-hour courses are followed (see definition of Semester-hour), normally a total of 120 semester-hours of credit must be obtained before a student becomes eligible for a degree.

**Course load:** the number of courses (translated into semester-hours of study) undertaken in any given term. For example, a student taking three courses weighted at three semester-hours each is enrolled in a nine-semester-hour course load.

**Course selection:** choosing what courses you wish to take, and selecting them either online or by filling out a paper registration form in the Registrar’s Office or in the Advisement Centre.

**Degree:** undergraduate degrees are referred to as Bachelor’s, which are credentials earned by those who successfully complete 120 semester-hours of credit and who satisfy all regulations and requirements for a specific program.

Requirements for second-entry professional programs such as the BEd and the DVM are distinct from those for Bachelor of Arts (BA) and Bachelor of Science (BSc) programs. Graduate degrees include Master’s (Master of Applied Health Services Research, Master of Arts, Master of Education, Master of Science, and Master of Veterinary Medicine) and Doctorates (PhD, or Doctors of Philosophy).

**De-registered:** the University de-registers students from courses they have selected and in which they are enrolled when fees are not paid in full by the published payment deadline.

**Degree Audit:** as a “progress check,” the degree audit is an activity whereby a student’s academic record is reviewed in comparison to the degree requirements of the selected major. At UPEI, the process is automated: a software program gathers course-completion data from a student’s record and presents him/her with the list of degree requirements for a major and minor. Required courses that are “unfilled” are noted as such, indicating what components of the program are yet to be completed. An up-to-date degree audit report is available as an item on the list of options for students who log on to the UPEI website using their ID# and PIN. Students should compare their audit to the Calendar requirements of their program to make decisions about degree completion options.

**Degree requirement:** specific courses that must be taken, and regulations about grades in any course or courses for a program that must be met, in order to be eligible to graduate.

**Diploma:** a credential earned after successful completion of all regulations and requirements for a specified program of less than 120 semester-hours, or of non-credit components of study; also, the parchment that announces a credential has been earned (in a degree, diploma, certificate, or other program).

**Directed Studies:** a course that is offered one-on-one.

**Discontinuations:** sometimes called “drops” or “withdrawals,” discontinuations are forms submitted to the Registrar’s Office by students who wish to terminate their enrolment in a particular course. They are permitted with full refund up to the last date of registration, after which they are permitted with partial refunds as per published dates in the Calendar. No discontinuations are permitted after the final date noted; students no longer attending class after this date *will have*

*an F recorded on their transcripts.* Students facing exceptional circumstances may apply for an Appeal of this regulation in the Office of the Registrar. Abbreviation: DISC.

**Electives:** not core courses, but other courses chosen by students in accordance with specific program requirement regulations. Some electives are to be taken within the program's subject area, often from a list of options, while others are considered "free" electives to be taken from departments outside the program area.

**Enrolled:** actively engaged in a course or program for which one has registered. See Registered and Course Selection.

**Enrolment status:** refers to current course load a student is carrying.

**Honours:** These are degrees with higher average and course requirements for entrance, continuation, and graduation. Consult the appropriate departmental offerings for details.

**Major:** the Arts and Science degrees are degrees with a major. The major is the subject in which the student chooses to take a concentration of courses. Minimum prerequisite for entry to a major program is 12 semester-hours of credit in courses in the department. To qualify for an Arts or Science degree, a student must take a minimum of 42 semester-hours of credit in the major subject. This figure is higher in some departments. A department may also require up to 42 semester-hours of credit in other subjects, if these co-requisites are part of the major approved by Senate. Students should consult with the Chair of the Department in which they intend to major regarding their selection of courses.

**Minor:** a minor is an approved selection of courses (typically involving at least 21 semester-hours) taken in an area other than that of the student's major. Individual departments should be consulted to determine whether a minor is available.

**Not-for-credit or non-credit courses:** these have no semester-hour weighting, and are not counted in a degree audit, but may be required as a condition of admission or for continuation in a program of study; other non-credit offerings are provided through the Centre for Life-Long Learning as short courses, workshops, and seminars.

**Prerequisites:** courses that must have been successfully taken prior to registration in another course.

**Pre- or early-registration:** during the spring/summer semesters, online registration is available for the next fall/winter semesters. Spring and summer pre-registration normally takes place online from mid-March.

**Probation:** academic probation is one of the three categories of Academic Standing. See the Academic Regulations section of the Calendar.

**Program year** (as in, "What year are you?"): not the measure of years spent studying at UPEI, but a reference to the category of enrolment that is defined by a specific number of semester-hours having been earned toward a degree.

**Registered:** to be fully registered, students must have selected their courses (online or on paper) and have paid their fees in full. See Course Selection.

**Semester:** the duration of a study period in an academic year.

**Semester-hour:** a semester-hour is defined as nominally one hour of classroom time per week per semester. Thus a class that is held for three hours a week for one semester is a three-semester-hour course. However, although most of the courses taken at university are of three semester-hours, some may involve more contact time, as in the case of laboratory courses, and some less time, as may be the case in some seminar courses. Such courses carry the three-semester-hour weight, but regardless of actual class time, should be considered as comprising one-fifth of the student's course load.

**Special Topics:** a course that is offered by a department on a one-time basis.

**Suspension:** academic suspension is one of the three categories of Academic Standing. See Academic Regulations section of the Calendar.

**Term:** sometimes used interchangeably with "semester," a portion of the academic year that is named according to season: Fall, Winter, Spring, Summer. Abbreviations are F, W, S1, S2.

**Transcripts:** your transcript is the official, permanent record of your academic history at the University. In that regard it is distinct from a grade report issued at the end of a Semester or Summer Session.

**Transfer credits:** transfer credits are credits granted to students on admission for work done at another institution. These credits reduce the total number of credits that must be taken at the University of Prince Edward Island for a degree.

**Unclassified Students:** persons interested in taking undergraduate courses for general interest without having to gain admission to the University.

**Waived:** if academic requirements are waived, then an adjustment to the student's course of study is not required. For example, a requirement that students earn 60% or higher in a particular course might be "waived" on appeal, in which case the course does not need to be repeated.

## APPLICATION & ADMISSION REQUIREMENTS

### 1. BACHELOR OF ARTS (BA), BACHELOR OF SCIENCE (BSc), AND BACHELOR OF BUSINESS ADMINISTRATION (BBA)

#### a) How to Apply

All enquiries relating to admission to the University should be directed to:

**The Registrar**  
University of Prince Edward Island  
Charlottetown, PE  
C1A 4P3 or to registrar@upei.ca

- Both university ([www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf)) and residence ([www.upei.ca/housing/html/application.html](http://www.upei.ca/housing/html/application.html)) application forms may be obtained through the Registrar's Office.
- Applicants are reminded that acceptance to residence is no guarantee of acceptance to the

University, nor is acceptance to the University a guarantee of acceptance to residence.

- All applicants must have official transcripts sent directly to the Registrar's Office by any high school, college, or university attended. Scholarship candidates must have all materials in **by the end of February**.

**Note:** The applicant is responsible for the completeness and accuracy of the application. Applicants who conceal any previous academic records are liable to dismissal from the University.

### Application Deadlines

Documentation for all applicants (except for Veterinary Medicine, Education, Nursing, and Radiography—see appropriate section) should be complete by **1 August**, if applying for the first semester, or by **1 December**, if applying for the second.

### Application Fee

These fees must accompany each **first-time** application for admission to the BA, BSc, BBA programs and Professional programs:

#### Undergraduate & Professional Programs

Canadian—\$50.00

International—\$75.00

Applications to Graduate programs **must** include these fees for the first and any subsequent applications:

#### Graduate Programs

Canadian—\$75.00

International—\$100.00

### b) English-Language Proficiency Requirements

The language of instruction at the University of Prince Edward Island is English. All academically admissible applicants, regardless of their country of origin or citizenship status, are required to demonstrate competence in the English language prior to undertaking full-time credit studies at the University of Prince Edward Island. Competence may be demonstrated by any one of the following:

- Four years of full-time study in English in Canada or in another country where English is the principal language; evidence of bilingualism (English and another language) is acceptable for those applicants educated in Canada in a language other than English.
- Submission of an official test score at or above the acceptable minimum, such as:
  - TOEFL (Test of English Language as a Foreign Language), minimum 550 on paper test; 213 on computerized test; and on Internet-based test, total of 80 with minimum of 20 in each category;
  - MELAB (Michigan English Language Battery), minimum 80;
  - IELTS (International English Language Testing System), minimum 6.5;
  - CanTEST, minimum 4.5;
  - CAEL (Canadian Academic English Language Assessment), 60 with minimum 50 in each band.

Applicants without English proficiency test scores, or with scores below the minimum, may be admitted conditionally, and will be assessed by the EAP Coordinator upon arrival.

Depending upon the assessment result, students may be placed in either full-time or part-time EAP. Part-time EAP is taken in combination with up to three credit courses. Upon successful completion of EAP, with a final test score of 4.5 or higher, these students will be eligible to begin full-time academic studies.

### c) Admission Requirements

#### (i) Canadian Education System

#### High School Graduates

Successful completion of Grade 12 examinations (OACs, or Grade 12 completed in 2003 or later in Ontario) in a University Preparatory Program with an overall average of at least 70% (75% for Quebec Secondary V students) in the following subjects:

##### 1. Arts

English, one Social Studies or Language, and any three other academic courses. Grade 12 math recommended. **Note:** Grade 12 Math is a prerequisite for some first-year Arts courses.

##### 2. Business

English, Mathematics, any two Social Studies, Languages or Sciences, and one other academic course.

##### 3. Science

English, Mathematics, two Sciences, and one other academic course. If Grade 12 Chemistry is not selected to meet the Science requirement, Grade 11 Chemistry is required.

### NOTES

- Social Studies electives include the following: Economics, Global Issues, Canadian and PEI History, and Advanced Political Studies.
- Science electives include the following: Animal Science, Biology, Chemistry, Oceanography, Physics.
- Exceptional students from Grade XI may be considered for admission.
- Applications will be considered from students who have completed programs of study in CEGEP, Community Colleges, or CAAT. Transfer credits, if any, will be considered on an individual basis.

#### Admission from Grade 11 (Grade 12 in Ontario)

This is for the exceptional student with at least 85% in Grades 10 and 11, who is highly recommended by the school (at least two letters), and who has written parental permission. Students with special aptitudes who may not have 85% will also be considered.

#### Advanced Placement Program

Acceptable Advanced Placement Program courses with grades of 3(C) or higher may be presented for admission purposes. Acceptable courses with grades of 4(B) or 5(A) may be recommended for advanced standing. Students wanting University credit in respect to Advanced Placement courses are advised they may challenge for credit under the provisions of Academic Regulation 15.

#### Applicants from Quebec College of General and Professional Education (CEGEP)

The Diploma of Collegial Studies (DEC/DCS), with the “DEC en sciences, lettres et arts,” will qualify a student for admission to UPEI. Holders of the DEC will be considered as transfer students to second year with a maximum of 10 transfer credits, provided that they attained an average grade of 70% or better



in their final year of CEGEP study. Students with less than the DEC, and a 70% average, will be considered for admission to first year with the possibility of some transfer credits from second-year CEGEP courses. Students who have completed a technical or professional DEC will be considered on an individual basis.

### Seniors' Bursaries

To recognize the contribution of seniors to the classroom, Seniors' Bursaries are available to residents of Prince Edward Island aged 60 and over by the beginning of the semester. One Seniors' Bursary per year is available to all PEI seniors for the tuition costs of one undergraduate course. Additional Seniors' bursaries will be available on a financial basis.

### College Transfer Students

Beginning in the 1997–98 academic year, students may receive credit for courses successfully completed at a member institution of the Association of Canadian Community Colleges and for which credit is given at that institution, under the following conditions:

1. courses must be acceptable in the program to which transfer is being sought either as required courses or as electives;
2. grades must be at least 60% or, where the grading system is different than that of UPEI, at least at an equivalent level above the minimum passing grade; and
3. transfer will be allowed by the Registrar only on the recommendation of the appropriate Dean.

### Concurrent Enrolment Policy with PEI Grade 12

Students who are enrolled in their last year of studies in a PEI secondary school may be admitted to the University of Prince Edward Island to pursue Concurrent Studies. The following conditions will apply at the University:

- the applicant must have a superior academic record;
- the applicant must be enrolled in a PEI secondary school in a program that meets regular UPEI entry requirements;
- the applicant must have the written recommendation of the secondary school principal;
- the applicant must have the written consent of the parent or legal guardian if under the legal age of majority on the opening day of classes; and
- the applicant must have the support of the Dean of the Faculty for the courses in which the applicant plans to enroll.

Admission will be initially for one three-semester-hour course but may be renewed with the continued support of the school principal and the Dean. Normally, no more than six semester-hours of credit may be obtained by Concurrent Studies, but students who continue to have superior academic records and the support of the school principal may seek permission from the Dean to enroll in a further course for a maximum of nine semester-hours of credit.

Students in Concurrent Studies will be treated as regular students in most respects, except that they may not register in a full range of courses. Standard transcripts will be issued and fees and deadlines will be as for regular students. Students who have enrolled in Concurrent Studies at other recognized post-secondary institutions prior to secondary school graduation may also be eligible for transfer credit.

### Home-schooled Students

The basic entrance requirements for home-schooled students are the same as for all other students. Home-schooled students can meet the requirements by:

1. attending a local high school for Grade 12 or the final year of schooling;
2. taking the Grade 12 academic entrance subjects through a correspondence program acceptable to the University; or
3. presenting Advanced Placement test scores on an official transcript for the entrance subjects.

### Mature Students

Individuals who are or will be 22 years of age or older on the first day of a pending semester and who have been out of school for at least three years may apply as a "Mature Student." This application category is available to Canadian citizens and permanent residents only. Such applicants must include with their application a resumé and a statement of academic goals, as well as transcripts of any and all institutions attended (including high-school transcripts, if available). Reference letters may be requested by the Admissions Committee, in cases where the Registrar seeks its guidance.

Required and/or recommended conditions may be placed on an offer of admission to mature applicants. Some programs require that specific high-school prerequisites be fulfilled before an admission offer is finalized.

### University Transfer Students

1. Students who are eligible for readmission and registration at their previous institutions will be considered for admission to UPEI on an individual basis. Normally, such students should have achieved an average grade of at least 60% in their previous year of studies or not have been registered at any university for at least a year. (See Academic Regulation 14: Transfer Credits)
2. Where admission to a specific academic program is sought, the applicant must meet the requirements of that program.
3. Prospective transfer students must have all documentation submitted by 15 August for admission in September.

### NOTES

- a. Professional Faculties and Schools have additional criteria that must be met before applicants from outside the University will be considered.
- b. Transfer students are subject to all other academic regulations of the University. Possession of the minimum requirements for transfer to UPEI does not in itself ensure that admission will be granted.

### (ii) United States Education System

The general average in the required subjects should be at least as high as the College Recommending Mark of the school concerned. Class standing is an important consideration.

**NOTE:** Deadline dates for US citizens are *1 July, for consideration for September, and 1 November, for consideration for January*. All application materials must be received by these dates.

### ***(iii) International (other than USA) Education Systems***

#### **International Baccalaureate**

The International Baccalaureate (IB) Diploma will qualify an IB student for admission to UPEI. Higher-level subjects completed with grades of 4 or higher within the International Baccalaureate Diploma program will be considered for transfer of credit.

#### **Applicants with Ordinary or Advanced Level Examinations**

Admission to first year may be on the basis of five appropriate General Certificate of Secondary Education (GCSE) subjects at the Ordinary Level, including English Language and Mathematics. Advanced Level examination results received directly from the appropriate Examination Board, which are appropriate to the intended program of studies, will be assessed for advanced standing and credit. A maximum of three Advanced Level examination results may be presented for a maximum of six transfer credits. Credit normally will be granted only for grades of "C" or higher.

#### **d) Readmission**

##### ***(i) To UPEI***

Students who have been absent from study for a period of more than 12 months are required to seek readmission. A letter of activities, resumé, and/or transcripts for the time away are required for the application to be considered. Students readmitted to the original or another program of study normally will follow the regulations in force at the time of original admission to UPEI. (See Regulation #2 on age of credits and validity for inclusion in degrees.) In addition, the Admissions Committee may attach specific and binding conditions to a student's performance to ensure that the normal standards of the degree requirements are met.

Students who have been required to withdraw from UPEI or any other university or college may be considered for readmission or admission after they have spent at least 12 months away from university and can provide satisfactory letters of recommendation from employers and/or others. A student readmitted after being required to withdraw from UPEI or any other university will automatically be on academic probation.

##### ***(ii) Students Dismissed from Other Institutions***

Students who have been academically dismissed from any other university or college will not be admitted to UPEI during the year following their dismissal or, if already admitted, will have their admissions cancelled. Students may reapply for admission after one year away from formal academic study.

## **2. PROFESSIONAL DEGREE PROGRAMS**

### **a) Doctor of Veterinary Medicine (DVM)**

#### ***(i) Introduction***

The Atlantic Veterinary College accepted its first class in the fall of 1986. Approximately 60 students are selected each year for entrance into the four-year Doctor of Veterinary Medicine program. The admission process for veterinary studies is designed to select applicants considered most likely to succeed in the veterinary curriculum, subject only to Federal-Provincial agreements for regional quotas. Students must have potential to become competent, responsible veterinarians, dedicated to a lifetime of productive public service and continued learning.

Each year, the college accepts 60 students to its DVM program. Approximately forty-two of the seats are reserved for residents of Atlantic Canada and the remaining twenty-four seats are for international students.

Please refer to the Atlantic Veterinary College Supplementary Insert.

#### ***(ii) Admission Requirements***

Applicants are required to complete prerequisite courses and supply official Graduate Record Examination - General (GRE) results. Applicants will be able to fulfill the academic requirements at a university of their choice. Applicants are advised to register in programs which will provide a career alternative, should they not be admitted to the DVM program

#### **Required Courses (50%)**

A total of 50 points of the applicant score will be based upon grades attained in the 20 required courses (15 specified and 5 electives with the highest grades). These 50 points will be calculated as follows:

- a) 30% or 15 points from the average of the four biological science prerequisite courses, including Genetics, Microbiology, and two animal Biology electives;
- b) 70% or 35 points from grades in the remaining 16 required courses as listed:
  - 2 Math courses (one being statistics)
  - 3 Chemistry courses (one being Organic Chemistry)
  - 1 Physics course
  - 2 English courses (one being Composition)
  - 3 Humanities and/or Social Sciences
  - 5 Electives in any area

Normally, these courses must be completed while the applicant is enrolled as a full-time student carrying at least 9 semester-hours credit, excluding labs. Science courses will normally have a laboratory component and be completed within six years of the date of application. Exceptional circumstances will be given consideration; however, it is necessary for all applicants to demonstrate the ability to master difficult subject matter in the context of meaningful full-time activity.

#### **Graduate Record Examination (5%)**

#### **Interview (30%)**

Applicants will be selected for an interview based on their academic ranking. The interview is structured to assess non-cognitive abilities such as, innovative thinking, confidence, integrity, communication, sound judgment, adaptability and resilience.

#### **Animal/Veterinary-Related Experience (10%)**

Applicants are requested to submit a structured and detailed description of their veterinary and animal experience within the last five years prior to application. They are strongly encouraged to obtain experience in a wide variety of animal and veterinary related areas. The detailed description will be evaluated by two members of the Admissions Committee.

#### **Extracurricular Activities (5%)**

Applicants are requested to submit a detailed description of extracurricular activities within the last 5 years. This will be evaluated by two faculty members on the Admissions Committee.

### Assessment of Applications

The first step, encompassing 55% of the evaluation, involves ascertaining completeness of the application, i.e. fulfillment of minimal requirements for admission, then ranking of applicants according to the grades received in the prerequisite courses and GRE scores. Based upon the rank list, approximately twice as many applicants will be invited for an interview than are offered a seat. For applicants that have applied for one of the seats offered to Atlantic Canadians and who are enrolled in courses, a re-evaluation of the academic average is completed when the final transcript is received.

The second step involves only those applicants invited for an interview. The remaining 45% of the evaluation will be based on (interview (30%), animal/veterinary-related experience (10%), and extracurricular activities (5%).

### (iii) Application Procedure

#### Application Forms

You can download the forms in .PDF format. This will require the Adobe Acrobat Reader.

**Note:** The applicant is responsible to ensure that all required material is on file by the appropriate deadline; incomplete applications will not be reviewed. While the provisions of this document will ordinarily be applied as stated, the University reserves the right to change any provision listed herein, including but not limited to academic requirements for admission, without notice to individual applicants. Every effort will be made to inform applicants of any changes. Information on changes will be available from the Office of the Registrar.

#### Atlantic Canadian Applicant

A resident of the Atlantic Provinces is a Canadian citizen or permanent resident:

- whose last attendance at high school was in a school in the Atlantic Provinces; or
- whose last province of residence for twelve (12) consecutive months during which time the student was not attending a university or college full-time was one of the Atlantic Provinces; or
- for whom the permanent home address of parent, foster parent, or guardian is one of the Atlantic Provinces.

**Application Deadline is November 1 (must be postmarked by this date); your complete application package should include the following, and be sent directly to the Registrar's Office:**

- Application Form (two pages)  
[www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf)
- \$50 Application Fee
- Supplementary Application Form  
[www.upei.ca/registrar/dvm\\_intn\\_supp.pdf](http://www.upei.ca/registrar/dvm_intn_supp.pdf)
- Letter to Admissions Committee if needed
- Official Transcripts (also required Feb. 1 and June 1)
- GRE required by December 15

#### US Applicants

Applicants who are United States citizens or residents must apply through the Veterinary Medical College Application Service (VMCAS). Students can request information by visiting [www.aavmc.org/](http://www.aavmc.org/) or telephoning 1-877-862-2740.

**Application deadline for VMCAS is October 1. Deadline for UPEI supplemental application forms is November 1 (must be postmarked by this date); your complete**

**application package should include the following, and be sent directly to the Registrar's Office:**

- \$50 (US) Supplementary Application Fee
- Supplementary Application Form  
[www.upei.ca/registrar/dvm\\_intn\\_supp.pdf](http://www.upei.ca/registrar/dvm_intn_supp.pdf)
- Official Transcripts (also required January 1 and June 1)
- Letters to Admission Committee if needed
- GRE required by December 15

#### Non-US Applicants

International applicants may apply directly to UPEI. Acceptable English language proficiency requirements include: TOEFL 550 (213 minimum on computerized test); IELTS overall band of 6.5 with no band less than 6.0; MELAB overall score of 80; CanTEST 4.5 minimum; or CAEL minimum overall score of 60, with no band below 50.

**Application Deadline is November 1 (must be postmarked by this date); your complete application package should include the following, and be sent directly to the Registrar's Office:**

- Application Form (two pages)  
[www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf)
- \$75 Application Fee
- Supplementary Application Form  
[www.upei.ca/registrar/dvm\\_intn\\_supp.pdf](http://www.upei.ca/registrar/dvm_intn_supp.pdf)
- Official Transcripts (also required January 1 and June 1)
- Letter to Admissions Committee if needed
- GRE required by December 15

Please arrange to have the following documents forwarded to the UPEI Registrar's Office:

- Your official GRE score (due December 15)
- TOEFL or a similar English language proficiency test if your language of instruction was not English (due December 15)

Our institute code to quote when sending GRE and/or TOEFL results is 0941.

#### Advanced Standing / Transfer Students Deadline 1 January

Advanced Standing Students are students who have completed all of a veterinary medical program from a school not accredited by the Canadian Veterinary Medical Association and/or the American Veterinary Medical Association but "listed" by the American Veterinary Medical Association.

Transfer Students are students who have completed at least one year of a veterinary medical program at a college accredited by the Canadian Veterinary Medical Association and/or the American Veterinary Medical Association or "listed" by the American Veterinary Medical Association.

Colleges "listed" by the American Veterinary Medical Association include foreign colleges recognized by the World Health Organization or the government of its own country, and whose graduates, are eligible to practice in that country, and whose graduates may qualify for entrance into the Education Commission for Foreign Veterinary Graduates (ECFVG) certification program in the United States or the Clinical Proficiency Exam (CPE) in Canada.

Advanced standing or transfer applicants may apply to the second year of the DVM program. Places for advanced standing or transfer students are limited and depend on

vacancies. Advanced standing students normally must have graduated from a veterinary program within six years of the date of application. Transfer applicants normally must have completed at least first year of a veterinary program immediately preceding acceptance to the 2nd year of our veterinary medicine program.

Advanced standing or transfer applicants who do not meet the requirements mentioned in the previous paragraph are invited to submit a letter explaining why the admissions committee should consider their application. For advanced standing applicants the explanation must provide details of further veterinary-related study or work.

Applicants are considered for admission on a competitive basis. The deadline for applications is January 1st for classes that would begin in September. Those offered a seat in the 2nd year of the program may need to complete program requirements that were not taken at the institution previously attended, to ensure that students successfully transferring into the program are as equally well prepared as their peers starting the 2nd-year cohort of the program.

International students will be assessed International Student fees, if accepted. Canadian citizens or permanent residents will be assessed Regional Student fees, if accepted. Please contact the Accounting office for current information on tuition and fees.

- UPEI Application Form  
[www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf)
- \$100 application Fee
- Three (3) reference letters from individuals with whom the applicant has been associated within the last five years to be sent directly in a sealed, signed envelope. Suggested sources for letters include veterinarians, teaching faculty, or other employers. Letters should emphasize veterinary-related studies or work experience. Foreign trained veterinarians who are applying for advanced standing are encouraged to request references from relevant Canadian referees where possible
- Evidence of English language proficiency if English is not your first language
- Evidence of citizenship or residence status
- Program Calendar and full course outlines (in English) for all DVM studies completed
- Current C.V.
- Personal statement explaining why you wish to complete your veterinary medicine training at UPEI
- Official transcripts from all academic institutions attended or currently attending; those in a language other than English must be accompanied by a certified, official translation. For those currently enrolled, please send a list of courses which you are or will be taking. Once there are any updated marks available, please have your University send these results to us immediately. Your file can not be properly assessed without these updated marks
- Letter of explanation (if required).

Your application **WILL NOT** be processed until ALL supporting materials have been received by the Registrar's Office. It is the responsibility of the applicant to ensure all materials are submitted by the deadline; the Registrar's Office will not notify applicants of missing documentation.

## b) Bachelor of Education

### (i) Introduction

The Bachelor of Education (BEd) is a two-year post-degree program consisting of 20 three-hour credit courses in education. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It provides the opportunity for students to focus their studies in Early Years (grades 1–5), Middle Years (grades 5–9), or Senior Years (grades 9–12), and in International Education or Indigenous Education.

### (ii) Admission Requirements

#### Entrance Requirements

Students are required to have an overall weighted average of at least 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (three credit-hours) taken for their first degree. In addition to the minimum overall required average, students must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (early years, middle years, or senior years) into which they seek admission.

The general requirements for admission to the Faculty of Education are:

1. a degree from an approved registered university with an overall average of not less than 70% on the 20 highest grades of the last 22 courses (3 credit hours) taken;
2. at least 6 semester-hours of credit in English (at least 3 of which must be in English composition);
3. completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (early years, middle years, or senior years) into which they seek admission, as follows:
  - a. **Early Years Program Level (grades 1–5)**  
In addition to the general requirements to enter the Faculty of Education, completion of three semester hours in each of the optional subject areas noted below is strongly recommended:
    - Developmental Psychology;
    - Classics, Fine Arts, or Music;
    - Mathematics;
    - a laboratory-based Science course;
    - Canadian History;
    - one of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies; and
    - a Modern Language.

#### b. **Middle Years Program Level (grades 5–9)\***

To enter this program, applicants must have an approved degree with a major and a minor or at least the equivalent of two minors in different subjects. These subjects must be taught in the public school system and be ones in which the Faculty provides methods courses. In addition, completion of three semester-hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology;
- Classics, Fine Arts, or Music;



- Mathematics;
- Canadian History;
- a laboratory-based Science course;
- one of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies; and
- a Modern Language.

**c. Senior Years Program Level (grades 9–12)\***

To enter this program applicants must have an approved degree with a major in one subject and a minor (or equivalent) in another subject. These subjects must be taught in the public school system and be ones in which the Faculty provides methods courses. In addition, completion of three semester-hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology;
- Mathematics;
- a Science course;
- one of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology or Women's Studies;
- a Modern Language.

\*Majors and minors must clearly relate to the subject areas listed below, for which the Faculty presently offers methodology courses:

- English;
- Social Studies (includes Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Political Studies, Sociology, or Women's Studies);
- Science (includes Chemistry, Biology, Geology, and Physics);
- Mathematics (includes Mathematics, Physics, and Computer Science);
- French; and
- Music (offered through the Bachelor of Music Education Program in the Faculty of Arts).

**(iii) Application Process**

Prior to completing the application package, candidates should read the Guidelines for Application to Bachelor of Education Program ([www.upei.ca/education/html/guidelines.html](http://www.upei.ca/education/html/guidelines.html)). The application forms can be downloaded in .PDF format. This will require the Adobe Acrobat Reader. The application forms cannot be completed online. They may be completed by hand or copied into a word processing program. However, the table format must be followed. Resumes will not be accepted. The completed application package may then be taken or mailed to the UPEI Registrar's Office.

**The application deadline is 15 January (must be postmarked by this date). The completed application package must include the following:**

1. Undergraduate Application Form (two pages) ([www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf))
2. \$50 Application Fee; \$75 for International Applicants
3. Faculty of Education Supplementary Information Form and Personal Statement (nine pages) ([www.upei.ca/registraroffice/applicationchecklist07.pdf](http://www.upei.ca/registraroffice/applicationchecklist07.pdf))

4. Three Reference Forms (three pages each) ([www.upei.ca/registraroffice/refforms0607.pdf](http://www.upei.ca/registraroffice/refforms0607.pdf))
5. Two copies of official transcripts are required from each post-secondary institution where you have taken a course. Original transcripts are required even if transfer credits were given by another institution

**(iv) Assessment of Applications**

Every completed file is examined and students are ranked according to:

- academic background, strongly recommended courses, and reference forms (50%)
- Supplementary Information Form (Experience Profile) and Personal Statement (50%)

Candidates will be admitted on the basis of this ranking. Acceptance letters, conditional offers, letters indicating that the applicant is on the waiting list, or letters indicating that the application will not be considered at this time, will be issued by the Registrar's Office.

The successful applicant who receives either an unconditional or conditional offer must confirm his/her acceptance in writing and include a non-refundable deposit of \$500. This confirmation must be received by the Registrars Office (for transmittal to the Accounting Office) by the date specified in the letter.

Final official transcripts for students who have either received conditional offers or have been placed on the waiting list must be received by the Registrar's Office by June 15. The Faculty may request an interview with any potential candidate.

Registrar's Office  
550 University Avenue  
Charlottetown, PE C1A 4P3

**c) Bachelor of Education—Specialization in Teaching French Immersion**

**(i) Introduction**

The Bachelor of Education—Specialization in Teaching French Immersion is a two-year post-degree program consisting of 20 three-hour credit courses in Education, 10 of which are offered on the University of Prince Edward Island campus, and the remaining 10 at Université de Moncton. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It is the opportunity for students to focus their studies in Early Years (grades 1–5), Middle Years (grades 5–9), or Senior Years (grades 9–12), and in International Education or Indigenous Education.

**(ii) Admission Requirements  
Entrance Requirements**

Students are required to have an overall weighted average of at least 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (three credit-hours) taken for their first degree. In addition to the minimum overall required average, students must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (early years, middle years, or senior years) into which they seek admission.



The general requirements for admission to the Faculty of Education are:

1. Applicants must have a degree from an approved registered university with an overall average of not less than 70% on the 20 highest grades of the last 22 courses (3 credit hours) taken;
2. If the applicant's first language is French, 6 semester hours in French (at least 3 semester hours in French composition must be completed)
3. Applicants whose first language is not English must also satisfy the English Language Proficiency requirements
4. Applicants must pass an oral and written proficiency test in French before admission to the specialization is confirmed.
5. Applicants must have completed academic courses in subjects taught in the school system which satisfy the requirements for the program level (early years, middle years, or senior years) into which they seek admission, as follows:

**a. Early Years Program Level (grades 1–5)**

In addition to the general requirements to enter the Faculty of Education, completion of three semester-hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology;
- Classics, Fine Arts, or Music;
- Mathematics;
- a laboratory-based Science course;
- Canadian History;
- one of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies; and
- a Modern Language.

**b. Middle Years Program Level (grades 5–9)\***

To enter this program, applicants must have an approved degree with a major and a minor, or at least the equivalent of two minors in different subjects. These subjects must be taught in the public school system and be ones in which the Faculty provides methods courses. In addition, completion of three semester-hours in each of the optional subject areas noted below is strongly recommended

- Developmental Psychology;
- Classics, Fine Arts, or Music;
- Mathematics;
- Canadian History;
- a laboratory-based Science course;
- one of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies; and
- a Modern Language.

**c. Senior Years Program Level (grades 9–12)\***

To enter this program, applicants must have an approved degree with a major in one subject and a

minor (or equivalent) in another subject. These subjects must be taught in the public school system and be ones in which the Faculty provides methods courses. In addition, completion of three semester hours in each of the optional subject areas noted below is strongly recommended:

- Developmental Psychology;
- Mathematics;
- a Science course;
- one of: Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Philosophy, Political Studies, Religious Studies, Sociology, or Women's Studies; and
- a Modern Language.

\*Majors and minors must clearly relate to the subject areas listed below, for which the Faculty presently offers methodology courses:

- English;
- Social Studies (includes Anthropology, Canadian Studies, Economics, Environmental Studies, Geography, History, Native Studies, Political Studies, Sociology, or Women's Studies);
- Science (includes Chemistry, Biology, Geology, and Physics);
- Mathematics (includes Mathematics, Physics, and Computer Science);
- French; and
- Music (offered through the Bachelor of Music Education Program in the Faculty of Arts).

**Please note:** Preference will be given to:

- candidates who have completed a first degree in a French language university,
- candidates who have completed a major in French from an English university, and
- candidates who have at least a minor in French studies at a recognized university.

French course requirements may be waived for applicants who have significant professional and/or life experiences in a French environment. Alternatively, successful applicants may be required to complete French course requirements during the two year education program.

**(iii) Application Process**

Prior to completing the application package, candidates should read the Guidelines for Application to Bachelor of Education Program ([www.upei.ca/education/html/guidelines.html](http://www.upei.ca/education/html/guidelines.html)).

The application forms can be downloaded in .PDF format. This will require the Adobe Acrobat Reader. The application forms cannot be completed online. They may be completed by hand or copied into a word processing program. However, the table format must be followed. Resumes will not be accepted. The completed application package may then be taken or mailed to the UPEI Registrar's Office.

**The application deadline is 15 January (must be postmarked by this date). The completed application package must include the following:**

1. Undergraduate Application Form (two pages) ([www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf))
2. \$50 Application Fee; \$75 for International Applicants
3. Faculty of Education Supplementary Information Form and

Personal Statement (9 pages) which may be completed in French or English

([www.upei.ca/registrarsoffice/applicationchecklist07.pdf](http://www.upei.ca/registrarsoffice/applicationchecklist07.pdf))

4. Three Reference Forms either English version (three pages) available at:  
([www.upei.ca/registrarsoffice/refformsedo607.pdf](http://www.upei.ca/registrarsoffice/refformsedo607.pdf)) or French version (four pages) available at:  
([www.upei.ca/registrarsoffice/french.pdf](http://www.upei.ca/registrarsoffice/french.pdf))
5. Two copies of official transcripts are required from each post-secondary institution where you have taken a course. Original transcripts are required even if transfer credits were given by another institution.

#### (iv) *Assessment of Applications*

Every completed file is examined and students are ranked according to:

- Academic background, strongly recommended courses, and reference forms (50%)
- \* Supplementary Information Form (Experience Profile) and Personal Statement (50%)

Candidates will be admitted on the basis of this ranking. Acceptance letters, conditional offers, letters indicating that the applicant is on the waiting list, or letters indicating that the application will not be considered at this time, will be issued by the Registrar's Office.

The successful applicant who receives either an unconditional or conditional offer must confirm his/her acceptance in writing and include a non-refundable deposit of \$500. This confirmation must be received by the Registrar's Office (for transmittal to the Accounting Office) by the date specified in the letter.

Final official transcripts for students who have either received conditional offers or are placed on the waiting list must be received by the Registrar's Office by June 15. The Faculty may request an interview with any potential candidate.

Registrar's Office  
550 University Avenue  
Charlottetown, PE C1A 4P3

#### d) Bachelor of Science in Nursing (BScN)

##### (i) *Introduction*

The Bachelor of Science in Nursing (BScN) is a four-year program. Graduates are eligible to write licensure examinations to practise nursing and to hold membership in the Association of Nurses of Prince Edward Island.

##### (ii) *Admission Requirements*

###### 1. Academic Requirements

###### High School graduate

Applicants must have successfully completed Grade 12 (OACs in Ontario as applicable) in a university preparatory program with an overall average of 70% in the following subjects: English, Mathematics, Chemistry, Biology, and one other academic subject. Applicants must also have a 65% minimum in each of English, Mathematics, Chemistry, and Biology.

###### University Application

Applicants attending or having attended a university must meet the same requirements as listed above, but can also complete the course requirements by taking degree-level courses. A minimum mark of 60% is required in degree-level courses.

#### Mature student

In addition to the general admission requirements for mature students, the following regulations apply: a student of mature years may be admitted to the School of Nursing without fulfilling all the entrance requirements specified for the high-school graduates; and a mature applicant must have achieved a mark of 65% in each of Grade 12 academic English, Mathematics, Chemistry, and Biology, or a mark of 60% for three semester-hours in the same subjects at the university level.

#### Extracurricular service

(submitted on the supplementary application form)

#### Selection Criteria

The total number of students admitted will be limited in accordance with facilities and resources, on campus and in the health care agencies, to provide quality education. The criteria serving as the basis for selection of students are listed in priority ranking:

- academic achievement; and
- extracurricular service and experience related to Nursing.

**NOTE:** Former UPEI Nursing students who withdrew in good academic standing during first year may be given priority for readmission to the program.

#### (iii) *Application Process*

##### Application Forms

You can download the forms in .pdf format. This will require the Adobe Acrobat Reader ([www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)). The application form can then be hand-delivered or mailed to the UPEI Registrar's Office.

Application deadline is **15 February** (must be postmarked by this date) and your complete application package should include the following, and be sent directly to the Registrar's Office:

1. Undergraduate Application Form (two pages)  
([www.upei.ca/registrar/app.pdf](http://www.upei.ca/registrar/app.pdf));
2. \$50 Application Fee;
3. School of Nursing Supplementary Application Form  
([www.upei.ca/registrar/Nursing\\_App\\_2006.pdf](http://www.upei.ca/registrar/Nursing_App_2006.pdf));
4. a current *Curriculum Vitae* (resumé) if you are a mature student (22 years of age or older);
5. official transcripts are required from each high school and post-secondary institution where you have taken a course. Transfer credits received at another institution will not negate the requirement for original transcripts; and

**NOTE:** If you include a second choice, you can be considered for admission to another Faculty once a decision has been made regarding your Nursing Application. Please note that if you meet the minimum requirements for the Nursing program, you will be accepted to the Faculty of Science, Business, and possibly Arts.

Successful applicants are required to pay a non-refundable tuition deposit which goes toward their first semester fees, you are also required to submit a criminal record check.

Registrar's Office  
550 University Avenue  
Charlottetown, PE C1A 4P3

## e) Bachelor of Applied Science in Radiography (BScR)

### (i) Introduction

This four-year degree program requires students to obtain approximately half their academic credits at each of the two institutions. Admission is by competition, following the process set out below, after the completion of a required set of courses in at least one year of university studies. A limited number of students are admitted each year.

### (ii) Admission Requirements

#### Minimum Course Requirements

Ten three-semester-hour courses or equivalent are required. For students who have completed a total of 20 three-semester-hour courses or less, these must include (required UPEI course numbers in brackets):

- Two courses in introductory Biology (Bio. 111/112)
- Two courses in introductory Physics (Phy. 111/112 or 111/122)
- Two courses in introductory Chemistry (Chem. 111/112)
- Two courses in introductory Psychology (Psych. 101/102)
- One course in Mathematics (Math. 112) (alternatively, Math. 151/152)
- One course in English (preferably English 101)

Students who have completed more than 20 3-semester-hour courses may, with the permission of the Dean, be allowed to enter the program without having completed the full suite of required courses listed above. Nevertheless, courses not done prior to admission must be completed as a program requirement before graduation. All required courses must have a passing grade identified by letter or numerical grade. Biology, Physics, and Chemistry courses will normally have a laboratory component. Details of course content may be required for any course proposed for admission purposes.

### (iii) Application Process

#### Application Forms

You can download the forms in .pdf format. This will require the Adobe Acrobat Reader ([www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)). The application form can then be hand delivered or mailed to the UPEI Registrar's Office.

**Please note:** faxed transcripts are not considered official and applications are not reviewed until the official transcripts is received.

The following is required when submitting your application:

1. Application Form (2 pages)
2. \$50 Application Fee (\$75 for International Applicants)
3. Official Transcripts from each post-secondary institution where you have taken a course, even if transfer credit(s) were given by another institution. If enrolled in courses, final transcript is required for the winter semester (January-April).
4. A certified criminal record check in a sealed, unopened envelope from your local law enforcement agency.
5. A current resume if you are over the age of 21 and/or not presently enrolled in courses.

**Please Note:** Successful applicants will be required to make a \$500 non-refundable deposit on or before August 1st to hold their seat in the program. The deposit will go toward first semester tuition costs.

Your application package must be hand delivered or postmarked no later than May 15th.

Send your complete package to:

UPEI Registrar's Office  
550 University Ave  
Charlottetown, PEI  
C1A 4P3 Canada

### Deadlines

All application materials, including transcripts and accompanied by the application fee, must be received in the Office of the Registrar not later than **15 May** of the year for which admission is sought. No extensions will be permitted.

### Assessment of Applications

Students must achieve an average of 70% in the minimum course requirements to be considered for an interview. A higher-level course may be used as a substitution for a minimum course requirement providing it is in a related field of study. For example, Biology 401 may be substituted for Biology 111.

The top applicants are interviewed for the available seats. Offers of admission are based on results of the interview as well as academic achievement. Successful applicants will be notified in writing within two weeks of their interview.

### Reapplication

If a previously denied applicant wishes to reapply, he/she follows the same process as that described above.

## f) Radiography Post-Diploma Degree Program

### (i) Admission Requirements

The admission requirements are a minimum of three years full-time, consecutive, equivalent work experience with a diploma in radiography from an accredited institution. Completing an additional 60 semester hours (20 courses) at UPEI will fulfill the degree requirements.

### (ii) Application Process

You can download the forms in .pdf format. This will require the Adobe Acrobat Reader ([www.adobe.com/products/acrobat/readstep2.html](http://www.adobe.com/products/acrobat/readstep2.html)). The application form can then be hand delivered or mailed to the UPEI Registrar's Office.

**Please note:** faxed transcripts are not considered official and applications are not reviewed until the official transcripts is received.)

The following is required when submitting your application:

1. Application Form (2 pages)
2. \$50 Application Fee
3. A current resume
4. Official Transcripts from all universities attended, even if you have taken only one course. Transcripts submitted with the package are to be in official sealed envelopes. If enrolled in courses, transcripts should also include a list of courses you are taking from Sept/2007 - April/2008.
5. A certified criminal record check in a sealed, unopened envelope from your local law enforcement agency.
6. Proof of at least 3 years of consecutive, full-time work experience (or equivalent part-time) in the form of a letter from your Human Resource Management Office.
7. Proof of registration with The Canadian Association of Medical Radiation Technologists.

Send your complete package to:  
UPEI Registrar's Office  
50 University Ave  
Charlottetown, PE C1A 4P3 Canada

**Please note:** There is not an application deadline for this program. Applicants normally begin their program in the semester proceeding acceptance.

#### g) Diploma in Engineering

##### *Introduction*

The Engineering Diploma Program at UPEI provides the first portion (three years) of an accredited Engineering Degree. Students can then transfer to complete the specialized portion of the Engineering Degree at Dalhousie University or the University of New Brunswick. Students may also be eligible to transfer to other Canadian Engineering Programs. For Application and Admission procedures for Engineering, follow those for a Bachelor of Science (Part A of Application & Admission Requirements).

#### 4. TRANSCRIPT AND CREDIT ASSESSMENT FOR ALL APPLICATIONS

Transcripts from post-secondary institutions are assessed for Transfer Credits at the time of admissions consideration by the Registrar's Office. Students who have been admitted to the University and who believe that they can meet, or have met, the requirements of a course, may seek UPEI credit by means of challenge for credit, or recognition of "Special Credits" earned elsewhere (see Academic Regulations 15 & 16).

#### 5. PRE-PROFESSIONAL STUDIES

The University of Prince Edward Island offers preparatory course work to enable students to apply to a wide variety of professional programs at this and other institutions, including Agriculture, Architecture, Dentistry, Law, Medicine, Occupational Therapy, Physiotherapy, and Veterinary Medicine. Students are advised to consult the admissions requirements for the universities and programs of their choice, and to select their UPEI courses accordingly, with due regard to the content and course-sequencing of their UPEI program in the event that a UPEI degree is to be completed before admission elsewhere. The following website and mail addresses may be helpful to students seeking further information:

##### **Agriculture**

McGill University (Macdonald College)  
[www.mcgill.ca/macdonald](http://www.mcgill.ca/macdonald)

Nova Scotia Agricultural College  
[www.nsac.ca/prospectivestudents/programs](http://www.nsac.ca/prospectivestudents/programs)

##### **Architecture**

Dalhousie University  
[www.architectureandplanning.dal.ca/architecture/index.shtml](http://www.architectureandplanning.dal.ca/architecture/index.shtml)

##### **Dentistry**

Dalhousie University  
[www.dentistry.dal.ca](http://www.dentistry.dal.ca)

##### **Law**

Dalhousie University  
<http://law.dal.ca/index.html>

University of New Brunswick  
[www.law.unb.ca](http://www.law.unb.ca)

##### **Medicine**

Dalhousie University  
[www.medicine.dal.ca](http://www.medicine.dal.ca)

Memorial University of Newfoundland  
[www.med.mun.ca/med](http://www.med.mun.ca/med)

##### **Occupational Therapy**

PEI Provincial Fieldwork Co-ordinator  
Occupational Therapy Manager  
Queen Elizabeth Hospital  
P.O. Box 6600, Charlottetown, PE C1A 8T5  
Phone: (902) 894-2062

Dalhousie University  
[www.occupationaltherapy.dal.ca/index.html](http://www.occupationaltherapy.dal.ca/index.html)

##### **Physiotherapy**

PEI Clinical Co-ordinator  
Physiotherapy Department  
Queen Elizabeth Hospital  
P.O. Box 6600, Charlottetown, PE C1A 8T5  
Phone: (902) 894-2062

Dalhousie University  
[www.physiotherapy.dal.ca/index.html](http://www.physiotherapy.dal.ca/index.html)

##### **Veterinary Medicine**

University of Prince Edward Island  
(Atlantic Veterinary College)  
[www.upei.ca/avc](http://www.upei.ca/avc)

#### 6. PRE-VETERINARY MEDICINE STREAM

The University of Prince Edward Island now offers a pre-veterinary stream to meet the course requirements for admission to the DVM program (see below) and also provides students with a structured selection of courses that will allow them to declare a major in one of several Science disciplines (or Psychology) after two years, with little difficulty and complete the major within 4 years, if they fail to gain admission to the DVM program.

A total of 20 one-semester courses or equivalent are required. Normally, these courses must be completed while the applicant is enrolled as a full-time student carrying at least 9 semester-hours credit. Science courses will normally have a laboratory component and be completed within six years of the date of application. Exceptional circumstances will be given consideration; however, it is necessary for all applicants to demonstrate the ability to master difficult subject matter in the context of meaningful full-time activity.

Framework of overall course requirements:

- 4 Biology courses (Genetics, Microbiology, 2 animal Biology electives)
- 2 Mathematics courses (one being Statistics)
- 3 Chemistry courses (one being Organic Chemistry)
- 1 Physics course
- 5 Humanities and/or Social Sciences (includes 2 English courses)
- 5 Electives in any area

**Please note:** Admission to the DVM program is competitive.

Each year many students apply for a limited number of seats in the program. Students who enter the pre-veterinary stream are not guaranteed entry into the DVM program. As well, since a student's application to the DVM program is assessed on other criteria besides grades, potential DVM applicants are strongly encouraged to consult the veterinary admissions section of the calendar for a complete description of DVM admission requirements.

[www.upei.ca/registrarsoffice/html/3\\_prof\\_degree\\_dvm.html](http://www.upei.ca/registrarsoffice/html/3_prof_degree_dvm.html)

### Proposed course of study at UPEI

Students can still take the minimal subset of required courses for admission to the DVM program and forego the options listed below. In addition, if they fail to gain admission to the DVM program and decide to pursue an undergraduate degree, they may not be able to complete the requirements for their undergraduate degree in the same time frame as a result of having taken courses out of sequence.

Effective September 2008, students will be allowed to take a minimum of 3 courses per semester and still be eligible to apply to the DVM program. This will provide students with the option to extend their pre-vet selection of courses beyond the two year mark and reduce their course load and need to take summer session courses.

The following programming options are based on a minimum 2 year (20 courses) plan of study:

### Year 1

#### Working toward a Major in Biology or Chemistry—10 courses

##### First Semester

Biology 112  
Chemistry 111  
Mathematics 151  
Physics 111  
1 Humanities/Social Science

##### Second Semester

Biology 111  
Chemistry 112  
Mathematics 152  
Physics 112 or 122  
1 Humanities/Social Science

### Year 2

#### Working toward a Major in Biology—10 courses

##### First Semester

Biology 204  
Biology 221  
Mathematics 221  
Chemistry 243  
1 Humanities/Social Science

##### Second Semester

Biology 202  
Biology 206  
Biology 223  
2 Humanities/Social Sciences

### Notes:

- Biology 222 must be taken in 1st semester of 3rd year to realign plan of study for a Major in Biology
- among the 5 Humanities/Social Science requirements, 2 must be English and one of the English must be English 101

### Year 2

#### Working toward a Major in Chemistry—10 courses

##### First Semester

Chemistry 241  
Mathematics 221  
3 Humanities/Social Science

##### Second Semester

Biology 206  
Biology 223  
Chemistry 231  
Chemistry 242  
Chemistry 272

### Notes:

- Chemistry 221 should be taken in 1st semester of 3rd year to realign plan of study for a Major in Chemistry
- among the 5 Humanities/Social Science requirements, 2 must be English and one of the English must be English 101

### Year 1

#### Working toward a BSc in Psychology—10 courses

##### First Semester

Biology 112  
Chemistry 111  
Mathematics 151  
Physics 111 or 251  
\*Psychology 101

##### Second Semester

Biology 111  
Chemistry 112  
\*\*Mathematics 152  
1 English  
\*Psychology 102

### Year 2—10 courses

##### First Semester

Psychology 271  
1 English  
Chemistry 243  
2 Electives

##### Second Semester

\*Psychology 272  
Biology 206  
Biology 223  
2 Electives

### Notes:

\*counts as Humanities/Social Science

\*\*elective

- English composition (Eng 101) must be one of 2 English courses
- IT 111 to be completed in 3rd or 4th year

### Other possible options in Science

The following plans of study are also options that students could pursue to meet the admission requirements for the DVM program.

### Year 1

#### Working toward a Major in Physics—10 courses

##### First Semester

Biology 112  
Chemistry 111  
Computer Science 151 OR Engineering 231



Physics 111  
Mathematics 151

**Second Semester**

Biology 111  
Chemistry 112  
1 Humanities/Social Science  
Physics 112  
Mathematics 152

**Summer Session**

4 Humanities/Social Sciences

**Year 2—10 courses**

**First Semester**

Chemistry 243  
Mathematics 251  
Mathematics 261  
Physics 211  
Physics 221

**Second Semester**

Biology 206  
Biology 223  
Math 221  
Math 252  
Physics 202

**Notes:**

- Physics 272 should be taken in 1st semester of 3rd year to realign plan of study for a Major in Physics
- among the 5 Humanities/Social Science requirements, 2 must be English and one of the English must be English 101
- Students would take 4 Humanities/Social Science courses in the summer after 1st year. The alternative could be to take an overload of courses but students are advised that overall academic performance could be adversely affected.

**Year 1**

**Working toward a Major in Mathematics—10 courses**

**First Semester**

Biology 112  
Chemistry 111  
Computer Science 151  
Mathematics 151  
1 Humanities/Social Science

**Second Semester**

Biology 111  
Chemistry 112  
Computer Science 152  
Mathematics 152  
1 Humanities/Social Science

**Summer Session**

3 Humanities/Social Sciences

**Year 2 —10 courses**

**First Semester**

Chemistry 243  
Mathematics 221  
Mathematics 251  
Mathematics 261  
Physics 111 OR 251

**Second Semester**

Biology 206  
Biology 223

Mathematics 242  
Mathematics 252  
Mathematics 272

**Notes:**

- among the 5 Humanities/Social Science requirements, 2 must be English and one of the English must be English 101
- Students would take 3 Humanities/Social Science courses in the summer after 1st year. The alternative could be to take an overload of courses but students are advised that overall academic performance could be adversely affected.

**Year 1**

**Working toward a Major in Computer Science—10 courses**

**First Semester**

Biology 112  
Chemistry 111  
Computer Science 151  
Physics 111 or 251  
Mathematics 151

**Second Semester**

Biology 111  
Chemistry 112  
Computer Science 152  
1 Humanities/Social Science  
Math 152

**Summer Session**

4 Humanities/Social Sciences

**Year 2—Pre-Veterinary Stream —10 courses**

**First Semester**

Chemistry 243  
Mathematics 221  
Mathematics 261  
Computer Science 241  
Computer Science 261

**Second Semester**

Biology 206  
Biology 223  
Mathematics 242  
Computer Science 252  
Computer Science 282

**Notes:**

- among the 5 Humanities/Social Science requirements, 2 must be English and one of the English must be English 101
- Students would take 4 Humanities/Social Science courses in the summer after 1st year. The alternative could be to take an overload of courses but students are advised that overall academic performance could be adversely affected.

**Year 1**

**Working toward a Major in Family and Nutritional Sciences —10 courses**

**First Semester**

Biology 112  
Chemistry 111  
Family Science / Foods & Nutrition 111  
Mathematics 111  
Physics 111 or 251

**Second Semester**

Chemistry 112  
Family Science/Foods & Nutrition 114

Mathematics 212  
2 Humanities/Social Science

#### Summer Session

2 Humanities/Social Science

#### Year 2 —Pre-Veterinary Stream—10 courses

##### First semester

1 Humanities/Social Science  
Chemistry 243  
Family Science 211 /Foods & Nutrition 211  
Family Science 221 /Foods & Nutrition 221  
Family Science 261 /Foods & Nutrition 261

##### Second Semester

Biology 122  
Biology 206  
Biology 223  
Family Science 212/Foods & Nutrition 212  
Family Science 242  
1 Elective

#### Notes:

- Among the 5 Humanities/Social Science requirements, 2 must be English and one of the English must be English 101
- Students would take 2 Humanities/Social Science courses in the summer after 1st year. The alternative could be to take an overload of courses

### GENERAL ACADEMIC REGULATIONS

The following regulations pertain to all undergraduate-level programs of study at UPEI. Most programs have additional, specific academic regulations that must also be followed and course requirements that must be met (see the relevant Department in the Academic Programs section of the Calendar for details). Students are responsible for learning which regulations and requirements apply, and for abiding by them throughout their course of study. Students are encouraged to discuss course and degree requirements with Academic Advisors in Student Services, the academic department Chair, and/or the Dean of the Faculty concerned. Normally, the regulations in effect at the time of a student's first entry to UPEI will govern the student's academic requirements until graduation.

**Note:** *The University reserves the right to add to, alter, delete, or amend these regulations at any time.*

#### 1. REQUIREMENTS FOR A DEGREE

- a) Bachelor of Arts and Bachelor of Science degrees—120 semester-hours of credit with a major subject in which at least 42 semester-hours of credit are taken. This figure is higher in some departments. Another 42 semester-hours of credit may be required in other subjects.
- b) Beginning with first-year students in 1993–94, in order to graduate with a major, a student must pass at least 30 semester-hours of credit of the 42 defined in 1(a) in the major subject with grades of at least 60%.
- c) Maximum Number of Introductory-Level Courses—No more than 48 semester-hours of credit may be taken at the introductory level in any degree or diploma program, except in a Bachelor of Music program, in which 49 semester-hours of credit at the introductory level may be taken.
- d) Students may declare to the Registrar's Office their major

area of study at any time up to the end of their second year (after completing 48 to 60 semester-hours of course work). Forms are available from the Registrar's Office.

e) A candidate for a degree must complete at least one-half of the required course work at UPEI; normally, these will be the final 60 semester-hours of the degree. Exceptions will be made only with the permission of the Dean.

f) In the last 60 semester-hours of work toward a UPEI degree, students will receive credit for no more than 12 semester-hours of study completed at another university; exceptions may be made only with the permission of the Dean.

g) Before being awarded any degree or diploma from UPEI, all students (except Engineering and Public Administration students who require only English 101) must successfully complete six semester-hours in English, three of which are to be English 101 (Academic Writing). An exception may be made by the appropriate Dean for any student holding a degree from another university and pursuing a certificate, diploma, second baccalaureate degree, or graduate degree from UPEI.

h) Special regulations apply to Honours degrees (not available in all program areas). See the relevant academic department section of the Calendar for details.

i) Second Undergraduate Degree Regulations—Students who have earned a first Bachelor-level degree may pursue a second Bachelor-level degree as long as no more than 18 semester-hours of study in the subject area of interest have been completed in the first degree, and as long as at least 60 semester-hours of credit will be completed toward the second degree at UPEI. All program requirements for the second degree must be met within these 60 semester-hours of study, the program for which will be approved by the Dean. Exceptions will be made only with the permission of the Dean.

#### 2. TIME LIMIT TO COMPLETE DEGREES

Students are strongly urged to complete their degree requirements within 10 years from the date of their first registration. (See also Nursing and Radiography Sections.) Students who have not completed their degree(s) within a 10-year period from the time they begin their university studies will have transcripts re-evaluated, and are cautioned that some courses over 10 years old may be deemed inappropriate by the Dean of the program to which the student has applied and may require substitution.

#### 3. YEAR OF STUDY

For purposes of registration and statistical analysis of the student body, all full-time students are categorized as First-, Second-, Third-, or Fourth-Year students. The categories are based on completed semester-hours of study, as follows:

	Current	Recommended
First Year:	0–18	0–24
Second Year:	21–48	25–54
Third Year:	51–78	55–84
Fourth Year:	81+	85+

This designation does not mean that all *degree requirements* for a given year of a program have necessarily been met; nor does it refer to the number of years a student has studied at UPEI.

#### 4. ENROLMENT STATUS

To qualify as a full-time undergraduate student in any given semester, one must be registered:

- a) in nine or more semester-hours of study (usually three courses taken for credit);
- b) as a full-time English Academic Preparation (EAP) program student; or
- c) as a co-op, internship, or practicum student on a full-time work placement (equivalent to 15 semester-hours of study).

#### 5. COURSE LOAD

**Fall/Winter semesters:** except for DVM & Engineering students, the full course load for a full-time student is five courses (15 semester-hours) in each semester. An overload of three semester-hours is automatically approved for students with an average of at least 70% on five or more courses taken in the previous semester. The minimum course load for full-time student status is three courses (nine semester-hours) per semester.

**Spring/Summer semesters:** except for DVM & Engineering students, the full course load for a full-time student is three courses (nine semester-hours) in each semester. The minimum course load for full-time student status in these semesters is two courses (six semester-hours).

#### 6. COURSE REGISTRATION

- a) The registration process consists of two steps:
  - i) preregistration or course selection, available from the dates specified in the calendar; and
  - ii) payment of fees by the published deadline.
- b) Double-scheduling: students are not permitted to register in two courses that are offered during the same time period or during time periods that overlap.
- c) Course changes: students may make changes to their course selections as follows:
  - (i) **adding:** changes are made online, up to the “last day to register”; after this date, or at any time for classes that are “closed” by the Registrar’s Office, permission of the instructor and Chair (Arts and Science) or instructor and Dean (Professional programs) is required;
  - (ii) **dropping:** changes are made online, up to the “last day to register”; after this date, and up to the deadline for discontinuation as published in the Calendar, changes must be made in person at the Registrar’s Office;
  - (iii) **non-credit status:** changes from “for credit” registration to “audit” status are made in person until the final day for 100% refund. **Note:** courses taken as non-credit audits **may not** be changed to “for credit” status at any point in the semester; and
  - (iv) **“audit” status:** registration as an auditor requires the permission of the instructor and Chair or Dean, as appropriate.

#### 7. DE-REGISTRATION

Students who have not paid course tuition and other fees by the published deadline may be de-registered and will not be permitted to write final examinations or to register in any subsequent semester. Reinstatement of registration on appeal will be made for exceptional cases only, at the discretion of the Registrar in consultation with the Manager of Accounting.

#### 8. LETTERS OF PERMISSION

“Students enrolled at UPEI and wishing to take courses at other institutions for credit towards their UPEI degree

or diploma are advised that a “Letter of Permission” **must** be obtained from the Registrar’s Office in advance. The Registrar’s Office is responsible for assessing the equivalency of the courses for which permission to register is sought, in consultation with the department and/or Dean as appropriate, and will provide the necessary documentation to the host institution. Students are responsible for requesting transcripts from the host institution to be sent directly to the Registrar’s Office at UPEI on completion of their course(s).

#### 9. DIRECTED STUDIES

- a) A student may credit up to 18 semester-hours of Directed Studies towards a degree.
- b) Any student in Third or Fourth Year may apply to take Directed Studies.
- c) A student must have at least 12 hours of credit in a department as a prerequisite to Directed Studies courses.
- d) A student may take up to six semester-hours of Directed Studies in any one semester.
- e) A student may take up to 12 semester-hours of Directed Studies in one department.
- f) Certificated teachers, completing the one-year BEd program on a part-time basis, are permitted to take up to 18 semester-hours of Directed Studies courses with the permission of the Dean.
- g) For each Directed Studies course, a proposal approved by the instructor, the Department Chair, and the appropriate Dean will be sent to the Registrar no later than the last day for course change for the semester. The proposal must include a course title, a description of the content and of the method of evaluation, the names of the instructor and the student(s), the semester and year the course is offered.
- h) At the conclusion of the course, if there have been substantial changes from the original proposal, the instructor will submit a report to the Department Chair, the appropriate Dean, and the Registrar.

#### 10. COURSE-WORK EVALUATION

Grades at UPEI are presented numerically, in terms of alpha-range, and by GPA as follows:

Grade	GPA	% Range	Verbal descriptor	Comments
A+	4.3	91-100	Exceptional	
A	4.0	85-90	Excellent	
A-	3.7	80-84	Extremely good	
B+	3.3	77-79	Very good	
B	3.0	74-76	Good	
B-	2.7	70-73	Fairly good	
C+	2.3	67-69	More than adequate	Transfer credits: for core courses, must be min. C- to count as requirement
C	2.0	64-66	Adequate	
C-	1.7	60-63	Minimum for good Academic standing	
D+	1.3	57-59	Below good standing	
D	1.0	54-56	Minimally acceptable	
D-	0.7	50-53	Barely acceptable	
F	0.0	0-49	Below university requirements	Departments/ Schools should not use “internal” equivalencies of 30% or 40%

- a) **Course outlines/syllabi:** These are distributed by instructors to the class during the first week of each semester, and must include details regarding methods to be used in evaluating student work and the value of each assignment as a percentage of the final course grade.

b) **Attendance:** Instructors may count student attendance/participation in calculating final standing in a course, if noted in the course outline. Professional programs may require 100% attendance. See *Departmental Regulations in the relevant section of the Calendar*.

c) **Passing grade:** The minimum final grade required to earn course credit is 50%.

**Note:** *Professional programs and some other departments have exam-, course-, and program-specific minimum grade requirements, which supersede this minimum. See Departmental Regulations in the relevant section of the Calendar.*

d) **Some labs,** tutorials, field placements, and professional-program courses are graded as Pass or Fail and, as such, are not included in any academic standing, academic-award, or Deans' Honours calculations. See *Departmental Regulations in the relevant section of the Calendar*.

e) **Incomplete courses:** under exceptional circumstances, students may request temporary "Incomplete" standing in a course for which they have not completed all requirements. If the instructor approves the request, the Department Chair must notify the Registrar that an Incomplete (INC) will be submitted as an interim final grade, and the student will be given up to three months to complete the course work (some program requirements, such as DVM, would dictate shorter extension periods). A request for an extension of up to six months must be approved by the Dean. "Incompletes" automatically become "Fs" at the end of the approved extension period, if the work is not completed and a grade submitted. Requests for Incomplete Standing are subject to appeal.

f) **Course repetition:**

- (i) While University policy permits passed courses to be repeated, students should be aware that marks obtained in such instances shall not be used in the determination of awards or scholarships administered by the University; and, where enrolment restrictions apply, preference will be given to those taking the course for the first time. The grade received in the second attempt normally shall be the grade for which credit is given. Students considering repeating a passed course are advised to consult first with the Chair of the Department concerned, and the Dean of the Faculty or School;
- (ii) No course, once taken, passed, and applied for credit towards a degree or diploma may, if retaken, be applied for credit towards any other degree or diploma earned at the University;
- (iii) Except as otherwise stated in program regulations, no student will be allowed to take the same course more than three times, or to be examined in the same course more than four times, unless by permission of the Dean of the Faculty or School in which the course is offered.

Professional program regulations on academic performance will supersede this regulation.

g) **Access to Examinations and Papers:**

- (i) A copy of all written assignments and examinations not returned to students must be retained by the instructor for a minimum of 60 days after submission of marks;
- (ii) Final examinations and/or final submissions of course work must be retained by instructors for a minimum of 60 days after the date of the final examination, unless the work is returned to the students;

(iii) Professors must make available to students, at least temporarily, all papers and examinations with grades affixed to them.

See the Disclosure of Student Information Policy.

11. **TRANSCRIPT ABBREVIATIONS**

AUD—audit  
 DISC—discontinued/withdrawn  
 DIST—distinguished  
 F—failed  
 INC—incomplete (an extension has been approved)  
 NC—non-credit  
 P—passed  
 PD—passed with distinction  
 QEH—course taken at QE Hospital, Charlottetown  
 TR—transfer credit

12. **ACADEMIC APPEALS**

a) In the application of all academic regulations, students shall have access to a fair and just hearing subject to appeal. In every case, it is the student appellant's responsibility to ascertain the time allowed for filing a notice of appeal (see below).

i) **Appeals on Grades**

a) An informal appeal must first be made to the instructor within four weeks of receipt of the grade. For Professional Programs, see internal policy/procedures, which may be more specific than these general regulations, and may include different information/requirements. Professional program regulations override this academic regulation in these cases.

b) A formal appeal must be made in writing within one week of the instructor's decision. This appeal must be submitted to the Chair, who will consult within the Department before arriving at a decision. The Department will provide the student with a copy of the internal policy/procedure on appeals on receipt of the written submission.

c) The Department Chair's decision may be further appealed, in writing, within two weeks of the decision being rendered to the Dean of the Faculty, who shall name a committee to hear the appeal. The Dean will provide the student with a copy of the Faculty's internal policy/procedure on appeals on receipt of the written submission.

d) Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals.

(ii) **Other Appeals**

Appeals of decisions on academic matters other than grades are to be directed to the Senate Committee on Student Academic Appeals through the Registrar. All decisions of this Committee shall be final unless appeal is made to the Board of Governors in keeping with the terms of the University Act.

13. **EXAMINATION REGULATIONS**

a) **Restrictions on Testing:** No tests or examinations of any kind are to be held during the two-week period preceding the final day of classes, nor during any reading period, without the permission of the Chair and the



appropriate Dean. In-class presentations and practical (lab) examinations scheduled on the course outline are exempted.

b) Special (final) examinations: Under exceptional circumstances (severe illness, jury duty, personal or family tragedy), students may request a “special examination” outside the final examination period. Students must make application to the Registrar within 48 hours of a missed examination. Appropriate documentation must be submitted with the application. The Registrar will consult with the instructor, Department Chair, and Dean on receipt of any such application, and will communicate the decision to the student (as per Senate decision, September 2001). Decisions on applications for Special Examinations are subject to appeal (see Regulation #12).

c) No tests or examinations are to be held on the Monday evening to Wednesday portion of the first week in October, when the Deans’ Annual Honours and Awards ceremonies are held.

#### 14. TRANSFER CREDITS

Transfer of credit from post-secondary institutions is available to students who have been admitted to the University, under the following conditions:

a) Students shall receive credit for courses successfully completed at another recognized Canadian university and for which credit is given at that university, under the following conditions:

- (i) courses must be acceptable in the program to which transfer is being sought either as required courses or as electives; and
- (ii) effective with courses taken in the 1994–95 academic year, grades must be at least 50% or, where the passing grade for the equivalent UPEI course is different than 50%, at least that passing grade. Similarly, students may receive credit for courses completed at universities other than recognized Canadian universities. Requests will be considered on an individual basis.

b) Beginning in the 1997–98 academic year, students may receive credit for courses successfully completed at a member institution of the Association of Canadian Community Colleges and for which credit is given at that institution, under the following conditions:

- (i) courses must be acceptable in the program to which transfer is being sought either as required courses or as electives;
- (ii) grades must be at least 60% or, where the grading system is different than that of UPEI, at least at an equivalent level above the minimum passing grade; and
- (iii) transfer will be allowed by the Registrar only on the recommendation of the appropriate Dean.

c) Application of Certain Professional Courses—Normally, professional courses taken at UPEI or other universities may not be applied to other degree programs at UPEI. Nevertheless, within the Faculty of Science and with the approval of both the Department Chair and Dean, certain courses in the DVM program at UPEI and in accredited programs in the health professions at other universities may be accepted for credit toward the baccalaureate degree in Science. Applications for degrees under this Regulation will be considered on a case-by-case basis. Not more than 30 semester-hours of professional courses may be so credited.

d) Evaluation of Transcripts—The evaluation of transcripts shall be the responsibility of the Registrar’s Office in consultation with the appropriate Department and Dean.

e) All courses transferred to UPEI will be noted as “TR” on the transcript with a grade of “P.”

#### 15. CHALLENGE FOR CREDIT

Challenge for credit by examination is available, by permission of the relevant Chair, to people who have been admitted to the University and who believe that they can meet the requirements of a course, under the following conditions:

a) The course(s) for which credit is sought must be among those identified by the relevant academic unit as being open to challenge for credit (challenge for credit does **not** apply to; Business Administration, Information Technology III and Modern Languages).

b) No challenge for credit will be accepted when any attempt has been made within the previous 10 years to earn credit in the course, or an equivalent course, whether by challenge or otherwise.

c) Not more than 10 credits (30 semester-hours of credit) towards any degree may be earned by the challenge route.

d) Application to the Registrar’s Office must be made, and the appropriate non-refundable fee paid, for each course in which examination is sought (see section on “Fees”), at least one month before the start of the examination period or, for examinations to be held in late August or early September, by 15 July. Challenge for credit examinations normally are taken during the scheduled examination periods but, where appropriate, may be taken at a time to be scheduled during late August or early September.

e) Challenge for credit examinations are special examinations that test the student on the content of the entire course. They are not necessarily the same as final examinations written by regular students. In certain courses, completion of laboratory/practical components may be required.

f) A successful challenge results in a credit on the student’s transcript with the notation “P.” An unsuccessful challenge is not recorded on the transcript.

#### 16. SPECIAL CREDITS

a) Beginning in the 1999–2000 academic year, academic credentials obtained in settings other than credit programs in universities and ACCC member colleges may be recognized in certain cases. Credentials are evaluated after admission to the University, and upon payment of the appropriate non-refundable fee (see Calendar section on “Fees”).

b) Applicants are required to provide, during the first academic year of registration at the University, documentation which, in the applicants’ opinion, demonstrates the successful completion of academic work commensurate with the credit(s) being sought. The academic units evaluating the documentation may require detailed program and course descriptions and other information necessary to evaluate the learning acquired. At their discretion, the academic units may interview the applicant or seek supplementary information by way of an oral or written examination.



c) Credit, if granted, is on the recommendation of the academic unit offering the equivalent UPEI course(s), with the endorsement of the Dean of the Faculty or School in which each course is offered.

d) Recognition of special credits by other institutions does not in itself indicate that UPEI will recognize such credits.

e) A Special Credit is recorded on a student's transcript with the notation "P" and a notation of the source of the Special Credit.

### 17. ACADEMIC STANDING

At the end of the academic year, students are automatically assigned one of the following standings based on academic performance:

- Good Standing
- Academic Probation
- Academic Suspension

#### Definitions

For the purposes of this policy, "Academic Year" is defined as September to April.

"Satisfactory Semester" is defined as any semester in which a student fails no more than one course and scores 60% in at least half of the courses attempted.

An "Unsatisfactory Semester" is defined as any semester in which a student fails more than one course, or scores less than 60% in more than half of the courses attempted.

#### Policy

Students who have two satisfactory semesters in an academic year will be assigned the designation of **Good Standing**.

Students who have one unsatisfactory semester in an academic year will be placed on **Academic Probation** for the subsequent academic year. Students on academic probation will normally: (i) have restrictions placed on their course loads; and (2) be required to enrol in an academic support program.

Students who have two unsatisfactory semesters in an academic year, or who have an unsatisfactory semester while on academic probation, will be placed on **Academic Suspension**. Students on academic suspension are not permitted to take academic courses at UPEI for a full academic year following suspension. Students who have been academically suspended may apply for re-admission after a full academic year. Any post-secondary studies completed during the period of academic suspension are not eligible for credit toward a degree or other credential at UPEI.

#### Appeal

Both the standing and the conditions of academic probation and academic suspension are subject to appeal to the Student Academic Appeals Committee.

### 18. DEANS' HONOURS LIST

Standing for inclusion on the Deans' List is calculated annually at the end of the academic year based on a minimum of 30 semester-hours of credit (10 courses) taken between the 1 September–31 August academic year with an average of at least 80% required and no courses failed. The only exception to the semester-hour requirement is for Fourth year students who require fewer than 30 semester-hours of work to graduate, provided that they obtain a minimum of 24 semester-hours of

credit during the September–May year, and that they have had previous standing on the Deans' List.

### 19. DEGREE STANDING

When it has been certified that a student has met all of the requirements for a degree, the degree standing is determined on the basis of academic performance in Third and Fourth Years. The grades obtained in the final 60 semester-hours of credit required for the degree are averaged, with degree standing accorded as follows:

- 80% or higher: first-class standing
- 70–79%: second-class standing
- 50–69.9%: pass standing

After a degree has been awarded, the recipient's transcript will indicate if first-class or second-class degree standing was achieved.

### 20. ACADEMIC DISHONESTY

As a community of scholars, the University of Prince Edward Island is committed to the principle of academic integrity among all its participants. Academic dishonesty as defined in this Regulation will not be tolerated and, within the constraints of this Regulation and Academic Regulation 12, the University supports instructors in their efforts to deal effectively with cases as they may arise from time to time.

- a) Actions which constitute academic dishonesty are considered an offence within the University and include:
  - (i) plagiarism, which occurs when a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor;
  - (ii) cheating on tests or examinations, including giving false reasons for absence;
  - (iii) falsifying records or submitting false documents, including falsifying academic records, transcripts, or other University documents, or misrepresenting one's credentials;
  - (iv) other academic misconduct such as the unauthorized use of recording devices or the unauthorized acquisition of computer software or other copyright material.

- b) When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the University will be sent to the student and to the appropriate Chairperson and Dean, and will be placed by the Dean on the student's file in the Office of the Registrar.

- c) One or more of the following sanctions may be imposed, depending on the seriousness of the offence:

- (i) the instructor, within his/her authority for assignment of course grades, may impose:
  - a) a reprimand;
  - b) assignment of a mark of zero or a failure for the piece(s) of work under review;
  - c) assignment of a grade of "F" in the course in which the offence was committed;
  - d) suspension of privileges in cases where the offences have involved misuse and/or abuse of the library, computer, or other University resources;

- (ii) the Dean, in consultation with the Department where appropriate, may recommend to the President suspension or expulsion from the University;
- (iii) the President may impose suspension or expulsion from the University;
- (iv) the Senate may withhold or revoke a degree, diploma, or certificate.

d) The student has the right to appeal through the provisions of Academic Regulation 12.

## **21. APPLICATION TO GRADUATE**

Candidates for degrees, diplomas, and certificates **must** make formal application to graduate by submitting the online form that is posted on the Registrar's Office website each Fall. The deadline for making such application is **31 October** of the academic year in which students expect to complete their program requirements. **It is students' responsibility to monitor their program standing by reviewing their Degree Audit report and degree requirements/regulations on the UPEI website throughout their studies, and well in advance of submitting an application to graduate.**

## Arts Seminars

[www.upei.ca/artsseminar](http://www.upei.ca/artsseminar)

### Co-ordinator

Philip Smith

First-year students seeking the challenge of in-depth examination of a theme in the humanities and social sciences, and enhancement of academic reading, writing, thinking, and oral presentation skills in a supportive seminar environment, are invited to consider enrolling in Arts 101. These first-year seminars are led by selected third- and fourth-year students who are well-prepared in the content area and with skills in seminar leadership. Both Arts 101 and Arts 400 are graded on a pass/fail basis.

### 101 FIRST-YEAR ARTS SEMINAR

In this course, first-year students explore a theme in the humanities and social sciences in seminars led by pairs of selected third- or fourth-year Arts students. Theme topics vary from section to section of the course and are available on the University website and from the Co-ordinator. Multiple opportunities are presented for careful reading, participation in class discussions, oral presentations, and written work. Enrollment is limited to a maximum of 14 students to enhance prospects for full engagement in the academic content of the seminar, in development of academic skills, and in community-building.

**PREREQUISITE:** Permission of the Co-ordinator

Three hours a week

Three semester hours of credit

### 400 LEADING A FIRST-YEAR ARTS SEMINAR

In this course, pairs of selected third- or fourth-year students lead seminars for first-year students, exploring a theme in the humanities and social sciences. Seminar leaders propose to the Co-ordinator a theme for their semester-long seminar; develop, with appropriate faculty consultation, a proposed seminar syllabus, including reading lists, assignments, and class activities; lead a first-year seminar of 12 to 14 students; provide feedback on assignments; and assign a grade to students. Seminar leaders participate in workshops prior to the first semester, and, during the first semester, in a one-hour-per-week seminar with other student leaders and a faculty member, to address integration and analysis of the subject matter under consideration and to develop pedagogical skills in seminar design, active learning, responding to oral and written presentations, and shaping the classroom environment.

**PREREQUISITE:** Third- or fourth-year standing in Arts; and permission of the instructor

Three-hour seminar a week

Six semester hours of credit

## Asian Studies

[www.upei.ca/asian/](http://www.upei.ca/asian/)

### Acting Co-ordinator

Mian B. Ali

Asia is the home of the most ancient and longest-lived civilizations the world has witnessed and of most of the world's present population. Moreover, recent history would be impossible to write without frequent reference to Asia. Many of the momentous events of modern times can be evoked by the names of Asian countries: Japan, China, Israel, India, Pakistan, Korea, Vietnam, Afghanistan, Iran, and Iraq. The resolution of many of today's pressing issues requires an understanding of the needs and interests of the Asian peoples.

## REQUIREMENTS FOR A MINOR IN ASIAN STUDIES

A minor in Asian Studies consists of twenty-one (21) semester hours of credit taken from the list of approved courses. Asian Studies 201 and 202 are compulsory for the Minor. At least three semester hours of credit must be taken from any two of the four groups of Asian Studies electives. Students must take at least six semester hours of elective credit outside of their major area of study.

### ASIAN STUDIES CORE COURSES

#### 201 INTRODUCTION TO WEST ASIA

This course is an historical introduction to the peoples and cultures of West Asia. It explores the major cultural, intellectual, institutional, social, and religious features of the Middle East, central Asia, and the Indian subcontinent, covering each region's traditions and historical development. The course also deals with modernization and the impact of Western ideas, values, and institutions on modern West Asia. This is a required course for the Minor in Asian Studies.

Cross-listed with History (cf. History 291)

Three hours a week.

#### 202 INTRODUCTION TO EAST ASIA

This course is an historical introduction to the peoples and cultures of East Asia. It explores the major cultural, intellectual, institutional, social, and religious features of China, Japan, and Korea, covering each region's traditions and modern developments. This course also introduces Taiwan, Hong Kong, and the impact of Western ideas and institutions on modern East Asia. This is a required course for the Minor in Asian Studies.

Cross-listed with History (cf. History 292)

Three hours a week.

#### 451-452 DIRECTED STUDIES

These courses may be offered to meet particular student needs or take advantage of special faculty expertise.

Three hours a week per course

**NOTE:** Directed Studies courses from other disciplines with an Asian focus may be accepted for credit towards the Minor with the approval of the Co-ordinator of Asian Studies. (See Academic Regulation 9 for Regulations Governing Directed Studies.)

### ASIAN LANGUAGE COURSES

#### 101 INTRODUCTION TO JAPANESE I

This course is designed for students with no prior knowledge of Japanese. It introduces the basic elements of modern standard Japanese, covering conversation, vocabulary, pronunciation, and written exercises. Some traditional elements of Japanese culture are also introduced.

Cross-listed with Modern Languages (cf. Modern Languages 101)

**Note:** Another Asian language may be substituted, subject to the availability of instruction.

#### 102 INTRODUCTION TO JAPANESE II

This course is a continuation of Asian Languages 101. It is designed to provide further elements of modern standard Japanese, covering conversation, vocabulary, pronunciation, written exercises, and simple readings. More relevant elements of Japanese culture are introduced.

**PREREQUISITE:** Asian Languages 101 or permission of instructor

Cross-listed with Modern Languages (cf. Modern Languages 102)

Three hours a week

**Note:** Another Asian language may be substituted, subject to the availability of instruction.

## ASIAN STUDIES ELECTIVES

**Language Courses** (see above 101 and 102)

### Peoples and Cultures

Sociology/Anthropology 212 Peoples of South Asia

Sociology/Anthropology 241 Japanese Culture and Society

### Philosophy, Religion and the Arts

Philosophy 431/432 Directed Studies: Oriental Philosophy

Religious Studies 221 Buddhism East and West

Religious Studies 242 The Hindu Religious Tradition

Religious Studies 251 Japanese Religion and Culture

Religious Studies 261 Religion and Philosophy in China

Religious Studies 321 Women in Eastern Religions

### History and Politics

Political Studies 343 Comparative Politics of South Asia

Political Studies 363 Comparative Politics of the Middle East

**PREREQUISITES:** The Departments of Political Studies, Religious Studies, and Sociology/Anthropology accept Asian Studies 201/202 as substitute prerequisites for any of their courses on this list.

## Biology

[www.upei.ca/biology/](http://www.upei.ca/biology/)

### Biology Faculty

J. Charles Cheverie, Professor Emeritus

Louis A. Hanic, Professor Emeritus

Lawrence R. Hale, Associate Professor, Chair

Donna J. Giberson, Professor

Roger Gordon, Professor

Christian R. Lacroix, Professor

Daryl L. Guignon, Associate Professor

Robert Hurta, Associate Professor

James R. Kemp, Associate Professor

Lawrence Liao, Associate Professor

Marina B. Silva, Associate Professor

Marva I. Sweeney-Nixon, Associate Professor

Kevin L. Teather, Associate Professor

Michael R. van den Heuvel, Associate Professor

Tracy Doucette, Assistant Professor

Pedro Quijon, Assistant Professor

Denis Barabe, Adjunct Professor

Charles Brockhouse, Adjunct Professor

David K. Cairns, Adjunct Professor

Robert Coffin, Adjunct Professor

Simon Courtenay, Adjunct Professor

Solke DeBoer, Adjunct Professor

Carlos Greco, Adjunct Professor

Douglas Holdway, Adjunct Professor

David McCorquodale, Adjunct Professor

Christine Noronoha, Adjunct Professor

Rick Peters, Adjunct Professor

H.W. (Bud) Platt, Adjunct Professor

Huimin Xu, Adjunct Professor

## REQUIREMENTS FOR A MAJOR IN BIOLOGY

A student enrolled in the Majors program in Biology will complete a minimum of 42 semester hours in Biology, and additional courses in Chemistry, Physics and Mathematics according to the program outlined below. Students are normally required to complete Math 112 and Math 221. Some students may wish to take upper level Mathematics, Chemistry, or Physics courses for which Mathematics 151-152 is required: therefore Mathematics 151-152 may be taken in place of Mathematics 112 but the statistics requirement of Mathematics 221 remains. Credit will not be given for both Mathematics 112 and Mathematics 151 or 152. Students are required to take Chemistry 241-242 or Chemistry 243; credit will not be given for both Chemistry 243 and Chemistry 241 or 242. Information Technology (IT) 111 is recommended for all Biology majors. The remaining number of semester hours required to complete the requirements for the Biology major will be made up from courses selected by the students.

**NOTE:** Please see Academic Regulation 14(3): Application of Certain Professional Courses

## BIOLOGY MAJORS PROGRAM

The following sequence of courses is strongly recommended

	Semester Hours	Credit
<b>First Year</b>		
Biology 111-112 .....	6	
Chemistry 111-112 .....	6	
Mathematics 112 or 151-152 .....	3 or 6	
Physics 111-122 or (111-112) .....	6	
Electives .....	6 or 9	
First Year Semester Hours Total .....	30	

<b>Second Year</b>		
Biology 202, 204, 206 .....	9	
Biology 221 .....	3	
Biology 222 .....	3	
Biology 223 .....	3	
Chemistry 241-242 or 243 .....	3 or 6	
Electives .....	6 or 9	
Second Year Semester Hours Total .....	30	

<b>Third Year</b>		
Biology 326 .....	3	
Biology Electives at 200 level or above .....	9	
Chemistry 351-352 .....	6	
Math 221 .....	3	
Electives .....	9	
Third Year Semester Hours Total .....	30	

<b>Fourth Year</b>		
Biology Electives at 400 level .....	6	
Electives .....	24	
Fourth Year Semester Hours Total .....	30	

Total Semester Hours .....

## REQUIREMENTS FOR HONOURS IN BIOLOGY

The Honours program in Biology is designed to provide research experience at the undergraduate level within the BSc program. It is available to students with a strong academic background who intend to continue studies at the postgraduate level in Biology or some related field, or to students who intend to pursue a career where research experience would be an asset.

The Honours program differs from the BSc Major program in having a research and thesis component. The total course load, however, is the same, five courses per semester for eight semesters. However, the total semester hours of credit for the Honours is 126, compared to 120 hours for the BSc Major. The research component is to be completed within the BSc program and would normally require one summer (four months) preceding the graduating year. Evaluation of the research data and writing of the thesis would normally be done during the fall and/or spring session in Biology 490: Advanced Research and Thesis.

## COURSE REQUIREMENTS OF THE HONOURS PROGRAM

The normal University requirements must be met in addition to the following:

	Semester Hours of Credit
1. Biology-core courses	
Biology 111-112 .....	6
Biology 202, 204, 206 .....	9
Biology 221 .....	3
Biology 222 .....	3
Biology 223 .....	3
Biology 326 .....	3
Total biology-core .....	27
2. Biology Electives	
At 200 level or above .....	15
At 400 level .....	6
Total biology elective .....	21
3. Biology 490 .....	12
Total .....	12
4. Science core requirements	
Mathematics 112 or Mathematics 151-152 .....	3 or 6
Mathematics 221 .....	3
Chemistry 111-112, Chemistry 241-242 or	
Chemistry 243, 351-352 .....	15 or 18
Physics 111-122 (or 111-112) .....	6
Total .....	27, 30 or 33
5. Other Electives .....	33, 36 or 39

NOTE: Honours students are advised to take a course (or courses) in a second language and advanced statistics and/or experimental design and analysis as part of their electives.

TOTAL SEMESTER HOURS ..... 126

## ENTRANCE REQUIREMENTS

For admission to the Honours program, students must have a minimum average of 70% in all previous courses; normally the Department expects high second-class standing or first-class standing in previous Biology courses. Permission of the Department is also required and is contingent on the student finding a major advisor, on being assigned an advisory committee, on acceptance of the research project by the Biology Department, and on general acceptability. Students interested in doing Honours should consult with the Department Chair as early as possible and apply to the program no later than 31 March of the student's third year.

## PERFORMANCE

To graduate with a BSc Honours in Biology, students must complete 126 semester hours of credit which includes 12 semester hours of credit for the research and thesis, attain a

minimum average of 75% in all Biology courses combined, and achieve a minimum overall average of 70% in all courses submitted for the degree. Students failing to meet these requirements may transfer their program to the BSc Biology Program or to other degree programs.

**Note:** Detailed information to students on the Honours Program is available from the Department.

## REQUIREMENTS FOR MINOR IN BIOLOGY

To qualify for a minor, students must complete a total of 21 semester hours of credit in Biology, 15 semester hours of which are required courses.

The requirements for a minor in Biology are:

	Semester Hours of Credit
1. Biology core requirements	
Biology 111-112 .....	6
Biology 202 .....	3
Biology 204 .....	3
One of Biology 206, 221, 222, or 223 .....	3
2. Biology electives at 200 level or above .....	6
Total Semester Hours .....	21

## NOTES REGARDING 100-LEVEL BIOLOGY COURSES

**Biology 101** is a course designed for non-science students who will not be taking advanced courses in Biology and will NOT be accepted for credit in the Biology Majors or Honours programs.

Although Biology 102 is a course designed PRIMARILY for non-science students, who will not be taking advanced courses in Biology, it WILL be accepted for credit as an elective in the Biology Majors and Honours programs. Credit will not be allowed for Biology 102 if completed after Biology 121.

**Biology 111-112** are introductory courses required for, but not restricted to, Biology Majors and Honours. A combined average of at least 60% is a prerequisite for all Biology courses above the 100 level. However, this course prerequisite may also be met by the successful completion of a qualifying examination to be offered each year on the first Tuesday after Labour Day. This examination, which shall cover material from both Biology 111 and 112 is open to those who have passing grades for both Biology 111 and 112, but who do not have a combined average of at least 60%. To be admitted to Biology courses above the 100 level, students must achieve a score of 65% on the qualifying examination. The score on the qualifying exam will not replace those attained in Biology 111 and 112, nor shall it be factored into any calculation of grades for graduation, scholarships or other purposes. This course prerequisite may also be waived with the permission of the Chair for individual courses.

**Biology 121-122** have been designed for the Nursing Program and the Department of Family and Nutritional Sciences. Biology 102 and 121 are not to be taken concurrently. Credit will be allowed for the combination of Biology 101 and 121-122.

**101-102 ENVIRONMENTAL AND HUMAN BIOLOGY**  
These courses are designed primarily for non-science students who will not be taking advanced courses in Biology. Biology 101 is NOT accepted for credit in the Biology majors and honours program. Biology 102 will be accepted for credit as an elective in the majors and honours program.



## BIOLOGY COURSES

### 101 ENVIRONMENTAL BIOLOGY

This course considers environmental problems from a biological perspective. Human ecology, populations, pollution, resource use and other topics are discussed critically. Lectures and field trips to the equivalent of six hours a week

### 102 HUMAN BIOLOGY

An introductory course dealing with the structure and function of the human body. Course topics will include discussions on human sexuality, sexually transmitted diseases, human development, genetic disorders, integumentary, musculo-skeletal, digestive, respiratory, excretory, circulatory and nervous system design and function.

Three hours lecture, two hours laboratory a week

### 111 INTRODUCTION TO ORGANISMS

This course provides an introduction to the science of Biology, with emphasis on organismal biology and unifying themes. The course deals with evolution, the diversity of life, form and function, and ecology. Part of the laboratory component involves training in dissection techniques.

Three hours lecture, three hours laboratory a week

### 112 INTRODUCTION TO CELL AND MOLECULAR BIOLOGY

This is a continuation to the introduction to Biology, emphasizing life processes at the cellular and molecular level. The course covers the cellular nature of life, the physical basis of heredity, development and the chemistry of life. The course concludes with a synthesis of organismal and cell/molecular Biology.

Three hours lecture, three hours laboratory a week

**Note:** In most years, Biology 112 will be offered before Biology 111. Students intending to complete both courses in a single academic year should take the courses in whichever order they are offered.

### 121 HUMAN ANATOMY

This course deals with structural levels of organization of the human body and is designed for students in the Nursing program. The gross anatomy and histology of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, respiratory, lymphatic, digestive, urinary and reproductive system of humans is surveyed.

**PREREQUISITE:** Restricted to students in the Nursing program, except by permission of the instructor.

Three hours lecture, two and a half hours laboratory a week

### 122 HUMAN PHYSIOLOGY

This course deals with the functioning of the human body, and is designed for students in the Nursing program and the Department of Family and Nutritional Sciences. The physiology of the integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems is surveyed.

**PREREQUISITE:** Restricted to students in the Nursing program or Department of Family and Nutritional Sciences, except by permission of the instructor.

Three hours lecture, two and a half hours laboratory a week

### 202 PLANT DIVERSITY

A survey of bacteria, fungi, algae, and major plant groups (bryophytes, vascular cryptogams and seed plants) emphasizing morphology, life histories and evolutionary relationships.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112

Three hours lecture, three hours laboratory a week

### 204 ANIMAL DIVERSITY

A survey of the major groups of animals, beginning with the sponges and ending with the mammals. Topics emphasize evolutionary relationships, development, structure and function, and ecology. Laboratory work includes the study of selected representatives from each of the major groups.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112

Three hours lecture, three hours laboratory a week

**NOTE:** Students that have successfully completed either 211 or 212 must contact the Department Chair regarding their course selection.

### 206 MICROBIAL DIVERSITY

This course deals with basic microbial biology including discussion of industrial, ecological, environmental and medical microbiology, and other relevant topics. Laboratory sessions provide training in relevant microbiology techniques/approaches.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112 or permission of the instructor.

Three hours lecture, three hours laboratory a week

**NOTE:** Additional lab time may be required outside of scheduled laboratory periods.

### 221 CELL BIOLOGY

This course examines the structure and function of living cells. Topics include cellular membranes, respiration, the cytoskeleton and nucleus, cell division, intercellular interactions, the cell in its environment, differences between plant and animal cells, different cell types, and special topics in biomedical cell biology.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112

Three hours lecture, one hour tutorial a week

### 222 GENERAL ECOLOGY

This course introduces and discusses the basic themes and concepts of Ecology. Students examine the hierarchy of Ecology by investigating individual organisms, populations, communities, and ecosystems. Topics covered in the course include: natural selection, energy flow, nutrient cycling, population growth, plant/animal interactions and biodiversity. The course involves reading and discussion of current and classical literature in the field. Laboratories will primarily consist of field investigations and analysis of field data.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112.

Three hours lecture, three hours laboratory a week

### 223 INTRODUCTORY GENETICS

The principles of genetics are considered in the context of the molecular biology of the gene, with attention to factors affecting gene expression. Topics covered are simple Mendelian inheritance, genes as part of biochemical pathways, inheritance of linked genes, probability and statistics, DNA replication and mutation, chromosomal structure and behaviour, and recombinant DNA. There is a strong emphasis on problem solving.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112

Three hours lecture, one hour tutorial a week.

**311 PLANTS AND PEOPLE**

This course surveys in detail the major current uses of plants, their history, morphology, and chemistry. Laboratory periods consist of demonstrations of plant structures and products derived from plant sources, practical exercises, and field trips.

PREREQUISITE: Biology 202

Three hours lecture, three hours laboratory a week

**312 HISTORY OF BIOLOGY**

This course surveys the major advances in the biological sciences from prehistory to modern times. Emphasis is placed on the effect which past ideas have had on the evolution of Biology.

PREREQUISITE: A combined average of at least 60% in Biology 111-112 or departmental permission

Three hours lecture and one hour discussion group a week

**314 PLANT COMMUNITY ECOLOGY**

A study of algae, fungi and major plant groups such as bryophytes, vascular seedless and seed plants. Emphasis will be placed on identification of common species, plant taxonomy and ecology.

PREREQUISITE: Biology 222

Three hours lecture; three to four hours laboratory a week, some of which consist of field trips

**322 INTRODUCTION TO BIOINFORMATICS**

See Computer Science 322

**323 GENETIC ANALYSIS**

The principles of genetics beyond the introductory levels and advances in genetics are considered in the context of practical laboratory investigation, on-line genetic data resources and analytical tools. Laboratory work will be conducted with fruit flies (*Drosophila*) and yeast (*Saccharomyces*), and will include molecular biological techniques. In addition, new advances in genetics will be discussed.

PREREQUISITE: Biology 223

Three hours lecture, three hours laboratory a week

**324 COMPARATIVE VERTEBRATE ANATOMY**

This course builds upon some of the material presented in Biology 204, providing students with a much more detailed look at the structure and function of various organs and organ systems of the vertebrate body. Dissections and display material are used during laboratories to allow students to compare and contrast these systems in representative vertebrates.

PREREQUISITE: Biology 204

Three hours lecture, three hours laboratory a week

**326 GENERAL PHYSIOLOGY**

This course introduces students to basic themes and concepts in physiology. Students explore mechanisms underlying regulatory processes in cells, and the ways plants and animals function as organisms. Topics include feedback systems, membrane potentials, systems in animals, photosynthesis, plant hormones, and plant transport.

PREREQUISITES: Biology 202, 204, 206, and 221

Three hours lecture, three hours laboratory a week

**331 COMMUNICATIONS IN BIOLOGY**

This course is an introduction to the basic principles of scientific communication, as it is expressed in the Biological Sciences. Lectures and assignments focus on the analysis, interpretation, and presentation of biological data, and on the preparation of scientific papers and reports. Students critically evaluate papers in their areas of interest, and gain experience

in presenting scientific information to their peers (both orally and as scientific posters)

PREREQUISITES: At least Biology 111 and 112, and 6 semester hours of core Biology courses

Three hours lecture, two hours laboratory a week

**335 ANIMAL BEHAVIOUR**

This course explores various aspects of animal behaviour, primarily from an evolutionary perspective. Topics covered include the development and expression of behaviour, animal communication, predator-prey interactions, reproductive and parental strategies of males and females, and the application of an evolutionary approach to the study of human behaviour. Laboratories focus on how behavioural data are collected and interpreted.

PREREQUISITES: Biology 204, 222

Three hours lecture, three hours laboratory a week

**341 THE BIOLOGY OF INSECTS**

This course is an introduction to entomology. Topics include insect classification, anatomy, development, ecology and behaviour, and the importance of insects to people. Laboratory sessions focus on insect morphology and taxonomy.

PREREQUISITE: Biology 204

Three hours lecture, three hours laboratory a week

**351 ORNITHOLOGY**

A study of avian biology with particular emphasis on identification, behaviour, breeding biology and ecology of birds. Laboratory periods will include field trips to major habitats.

PREREQUISITE: A combined average of at least 60% in Biology 111-112

Two hours lecture, four hours laboratory a week

NOTE: With the permission of the instructor and the Chair, the prerequisite for this course may be waived for students not majoring in Biology.

**352 BIOPHYSICS**

See Physics 332

**361 BIOLOGY OF FISHES**

An introductory course on the Biology of fishes outlining classification, comparative structure and function of the systems of major fish groups. Emphasis will be placed on the diversity, distribution, ecology and evolution of freshwater and marine fishes of the Atlantic region. Laboratory periods will involve field and laboratory studies.

PREREQUISITE: A combined average of at least 60% in Biology 111-112

Three hours lecture, three hours laboratory a week

**366 PLANT-ANIMAL INTERACTIONS**

This course examines evolutionary and ecological themes in plant-animal interactions by presenting some of the complex interactions that have arisen between plants and animals. The course will consist of lectures on various topics such as plant communities as animal habitats, pollination and seed dispersal by animal, ant and plant interactions, insect herbivore and host-plant interactions, seed predation, and carnivorous plants and insects, and the pivotal role of plant-animal interactions in conservation biology. The course requires presentations and discussions of the primary literature, and includes some laboratory and field projects.

PREREQUISITES: Biology 202, 204, and 222

Three hours lecture, three hours laboratory every other week

**371 MAMMALOLOGY**

This course is an introduction to the study of the animals that constitute the class Mammalia. Topics include taxonomic classification, zoogeography, reproductive strategies, ecology, behaviour, and economic considerations. Laboratory exercises include several projects involving field work with the mammalian fauna of Prince Edward Island.

**PREREQUISITES:** Biology 204 and 222

Three hours lecture, three hours laboratory a week

**375 MICROBIAL DISEASES AND PATHOGENESIS**

The basic principles of microbiology, biochemistry, molecular biology/genetics are used to discuss aspects of microbial diseases with a particular focus on the specific mechanisms whereby disease occurs. Topics include drug-resistance development, resistance mechanisms, issues in infection prevention and control, and emerging pathogens.

**PREREQUISITE:** Biology 206 or equivalent or permission of the instructor

**382 EVOLUTION**

Evolution is the central tenet of modern Biology. This course examines classic and contemporary ideas in evolutionary theory.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112

Three hours lecture and a one hour tutorial a week

**NOTE:** Biology 223, taken previously or concurrently, is recommended.

**385 ENVIRONMENTAL TOXICOLOGY**

This course introduces the basic toxicological principles with respect to environmental toxicology, including a survey of major environmental pollutants and the statutes governing chemical release. Environmental effects on biota and methods of detection of environmental pollutants will be examined using endpoints at multiple levels of biological organization from biochemical to community.

**PREREQUISITE:** A combined average of at least 60% in Biology 111-112; Chemistry 111-112

Three hours lecture, three hours laboratory a week

**391 MARINE BIOLOGY**

An introduction to the principles of Marine Biology emphasizing marine environments and organisms of P.E.I. and the Eastern Atlantic region. Laboratory periods will involve field and laboratory studies.

**PREREQUISITES:** Biology 202, 204

Three hours lecture, three hours laboratory a week

**401 HUMAN PHYSIOLOGY & PATHOPHYSIOLOGY**

This course is an overview of the function of human organ systems emphasizing the effects of disease states. It is designed for students interested in human health professions. The course is divided into four topics: (1) nervous & endocrine systems (2) cardio-pulmonary, blood & exercise physiology, (3) fluid and weight balance, (4) pregnancy and development. Laboratories demonstrate physiological principles or problem-based case studies.

**PREREQUISITES:** Biology 221 or 121 or permission of instructor

Three hours lecture, three hours laboratory a week

**402 ANIMAL PHYSIOLOGY**

(offered in 2006 and alternate years)

A study of the organ systems of animals emphasizing the functional relationships, regulatory mechanisms and interactions

within animals. Laboratory exercises will demonstrate functional principles using a variety of techniques and electronic equipment.

**PREREQUISITES:** Biology 204, and 221. Chemistry 352 must be taken at least concurrently.

Three hours lecture, three hours laboratory a week

**403 DEVELOPMENTAL BIOLOGY**

This course provides a comprehensive overview of the main processes involved during the development of an organism.

The primary focus of the course is the shared genetic and biochemical events that underlie the development of all organisms. Model systems are studied in order to highlight general principles of ontogeny. These principles are then examined in the development of other organisms, including humans. During laboratories students are exposed to basic techniques in modern developmental chemistry.

**PREREQUISITE:** Biology 221

Three hours lecture, three hours laboratory a week

**411-412 WILDLIFE BIOLOGY**

Normally students should be enrolled in, or have taken Biology 201 or Biology 314. If students elect to take both Biology 411 and 412 they should be taken in sequence.

**411 PRINCIPLES OF WILDLIFE BIOLOGY**

An introduction to the principles of wildlife Biology. Laboratory periods will involve field work with flora and fauna of the major terrestrial and aquatic communities on P.E.I.

**PREREQUISITE:** Biology 201 or Biology 314 or permission of the Instructor.

Two hours lecture, four hours laboratory a week

**412 TECHNIQUES AND PROBLEMS OF WILDLIFE BIOLOGY**

Various wildlife techniques and local wildlife problems will be stressed. Each student will be required to undertake a major project involving field and laboratory research.

**PREREQUISITE:** Biology 201 or Biology 314 or permission of the Instructor.

Two hours lecture, four hours laboratory a week

**423 LAND USE ON PRINCE EDWARD ISLAND**

This course deals with historic and current land use issues on Prince Edward Island. Topics include: farming, fishing, forestry, recreation and tourism, aquaculture, development, and efforts to protect the land base. Laboratory periods may involve field trips outside of regularly scheduled hours.

**PREREQUISITE:** Biology 222 or permission of the instructor

Three hours lecture, three hours laboratory a week

**431 DEVELOPMENTAL PLANT MORPHOLOGY**

(offered in 2006 and alternate years)

This course provides a general overview of plant development. Emphasis is placed on early stages of initiation and development of floral and vegetative structures (meristems), and on current problems and interpretations related to development. Most of the laboratory periods are devoted to student "mini" research projects.

**PREREQUISITE:** Biology 202

Three hours lecture, three hours laboratory a week

**440 SENIOR UNDERGRADUATE RESEARCH PROJECT**

This course allows senior students majoring in Biology to carry out a full-year research project. The project may be lab or field based, or some combination of the two. Students work under

the supervision of a faculty member and write a thesis describing the work.

**PREREQUISITE:** Students should be at least third year Biology Majors and have completed their second year core Biology courses. Entry to this course is contingent upon the student finding a departmental faculty member willing to supervise the research and permission of the department, no later than March 31 of their third year.

Six semester hours of credit

Credit in this course will be given only when both semesters have been completed successfully.

#### **441 DIRECTED STUDIES IN BIOLOGY**

Available to third year Biology Majors, preferably those who have completed their second year Biology courses. Entry to the course, and the conditions under which the course may be offered will be subject to the approval of the Chair of the Department and the Dean of Science. (See Academic Regulation 9 for Regulations Governing Directed Studies)

Three semester hours of credit

#### **442 SPECIAL TOPICS IN BIOLOGY**

An upper year course typically designed to reflect an issue of current interest in Biology. Available to third and fourth year Biology Majors, preferably those who have completed their second year core Biology courses. The conditions under which the course may be offered will be subject to the approval of the Chair of the Department and the Dean of Science.

Three semester hours of credit

#### **444 INVESTIGATIVE PLANT ANATOMY**

In this course students examine the simple and complex tissues of plants throughout their life cycles. Basic and advanced concepts pertaining to microscopy are taught. Students prepare material for both light and scanning electron microscopy. Innovative techniques in microscopy and preparation of photographic plates suitable for publication are also covered.

**PREREQUISITE:** Biology 202

Two hours lecture, four hours laboratory a week

#### **452 BIOGEOGRAPHY AND MACROECOLOGY**

This course examines the patterns of distribution, species richness, abundance of organisms in space and time with emphasis on animal communities, as well as ecology of insular biotas. Historical, ecological, geographical, and anthropological factors affecting these patterns are examined.

**PREREQUISITES:** Biology 222 and Biology 314

Three hours lecture, three hours laboratory a week

#### **454 BIODIVERSITY AND CONSERVATION BIOLOGY**

This course examines fundamental concepts, ideas, and approaches used in conservation biology. Different philosophies and perspectives on setting priorities for preserving and managing biodiversity are also discussed.

**PREREQUISITE:** Biology 222

Three hours lecture, three hours laboratory a week

#### **462 LIMNOLOGY (FRESHWATER ECOSYSTEMS)**

(offered in 2006 and alternate years)

The focus of this course is freshwater habitats, particularly those found on Prince Edward Island. Study concentrates on the physical, chemical, and biological characteristics of fresh waters, classification of freshwater habitats, and applied limnology. The laboratory/field component includes an introduction to water analysis techniques and field equipment, field water analysis of three habitats (river, pond and wetland), the

collection and analysis of biological samples, and the physical properties of water.

**PREREQUISITES:** Biology 204 and 222

Three hours lecture, three hours laboratory a week

#### **465 MARINE COMMUNITY ECOLOGY**

This course constitutes a critical review of the dynamics and the rules of assembly that are distinctive to marine biological communities. Its main goal is the exploration of the organizing mechanisms behind spatial and temporal patterns exhibited by planktonic and benthic communities. Although the focus is on general principles and broad ideas, specific problems and practical work relate primarily to communities and habitats from Atlantic Canada.

**PREREQUISITES:** Biology 222 and Biology 391, or permission of instructor

Three hours lecture, three hours laboratory a week

#### **471 MOLECULAR BIOTECHNOLOGY**

This course examines principles of gene manipulation, and the application of molecular biology in biotechnology. Recent developments in medicine, agriculture, industry and basic research are considered. Emphasis is placed on reviewing current literature in the field.

**PREREQUISITE:** Biology 223

Three hours lecture a week

#### **475 IMMUNOLOGY**

This course presents the basic principles of immunology, its role and impact on specific mechanisms pertaining to human health. Topics include the immune system, antigen-antibody reactions, T & B cell biology and chemistry, cytokines, complement system, hypersensitivity, immuno-physiology, cell mediated immunity, vaccines, AIDS and other immunodeficiencies, autoimmunity, transplant immunology and cancer.

**PREREQUISITE:** Biology 206 or equivalent or permission of the instructor.

Three hours lecture a week

#### **490 ADVANCED RESEARCH AND THESIS**

This is a 12 semester-hour course required of all Honours students. It is intended to provide the student with an opportunity to design, carry out, evaluate and write up a research project in an approved scientific fashion, while working under the direction of a chief advisor assisted by an advisory committee. Normally the research will be done during the summer session preceding the student's graduating year, and the thesis written during the final academic year. The objective of this course is to provide research experience for the student who intends to take up further studies at a post-graduate level or for the student who is planning on entering a career where research experience in Biology or related areas would be an asset.

**PREREQUISITE:** Acceptance to the Honours Program in Biology

## **School of Business Administration**

[www.upei.ca/business](http://www.upei.ca/business)

#### **Business Faculty**

Roberta M. MacDonald, Associate Professor, Dean

J. Ronald Collins, Professor

Sean M. Hennessey, Professor

David Adams, Associate Professor

Timothy E. Carroll, Associate Professor



Gary Evans, Associate Professor  
 Robert L. O'Rourke, Associate Professor  
 Donald M. Wagner, Associate Professor  
 Mike Cassidy, Assistant Professor  
 Debbie Good, Assistant Professor  
 Mark Hemphill, Assistant Professor  
 Blake Jelley, Assistant Professor  
 Melissa MacEachern, Assistant Professor

The School of Business Administration is committed to providing students with a high quality, integrated business education in a personalized learning environment. It is uniquely structured to provide the broad-based, cross-functional business education required for leaders of business, government, and not-for-profit organizations. The School's personalized learning environment emphasizes small classes and opportunities for extensive interaction between students, faculty and practitioners.

The School of Business Administration holds a unique position within the province's education system. As the only university school of business, it is committed to intellectual leadership, and to excellence in developing new knowledge and conveying that knowledge to its students and to the public. In order to attract, develop and retain students, faculty and staff, the School recognizes that it must sustain an intellectually stimulating environment.

The School views its students not as customers, but rather as partners in the development of a high quality business education. Graduates are expected to have developed competency in integrating the core functional business disciplines; ethical, social, historical and global awareness; critical thinking and problem solving; quantitative analysis; communication skills and leadership; team work as well as personal initiative; technological application in business; and business research.

The degree program in the School of Business Administration is designed to fulfill this mission and to provide the educational breadth and depth needed by tomorrow's business leaders.

## THE BACHELOR OF BUSINESS ADMINISTRATION DEGREE

The Bachelor of Business Administration degree (B.B.A.) is a four-year degree consisting of one hundred and twenty semester hours. The program is divided into two phases with the first of these, normally taken during the first two years, designed to allow the student to explore a number of university subject areas and at the same time take introductory courses in Business Administration and related areas. The second phase (third and fourth years) is designed to further develop the student's knowledge through a concentration in Business Administration and related subject areas. Students must obtain at least 60 percent in ten of the business courses required in the second phase in order to qualify for the degree of Bachelor of Business Administration.

### FIRST PHASE

The requirements for the degree are outlined as follows:

#### Year 1

Math 111 and 112  
 English 101 and an English elective  
 Business 101  
 Economics 101 and 102  
 Information Technology 111  
 Two non-Business electives

#### Year 2

Accounting 201 and 202  
 Business 241  
 Business 251 and 252  
 Business 271  
 English 381  
 Two non-Business electives  
 One Free Elective

**NOTE:** A formal review of each student's academic performance is conducted at the end of second year. During the first two years, students must have demonstrated the academic standards required to be admitted into third year.

### SECOND PHASE

Students must complete 20 courses in this phase. A grade of at least 60 percent must be obtained in at least ten of the Business Administration courses required in this phase. BUSINESS ADMINISTRATION 300 AND 400 LEVELS MAY NOT BE TAKEN BY STUDENTS WHO HAVE NOT BEEN ADMITTED TO THE SECOND PHASE UNLESS PRIOR PERMISSION HAS BEEN OBTAINED. Normally the second phase will be undertaken as follows:

#### Required Courses —Year 3

Business 331 (Finance).....(one course)  
 Business 341 (Marketing).....(one course)  
 Business 351 (Operations Management).....(one course)  
 \*Business 371 (Entrepreneurship).....(one course)  
 \*Business 332 (Integrated Cases in Finance).....(one course)  
 \*Business 342 (Integrated Cases in Marketing).....(one course)  
 One Business elective.....(one course)  
 Three non-Business electives.....(three courses)

\* may be taken in 3rd or 4th year

#### Required Courses —Year 4

Business 491 (Strategic Management).....(one course)  
 Business 495 (Business Research I).....(one course)  
 Two Business Management Context electives from  
 (Bus. 401, 421, 485, 486, 488, and 489).....(two courses)  
 Four Business electives.....(four courses)  
 Two non-Business electives.....(two courses)

### NOTES:

- Accounting courses are considered to be Business electives.
- Due to enrollment limitations, certain Business electives will normally be available to fourth year students only. Third year students should check with the Dean's office prior to selecting their electives.
- Students have two free electives in their program which can be used as Business, Accounting or non-Business electives.
- Due to student enrollments and faculty availability, all courses may not be offered each year. Students should consult the current timetable before registration.
- Students are free to choose their own non-Business electives; however, they may wish to consult with faculty. Students with a strong quantitative interest should consider additional work in Mathematics or Computer Science.
- The Management Context electives deal with subjects such as law, ethics, international business, environmental issues, and business history. They are intended to give students a better



appreciation of the social, political, cultural, and historical context within which contemporary business is practiced.

## HONOURS IN BUSINESS ADMINISTRATION

An Honours concentration in Business Administration provides an opportunity for BBA students to pursue advanced studies in Business. It is available to students with a strong academic background who intend to continue studies in Business at the postgraduate level, or to students who intend to pursue a career where research experience would be of value.

### ADMISSION

For admission to the Honours program, students must have a minimum average of 75% in all previous courses. Permission of the School is required and is contingent on the student finding a faculty supervisor. Students interested in pursuing the Honours program should seek admission as early as possible, not later than the end of the third year.

### COURSE REQUIREMENTS

A total of 126 semester hours of credit is required for the BBA Honours. In addition to the requirements of the regular BBA, Honours students must complete the Honours Thesis 510 (six semester hours). This thesis would normally be completed in the semester following Business Research 495. The Honours Thesis will be reviewed by a committee of three faculty members, including the supervisor. An oral examination conducted by the committee will also be included in the evaluation process. A minimum average of 75% must be maintained to remain in the Honours program.

## ACCELERATED BACHELOR OF BUSINESS PROGRAM

### Year 1

Math 111 and 112  
English 101  
One English Elective  
Business 241  
Business 251  
Business 252  
Business 271  
Economics 101 and 102

### Year 2

English 381  
Business 331  
Business 332  
Business 341  
Business 342  
Business 351  
One Business Elective  
Two Non-Business Electives  
One Free Elective

### Year 3

Business 371  
Business 491  
Business 495  
One Business Elective  
Two Management Context  
Two Free Electives  
Two Non-Business Electives

### NOTES:

1. Students seeking admission to this program should have a two year diploma from Holland College (or similar college) in Retail Management, Business and/or Accounting. They must satisfy general UPEI and School of Business Administration entrance requirements. Applicants must demonstrate a minimum average of 70% in their college program.
2. Students in the Retail or Business Program will also be required to take Accounting 201/202 if they have not completed the equivalent at Holland College or an equivalent community college program.
3. Students in this program are eligible for the Business Co-op option.
4. Students will be academically reviewed at the end of first year and must meet the 70% averages needed in both of the required business and required non-business courses. This is the same as the regular BBA review process.

## ACCOUNTING AND BUSINESS ADMINISTRATION

The School of Business Administration maintains a close liaison with the Institute of Chartered Accountants, the Society of Management Accountants, and the Certified General Accountants' Association; and students who satisfactorily complete designated university courses are given broad exemptions by these bodies. Students interested in pursuing a professional accounting designation should contact the Dean's office prior to enrolling in their third year. These students should not enroll in Business Administration electives other than those which are designated as accounting exemptions. Students not pursuing a BBA degree may register for the Certificate in Accounting (see below).

## THE BACHELOR OF BUSINESS IN TOURISM AND HOSPITALITY

The Bachelor of Business in Tourism and Hospitality (BBTH) is a two-year post-diploma degree available only to graduates of diploma programs at the Atlantic Tourism and Hospitality Institute (ATHI) or of similar programs at similar post-secondary institutions. This post-diploma degree provides the opportunity for students to continue their education through a concentration in Business Administration.

Students must meet the UPEI admission requirements for this degree by completing the ATHI diploma, including economics, or equivalent course work at a university or college, with a minimum overall average of 70% and a 70% average in the core courses. In the BBTH program, students must meet the same requirements as in the BBA degree of obtaining grades of at least 60% in 10 of the Business courses required in this program in order to qualify for the degree. Students are subject to all of the Academic Regulations of the University.

### DEGREE COMPONENTS

For this two-year post-diploma degree, students must fulfil the following courses:

#### Required Courses—Year 1 Post-Diploma

	Semester hours of credit
Accounting 201 (Introductory Accounting—Part I).....	3
Accounting 202 (Introductory Accounting—Part II).....	3
Business 252 (Management Science II) .....	3

Business 271 (Organizational Behaviour) .....	3
Business 351 (Operations Management) .....	3
English 101 .....	3
One Business elective (see note #7) .....	3
Three non-Business electives (see note #8) .....	9
Total .....	30

### Required Courses—Year 2 Post-Diploma

	Semester hours of credit
Business 331 (Corporate Finance) .....	3
Business 332 (Integrated Cases in Finance) .....	3
Business 341 (Marketing) .....	3
Business 342 (Integrated Cases in Marketing) .....	3
Business 371 (Entrepreneurship and New Ventures) .....	3
Business 491 (Strategic Management) .....	3
English elective (see note #6) .....	3
One Management Context Elective .....	3
(From Business 401, 485, 486, 488 and 489)	
Two Business electives .....	6
Total .....	30

### NOTES:

- Accounting courses are considered to be Business electives.
- Due to enrolment limitations, certain Business electives will normally be available to Year 2 Post-Diploma students only. Year 1 Post-Diploma Students should check with the Dean's Office prior to selecting their electives.
- Students may substitute one three-semester hour Business Administration elective for a non-Business Administration elective OR substitute up to two three semester-hour non-Business Administration electives for Business Administration Electives.
- Due to student enrolments and faculty availability, all courses may not be offered each year. Students should consult the current timetable before registration.
- Students are free to choose their own non-Business electives; however, students may wish to consult with faculty. Students with strong quantitative interest should consider additional work in Mathematics or Computer Science.
- English 381 is highly recommended as the English elective and requires the prerequisites of English 101 and one other English course or permission of the Chair of the English Department.
- Tourism Management is recommended for one of the Business electives.
- University 101 is highly recommended for one of the non-Business electives in first year.
- Students are eligible to apply to the Cooperative Education program upon entrance to the University.
- The required courses for the Business degree in years one and two are not available as business electives for the BBTH degree.

### CO-OPERATIVE EDUCATION PROGRAM

Students in Business Administration and Tourism and Hospitality may apply for admission to the optional Co-operative Education Program. This innovative program emphasizes a

co-operative approach to university education by integrating academic classroom studies with practical work experiences outside the formal university environment. The principle upon which this concept is based is that learning and individual development are greatly enhanced when the concepts studied in the classroom are periodically applied, tested and observed by the students in meaningful work situations.

A "Co-operative Education" notation is entered on the parchment and academic transcripts of undergraduate students who successfully complete the Degree and Co-operative Education requirements.

### ADMISSION REQUIREMENTS

In the Business Administration program, students may apply and be considered for admission to Co-operative Education after completion of the first or second year in the Business Administration Program. The normal prerequisite for admission is an average of 70% in the first year of the BBA program. In the Tourism and Hospitality Program, students may apply upon entrance to the University. Students will be admitted to the program on the basis of their interest, aptitude and assessed ability, as determined through an interview, to combine successfully the academic requirements with the special work term requirements of the Co-op Program. Students not admitted may reapply at the next opportunity.

### CONTINUANCE REQUIREMENTS

Once admitted to the program, students must continue in full-time enrollment between work terms. An academic review of students' performance will take place at the end of each semester. Students are required to maintain a median grade of 65% in all required Business courses and Business electives. Students who fail to meet these standards or who fail a course(s) will be placed "on notice" for the next academic semester. Students who do not meet these standards for two consecutive academic semesters may be dismissed from the program.

Co-op students must complete all of the regular requirements for a Bachelor of Business Administration degree or Bachelor of Business in Tourism and Hospitality degree. Cooperative students are required to attend any special seminars or workshops which deal with employment orientation and the application of formal academic study to work experiences.

In addition to the above requirements, students must officially register for and successfully complete three work terms.

### WORK TERMS

The University will make every effort to locate work term positions for Co-op students in academically related areas of employment, but cannot guarantee placements. Employment settings may also be identified by Co-operative students, but these require the approval of the Co-operative Education office.

Satisfactory fulfilment of Business Co-op work terms requires:

- The completion of three terms of work experience in academically-related, paid employment situations of 12 to 16 weeks duration. Under certain circumstances, and with approval, students may be permitted to satisfy their work term requirements in an unpaid position. Self-employment is considered;
- A satisfactory employer evaluation for each co-op work term (self-employed students will be evaluated by an individual selected by the School);

3. The satisfactory completion of a written report at the end of each work term;
4. The completion of the program on an academic term;
5. Fulfilment of any other requirements specified by the School of Business, such as the participation in seminars and workshops. Students have the right of appeal under Academic Regulation 12;
6. Students are permitted to take one academic course each semester while on a work term.

### WITHDRAWAL CONDITIONS

Students may be required to withdraw from the Co-op Program if:

1. They are dismissed from, quit, or fail to obtain or accept an appropriate and approved Co-op work term position;
2. They fail to submit or successfully complete a work term report;
3. They do not maintain the required course grade average necessary for continuance in Cooperative Education;
4. In the judgement of the University, they are no longer suited for the particular requirements of the Cooperative Education Program.

### REGISTRATION

Students are required to register for each work term at the Registrar's Office, according to normal registration procedures.

### FEES

Students pay for their academic courses as they are taken. Students accepted to the Cooperative Education Program are required to pay regular student fees and a Cooperative Education Program Fee (see Calendar section on fees).

### MINOR IN BUSINESS ADMINISTRATION

The Minor in Business Administration is designed for full-time students in Faculties other than Business Administration. The Minor consists of at least 21 semester hours.

The courses required to qualify for the Minor are as follows:

Business 101—Introduction to Business  
Accounting 201—Introductory Accounting—Part I  
Business 241—Management Information Systems  
Business 252—Management Science II  
Business 271—Organizational Behaviour

Plus two of the following business courses:

Accounting 202—Introductory Accounting—Part II  
Business 251—Management Science I  
Business 361—Human Resource Management  
Business 372—Industrial Relations  
Business 401—Business Law—Part I  
Business 461—Communications  
Business 471—Organizational Development and Change

To qualify for the minor, students are required to have an overall average of 70% in all of the courses taken.

### MINOR IN BUSINESS INFORMATION TECHNOLOGY

The Minor program in Business Information Technology is designed to allow students to combine knowledge in business with specific competencies in information technology. This program is available to all students registered in the Business Administration program.

Students are **required** to take each of the following Business courses:

Business 241—Management Information Systems  
Business 442—Networking, Knowledge & Digital Age  
Business 475—E-Commerce

In addition, a student pursuing the Minor program in Business Information Technology completes 15 semester hours of information technology coursework as outlined here:

Students must select **five** of the following (\*recommended):

IT 111\*—Introduction to Microcomputers  
IT 121\*—Introduction to Computer Programming  
IT 205\*—Web-based Application Development and Programming  
IT 306\*—Advanced Web Development and Programming  
IT 382\*—Systems Analysis and Design  
IT 271\*—Applied Databases  
IT 261—Representation and Storage of Information  
IT 342—Networks and Distributed Systems

### CERTIFICATE IN BUSINESS

The Business Certificate is intended for mature, part-time students who satisfy the entrance requirements of the Business Program. Generally, students must have successfully completed Grade 12 in a University Preparatory program with an overall average of at least 65% in English, Mathematics, any two Social Studies, Languages, or Sciences, and one other academic course.

Applicants with the appropriate work experience may also be accepted into the program. All students seeking admission to the Certificate Program must obtain approval from the School of Business Administration.

The objective of this certificate program is to provide students with a sampling of courses in the areas of business. For those students interested, the certificate program also provides many of the foundation courses required to enter the BBA degree program.

The Business Certificate is a credit program comprised of eight three-semester hour courses: five required courses and three elective courses. The courses are generally offered during the normal academic year, but some may be offered during summer school.

**Please note: students enrolled in the Bachelor degree in Business Administration and the Bachelor of Business in Tourism & Hospitality do not qualify for the certificate.**

The program consists of two phases. In the first phase students are required to take the following courses:

#### First Phase

Business 101—Introduction to Business  
Accounting 201—Introductory Accounting—Part I

Business 241—Management Information Systems  
 Business 252—Management Science II  
 Business 271—Organizational Behaviour

At the end of the first phase, students will be reviewed to determine whether they should enter the second phase of the certificate. To enter the second phase, students are required to have an overall average of 70% in the five courses taken in the first phase.

In the second phase, students must take three courses from the following list. Students must ensure that they have the necessary prerequisites to take courses at the 300 and 400 levels. Other courses may be added to this list; students should check with the Dean's office when deciding on which courses to take.

### Second Phase

(Take three courses from the following list)

Accounting 202—Introductory Accounting—Part II  
 Business 251—Management Science I  
 Business 361—Human Resource Management  
 Business 372—Industrial Relations  
 Business 401—Business Law  
 Business 461—Communications  
 Business 471—Organizational Development and Change  
 Economics 102—Introductory Macroeconomics  
 English 101—English Composition

To be eligible to receive the Certificate, students must obtain an overall average of 70% in all of the courses taken.

## CERTIFICATE IN ACCOUNTING

The Accounting Certificate is intended for part-time and full-time students from any Faculty (excluding full-time BBA-Accounting) who satisfy the entrance requirements of the Business Program. Generally, students must have successfully completed Grade 12 in a University Preparatory program with an overall average of at least 65% in English, Mathematics, any two Social Studies, Languages, or Sciences, and one other academic course.

Applicants with the appropriate work experience may also be accepted into the program. All students seeking admission to the Certificate Program must obtain approval from the School of Business Administration.

The Certificate provides foundation courses for various professional designations; for example: CA, CGA, and CMA. It is a credit program comprised of ten (three-semester hour) courses - six required courses and four elective courses. The courses are generally offered during the normal academic year, but some may be offered during summer school.

The program consists of two phases. In the first phase students are required to take the following courses:

### First Phase

Accounting 201—Introductory Accounting—Part I  
 Accounting 202—Introductory Accounting—Part II  
 Business 241—Management Information Systems  
 Business 331—Corporate Finance

At the end of the first phase, students will be reviewed to determine whether they should enter the second phase of the certificate. To enter the second phase, students are required to have an overall average of 70% in the four courses taken in the first phase

### Second Phase

(Take the first two courses plus any four (4) of the remaining courses)

Accounting 301—Intermediate Accounting—Part I (Required)  
 Accounting 302—Intermediate Accounting—Part II (Required)  
 Accounting 321—Managerial Accounting  
 Accounting 322—Accounting Theory  
 Accounting 401—Advanced Financial Accounting—Part I  
 Accounting 402—Advanced Financial Accounting—Part II  
 Accounting 411—Cost Accounting—Part I  
 Accounting 412—Cost Accounting—Part II  
 Accounting 415—Auditing  
 Business 332—Integrated Cases in Corporate Finance  
 English 381—Professional Writing

It is recommended that students planning to seek a professional designation take Accounting 411 and 412 and do not take Accounting 321.

To be eligible to receive the Certificate, students must obtain a minimum average of 70% in all of the courses taken.

## CERTIFICATE IN HUMAN RESOURCES MANAGEMENT

The University of Prince Edward Island and Holland College jointly offer this program of studies leading to a certificate in Human Resource Management. Human Resource Management (HRM) is the profession concerned with procuring, developing, maintaining, and utilizing an organization's human resources. Students may enroll on either a part-time or full-time basis.

### PROGRAM COMPONENTS

The program includes three elements - knowledge/theory, skills building, and field placement.

#### 1. KNOWLEDGE/THEORY

The following three University credit courses (9 semester hours) are required:

Business Administration 271—Organizational Behaviour  
 Business Administration 361—Human Resource Management  
 Business Administration 372—Industrial Relations

#### 2. SKILLS BUILDING

Job-specific skills are developed through study and practice via individualized learning modules at Holland College. Students are required to demonstrate success in a minimum of 50 approved competencies.

#### 3. FIELD PLACEMENT

Participants who do not have experience in Human Resource Management must obtain the equivalent of four weeks on-the-job experience in a human resources department.

### SEQUENCING

Upon admission to the University and acceptance into the Program, candidates begin their studies by registering for the three University credit courses (9 semester hours). Following completion of these courses, students enroll at Holland College and complete the necessary skill modules. Concurrent or subsequent to fulfilling the course requirements, students without HRM experience work voluntarily in the personnel office of an organization to meet the field placement requirement.



**INFORMATION**

For additional information and applications, please contact:

Co-ordinator  
Human Resources Management Program  
School of Business Administration  
Telephone (902) 566-0564

For information on fees, see “Fees” section.

**SPECIALIZATION IN INTERNATIONAL BUSINESS**

A specialization in international business is open to all business students, starting in year two of the business program. Students do not register for this specialization nor is it noted on their transcripts. The package of courses is to encourage students to focus on a grouping of international courses. For the specialization, five courses have to be completed beyond Business 101. This includes an approved international academic or work term or an international (approved) project.

Courses required are:

Bus. 101—Introduction to Business (a preferred prerequisite)  
Bus. 287—Introduction to International Business

A minimum of three courses from the following:

Bus. 476—Intercultural Management  
Bus. 477—International Marketing  
Bus. 489—International Strategy and Finance  
(Bus. 385 or 482—Special Topics courses focussed on an international topic or  
Bus. 486—Current Issues course (as approved as contributing to an international business education)

A student is also required to complete a Bus. 482 (Special Topics) course approved for an international academic term, an international work term, or an approved international project such as a comparative study, a research project, a feasibility study, etc. This project cannot be done as a Bus. 495 research topic.

**ACCOUNTING COURSES****201 INTRODUCTORY ACCOUNTING—Part I**

This course is concerned with a study of basic accounting concepts and principles, the application of these principles to business transactions and financial statements, and an introduction to balance sheet and income statement accounts. Basic bookkeeping techniques are also covered.

PREREQUISITE: Business 101 or permission of the instructor  
Three hours a week

**202 INTRODUCTORY ACCOUNTING—Part II**

This course deals with accounting for partnerships, corporate capital transactions, long-term liabilities, and cash flow information. Analysis of financial statements, an introduction to cost accounting concepts, and an introduction to computerized accounting are also covered.

PREREQUISITE: Accounting 201  
Three hours a week

NOTE: 300 and 400 level courses are available to third and fourth year Business students only, unless written permission of the Dean of the School of Business is obtained.

**301 INTERMEDIATE ACCOUNTING—Part I**

This course introduces students to the accounting environ-

ment; the concepts and principles from which Generally Accepted Accounting Principles (GAAP) have grown; and revisits balance sheet items such as cash, accounts receivable, inventory, fixed assets, intangibles, short-term liabilities and equity accounts in more depth.

PREREQUISITE: A minimum grade of 60% in Accounting 301 or permission of the instructor  
Three hours a week

**302 INTERMEDIATE ACCOUNTING—Part II**

This course covers more specialized topics such as long-term debt, investments, equity method, statement of changes in financial position, pensions, leases, income taxes, earnings per share, and accounting changes and error corrections.

PREREQUISITE: A minimum grade of 60% in Accounting 301 or permission of the instructor  
Three hours a week

**321 MANAGERIAL ACCOUNTING**

The emphasis throughout this course is on the uses of accounting and other financial tools in the management of a business. Topics include inventory costing methods, cost allocation, cost behaviour, the contribution approach, pricing, and budgeting.

PREREQUISITE: Accounting 202  
Three hours a week

NOTE: Students cannot receive credit for both Accounting 321 and 411. Students intending to take additional accounting courses must enroll in Accounting 301/302.

**322 ACCOUNTING THEORY**

This course provides a frame of reference for the student in the study of financial accounting and reporting, financial accounting principles and the theory of income and asset valuation.

PREREQUISITE: A minimum grade of 60% in Acct 302 or permission of the instructor.  
Three hours a week

**401 ADVANCED FINANCIAL ACCOUNTING—Part I**

This course covers the study of mergers and acquisitions using the purchase method, and accounting for intercompany transactions and their elimination to arrive at consolidated financial statements.

PREREQUISITE: A minimum grade of 60% in Acct 302 or permission of the instructor.  
Three hours a week

**402 ADVANCED FINANCIAL ACCOUNTING—Part II**

This course covers the accounting for partnerships, municipal governments, not-for-profit organizations, trusts and estates, and foreign exchange transactions.

PREREQUISITE: A minimum grade of 60% in Acct 401 or permission of the instructor.  
Three hours a week

**411 COST ACCOUNTING—Part I**

This course is an introduction to cost accounting terms and purposes, CVP analysis, job-order costing, process costing, spoilage and waste, and cost allocation and accumulation.

PREREQUISITE: A minimum grade of 60% in Acct 302 or permission of the instructor.  
Three hours a week

NOTE: Students cannot receive credit for both Accounting 321 and 411. Students intending to take additional accounting courses must enroll in Accounting 301/302.

**412 COST ACCOUNTING—Part II**

This course is a continuation of Cost Accounting -- Part I.



Topics include standard costing, budgets, flexible budgets, variance analysis, pricing, relevance and decentralization, and transfer pricing.

**PREREQUISITE:** A minimum grade of 60% in Acct 411 or permission of the instructor.

Three hours a week

#### **415 AUDITING**

This course provides an introduction to the field of auditing. The course focuses on the audit of financial statements and includes the planning, conducting, and reporting phases of an audit. The auditor's professional, ethical, and legal responsibilities are also discussed.

**PREREQUISITE:** A minimum grade of 60% in Acct 302 or permission of the instructor.

Three hours a week

### **BUSINESS COURSES**

#### **101 INTRODUCTION TO BUSINESS**

(Offered in both semesters)

An introduction to the functional areas of business. Topics to be covered include business organizations, marketing, finance, accounting, production, and personnel. Much emphasis will be placed on the development of both written and oral communication skills in a business context. Case studies will be used to reinforce theoretical concepts discussed.

Three hours a week

#### **221 APPLIED APPLICATION DEVELOPMENT I**

Part of the BEAT program, Applied Application Development (AAD I) is the first half of a two-semester course that stresses an applied, integrated approach to learning and innovation. In cross-functional project teams, students are given a guided, supportive environment to participate in web-application development scenarios. These projects foster a more network-centric style of learning that stresses online collaboration toward real and fruitful projects. Typically the projects result in powerful tools that reinforce an ongoing process of learning and discovery, and which can enhance creativity and community. This course is a component for the Minor in Business IT.

#### **222 APPLIED APPLICATION DEVELOPMENT II**

As part of the BEAT program, Applied Application Development (AAD II) builds on the concepts begun in AAD I. It continues to stress an applied, integrated approach to learning and innovation. In cross-functional project teams, students are given a guided, supportive environment to participate in web-application development scenarios. These projects foster a more network-centric style of learning that stresses online collaboration toward real and fruitful projects. Typically, the projects result in powerful tools that reinforce an ongoing process of learning and discovery, and which can enhance creativity and community. Students are required to perform complex and in-depth work in these areas. This course is a component for the Minor in Business IT.

#### **241 MANAGEMENT INFORMATION SYSTEMS**

This course provides an introduction and understanding of the value and uses of information systems for business operation and management decision-making. It concentrates on providing an understanding of the tools and basic terminology needed to understand information systems and their role in the business environment. Topics include information systems concepts, a review of information technology concepts, the fundamentals of e-business, planning and development of information systems, and the management of these systems.

**PREREQUISITE:** Information Technology 111

#### **251 MANAGEMENT SCIENCE I**

This course introduces students to the basics of management science as a tool in decision making. Students are introduced to a variety of quantitative techniques which have been developed to help solve selected business problems. Topics include the history of the origins of management science, data collection and analysis, probability concepts and applications, decision analysis, sampling distributions, and statistics. Case studies of business situations will be used throughout the course to create a link between quantitative solutions and managerial implications.

**PREREQUISITE:** Business 101, Math 111-112 or permission of the instructor

Three hours a week

**NOTE:** This is a required course for Business Students and credit for Mathematics 221 and Psychology 271 **will not** be allowed

#### **252 MANAGEMENT SCIENCE II**

This course continues the study of management science as a tool in decision making. Topics include forecasting, cost-volume-profit analysis, financial mathematics, linear programming applications, critical path analysis, inventory models, sensitivity analysis, and the role of computer simulations. Case studies of business situations will be used throughout the course to create a link between quantitative solutions and managerial implications.

**PREREQUISITE:** Business 101 and Mathematics 111-112 or permission of the instructor

Three hours a week

#### **271 ORGANIZATIONAL BEHAVIOUR**

This course introduces students to the theory of organizational behaviour (the study of people at work in organizations). It examines the behaviours of individuals working alone or in teams, and how organizational characteristics, management practices and other factors influence this behaviour, and ultimately organizational effectiveness.

**PREREQUISITE:** Business 101

Three hours a week

**NOTE:** Students admitted to the Public Administration Program, Human Resources Management Program, or third or fourth year non-Business students, may be admitted to this course provided prior permission of the Dean has been obtained.

#### **285 SPECIAL TOPICS**

This is an introductory course in Business Administration on various topics for students who are interested in pursuing a Business degree. Lectures, readings and/or research will be undertaken in a variety of specialized areas. Topics will be approved by the faculty of the School of Business Administration

#### **287 INTRODUCTION TO INTERNATIONAL BUSINESS**

This course examines the basic issues involved in the internationalization of business, which includes the impact of international focus on business and how firms establish and conduct transactions with organizations from other countries. More specifically, the course examines the basic models of involvement in international business and the conditions appropriate for each. Class sessions will combine seminars and case discussions requiring active participation by all students.

**PREREQUISITE:** Business 101

Three hours a week

**293 WORK TERM I**

This course is available only to co-op students. It involves identifying a problem/issue within the organization where the student successfully completes his/her first work term, and preparing a report that attempts to resolve this problem/issue. The report is evaluated for soundness of research methodology, content, presentation and integration of practical skills with classroom theory.

**PREREQUISITE:** Acceptance into co-op program  
Semester hours of credit: 0

**NOTE:** 300 and 400 level courses are available to third and fourth year Business students only, unless written permission of the Dean of the School of Business is obtained.

**331 CORPORATE FINANCE**

Finance is concerned with the planning for, acquisition, and utilization of funds. The major topics discussed in this course include financial planning and forecasting, financial markets, sources of corporate financing, cost of capital, taxation issues, capital budgeting, and working capital management. This is a survey course with the objective of providing a broad overview of the various topics versus comprehensive coverage.

**PREREQUISITE:** Acceptance into third year Business, or permission of the instructor  
Three hours a week

**332 INTEGRATED CASES IN CORPORATE FINANCE**

This course shows how basic finance concepts are applied and integrated with other business functions in contemporary business situations. The main focus of the course is the application of financial concepts to realistic business situations through the use of business cases. The principal areas covered will be financial analysis, financial forecasting, working capital management, cost of capital, and capital budgeting. The course considers the relationships between these topics and the other business functions. There is extensive use of case method teaching and students are expected to develop the written and oral communication skills necessary for problem solving in finance.

**PREREQUISITE:** Business 331  
Three hours a week

**341 MARKETING**

This course presents the basic concepts of marketing. It introduces the marketing function, marketing systems and the marketing concept and then focuses on the development of marketing strategies -- target markets, marketing mix -- in a decision-making context.

**PREREQUISITE:** Acceptance into third year Business, or permission of the instructor  
Three hours a week

**342 INTEGRATED CASES IN MARKETING**

This course shows how basic marketing concepts are applied and integrated with other business functions in contemporary business situations. The main focus of the course is on marketing management - planning, executing, and controlling marketing programs. Other topics include international marketing, marketing research, and the social responsibility of marketing managers. The course considers the relationships between these topics and the other business functions. There is extensive use of case method teaching and students are expected to develop the written and oral communication skills necessary for problem solving in marketing.

**PREREQUISITE:** Business 331 and 341 or permission of the instructor  
Three hours a week

**351 OPERATIONS MANAGEMENT**

An analysis of the nature and problems of production and operations management. Emphasis is given to a number of topics including location, layout, capacity planning, inventory management, scheduling, and distribution and product-mix programming. The intent is to take a broad view of the subject material as opposed to developing significant in-depth expertise in one or more areas.

**PREREQUISITE:** Acceptance into third year Business, or permission of the instructor  
Three hours a week

**361 HUMAN RESOURCE MANAGEMENT**

Human Resource Management (HRM) has become a strategic function for both private and public organizations. This course provides an introduction to the conceptual and practical aspects of HRM. It focuses on the personnel processes involved in the procurement, development and maintenance of human resources, such as staffing, training and compensation. The course also includes a critical examination of current personnel issues and trends.

**PREREQUISITE:** Business 271 or permission of the instructor  
Three hours a week

**362 SUPPLY CHAIN MANAGEMENT**

This course provides an introduction to the field of logistics. Major topics include transportation analysis, facility location, inventory and warehousing, storage and material handling analysis, and information management and cost control.

**PREREQUISITE:** Business 251/252  
Three hours a week

**371 ENTREPRENEURSHIP AND NEW VENTURES**

This course is a study of the nature and background of entrepreneurship and the process involved from idea to opportunity to new business venture. Students are expected to study the environment in which entrepreneurship flourishes from both the perspective of the entrepreneur and of the economic system. The generation of ideas and opportunities is discussed, as well as the subsequent transformation of an opportunity into a formal business plan. The course concludes with an examination of the process of implementation of the business plan and the management of the new business which results. Extensive case analysis is required.

**PREREQUISITE:** Accounting 202, Business 331 and 341  
Three hours a week

**372 INDUSTRIAL RELATIONS**

A study of the relationship between the labour force and management in the modern organization. Particular attention is given to the nature and role of trade unionism and collective bargaining. A basic objective of the course is to explore the conditions for effective industrial relations in the process of management.

**PREREQUISITE:** Business 271 or permission of the instructor  
Three hours a week

**373 TOURISM MANAGEMENT**

This course provides students with a comprehensive understanding of the management of the world's largest industry—tourism. The course examines key elements of the industry including its scope, the role of transportation, accommodations and attractions, culture and other travel motivators, tourism research and marketing, and the development and distribution of tourism products. The course assesses Prince Edward Island's experience with tourism and its impact on the local economy.

**PREREQUISITE:** Business 341 recommended or permission of the instructor  
Three hours a week

### **385 SPECIAL TOPICS**

An intermediate course in Business Administration on a variety of topics for students who have qualified for advanced Business Administration study. Lectures, readings and/or research will be undertaken in a variety of specialized areas. Topics will be approved by the faculty of the School of Business Administration.

### **393 WORK TERM II**

See Business 293  
**PREREQUISITE:** Business 293  
Semester hours of credit: 1

### **401 BUSINESS LAW—Part I**

This course offers students a basic introduction to the legal system and, in particular, the areas of tort, property, and contract law. A major portion of the course is devoted to the study of the legal implications of contractual issues in business endeavours. Legal cases are used, when applicable, to illustrate principles of law.

**PREREQUISITE:** Fourth Year Business students or permission of instructor  
Three hours a week

### **402 BUSINESS LAW—Part II**

This course expands on the basic concepts introduced in Business 401 and discusses some areas of law, not previously covered, which impact on business. The course work includes some written assignments regarding legal problems as well as a midterm and final exam.

**PREREQUISITE:** Business 401  
Three hours a week

### **421 PERSONAL FINANCE**

This course provides students with theoretical and practical information regarding personal financial planning including budgeting, personal taxation principles, the use and cost of credit, the importance of saving, investment strategies, retirement planning, estate planning, real estate and mortgages, and the use of property and life insurance.

**PREREQUISITE:** Business 331 or permission of the instructor  
Three hours a week

### **432 APPLIED INVESTMENT MANAGEMENT**

This course examines the various investment assets available to the individual, with a focus on the practical aspects of investing, and also considers important theoretical concepts necessary for a full appreciation of investment management. Major topics include the financial markets, financial intermediaries, types of investments, the purpose of a stock exchange, and market theories. Students undertake a fundamental analysis of a public company's common shares and present an investment recommendation.

**PREREQUISITE:** Business 331 or permission of the instructor  
Three hours a week

### **442 NETWORKING, KNOWLEDGE, AND DIGITAL AGE**

This course explores a number of issues raised by our shifting cultural and technological landscape. Topics include analysis of new modes of communication, distribution, and control which give rise to changed perspectives in business and society.

**PREREQUISITE:** Business 241  
Three hours a week

### **461 COMMUNICATIONS**

The study of basic behavioral concepts associated with the communication process. Each section of the course is designed to help students acquire a sensitivity to the communication process, their own and others. Students are expected to acquire an awareness of techniques of effective communication through readings, cases and simulation.

**PREREQUISITE:** Business 271 or permission of the instructor  
Three hours a week

### **465 PROJECT MANAGEMENT**

Project Management is the application of knowledge, skills, tools, and techniques to project activities to meet project requirements. The course emphasizes the design, scheduling, budgeting, and management of projects from a variety of fields.

**PREREQUISITE:** Business 252 and admission to Third-year Business  
Three hours a week

### **466 ENTREPRENEURIAL FINANCE**

This course explores the dynamic challenges faced by entrepreneurial firms in securing financial backing to support start-up, development, and growth. The course is organized around the evolution of entrepreneurial companies emphasizing the dynamic nature of the issues confronting these firms.

The financial factors that affect entrepreneurial firms at various stages through to the exit decision are considered. Specific topics include the viability of proposed start-up ventures, the potential sources of financing for entrepreneurial firms, financial distress, and the harvesting decision. The key decisions of firms at various phases of their life cycle are examined. A mix of interactive lectures and case discussions is used.

**PREREQUISITE:** Business 332 or permission of the instructor  
Three hours a week

### **471 ORGANIZATIONAL DEVELOPMENT AND CHANGE**

This course considers the design, structure and administrative practices in organizations, and how the interactions of these variables relate to organizational performance. It covers such topics as bureaucracy, goal-setting, decision-making, control, and management of change.

**PREREQUISITE:** Business 271 or permission of the instructor  
Three hours a week

### **475 E-COMMERCE**

This course surveys a variety of e-business models through the use of case studies. Students are introduced to strategic, legal, and technology issues that businesses face when changing business processes in an electronic commerce environment.

**PREREQUISITE:** Business 332 and 342, or permission of the instructor  
Three hours a week

### **476 INTERCULTURAL MANAGEMENT**

This course examines the complex challenges that culture poses in international business. Topics covered include cultural influences on conducting business, values and communications, managing multicultural teams, international negotiations, and conflict resolution. The course aims to develop intercultural management education for working globally.

**PREREQUISITE:** Business 287, admission to 3rd year Business or permission of the instructor  
Three hours a week

### **477 INTERNATIONAL MARKETING**

This course addresses global issues that confront today's international marketer and presents concepts relevant to all

international marketers. The focus is to develop a managerial understanding of international marketing and the competitiveness of Canadian and Island businesses in the global market. It provides a view of world markets, their respective consumers and environments, and the marketing management required to meet the demands of dynamic international settings.  
PREREQUISITE: Business 342 or permission of the instructor

Three hours a week

#### **479 SELECTED TOPICS IN MARKETING**

This course deals with selected topics in marketing such as advertising, sales management, retailing, business marketing, tourism, and contemporary marketing issues. The course includes a range of active learning approaches, such as case discussions, computer simulations, and projects.

PREREQUISITE: Business 341

Three hours a week

#### **482 SPECIAL TOPICS**

An advanced course in Business Administration on a variety of topics for students who have qualified for advanced Business Administration study. Readings and/or research will be undertaken in a variety of specialized areas. Topics will be approved by the faculty of the School of Business Administration.

#### **483 THE NATURAL STEP FOR BUSINESS**

The Natural Step provides a framework of enquiry and a set of tools that enables any business organization to become more sustainable. Learners consider case histories and local applications, showing how some major businesses can improve their profits while lessening negative impacts on the planet.

PREREQUISITE: Acceptance to third year Business, or permission of the instructor

Three hours a week

#### **485 DEVELOPING MANAGEMENT SKILLS**

In this course, learners are provided with tools and exercises that are used to develop self-awareness, creativity, conflict resolution, and empowerment skills. Learners begin a process of self-assessment which can continue to serve their development as managers after the course is completed.

PREREQUISITE: Acceptance to third year, or permission of the instructor

Three hours a week

#### **486 CURRENT ISSUES IN BUSINESS**

This course offers students a program of study on a number of topics judged by faculty to be current, and likely to have a long-term impact on business management. Such topics may include, but are not limited to, changing employment structures, information technology uses in business, re-engineering, evolving regulatory environments, comparative business environments, and sustainable development.

PREREQUISITE: Business 271, 332, 342, 351

Three hours a week

#### **488 MANAGEMENT IN PERSPECTIVE**

This course examines the emergence and evolution of professional management and management education. The main focus is on the era of the modern corporation starting in the nineteenth century. The course is also concerned with the changing economic, social and political conditions which contributed to the development of management as a profession. Class sessions follow a seminar format and students are required to complete an independent research paper.

PREREQUISITE: Business 271, 332, 342, 351 or permission of the instructor

Three hours a week

#### **489 INTERNATIONAL STRATEGY AND FINANCE**

This course examines issues important to international business management. Some of the key topics include international trade, foreign investment, foreign exchange markets and international strategy. The course includes seminars and case studies, and requires active participation by all students.

PREREQUISITES: Business 332, 342, 351 or permission of instructor

Three hours a week

#### **491 STRATEGIC MANAGEMENT**

This course provides students with an opportunity to explore the concepts of strategic thinking, analysis, and planning. It integrates the functional and process areas studied in the degree program and utilizes cases to give students experience in crafting business strategy. It is a degree requirement and is available only to students who are in the final year of the degree program.

PREREQUISITE: Business 271, 332, 342, 351 or permission of the instructor

Three hours a week

#### **493 WORK TERM III**

See Business 293

PREREQUISITE: Business 393

Semester hours of credit: 2

#### **495 BUSINESS RESEARCH I**

This required course examines the general methodology of conducting business research. The student will use the principles acquired in class to prepare and present a substantial paper on a research topic chosen in consultation with a faculty supervisor.

PREREQUISITE: Business 271, 332, 342, 351 or permission of the instructor

Three hours a week

#### **496 BUSINESS RESEARCH II**

This course allows students to pursue a research project in further depth.

PREREQUISITE: Business 495 and permission of the instructor

Three hours a week

#### **510 HONOURS THESIS**

This course is aimed at students interested in pursuing an extensive research project. It is a required course in the BBA Honours Program.

PREREQUISITE: Business 495 and permission of the instructor

Six hours a week

#### **593 APPLIED BUSINESS CO-OP IV**

This optional course is available only to co-op students who elect to do a fourth work term. The goal of the course is to encourage the student to integrate knowledge learned in the classroom with practical skills acquired during the work term.

PREREQUISITE: Business 493

Semester hours of credit: 0

#### **693 APPLIED BUSINESS CO-OP V**

This optional course is available only to co-op students who elect to do a fifth work term. The goal of the course is to



encourage the student to integrate knowledge learned in the classroom with practical skills acquired during the work term.  
**PREREQUISITE:** Business 593

## Canadian Studies

[www.upei.ca/arts/canadianstudies/](http://www.upei.ca/arts/canadianstudies/)

### Coordinator

James Sentance (Economics)  
 The David Macdonald Stewart Professor of Canadian Studies

### Coordinating Committee

David Bulger (Political Studies)  
 Hans Connor (Sessional Lecturer)  
 Greg Doran (English)  
 Carlo Lavoie (Modern Languages)  
 G. Edward MacDonald (History)  
 Brent MacLaine (English)  
 James Moran (History)  
 Sharon Myers (History)  
 Judy Lynn Richards (Sociology and Anthropology)

Canadian Studies is an interdisciplinary program drawing on the resources of twelve departments at UPEI. The goal of the program is to provide students with an in-depth understanding of Canadian society and culture. A student may major in Canadian Studies or may choose to plan a double major with Canadian Studies and another discipline.

## REQUIREMENTS FOR A MAJOR IN CANADIAN STUDIES

### THE MAJOR PROGRAM

#### PREREQUISITE

##### Admission to program

A student formally enters the Canadian Studies program in the third semester. The prerequisite for entry into the program is the completion of twelve semester hours of credit from two of the following departments: Economics, History, Modern Languages, Political Studies, Sociology or Anthropology. Students without these prerequisites may be admitted with the permission of the Director and the provision that the required courses be completed during the third or fourth semester.

#### The Second Year

In their second year at UPEI, students in the Canadian Studies Program will complete the core course The Atlantic Region (CST 201/202), as well as twelve hours of approved Canadian-area electives.

#### The Third Year

In their third year, students will complete the core course, The Canadian Experience (CST 301/302), as well as twelve hours of approved Canadian-area electives.

#### The Final Year

In the final year, students will complete the core courses Canada and the World (CST 401/402) and the Research Tutorial and Seminar (CST 410). In addition, students must complete a course in research methods (either History 211 or English 204) and six hours of approved Canadian-area electives.

#### General Requirements

1. A Canadian Studies major will be complete when a student

has completed twenty-four semester hours of core courses, an additional thirty semester hours of approved Canadian-area electives, and a course in research methods (either History 211 or English 204).

2. Students are required to maintain an average of 65% in the Canadian-area courses.

3. Students must complete twelve semester hours in Modern Languages (French) or successfully complete a written competency examination in the language. Students are strongly urged to consider additional work in French.

4. Students should consult with the Director when registering, in order to better plan an individual program suitable to their needs and interests.

## REQUIREMENTS FOR A MINOR IN CANADIAN STUDIES

### THE MINOR PROGRAM

A minor in Canadian Studies will be recognized when a student has successfully completed 21 semester hours of courses, including the core courses - Canadian Studies 201/202 (The Atlantic Region), Canadian Studies 301/302 (The Canadian Experience), and Canadian Studies 401/402 (Canada and the World) and one Canadian Studies or approved Canadian-area elective.

There is no language or grade average requirement for the minor.

## CANADIAN STUDIES CORE COURSES

### 201 THE ATLANTIC REGION

This course examines the Atlantic Region, considering such factors as history, geology, geography, climate, archaeology, biology, economics, politics, education, sociology, religion, literature, music, and folklore. The purpose of the course is to foster an understanding of the region, and to explore the role of the region within the Canadian context. The course draws upon a variety of university and community resource people. Cross-listed with History (cf. History 231)  
 Three hours a week

### 202 THE ATLANTIC REGION

A continuation of Canadian Studies 201.  
 Cross-listed with History (cf. History 232)  
 Three hours a week

### 301 THE CANADIAN EXPERIENCE

This course is designed to provide an opportunity to examine the development of Canadian culture from the perspectives of a number of distinct disciplines. The themes of colonialism, regionalism, metropolitanism and cultural diversity will provide the basis for this examination. The object of the course is to develop an awareness of the complex patterns of development in Canadian culture from the French period to the present. The course will consist of seminars and lectures by a variety of instructors.  
 Three hours a week

### 302 THE CANADIAN EXPERIENCE

A continuation of Canadian Studies 301.  
 Cross-listed with History (cf. History 302)  
 Three hours a week



**401 CANADA AND THE WORLD**

This interdisciplinary course compares Canada and its culture with two or three other countries and their cultures by choosing certain topics and studying them. (For example, ideological conflict, bilingualism, multi-culturalism, indigenous peoples, care for the environment, communications and media, higher education, the status of women, the status of minorities). Typically, the course focuses on three topics each semester. This is a lecture and seminar course drawing on the staff of several departments.

Three hours a week

**402 CANADA AND THE WORLD**

A continuation of Canadian Studies 401.

Three hours a week

**410 RESEARCH TUTORIAL AND SEMINAR**

This course is required for all senior students in Canadian Studies. The purpose of the course is to provide an opportunity for intensive inter-disciplinary research in an area to be determined by the student and participating faculty. Readings and research on the course will be supervised by at least two faculty members, from different disciplines, and the student is expected to present the results of the research in the form of an extended essay. This is a tutorial and seminar course.

Three hours a week

**451-452 DIRECTED STUDIES**

These courses are designed to provide an opportunity to examine special topics in Canadian Studies. The content and instructors will vary from year to year; open to both majors and non-majors. (See Academic Regulation 9 for Regulations Governing Directed Studies).

## CANADIAN-AREA ELECTIVES FOR CANADIAN STUDIES MAJORS

From time to time, as courses are added, dropped, or modified in participating departments, it becomes necessary to revise the list of acceptable Canadian-Area Electives.

**Biology**

- 101 Environmental Biology
- 314 Plant Community Ecology
- 351 Ornithology
- 371 Mammalogy
- 391 Marine Biology
- 411/412 Wildlife Biology

**Business Administration**

- 101 Introduction to Business
- 271 Organizational Behaviour
- 361 Human Resource Management
- 372 Industrial Relations
- 401/402 Business Law

**Economics**

- 101/102 Introductory Economics
- 211 Introduction to Resource Economics
- 212 Regional Economics
- 221 Canadian Economic History
- 222 Public Sector Economics
- 242 The Economics of Tourism
- 251 Money and Financial Institutions
- 283 Agricultural Economics
- 304 Canadian Economic Problems
- 323 Canadian Industrial Organization and Policy

- 324 Labour Economics

- 412 Public Finance

**Education**

- 471 Administration in Education
- 472 Supervision in Education
- 491 Sociology of Education

**English**

- 281 The English Language
- 321 English-Canadian Prose
- 322 English-Canadian Poetry
- 331 The Literature of Atlantic Canada
- 333 L.M. Montgomery
- 491/2 Variable content courses with Canadian Authors (offered periodically)

**Family and Nutritional Sciences**

- 341 Family Science (Human Development and the Family)

**Fine Arts**

- 321 Canadian Art

**History**

- 101/102 Survey of Canadian History
- 325 Canadian Social History to World War I
- 326 Canadian Social History Since World War I
- 331/332 History of PEI
- 352 The History of Quebec and French Canada
- 385 Women in 19th Century Canada
- 386 Women in 20th Century Canada
- 421/422 Canadian Political History
- 424 History of Canadian Nationalism and the Canadian Identity
- 426 A History of the Canadian Working Classes
- 431 Canadian External Relations
- 484 Applied Public History
- 489 20th Century PEI
- 491/492 Directed Studies (in approved Canadian areas of study)

**Modern Language**

- 101/102 French I/II
- 121/122 French III/IV
- 221 Langue et Lectures I
- 222 Langue et Lectures II
- 241 French Composition and Analysis I
- 242 French Composition and Analysis II
- 441/442 Literature Canadienne-Francaise I/II
- 443/444 Culture et Literature Acadienne I/II

**Music**

- 423/424 Canadian Music
- 425/426 Selected Composer Study (in an approved area)

**Philosophy**

- 111 Critical Thinking
- 202 Contemporary Moral Issues

**Physics**

- 261 Energy, Environment and the Economy

**Political Studies**

- 101 Introductory Politics I: Government & Politics in Liberal Democracies
- 102 Introductory Politics II: Political Ideologies in Liberal Democracies

201	Canadian Politics I: Government
202	Politics and Government of PEI
211	Law, Politics & the Judicial Process I
212	Law, Politics & the Judicial Process II
262	Canadian Politics II: Environment and Processes
301	Federalism and Federation
302	Canadian Federalism
311	Canadian Public Administration
314	Canadian Public Policy
321	Quebec Society and Politics
322	Canadian Provincial Politics: A Comparative Perspective
353	The Politics of Canadian-American Relations
401	Law, the Courts and the Constitution I
402	Law, the Courts and the Constitution II
411	Political Parties and Elections in Canada

**Religious Studies**

202	The Christian Religious Tradition
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**Sociology & Anthropology**

101/102	Introduction to Cultural Anthropology I & II
101/102	Sociology: Introduction to Sociology I & II
211	Sociology: Marriage and the Family
362	Sociology: Urban Sociology
371	Sociology: Canadian Society
222	Soc/Anth: Native Canadians
252	Soc/Anth: Social Gerontology
261	Soc/Anth: Sex, Gender and Society
262	Soc/Anth: Minority and Ethnic Groups in Canada
312	Soc/Anth: Rural Society
331	Soc/Anth: The Community

**Women's Studies**

101	Gender, Equality, and Difference
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**Chemistry**

[www.upei.ca/chemistry/](http://www.upei.ca/chemistry/)

**Chemistry Faculty**

Michael T.H. Liu, Professor Emeritus  
 Brian D. Wagner, Professor, Chair  
 Robert I. Haines, Professor  
 Russell Kerr, Professor  
 Rabin Bissessur, Associate Professor  
 Nola Etkin, Associate Professor  
 Barry Linkletter, Associate Professor  
 Michael Shaver, Assistant Professor  
 Robert Chapman, Adjunct Professor  
 J. Regis Duffy, Adjunct Professor  
 Gary Reid, Adjunct Professor  
 Junzeng Zhang, Adjunct Professor

Accreditation received by the Canadian Society for Chemistry National Board for the Chemistry Major and Honours Program.

**GENERAL REQUIREMENTS**

For all courses with both laboratory and lecture components, credit will be granted only if satisfactory standing in both of these components has been obtained.

**REQUIREMENTS FOR A MAJOR IN CHEMISTRY**

Students pursuing a Bachelor of Science degree with a major in

Chemistry must take at least 42 semester hours of chemistry in total and must at the same time complete certain courses as specified by the major requirements.

The required Chemistry courses are: Chemistry 111-112, Chemistry 221, Chemistry 241-242, Chemistry 231, Chemistry 272, Chemistry 322, Chemistry 331, Chemistry 342, Chemistry 351, Chemistry 361, Chemistry 374, and one Chemistry elective. An outline of the Chemistry major requirements in the suggested sequence for their completion is given below, but deviations from it are permitted provided that the pertinent prerequisites are fulfilled.

Additional course requirements for the Chemistry major include the following courses from other disciplines: Biology 111-112, Mathematics 151, Mathematics 152, Mathematics 221 and a Math elective, Physics 111-112 or Physics 111-122. As well, students majoring in Chemistry are advised to take Physics 272 (Electronics and Instrumentation).

All programs of study of students declared as Chemistry majors must be approved by the Chair of the Department. An outline of the Chemistry major requirements in the suggested sequence for their completion is given below, but deviations from it are permitted provided that the pertinent prerequisites are fulfilled.

<b>First Year</b>		Semester hours of credit
Chemistry 111-112	General Chemistry I and II .....	6
Biology 111-112	General Biology I and II .....	6
Physics 111-112 or 111-122	General Physics .....	6
Mathematics 151-152	Calculus I and II .....	6
Electives	(6 semester hours) .....	6
Total .....		30

<b>Second Year</b>		
Chemistry 221	Analytical Chemistry .....	3
Chemistry 241-242	Organic Chemistry I & II .....	6
Chemistry 231	Physical Chemistry I .....	3
Chemistry 272	Inorganic Chemistry I .....	3
Mathematics 221	Introductory Statistics .....	3
Electives	(12 semester hours) .....	12
Total .....		30

<b>Third Year</b>		
Chemistry 322	Analytical Instrumentation .....	3
Chemistry 331	Physical Chemistry II .....	3
Chemistry 342	Advanced Organic Chemistry .....	3
Chemistry 361	Organic Spectroscopy .....	3
Chemistry 374	Inorganic Chemistry II .....	3
Mathematics elective	(3 semester hours) .....	3
Electives	(12 semester hours) .....	12
Total .....		30

<b>Fourth Year</b>		
Chemistry 351 .....		3
Chemistry Elective	(3 semester hours) .....	3
Electives	(24 semester hours) .....	24
Total .....		30

The Chemistry electives may be chosen from the Chemistry courses numbered: 202, 282, 352, 432, 441, 463, 464, 466, 467, 468, 469 or 482. At least one of the electives must be a laboratory course. The mathematics elective may be selected from Mathematics 242, 251 or 261.

## REQUIREMENTS FOR A MINOR IN CHEMISTRY

Students may obtain a degree with a minor in Chemistry by successfully completing the following courses: Chemistry 111-112, Chemistry 221, Chemistry 231, Chemistry 241 or 243, Chemistry 242 or Chemistry 202, and Chemistry 272.

## REQUIREMENTS FOR HONOURS IN CHEMISTRY

The Honours Program in Chemistry is designed to provide research experience at the undergraduate level within the BSc program. It is available to students with a strong academic background who intend to continue studies at the post-graduate level in Chemistry or some related field, or to students who intend to pursue a career where research experience would be an asset.

The Honours Program differs from the major in requiring a two-semester research course with thesis report, in the requirement of 126 semester hours for the degree and in the requirement of an additional five advanced Chemistry courses. The following are the course requirements for the Honours Program in Chemistry:

First Year	Semester hours of credit
Chemistry 111-112	General Chemistry I and II..... 6
Biology 111-112	General Biology I and II ..... 6
Physics 111-112 or 111-122	General Physics..... 6
Mathematics 151-152	Calculus I and II ..... 6
Electives	(6 semester hours)..... 6
Total .....	30

Second Year	
Chemistry 221	Analytical Chemistry ..... 3
Chemistry 241-242	Organic Chemistry I & II..... 6
Chemistry 231	Physical Chemistry I ..... 3
Chemistry 272	Inorganic Chemistry I..... 3
Mathematics 221	Introductory Statistics ..... 3
Mathematics 251	Calculus..... 3
Physics	one of 211, 221, 272 or 332..... 3
Electives	(6 semester hours)..... 6
Total .....	30

Third Year	
Chemistry 322	Analytical Instrumentation..... 3
Chemistry 331	Physical Chemistry II ..... 3
Chemistry 342	Advanced Organic Chemistry..... 3
Chemistry 351	Biochemistry I..... 3
Chemistry 361	Organic Spectroscopy ..... 3
Chemistry 374	Inorganic Chemistry II..... 3
Mathematics elective	(3 semester hours)..... 3
Electives	(9 semester hours)..... 9
Total .....	30

Fourth Year	
Chemistry 432	Quantum Chemistry & Statistical Thermodynamics..... 3
Chemistry 441	Physical Organic Chemistry..... 3
Chemistry 490	Honours Project..... 12
Chemistry electives	(9 semester hours)..... 9
Electives	(9 semester hours)..... 9
Total .....	36

The Chemistry electives may be chosen from among Chemistry courses numbered: 202, 282, 352, 461, 462, 463, 464, 466, 467, 468, or 469. The Mathematics elective may be chosen

from Mathematics 252, 261, 301 or 321 in consultation with the Chair.

Honours students should note that Chemistry 490 is a two-semester course and carries twelve semester hours of credit. No credit for the first semester will be granted without successful completion of the second semester of the course.

For admission to the Honours Program, students must have a minimum average of 70% in all previous courses; normally the Department expects high second-class standing or first-class standing in previous Chemistry courses. Permission of the Department is also required and is contingent on the student finding an Honours Advisor, on being assigned an advisory committee, on acceptance of the research project by the Chemistry Department, and on general acceptability. Students interested in doing Honours should consult with the Department Chair as early as possible and not later than March 31 of the student's third year.

To graduate with a BSc Honours in Chemistry, students must complete 126 semester hours of credit which meet the required courses outlined above. As well, students must attain a 75% average in all Chemistry courses combined and must achieve a minimum overall average of 70% in all courses submitted for the degree. Students failing to meet the Honours requirements may apply for a transfer to the BSc Chemistry Major Program or to other degree programs.

## NOTES REGARDING 100-LEVEL CHEMISTRY COURSES

Chemistry 111-112 are introductory courses required for, but not restricted to, Chemistry Majors and Honours. A combined average of at least 60% is a prerequisite for all Chemistry courses above the 100 level. However, this course prerequisite may also be met by the successful completion of a qualifying examination to be offered each year on the first Tuesday after Labor Day. This examination, which shall cover material from both Chemistry 111 and 112 is open to those who have passing grades for both Chemistry 111 and 112, but who do not have a combined average of at least 60%. To be admitted to Chemistry courses above the 100 level, students must achieve a score of 65% on the qualifying examination. The score on the qualifying exam will not replace those attained in Chemistry 111 and 112, nor shall it be factored into any calculation of grades for graduation, scholarships or other purposes. This course prerequisite may also be waived with the permission of the Chair for individual courses. This 60% combined average regulation does not apply to students who have received credit for Chemistry 111-112 prior to the 2007-2008 academic year.

## CHEMISTRY COURSES

### 001 INTRODUCTION TO THE ESSENTIALS OF CHEMISTRY

This is a non-credit course is designed primarily for students needing an introduction to chemical principles, as preparation for first year chemistry. Basic chemical principles are introduced in relation to everyday applications, including industry and the environment. Topics include: matter and energy; elements and atoms; nomenclature and chemical reactions; electron arrangements in atoms; chemical quantities and calculations; acids and bases; and gases. Classes will be augmented by laboratory demonstrations. This course is highly recommended for those students planning to take Chemistry 111 and who do not have Grade 12 Academic Chemistry.

**111 GENERAL CHEMISTRY I**

This course emphasizes the fundamentals of chemistry. Topics include: atoms, molecules and ions; stoichiometry; mass relations; gases and their behaviour; electronic structure and the periodic table; covalent bonding and molecular geometry; and thermochemistry. The laboratory associated with this course stresses stoichiometry, qualitative analysis, atomic spectroscopy and thermochemistry.

**PREREQUISITE:** Grade XII Chemistry or the permission of the Chair in special cases

Three lecture hours a week; one three-hour laboratory period or tutorial a week.

**112 GENERAL CHEMISTRY II**

This course continues the subject matter of Chemistry 111. Topics include: chemical equilibrium, acids and bases, intermolecular forces, solutions, chemical kinetics, entropy and Gibbs energy, redox equations and electrochemistry. The laboratory associated with this course stresses volumetric analysis, titration curves and chemical kinetics.

**PREREQUISITE:** Chemistry 111

Three lecture hours a week; one three-hour laboratory period or tutorial a week.

**202 ENVIRONMENTAL CHEMISTRY**

This course deals with the major topics of concern in environmental chemistry. Emphasis is placed on the chemistry involved, as well as assessment of the relative hazards and corrective methods available to provide abatement. Topics covered include: atmospheric free radical chemistry, the greenhouse effect, stratospheric ozone, tropospheric chemistry and photochemical smog, the chemistry of natural water systems, acid rain, indoor air quality, sewage and waste management, chlorinated organic compounds, and heavy metals in the environment.

**PREREQUISITE:** Chemistry 112

Three lecture hours a week; laboratory or field trip every other week

**221 ANALYTICAL CHEMISTRY**

The treatment of analytical data and the estimation of experimental error are considered in detail. Chemical equilibrium, rate and equilibrium constants, abundance and titration curves, complexometric and redox reactions are discussed. The Beer-Lambert law and colorimetry are also examined. The laboratory work includes a selection of gravimetric, volumetric and colorimetric techniques relevant to the theory discussed.

**PREREQUISITE:** Chemistry 112

Three lecture hours and four laboratory hours a week

**231 PHYSICAL CHEMISTRY I**

This is an introductory course that deals with the topics of kinetic theory, introductory thermodynamics and thermochemistry, phase diagrams, conductivity, electrochemistry and introductory reaction kinetics. The latter includes first- and second-order reactions, as well as methods for dealing with the kinetics of complex reaction mechanisms.

**PREREQUISITE:** Chemistry 112, Mathematics 151-152, or Mathematics 112 with permission of the Chair

Three lecture hours and three hours laboratory a week

**241 ORGANIC CHEMISTRY I**

This course introduces students to the structure and reactivity of hydrocarbons and functional groups, stereochemistry, aromaticity, nucleophilicity and electrophilicity, basic types of organic reactions and the application of spectroscopy to structure elucidation.

**PREREQUISITE:** Chemistry 112

Three lecture hours and three hours laboratory a week

**NOTE:** Credit can not be obtained for both Chemistry 241 and Chemistry 243.

**242 ORGANIC CHEMISTRY II**

This course provides a detailed examination of reactivity and mechanisms of organic reactions, including nucleophilic substitution, elimination, addition, electrophilic aromatic substitution, reactions of carbonyl compounds, and rearrangements. Some multistep synthesis and polymers (including biopolymers) are also discussed.

**PREREQUISITE:** Chemistry 241

Three lecture hours and three laboratory hours a week

**243 ORGANIC CHEMISTRY FOR THE LIFE SCIENCES**

This course is an introduction to organic chemistry for students in the life sciences (and others who do not intend to pursue a major in chemistry). Topics covered include the structure and reactivity of hydrocarbons and functional groups, stereochemistry, aromaticity, nucleophilicity and electrophilicity. Basic types of reactions discussed include nucleophilic substitution, elimination, addition, oxidation/reduction and reactions of carbonyl compounds.

**PREREQUISITE:** Chemistry 112

Three lecture hours and three hours laboratory a week.

**NOTE:** Credit can not be obtained for both Chemistry 241 and Chemistry 243.

**272 INORGANIC CHEMISTRY I**

This course examines the descriptive chemistry of the main group elements and their compounds; periodic trends in reactivity, structure and physical properties. Other topics include: electronic configuration, an introduction to symmetry operations and symmetry elements, bonding theories (molecular orbital theory), acid-base theory, and special topics (industrial application, bioinorganic chemistry).

**PREREQUISITE:** Chemistry 112

Three lecture hours and four laboratory hours a week

**282 INTRODUCTION TO SCIENTIFIC RESEARCH**

This course introduces students to some of the basic skills required in planning and reporting scientific research. It includes electronic searching of the literature, planning and design of experiments, analysis of experimental data, assessment of experimental error, scientific proof, ethics in research and styles of scientific reports.

**PREREQUISITE:** Chemistry 112

Three lecture hours a week

**322 ANALYTICAL INSTRUMENTATION**

This course introduces a variety of instrumentation techniques, and examines the theory, advantages and limitations associated with each. Topics include uv-visible absorption spectroscopy, atomic absorption and emission spectroscopy, operational components of spectrophotometers; electro-analytical methods, potentiometric methods, ion-specific electrodes, voltammetry, liquid chromatography, gas chromatography, spreadsheet methods and statistical software.

**PREREQUISITE:** Chemistry 221 or permission of the Chair

Three lecture hours and four laboratory hours a week

**331 PHYSICAL CHEMISTRY II**

This course builds on the physical chemistry topics introduced in Chemistry 231, reinforcing those topics in depth and introducing additional concepts of physical chemistry. Topics



include: advanced thermodynamics and kinetics, atomic spectroscopy, rotational and vibrational spectroscopy of small molecules and applications of symmetry and group theory to physical chemistry.

PREREQUISITE: Chemistry 231

Three lecture hours and three hours laboratory a week

### 342 ADVANCED ORGANIC CHEMISTRY

This course addresses the application of structure elucidation and synthetic methods to organic chemistry. Topics covered include: enolates, enamines, functional group interconversion, polycyclic and heterocyclic aromatic compounds, cycloadditions, rearrangements, multistep syntheses, and natural product synthesis.

PREREQUISITE: Chemistry 242 and Chemistry 361

Three lecture hours and four laboratory hours a week

### 351 BIOCHEMISTRY I

This course is an introduction to the major biological macromolecules: proteins, carbohydrates, lipids and nucleic acids, with emphasis placed on structure, chemistry and functions. Other topics include: thermodynamics, enzyme catalysis and kinetics, and an overview of metabolism. The laboratory portion of the course focuses on the physical and chemical properties of the four macromolecules. Students use modern biochemistry techniques including ion-exchange and affinity chromatography, spectroscopy and electrophoresis.

PREREQUISITE: Chemistry 242 or Chemistry 243

Three lecture hours and three hours laboratory a week

### 352 BIOCHEMISTRY II

This course focuses on the following aspects of metabolism: glycolysis and tricarboxylic acid cycle, electron transport, lipid metabolism, nitrogen metabolism, DNA and RNA metabolism, and protein biosynthesis. Laboratory experiments include the study of food and human fluids. Recombinant DNA techniques are used to study the metabolism of DNA, RNA and proteins.

PREREQUISITE: Chemistry 351

Three lecture hours and three hours laboratory a week

### 361 SPECTROSCOPIC METHODS IN STRUCTURAL ANALYSIS

This course examines ultraviolet, visible, infrared and n.m.r. spectroscopy and mass spectrometry in terms of the physical processes responsible for the energy absorption and ion generation. Problems associated with the recording and interpretation of spectra are addressed and the application of spectral analysis to structural identification is stressed.

PREREQUISITE: Chemistry 242

Three lecture hours and three hours laboratory a week

### 374 INORGANIC CHEMISTRY II

This course introduces the chemistry of the transition metals, focusing on coordination and organotransition metal compounds. It discusses the geometry, bonding models (ligand field theory, molecular orbital theory, isolobal analogy), and electronic properties of the transition metals and their compounds. It examines specific families with respect to their chemical and physical properties and their reactivity (ligand substitution, oxidative addition, reductive elimination, insertion reactions) as related to their structure and bonding. Other topics include application to industrial processes and bioinorganic chemistry.

PREREQUISITE: Chemistry 272

Three lecture hours and three hours laboratory a week

### 432 QUANTUM CHEMISTRY AND STATISTICAL THERMODYNAMICS

This course introduces students to two advanced areas of physical chemistry. Quantum chemistry principles are described in detail, with applications to the cases of a particle in a box, the harmonic oscillator, the rigid rotor, and the hydrogen atom. Approximate methods for dealing with systems beyond the hydrogen atom are discussed, including perturbation and variation theories. Molecular orbital methods, such as the Hückel theory, are also introduced. The conceptual approaches and calculations of statistical thermodynamics are used to develop partition functions and to calculate macroscopic thermodynamic properties of matter.

PREREQUISITE: Chemistry 331, Mathematics 251

Three lecture hours a week

### 441 PHYSICAL ORGANIC CHEMISTRY

This course examines the qualitative and quantitative relationships between the rates and mechanisms of organic reactions, and the electronic and physical structures of reactants. Among the topics considered are: theory and applications of inductive and resonance effects, linear free energy relationships, kinetic isotope effects, solvent effects, steric effects in substitution and elimination reactions, acids and bases and pericyclic reactions, applications of semi-empirical and ab initio molecular orbital calculations.

PREREQUISITE: Chemistry 242

Three lecture hours a week

### 461-462 DIRECTED STUDIES IN CHEMISTRY

These courses may be offered at the discretion of the Department to advanced students. Conditions under which they are offered and entry will be subject to the approval of the Chair of the Department and the Dean of Science.

(See Academic Regulation 9 for Regulations Governing Directed Studies.)

### 463 ADVANCED TOPICS IN PHYSICAL CHEMISTRY

This course introduces several specialty subject areas of physical chemistry. The topics of study include: free radical kinetics, photochemistry, photophysics, molecular fluorescence, surface chemistry and electrochemistry.

PREREQUISITE: Chemistry 331

Three lecture hours a week

### 464 POLYMER CHEMISTRY

This course examines the synthesis, properties, and applications of organic polymers. Topics include: ionic, radical and condensation polymerizations, as well as the newer catalytic methods.

PREREQUISITE: Chemistry 242

Three lecture hours and a one-hour laboratory a week

### 466 MACROCYCLIC CHEMISTRY

This course discusses current topics in macrocyclic chemistry. Topics covered include: template and non-template methods of syntheses; structure, reactivity and coordination chemistry of macrocycles, catenanes, rotaxanes; applications in catalysis, substrate binding and molecular recognition and supramolecular chemistry.

PREREQUISITE: Chemistry 231, 242, 272

Three lecture hours a week

### 467 ORGANOMETALLIC CHEMISTRY

Current research topics in organometallic chemistry are discussed with a focus on the synthetic applications of organometallic compounds. Topics include: their industrial application



as polymerization catalysts, their use as chiral metal templates for directing the stereospecific outcome of organic reactions, and their role in the development of material science. The current literature is explored to illustrate the broad range of interdisciplinary applications of organometallic chemistry.

**PREREQUISITE:** Chemistry 374

Three lecture hours a week

#### 469 MATERIALS CHEMISTRY

This course discusses current topics in materials chemistry. Topics include the synthesis and characterization of intercalation compounds, conductive polymers and their applications, semiconductors and their applications, defects in inorganic solids, and transport measurements.

**PREREQUISITE:** Chemistry 242, 331, 374

Three lecture hours a week

#### 481 SPECIAL TOPICS

A course in which topics or issues are explored outside the core area.

#### 482 ADVANCED CHEMISTRY LABORATORY

A laboratory course designed to review, unify, and augment the content of previous chemistry courses and to provide an introduction to chemical research. Students will abstract and adapt procedures from the chemical literature and apply them in research projects. Components in the evaluation include a written thesis and its oral presentation.

**PREREQUISITES:** All Chemistry courses of a 300 level or lower which are required for the Chemistry Major program  
Six hours laboratory a week (minimum)

#### 490 HONOURS RESEARCH AND THESIS

This course is a laboratory course focused on a project of original research. The course carries twelve semester hours of credit and is required of every Honours student in their final year of undergraduate study. The project is designed during the second semester of the prior year and intensive experimental work is conducted during the final year, for a minimum average of twelve hours per week, under the direction of an advisor and an advisory committee. The research results are reported in thesis format and are presented orally to the Department faculty and students.

**PREREQUISITE:** Acceptance to the Honours Program  
Twelve semester hours of credit

## Classics

[www.upei.ca/classics](http://www.upei.ca/classics)

#### Classics Faculty

D.F. Buck, Professor, Chair

The Greeks and the Romans laid foundations upon which Western Civilization rests. We owe to the Greeks the roots of much of our literature, science, philosophy and art, while the Romans gave the still living legacy of their language, literature and law to an empire that stretched from the North Sea to the Persian Gulf. To allow the student to share in this rich heritage, the Department of Classics offers courses in the languages, literature, history, philosophy and civilization of Greece and Rome.

Our courses in Greek and Roman Civilization are for students who wish to gain a general understanding of classical antiquity and are the usual basis for further work in Classics. The 200 and 300 level courses treat particular subjects and periods, but

none of the Classics courses requires a knowledge of Greek or Latin.

There are, however, courses in the Greek and Latin languages for both beginning and advanced students. Those who wish to learn Greek and Latin are urged to begin their studies as early as possible in their university careers.

Students who pass in Classics 101, 102, 202, 342, 431 and 432 may claim credit for these courses in the Department of History.

## REQUIREMENTS FOR A MINOR IN CLASSICS

1. A Minor in Classics consists of 21 semester hours.
2. The 21 semester hours must be distributed as follows:
  - (a) 6 hours in Greek or 6 hours in Latin.
  - (b) 6 hours in civilization courses; i.e. non-language courses offered by the Classics Department or cross-listed courses recommended by the Department.
  - (c) 9 hours of electives at the 200 level or above; at least 3 of these 9 hours must be at the 300 level or above.

## CLASSICS COURSES

### 101 GREEK CIVILIZATION

This course surveys Greek Civilization from the Bronze Age to the death of Alexander the Great. It examines important political, literary and artistic creations, such as Athenian democracy, tragic drama and sculpture, within their historical contexts. The aim is to provide both a general understanding of Ancient Greece, including its contribution to Western Civilization, and a basis for further work in Classics.

Cross-listed with History (cf. History 251)

**PREREQUISITE:** None

Three hours a week

### 102 ROMAN CIVILIZATION

This course surveys Roman Civilization from its beginnings to the fall of Rome. It examines important political, literary and material creations, such as the Empire, the Aeneid, and the Colosseum, within their historical contexts. The aim is to provide both a general understanding of Ancient Rome, including its contribution to Western Civilization, and a basis for further work in Classics.

Cross-listed with History (cf. History 252)

**PREREQUISITE:** None

Three hours a week

### 121 CLASSICAL MYTHOLOGY

This course surveys the Greek and Roman myths as they are found in the religion, pre-scientific thought, literature, philosophy and art of the Ancient World. These myths helped to make the universe, society and the individual intelligible to the Ancients and have contributed significantly to the art and literature of Western Civilization. The aim of the course is to provide both a general understanding of Greek and Roman culture and a basis for further work in Classics.

Cross-listed with Religious Studies (cf. Religious Studies 271)

**PREREQUISITE:** None

Three hours a week

### 202 AUGUSTUS AND THE EARLY ROMAN EMPIRE

This course gives detailed consideration to the political, military, social and economic history of the Roman Empire from the assassination of Julius Caesar to the suicide of Nero. The

focus is on the civil wars of the Late Republic, the achievements of the Augustan Principate and its evolution under the Julio-Claudian emperors. Particular attention is given to the literary and documentary sources, especially Tacitus' *Annals* and Suetonius' *Lives of the Caesars*.

Cross-listed with History (cf. History 271)

PREREQUISITE: Classics 102, or 121, or permission of the instructor

Three hours a week

### 212 ANCIENT TRAGEDY

This course examines critically the more important surviving plays of Aeschylus, Sophocles, Euripides and Seneca as dramatic reflections of the political, social, moral and religious concerns of the ancient Greeks and Romans. The aim is to develop a capacity for the critical appreciation of drama and an understanding of the society from which it emerged.

PREREQUISITE: Classics 101, or 121, or permission of the instructor

Three hours a week

### 222 ANCIENT COMEDY

This course examines critically the more important surviving plays of Aristophanes, Menander, Plautus and Terence as comic reflections of the changing political, social, moral and religious concerns of the ancient Greeks and Romans. The aim is to develop a capacity for the critical appreciation of comedy and an understanding of the society from which it emerged.

PREREQUISITE: Classics 101, or 121, or permission of the instructor

Three hours a week

### 231 EGYPTIAN AND MESOPOTAMIAN ART

See Fine Arts History 201

### 232 GREEK ART

See Fine Arts History 202

### 241 ROMAN ART

See Fine Arts History 211

### 262 PLATO AND ARISTOTLE

See Philosophy 262

### 341 ROMAN LAW

Roman Law as opposed to British Common Law is the basis of the present law of most countries in Western Europe as well as of Quebec. It is not only fundamental for legal studies, but it also illuminates contemporary issues like divorce and human rights. This course examines the history, sources, procedure, substance and legacy of the Roman Civil and Criminal Law with special attention to Justinian's Institutes.

PREREQUISITE: Classics 102, or 202, or permission of the instructor

Three hours a week

### 342 THE LATER ROMAN EMPIRE (A.D. 284-410)

This course gives detailed consideration to the political, military, social, economic and religious history of the Roman Empire from the reign of Diocletian to the sack of Rome by Alaric the Visigoth. Attention is directed to the reasons why the Romans failed to halt the decline of their Empire.

Cross-listed with History (cf. History 272)

PREREQUISITE: Classics 102, or 202, or permission of the instructor

Three hours a week

## LANGUAGE COURSES

### GREEK

#### 101

This course provides an introduction to the grammar and syntax of Classical Greek.

PREREQUISITE: None

Three hours a week

#### 102

This course provides a continuation of the study of the grammar and syntax of Classical Greek.

PREREQUISITE: Greek 101

Three hours a week

### LATIN

#### 101

This course provides an introduction to the grammar and syntax of the Latin language.

Three hours a week

#### 102

This course provides a continuation of the study of the grammar and syntax of the Latin language.

PREREQUISITE: Latin 101

Three hours a week

### 431-432 DIRECTED STUDIES

Student and teacher jointly investigate problems or authors or do advanced language studies in consultation with the Chair.

May be used as a History credit with approval of History Chair

PREREQUISITE: Four courses in Classics

(See Academic Regulation 9 for Regulations Governing Directed Studies.)

## Computer Science and Information Technology

[www.csit.upei.ca/](http://www.csit.upei.ca/)

### Computer Science Faculty

David LeBlanc, Assistant Professor, Chair

Cezar Câmpeanu, Associate Professor

Wayne Cutcliffe, Associate Professor

Stephen Howard, Associate Professor

Yingwei Wang, Assistant Professor

Qiang Ye, Lecturer

### DEGREE PROGRAMS

The Department of Computer Science and Information Technology offers a program of study leading to a Bachelor of Science degree with a Major in Computer Science and honours in Computer Science. An optional co-operative education stream is available for computer science majors.

### ADMISSION TO PROGRAMS

Students intending to take a major in Computer Science must make their intent known to the Department as soon as possible so that the Department will be able to give early and continued advice for course selection and further study or employment after graduation. Such prospective majors should make their intent known to the Department during their Second Year but should do so no later than Third Year. Students wishing

to pursue the computer science co-operative education stream should signify their intention during the first semester of their Second Year.

## SELECTION OF COURSES

Students majoring in Computer Science are permitted to take courses with the Information Technology, IT, designation for degree credit only as general electives, except where otherwise noted. Courses with the IT designation can not count towards a Minor in Computer Science.

## REQUIREMENTS FOR A MAJOR IN COMPUTER SCIENCE

The program requires a total of 120 semester hours of course credit. A total of 48 semester hours of Computer Science is required: 39 semester hours of core courses, plus 9 semester hours of electives above the 100 level. The core consists of Computer Science 151-152, 241, 252, 261, 282, 332, 352, 361, 371, 421, 481, 482. All core courses have three semester hours of credit. The required Mathematics courses are: Mathematics 151-152, 221, 242, 261. Also required are 6 semester hours of credit from Biology, Chemistry or Physics, 15 semester hours of credit from the Faculty of Arts (including the 6 semester hours of English required by the University), and three semester hours of credit from the School of Business Administration. An additional 9 semester hours of credit must be selected from either the Faculty of Science (other than Computer Science and Information Technology) or the School of Business Administration. Students are strongly encouraged to complete some of the Science and Business courses early in their program.

The following sequence of courses is suggested:

	Semester hours of credit
<b>First Year</b>	
Computer Science 151-152.....	6
Mathematics 151-152.....	6
English 101 & English Elective.....	6
Science Electives.....	6
Business & Arts Electives.....	6
<b>Second Year</b>	
Computer Science 241.....	3
Computer Science 252.....	3
Computer Science 261.....	3
Computer Science 282.....	3
Mathematics 242.....	3
Mathematics 261.....	3
Electives.....	12
<b>Third Year</b>	
Computer Science 332.....	3
Computer Science 352.....	3
Computer Science 361.....	3
Computer Science 371.....	3
Computer Science Elective.....	3
Mathematics 221.....	3
Electives.....	12
<b>Fourth Year</b>	
Computer Science 421.....	3
Computer Science 481.....	3
Computer Science 482.....	3
Computer Science Electives.....	6
Electives.....	15
<b>Total.....</b>	<b>120</b>

## REQUIREMENTS FOR HONOURS IN COMPUTER SCIENCE

The Honours program in Computer Science is designed to provide research experience at the undergraduate level. It is intended for students who are planning to pursue postgraduate studies in Computer Science or a related discipline, or who are planning a career where research experience would be an asset.

The program requires a total of 126 semester hours of course credit. A total of 60 semester hours of Computer Science is required: 42 semester hours of core courses, a 6 semester hour Honours project (CS 490), plus 12 semester hours of electives above the 100 level, at least 3 semester hours of which must be at the 400 level. The core consists of Computer Science 151-152, 241, 252, 261, 282, 332, 342, 352, 361, 371, 421, 411, 481. All core courses have three semester hours of credit. The required Mathematics courses are: Mathematics 151-152, 221, 242, 251, 261. Also required are 6 semester hours of credit from Biology, Chemistry or Physics, 15 semester hours of credit from the Faculty of Arts (including the 6 semester hours of English required by the University), and 3 semester hours of credit from the School of Business Administration. An additional 9 semester hours of credit must be selected from either the Faculty of Science (other than Computer Science and Information Technology) or the School of Business Administration. Students are strongly encouraged to complete some of the Science and Business courses early in their program.

To graduate with the Honours in Computer Science, students must achieve a minimum average of 75% in all Computer Science courses combined, and must achieve a minimum overall average of 70% in all courses submitted for the degree.

The specific courses are listed below:

	Semester hours of credit
<b>First Year</b>	
Computer Science 151-152.....	6
Mathematics 151-152.....	6
English 101 + English Elective.....	6
Science Electives.....	6
Business & Arts Elective.....	6
<b>Second Year</b>	
Computer Science 241.....	3
Computer Science 252.....	3
Computer Science 261.....	3
Computer Science 282.....	3
Mathematics 242.....	3
Mathematics 251.....	3
Mathematics 261.....	3
Electives.....	9
<b>Third Year</b>	
Computer Science 332.....	3
Computer Science 342.....	3
Computer Science 352.....	3
Computer Science 361.....	3
Computer Science 371.....	3
Computer Science Elective.....	3
Mathematics 221.....	3
Electives.....	9
<b>Fourth Year</b>	
Computer Science 411.....	3
Computer Science 421.....	3
Computer Science 481.....	3
Computer Science Electives.....	9

Computer Science 490 (Honours Research Project).....	6
Electives.....	12
<b>Total.....</b>	<b>126</b>

## ENTRANCE REQUIREMENTS

Permission of the Department is required for admission to the program. Students must normally have a minimum average of 70% in all previous courses. The Department expects first-class or high second-class standing in all previous Computer Science courses. Admission is contingent upon the student finding a project advisor. Students interested in doing Honours are strongly encouraged to consult with the Department Chair as soon as possible, and no later than January 31 of the student's third year. Students admitted to the program need acceptance by the Department of a topic for the Honours project by March 31 of their third year.

## COMPUTER SCIENCE CO-OPERATIVE EDUCATION PROGRAM

The Computer Science Co-operative Education Program is an optional five-year program that complements the Bachelor of Science Program in Computer Science with a minimum of 4 terms of supervised work experience divided between at least two placements. A placement is the continuous period a student spends with one employer. Each placement can be one work term or two work terms in duration and must start at the beginning of January, May or September. A work term is 14 to 16 weeks in duration but in exceptional circumstances a shorter duration work period may be permitted. Normally, the first work placement commences after the student has completed two years of the BSc degree program.

Students should note that the Co-operative Education Program is not a summer work program. At least one work term will be taken during a regular academic term. A limited number of placements will be available in a given year. Eligibility for a placement will be decided by the Co-op Co-ordinator and Program Director while hiring decisions for Co-op students are made by the employers.

Students are required to apply by early December for a first work term starting in May of the following year, or in early April for a first work term starting the following January. Students who successfully complete all requirements of the program will have a notation entered on their transcripts.

## ADMISSION REQUIREMENTS

Applications to join the Computer Science Co-operative Education Program are made at the end of the first or second academic terms to the Co-operative Education Co-ordinator. A student must be a full time student majoring in Computer Science at the time of application. In addition to their interest, motivation, and abilities assessed through an interview, students must complete the requirements for the second year of their undergraduate BSc program in Computer Science with a cumulative average of 65% or higher and a Computer Science average of 65% or higher to be admitted to the program. These requirements normally include the completion of 60 credit hours towards the BSc Degree at the time of their first placement including CS 151, CS 152, CS 241, CS 252, CS 261, and CS 282. Applicants who have completed 54 credit hours will be considered provided that the required Computer Science core courses are completed at the time of the first placement. Students not admitted may reapply at the next opportunity.

## CONTINUANCE REQUIREMENTS

To remain in the Co-op program, the student must continue to satisfy all the requirements of the BSc Program, and maintain cumulative and Computer Science averages of 65%, in addition to achieving satisfactory performance on previous work terms. Students must register for a Co-operative education work term before each work term. They must also attend the seminars and workshops organized to provide the required employment orientation. They may also be required to give talks to their peers introducing tools and techniques learned on the job.

## PROGRAM REQUIREMENTS

In addition to satisfying the requirements for the BSc Program in Computer Science, Co-operative education students must fulfill the following requirements:

1. The completion of a minimum of four terms of work experience in approved, academically-relevant, employment situations of 14 to 16 weeks duration each.
2. A satisfactory employer evaluation for each co-op work placement.
3. The satisfactory completion of a written report for each placement.
4. Fulfilment of any other requirements specified by the Department, such as the participation in seminars and workshops. A notation will be placed on students' academic transcripts following completion of each work term.

## WITHDRAWAL CONDITIONS

Students may be required to withdraw from the Co-op Program if:

1. They are dismissed from, discontinue, or fail an appropriate and approved Co-op work term position due to a fault on their part;
2. They fail to submit or successfully complete a work term report;
3. They do not satisfy the continuance requirements including the required course grade average necessary for continuance in Cooperative Education;
4. They are no longer suited for the particular requirements of the Cooperative Education Program for a reason such as failure to abide by the policies and regulations governing the program. Students have the right of appeal under Academic Regulation 12.

## REGISTRATION

Students are required to register for all work terms at the Registrar's Office, according to normal registration procedures. Work terms will officially be designated on students' transcripts as pass or fail.

## FEES

Students pay for their academic courses as they are taken. Students accepted to the Cooperative Education Program are required to pay regular student fees and a Co-operative Education Program Fee (see Calendar section on fees).

## REQUIREMENTS FOR A MINOR IN COMPUTER SCIENCE

Students may obtain a minor in Computer Science by complet-



ing at least 21 semester hours of courses in Computer Science defined as follows:

	Semester hours of credit
CS 151-152 Introduction to Computer Science I & II .....	6
CS 252 Computer Organization and Architecture .....	3
CS 261 Data Structures and Algorithms .....	3
plus 3 semester hours of Computer Science at the 300 level or above, and an additional 6 semester hours of Computer Science at the 200 level or above.	

## COMPUTER SCIENCE COURSES

### 151 INTRODUCTION TO COMPUTER SCIENCE I

This course is the first of a two course sequence designed to introduce Computer Science fundamentals to students who intend to continue with further studies in the discipline. The major emphasis is on modelling and programming fundamentals using a high level object-oriented language such as Java. Topics include the programming process, class design, object behaviour, control structures, primitive data types, input/output, graphical user interfaces, collection classes, elementary searching, and sorting.

PREREQUISITE: Grade XII academic Mathematics

Three lecture hours and one laboratory session a week

NOTE: CS 151 and Engineering 231 cannot be double credited

### 152 INTRODUCTION TO COMPUTER SCIENCE II

This course continues the development of object-oriented programming topics introduced in CS 151. It is intended for students who plan to continue with further Computer Science courses. Topics include inheritance, polymorphism, recursion, exception handling, graphical user interfaces, data structures (lists, stacks, queues, trees, graphs), threads, network programming.

PREREQUISITE: CS 151

Three lecture hours and one laboratory session a week

### 206 ADVANCED WEB DEVELOPMENT AND PROGRAMMING

See Information Technology 306

### 241 DIGITAL SYSTEMS

This course provides an introduction to digital systems, beginning with elementary components such as logic gates, and progressing to more complex systems such as programmable logic devices, memory and processor units. Students acquire skills in the design and analysis of combinational and sequential digital systems, CAD design and simulation tools for complex systems, and construction of digital systems. Familiarity with TTL gates, the MAX-Plus design platform and hands-on work with Programmable Logic Devices will be the focal points in the laboratory.

PREREQUISITE: CS 151 or Engineering 231; and six semester hours of Mathematics

Three lecture hours and one laboratory session a week

### 252 COMPUTER ORGANIZATION AND ARCHITECTURE

This course provides a basic understanding of the organization and architecture of modern computer systems. It examines the function and design of major hardware components both from a designer's perspective and through assembly language programming. Topics include components and their interconnection, internal/ external memory, input/output subsystems, processors, computer arithmetic, instruction sets, addressing modes, and pipelining.

PREREQUISITE: CS 152

Three hours a week

### 261 DATA STRUCTURES AND ALGORITHMS

This course continues the study of data structures, recursive algorithms, searching and sorting techniques, and general strategies for problem solving. It also introduces complexity analysis and complexity classes.

PREREQUISITE: CS 152 and six semester hours of Mathematics

Three lecture hours a week

### 262 COMPARATIVE PROGRAMMING LANGUAGES

This course examines the principal features of major types of programming languages, including procedural, logical, functional and object-oriented languages. Features include parameter-passing mechanisms, control structures, scope, and binding rules. Each language type is illustrated by considering a specific language.

PREREQUISITE: CS 261

Three lecture hours a week

### 282 INTRODUCTION TO SYSTEM PROGRAMMING

This course introduces the student to development tools, system programming, elementary networking in the UNIX environment, and C/C++ programming from the perspective of a second language. Topics include shell programming, debugging, editing, file and directory management, C and C++ programming and programming tools, the X-window system, inter-process communication and basic TCP/IP networking. This course provides the fundamental tools necessary for software development in the advanced Computer Science courses.

PREREQUISITE: CS 152

Three lecture hours a week

### 321 HUMAN COMPUTER INTERFACE DESIGN

This course is an introduction to the design and evaluation of software interfaces and webpages. The course focuses on user-centered design and includes topics such as user analysis and modelling, iterative prototyping, usability testing, designing for the web, internationalization and localization.

Cross-listed with Information Technology (cf. IT 321)

PREREQUISITES: for CS 321: CS 152 and for IT 321: IT 121

Three hours a week

### 322 INTRODUCTION TO BIOINFORMATICS

This course is an introduction to bioinformatics, with a focus on a practical guide to the analysis of data on genes and proteins. It familiarizes students with the tools and principles of contemporary bioinformatics. Students acquire a working knowledge of a variety of publicly available data and computational tools important in bioinformatics, and a grasp of the underlying principles enabling them to evaluate and use novel techniques as they arise in the future.

Cross-listed with Biology (cf. Biology 322)

PREREQUISITE: CS 261 or BIO 223 or permission of instructor

Three lecture hours and a one-hour laboratory session a week

### 332 THEORY OF COMPUTING

This course introduces automata theory, formal languages and computability. Topics include: finite automata; regular expressions; regular, context-free, and context-sensitive languages; computability models; algorithmic decidable and undecidable problems.

Cross-listed with Mathematics (cf. Mathematics 332)

PREREQUISITE: CS 261 and Math 242

Three lecture hours a week

### 342 COMPUTER COMMUNICATIONS

This course introduces the basic principles of data communica-



tion: media, analog and digital transmission, encoding, timing, multiplexing, error detection, data link control, network topologies, switching and routing techniques, protocols, architectures, and standards.

PREREQUISITE: CS 252

Three lecture hours a week

### 352 OPERATING SYSTEMS

This course introduces the student to the major concepts of modern operating systems. Topics covered include: process management, memory management, file systems, design methodologies, architectural support, security and design and implement some components of a simple operating system.

PREREQUISITE: CS 252

Three lecture hours a week

### 361 ANALYSIS AND DESIGN OF ALGORITHMS

This course, which introduces the study of algorithm design and measures of efficiency, is a continuation of Computer Science 261. Topics include algorithm complexity and analysis; techniques such as divide and conquer, greedy and dynamic programming; searching and sorting algorithms; graph algorithms; text processing; efficient algorithms for several common computer science problems and NP-completeness.

PREREQUISITE: CS 261, Math 242

Three lecture hours a week

### 362 OBJECT-ORIENTED DESIGN

This course examines the principles of object-oriented design and their implications for software design, through the use of object-oriented languages such as C++, Java, and others like C#, Delphi, Smalltalk, Eiffel. Topics include unified modeling language, encapsulation, inheritance, polymorphism, software reuse, object interactions, and principles of design patterns.

PREREQUISITE: CS 261

Three lecture hours a week

### 371 DATABASE SYSTEMS

This course introduces the fundamental concepts necessary for the design, use and implementation of database systems. Topics discussed include: logical and physical organization of data, database models, data independence, data definition and manipulation languages, views, and embedding database languages in general programming languages.

PREREQUISITE: CS 261

Three lecture hours a week

### 392 NUMERICAL ANALYSIS

See Mathematics 392

### 411 ARTIFICIAL INTELLIGENCE AND AUTOMATED REASONING

This course introduces general problem-solving methods associated with automated reasoning and simulated intelligence. Topics include problem abstraction, state space heuristic search theory, knowledge representation, propositional logic, the programming language Prolog, reasoning with uncertainty, machine learning and connectionism.

PREREQUISITE: CS 261

Three lecture hours a week

### 421 PROFESSIONAL PRACTICE

This course prepares students for a career as a computing professional. Topics discussed include ethics, security, privacy and civil liberties, risk and liability, intellectual property, and certification standards. Professional and academic writing and presentation skills are also addressed.

PREREQUISITE: 3rd year standing in the Computer Science program and 6 semester hours of English

Three hours a week

### 432 COMPUTER GRAPHICS

This course introduces the principles and tools of interactive computer graphics: graphical input and output devices, primitive and composite object modelling, two- and three-dimensional transformations, hidden line and surface removal, colouring, and illumination models. Languages and general graphics standards are introduced.

PREREQUISITE: CS 261 and Math 261

Three lecture hours a week

### 442 DISTRIBUTED SYSTEMS

This course studies the fundamental aspects of modern distributed systems. Topics include: design goals and issues, transparency, communication, remote procedure call, remote method invocation, naming, replication, shared data and transactions, concurrency control, fault tolerance, security, management and distributed computing environments.

PREREQUISITE: CS 252

Three lecture hours a week

### 471 ADVANCED DATABASE SYSTEMS

This course builds upon Computer Science 371 - Database Systems. Advanced database techniques are covered in this course including concurrency control techniques, recovery techniques and database security, as well as object-oriented and distributed database systems.

PREREQUISITE: CS 371

Three lecture hours a week

### 472 COMPILER DESIGN

This is a first course in compiler design. The course covers: compilation phases, lexical analysis, parsing, scope rules, block structure, symbol tables, run-time heap and stack management, code generation, preprocessing, compiler-compilers, and translation systems.

PREREQUISITE: CS 332

Three lecture hours a week

### 481 SOFTWARE SYSTEMS DEVELOPMENT

This course emphasizes the theory, methods and tools employed in developing medium to large-scale software which is usable, efficient, maintainable and dependable. Topics include project costing, scheduling, team organization, project life-cycle models, requirements modelling/specification, user interface design, software design, software verification and testing, CASE tools, maintenance, configuration, and re-engineering.

PREREQUISITE: 4th year standing in Computer Science

Three lecture hours a week

### 482 SOFTWARE SYSTEMS DEVELOPMENT PROJECT

In this course students propose, complete and present a significant software project either individually or as part of a group. In doing so the student is expected to applying the system development skills learned in CS 481. The course applies object-oriented design principles through the use of UML. Students are encouraged to select (with the consent of the instructor) a project with a real-world client. It is recommended that students work in teams and that teams have a project selected before the commencement of this course.

PREREQUISITE: CS 481 (May be taken concurrently)

Three semester hours: One and a half lecture hours a week plus project time

**490 HONOURS RESEARCH PROJECT**

This course is intended to give research experience to students planning to pursue graduate studies in computer science or a related area, or planning a career where research experience would be an asset. It provides students with the opportunity to do an independent research project on a computer science topic, under the supervision of a faculty member. Typically, some of the work will be conducted during the summer months. **PREREQUISITE:** Acceptance to the Honours program and approval by the Department of the project topic (see Calendar listing for entrance requirements)  
Six semester hours of credit

**491-492 DIRECTED STUDIES**

These courses are designed and recommended for Computer Science students to encourage independent initiative and study. Reading and research will be conducted in one or more specialized areas.  
(See Academic Regulation 9 for Regulations Governing Directed Studies.)

**495 ADVANCED TOPICS IN COMPUTER SCIENCE**

This course provides students with an opportunity to pursue advanced topics in computer science. Content varies from year to year but is always at a fourth-year level. Prospective students should contact the department for a more detailed description of any particular year's offering.  
**PREREQUISITE:** Permission of the instructor  
Three lecture hours a week

**INFORMATION TECHNOLOGY COURSES****111 INTRODUCTION TO MICROCOMPUTERS  
(offered in both semesters)**

This course is designed to familiarize students with the use of microcomputers and their software. Topics include: major hardware components, the operating system, word processing, spreadsheet software, database management, data communications and technology trends.  
Two lecture hours and one hour practical experience a week

**121 INTRODUCTION TO COMPUTER PROGRAMMING**

This course is an introduction to computer programming for non-computer science majors. Students will be taught basic programming skills in a modern computer language. Topics include problem analysis, algorithm design, program structure, data types, selection, iteration, procedures, functions, and debugging of programs.  
Three lecture hours and one laboratory session a week  
**NOTE:** Credit will not be allowed for IT 121 if taken concurrent with, or subsequent to, CS 151 or Engineering 231.  
Familiarity with microcomputer use is assumed.

**205 WEB-BASED APPLICATION DEVELOPMENT AND PROGRAMMING**

This course focuses on the fundamentals of Web-based application development. Students will gain an understanding of some Web programming technologies. This course covers various mark-up languages (such as XHTML, Dynamic HTML, XML), scripting languages (JavaScript) and technologies for website creation and client-side programming.  
**PREREQUISITES:** IT 121 or CS 151 or permission of instructor  
Three hours a week

**261 REPRESENTATION AND STORAGE OF INFORMATION**

This course for non-computer science majors further explores

topics studied in an introduction programming course, examining commonly used methods for representing and manipulating information. The storage and retrieval of information is examined by studying various data structures. Topics include vectors, arrays, lists, files, stacks, queues, binary trees, graphs, searching and sorting techniques, recursive methods, and an introduction to objects.

**PREREQUISITES:** IT 121 or CS 151 or permission of instructor  
**NOTE:** Credit will not be allowed for both IT 261 and CS 152.  
Computer science majors will not receive credit for IT 261.  
Three hours a week

**271 APPLIED DATABASES**

This course is an introduction to relational database concepts and design for non-computer science majors. Topics include the database development life cycle, data modelling, database design, the Structured Query Language (SQL), database administration, data warehousing and data mining.  
**PREREQUISITES:** IT 121 or CS 151 or permission of instructor. IT 261 is recommended.  
**NOTE:** Credit will not be allowed for both IT 271 and CS 371.  
Computer science majors will not receive credit for IT 271.  
Three hours a week

**306 ADVANCED WEB DEVELOPMENT AND PROGRAMMING**

This course focuses on Web server fundamentals and organization. Students gain an understanding of some server-side Web programming technologies and become familiar with various programming languages (VB-script, Perl, PHP), protocols (CGI) and technologies for website creation and server-side programming. Database connectivity (PHP – MySQL) will also be studied.  
Cross-listed with Computer Science (cf. CS 206)  
**PREREQUISITES:** IT 205 or CS 152 or permission of instructor  
Three hours a week

**321 HUMAN COMPUTER INTERFACE DESIGN**

See Computer Science 321

**342 NETWORKS AND DISTRIBUTED SYSTEMS**

This course for non-computer science majors covers the essential elements of computer communication, networking and distributed systems with an emphasis on pervasive networks. Topics include basic data communication principles, networking issues (such as topology, switching, addressing, routing, protocol operation), and distributed systems (design goals, models, middleware role, and common distributed services). Issues such as naming, replication, fault tolerance, time, and security will be reviewed from a non-theoretical perspective.  
**PREREQUISITES:** IT 121 or CS 151 or permission of instructor.  
**NOTE:** Credit will not be allowed for IT 342 and CS 342.  
Computer science majors will not receive credit for IT 342.  
Three hours a week

**382 SYSTEMS ANALYSIS AND DESIGN**

This course for non-computer science majors offers an introduction to principles of systems analysis and design. Topics include project management, development models, risk analysis, software requirements specification, systems design, software quality assurance and testing methodologies.  
**PREREQUISITES:** IT 121 or CS 151 or permission of instructor  
**NOTE:** Credit will not be allowed for both IT 382 and CS 481.  
Computer science majors will not receive credit for IT 382.  
Three hours a week

# Co-operative Education Program (Co-op)

[www.upei.ca/co-op](http://www.upei.ca/co-op)

The UPEI Co-op Program is an integrated approach to university education which enables students to alternate academic terms on campus with work terms in suitable employment. The success of such programs is founded on the principle that students are able to apply theoretical knowledge from course studies in the workplace and return to the classroom with practical workplace experience. Students who successfully complete all the requirements of the program will have the notation entered on their transcripts and on the graduation parchment.

## ACADEMIC COURSE REQUIREMENTS

Please refer to the Physics, Computer Science, or Business Programs for specific academic course requirements.

## ADMISSION REQUIREMENTS

### 1. Early entrance stream

The early entrance stream is an option available to students applying to UPEI or enrolled in their first year of study at the institution. Students must meet the standard application and admission requirements indicated in the UPEI Calendar and, in addition, the applicant must indicate the specific co-operative education program that they are applying to. All students must pay an application fee when submitting their application form (see fee structure below). Students who satisfy the above requirements will be admitted to the program with probationary status. During this probationary period, students will receive career counseling, and will be eligible to participate in professional workshop sessions and networking events. Students will normally be eligible to apply for work terms after completing two years of study; however, special cases will be considered. Before students are eligible to apply for work terms, they must receive formal acceptance into the program by the Director of the program. To apply for formal acceptance, a student must submit a transcript and curriculum vitae to the Director. Students will be admitted into the program based on their interest, aptitude and assessed ability, to combine successfully the academic requirements with the special work term requirements of the given program. Students not admitted may reapply at the next opportunity.

### 2. Standard entrance stream

Applications under the standard entrance stream are normally made during the second year of study, but special application cases will be considered. The applicant must be a full-time student at the time of application and must normally have a cumulative average of at least 70% in the required program courses. Students will be admitted to the program based on their interest, aptitude and assessed ability, to combine successfully the academic requirements with the special work term requirements of the given program. Students not admitted may reapply at the next opportunity.

## CONTINUANCE REQUIREMENTS

Once admitted to the program, students must continue in full-time enrollment between work terms. An academic review of students' performance will take place at the end of each semester. Please refer to the course grade average requirements of the Physics, Computer Science, and Business programs. It is

also required that students achieve satisfactory performance on previous work terms, as outlined below in Program Requirements. Students who fail to meet these standards or who fail a course(s) will be placed "on notice" for the next academic semester. Students who do not meet these standards for two consecutive academic semesters may be dismissed from the program.

## WORK TERM REQUIREMENTS

The University will make every effort to locate work term positions for co-op students in suitable areas of employment, but cannot guarantee work terms. See the individual programs for any special situations.

### Satisfactory fulfillment of a co-op work terms includes:

1. The completion of a minimum of work terms, as established by the specific Department/School program in approved, academically-related, paid employment situations of 12 to 16 weeks duration;
2. A satisfactory employer evaluation for each co-op work term;
3. The satisfactory completion of a written report at the end of the work term;
4. Fulfilment of other requirements specified by the Department/School, such as the participation in seminars and workshops.

Students are required to apply by early December for a first work term starting in May of the following year, or in early April for a first work term starting the following January.

A notation will be placed on students' academic transcripts following completion of each work term.

## WITHDRAWAL CONDITIONS

Students may be required to withdraw from the UPEI Co-op Program if:

1. They are dismissed from, discontinue, or fail an approved co-op work term position due to a fault on their part;
2. They fail to submit or successfully complete a work term report;
3. They do not satisfy the continuance requirements including the required course grade average necessary for continuance in the UPEI Co-op Program;

## WORK TERM REGISTRATION

Students are required to verify their work term eligibility at the Co-op Office and officially register for all work terms at the Registrar's Office. Work terms will officially be designated on students' transcripts as pass or fail in the Sciences and as a grade in Business.

# Economics

[www.upei.ca/economics/](http://www.upei.ca/economics/)

## Economics Faculty

P. Nagarajan, Professor Emeritus  
A. Spears, Lecturer, Chair  
M.B. Ali, Associate Professor  
L.R. Clark, Associate Professor  
W. Rankaduwa, Associate Professor  
J. Sentance, Assistant Professor  
R. Neill, Adjunct Professor

## REQUIREMENTS FOR A MAJOR IN ECONOMICS

Students wishing to major in Economics must complete fifty-four semester hours in Economics, Mathematics and Computer Science according to the program described below.

All courses are valued at three semester hours.

- 101 Introductory Microeconomics
- 102 Introductory Macroeconomics
- 203 Intermediate Microeconomics
- 204 Intermediate Macroeconomics

One of:

- 221 Canadian Economic History
- 311 History of Economic Thought (I)
- 312 History of Economic Thought (II)

- 303 Economic Methodology
- 403 Advanced Microeconomics
- 404 Advanced Macroeconomics

PLUS: Six (6) additional elective courses in economics, at least three of which must be at the 300 or 400 level.

### Mathematics

- 111 Finite Mathematics
- 112 Calculus for the Managerial, Social, and Life Sciences
- 221 Introductory Statistics I

### Information Technology

- 111 Introduction to Microcomputers

### Recommendation

Students planning to follow graduate studies in Economics are advised to plan their courses with the Department. Such students should include the following two courses as part of their six electives in Economics: 231 Mathematical Economics and 411 Introduction to Econometrics. The Department further recommends that students who wish to go on to graduate studies choose Mathematics 151 and Mathematics 152, rather than Mathematics 112, as a stronger base for additional Mathematics courses. Students should also consider including Mathematics 261 (Linear Algebra) in their program of studies.

## REQUIREMENTS FOR A MINOR IN ECONOMICS

Students wishing to minor in Economics must complete twenty-one semester hours in Economics distributed as follows: Economics 101 and 102, and five other courses including at least one of the intermediate theory courses (Economics 203 or 204). At least two courses at the 300 level or above. Students should plan their program in consultation with the Department.

**NOTE:** The offerings listed below are not necessarily available each year. At best it may be possible to offer certain courses every other year. The courses offered in the current year will be published so that students will have the exact information available.

## ECONOMICS COURSES

### 101 INTRODUCTORY MICROECONOMICS

This course provides an introduction to the economic analysis

of consumer and producer behavior. Of particular concern is the role of the market in the allocation of resources and the distribution of income, and how these outcomes are affected by imperfections in the market system and by government policy.

PREREQUISITE: None

Three hours a week

### 102 INTRODUCTORY MACROECONOMICS

An introduction to the development, tools and application of macroeconomic analysis in the Canadian economy. Topics discussed will include inflation, unemployment, monetary policy, fiscal policy as well as others.

PREREQUISITE: None

Three hours a week

### 111 INTRODUCTION TO ECONOMICS

This course introduces non-economics majors and minors to basic ideas in economic analysis. The topics covered include price theory, market analysis, national income accounts, growth, and international trade.

NOTE: Credit will not be given for both Economics 111 and either 101 or 102. This course is for students who do not wish to either major or minor in Economics but simply want to acquire some understanding of economic issues facing individuals.

PREREQUISITE: None

Three hours a week

### 203 INTERMEDIATE MICROECONOMICS

The theories of consumer and producer behaviour developed in Economics 101 are elaborated upon through the application of classical utility and indifference curve and production isoquant approaches. The role of market structure and the workings of factor markets are further examined.

PREREQUISITE: Economics 101

Three hours a week

### 204 INTERMEDIATE MACROECONOMICS

This course explores the national economy in terms of the determination of national output, the general price level, the rate of interest, and employment. It then analyzes the effectiveness of monetary and fiscal policy in achieving specific goals and combination of goals.

PREREQUISITE: Economics 102

Three hours a week

### 211 INTRODUCTION TO RESOURCE ECONOMICS

In this course questions concerning the use of natural resources are analyzed using the techniques of microeconomic theory. Issues relating to scarcity and conservation, market failure, inter-temporal allocation of resources, property rights, common property resources, and the environment are discussed from both a Canadian and international perspectives.

PREREQUISITE: Economics 101 or permission of the instructor

Three hours a week

### 212 REGIONAL ECONOMICS

This course analyzes the problems of regional economic development in terms of factors affecting the location of an economic activity, land use, and migration. Regional disparities and the strategies of the Government of Canada and the provincial governments to reduce them from both historical and contemporary perspectives are also discussed.

PREREQUISITE: Economics 101 or 102 or permission of the instructor

Three hours a week



**215 ENVIRONMENTAL ECONOMICS**

This course is an introduction to the field of environmental economics. Students analyse the types of incentives provided by the economic system that lead to environmental degradation as well as improvement. It presents a critical analysis of traditional economic models and introduces alternative ecological models, along with a discussion of such topics as externalities, valuation of ecological assets, and policy development.

**PREREQUISITE:** Economics 111 or 101 or permission of the instructor

Three hours per week

**221 CANADIAN ECONOMIC HISTORY**

This course surveys the history of Canada's economic development, emphasizing the interplay of Canada's resource base, the international economy, and the trade policies of France, England and the United States. Topics include exploitation of the staples trades, industrialization, expansion to the west, the Depression, and our legacy of foreign investment.

**PREREQUISITE:** Economics 101 and 102 or 111 or permission of the instructor

Three hours a week

**222 PUBLIC SECTOR ECONOMICS**

This course examines the broad nature and function of the public sector, with emphasis on the rationale for the existence of the public sector in a market economy and its impact on resource allocation, distribution of income and economic performance. Topics include anatomy of market failure, types of government intervention to correct market failure, the public good, externalities, and an overview of the growth of the public sector in Canada.

**PREREQUISITE:** Economics 101 and 102, or permission of the instructor

Three hours a week

**231 MATHEMATICAL ECONOMICS**

This is an introduction to the use of mathematics in theoretical economic analysis. Topics to be considered include utility maximization, efficient production, price and income determination, the adjustment to and stability of equilibrium, inflation, and the impact of government spending and taxation programs.

**PREREQUISITE:** Economics 101 and 102, Mathematics 111 and 112. Non-economic majors without Economics 101-102 but possessing a strong background in mathematics may be admitted with the instructor's permission

Three hours a week

**241 COMPARATIVE ECONOMIC SYSTEMS**

This course analyzes the workings of various contemporary economic systems such as Capitalism, Socialism and Communism. Comparative evaluation of the performance of these systems is undertaken using examples of countries such as the U.S.A., Britain, France, China, and the former U.S.S.R., among others.

**PREREQUISITE:** Economics 101 and 102 or permission of the instructor

Three hours a week

**242 THE ECONOMICS OF TOURISM**

This course uses economic tools to analyze the role of tourism at the provincial, regional, national and international levels. Input/output analysis is used to compute local multipliers as they relate to the PEI economy. The role of the hospitality industry is also explored.

**PREREQUISITE:** Economics 111 or 101 or 102 or permission

of the instructor

Three hours a week

**251 MONEY AND FINANCIAL INSTITUTIONS**

This course analyzes the nature and role of money in the economy. It examines commercial banking, central banking, money and capital markets, and other financial intermediaries. Elements of business finance are discussed with particular emphasis on the role of public financial institutions. Also included are financing foreign trade, consumer finance, an examination of public finance, and monetary policy.

**PREREQUISITE:** Economics 101 and 102

Three hours a week

**272 HEALTH ECONOMICS**

This course explores the economics of health care. Students apply economics and statistical tools to understand the decision-making process of governments and other health care providers. Topics covered may include supply and demand of health care, the impact of private and social health insurance on demand, and the policy issues and analysis of health care.

**PREREQUISITE:** Economics 111 or 101 or 102 or permission of the instructor

Three hours a week

**283 AGRICULTURAL ECONOMICS**

This course introduces students to agricultural economics and the role of agriculture in the economy. It reviews the structure of the food and fibre system from the farm and its suppliers to marketing and consumers. The role of agriculture in development, problems in agricultural trade, and alternatives in market structures and management are among the topics covered.

**PREREQUISITE:** Economics 101 and 102 or permission of the instructor

Three hours a week

**285 SPECIAL TOPICS**

A lecture course in which contemporary topics or economic issues are explored and analyzed in an introductory/general manner.

**291 MANAGERIAL ECONOMICS**

Managerial economics is the study of those economic principles and techniques needed in the evaluation, planning and management of economic projects in such fields as natural resources, agriculture, international and regional development. Optimization techniques, process programming, demand, cost and price analysis, and the study of alternative management regimes and optimizing goals are among the topics to be studied.

**PREREQUISITE:** Economics 101

Three hours a week

**303 ECONOMIC METHODOLOGY**

This course provides a critical analysis of various methodologies used by economists. It introduces students to research in economics by focusing attention on competing economic paradigms and the problem of empirical verification of economic hypotheses.

**PREREQUISITE:** Economics 203 and 204, Mathematics 221

Three hours a week

**304 CANADIAN ECONOMIC PROBLEMS**

This course examines selected contemporary problems of the Canadian economy by focusing on the formulation and analysis of economic policies designed to deal with these problems.

**PREREQUISITE:** Economics 101 and 102 or permission of the instructor

Three hours a week



**311 HISTORY OF ECONOMIC THOUGHT (I)**

This course traces economics ideas from the Greek philosophers to the end of the classical school in the mid-nineteenth century, in particular the works of Plato, Aristotle, St. Thomas Aquinas, the English Mercantilists, the French physiocrats, Adam Smith, Thomas Malthus, David Ricardo, and J.S. Mill. A continuing theme is the relationship between the development of economic ideas and the structure of the society in which the economist lived.

Cross-listed with History Department (cf. History 461)

PREREQUISITE: Economics 101 and 102 or permission of the instructor

Three hours a week

**312 HISTORY OF ECONOMIC THOUGHT (II)**

This course traces the evolution of modern economic ideas beginning with Karl Marx. It considers Socialist, Neoclassical, Institutional and Keynesian Schools of Economic thought.

Cross-listed with History Department (cf. History 462)

PREREQUISITE: Economics 101 and 102 or permission of the instructor

Three hours a week

**323 CANADIAN INDUSTRIAL ORGANIZATION AND POLICY**

This course undertakes a study of the structure, conduct and performance of Canada's industrial markets. It focuses on the institutional context, examining the various forms of regulatory and competition policy.

PREREQUISITE: Economics 203

Three hours a week

**324 LABOUR ECONOMICS**

From a theoretical perspective this course examines the workings of the labour market under different supply and demand conditions. Topics discussed include labour force participation, human capital investment, unemployment, discrimination and the effects of government policies such as the minimum wage, unemployment insurance, welfare and pay equity legislation.

PREREQUISITE: Economics 203 or instructor's permission

Three hours a week

**331 INTERNATIONAL TRADE**

This course examines the causes and economic consequences of international trade. Topics covered include theories of international trade, aggregate national gains from trade, effects of trade on the distribution of income, tariffs and non-tariff trade barriers, the basic theory of international factor movements, and commercial policy.

PREREQUISITE: Economics 203

Three hours a week

**332 INTERNATIONAL MONETARY ECONOMICS**

This course focuses on theories of balance of payments adjustment mechanisms and the efficiency of foreign exchange markets. Topics covered include modeling the open economy; the effects of incomes, prices, interest rates and exchange rates on international trade and capital flows; exchange rate regimes, capital mobility and macroeconomic policy coordination; the role of international institutions; and problems of international liquidity.

PREREQUISITE: Economics 204

Three hours a week

**341 ECONOMIC DEVELOPMENT THEORY**

This course provides a broad theoretical framework for understanding the development problems of developing countries.

Topics covered include theories of economic growth and development, sources of economic growth, patterns of economic development, the role of capital and saving in economic development, inward-looking and outward-looking development, and the problem of industrialization in developing countries.

PREREQUISITE: Economics 204

Three hours a week

**342 ECONOMIC DEVELOPMENT POLICY**

This course focuses on development strategies and policies for the developing world and related controversies concerning IMF-style stabilization packages. The emphasis is on international aspects of economic development, neo-structuralist policy prescriptions, and empirical aspects of the problem of financing economic development. Selected country case studies are analyzed, particularly from Sub-Saharan Africa and Latin America.

PREREQUISITE: Economics 341

Three hours a week

**352 APPLIED RESOURCE ECONOMICS**

This course in applied economics deals with the management of natural resources, with special emphasis on water, fishery and forestry resources. It explains the use of cost-benefit analysis and linear programming in optimizing resource use. It also examines the dynamics of project analysis, the role of projections, and the discount rate.

PREREQUISITE: Economics 211 or permission of the instructor

Three hours a week

**381 WOMEN, ECONOMICS AND THE ECONOMY**

This course examines the treatment of women by the discipline of economics from both mainstream and feminist perspectives. It includes a review of the feminist critique of traditional economics, as well as an examination of the economic literature pertaining to women and women's activities. Topics include women in the workforce and the economic analysis of fertility, marriage and divorce, and household production.

Cross-listed with Women's Studies (cf. Women's Studies 381)

PREREQUISITE: Economics 111 or 101 or 102 or permission of the instructor

Three hours a week

**385 SPECIAL TOPICS**

A lecture course in which contemporary topics or economic issues are explored and analysed in an introductory/general manner.

**403 ADVANCED MICROECONOMICS**

This course extends and analyzes topics developed in Economics 203 at an advanced level. These include demand, production and cost theories, competing theories of the firm, factor pricing, and general equilibrium.

PREREQUISITE: Economics 203

Three hours a week

**404 ADVANCED MACROECONOMICS**

This course examines recent developments and controversies in macroeconomic theory concerning the macro dynamics of unemployment, inflation, and the rate of growth of output.

The emphasis is on substantive disagreements among Keynesian, Monetarist, and New Classical economists concerning the effectiveness of macroeconomic policy to affect unemployment and inflation rates.

PREREQUISITE: Economics 204

Three hours a week

**405 FINANCIAL ECONOMICS**

This course provides an understanding of the economic analysis of the financial system beyond the introductory level. It places particular emphasis on the structure, operation and the role of financial markets, such as money markets, capital markets and derivative markets, and the characteristics of various financial securities traded in these markets. The main topics covered in the course include economic theories of saving and investment behaviour, asset demand and supply under uncertainty, decision making by investors in the presence of uncertainty, portfolio analysis, managing risk, and the models of asset pricing.

**PREREQUISITES:** EC 203, EC 204, and EC 251, or permission of the instructor

Three hours a week

**411 INTRODUCTION TO ECONOMETRICS**

This course concentrates on effective procedures for the statistical estimation and testing of key parameters in economic models. Remedies are developed for problems associated with model specification. Multicollinearity, serial correlation, heteroscedasticity, simultaneous equations, and forecasting.

**PREREQUISITE:** Economics 203 and 204, Mathematics 221, and either Mathematics 112 or 151

Three hours a week

**412 PUBLIC FINANCE**

This course deals with the role of the public sector in attaining an efficient allocation of resources and an equitable distribution of income in a market economy. It focuses on theories of public expenditure and taxation, and emphasizes criteria for the evaluation and selection of public expenditure and tax programs. Special attention is given to Canadian fiscal problems and current policy issues in this area.

**PREREQUISITE:** Economics 203 and 204

Three hours a week

**421-422 DIRECTED STUDIES IN ECONOMICS**

These are courses in Economics on a variety of topics for students who have qualified for advanced study. Readings and/or research will be undertaken in a variety of specialized areas. The topics offered must be approved by the Chair of the Department and the Dean of the Faculty.

(See Academic Regulation 9 for Regulations Governing Directed Studies.)

**485 SPECIAL TOPICS**

A lecture course in which contemporary topics or economic issues are explored and analysed in an introductory/general manner.

**NOTE:** The Department encourages students to select "Economic Papers on Island Topics" which may be eligible for a prize from the Prince Edward Island Department of Industry/ACOA Awards.

**Education**

[www.upei.ca/education/](http://www.upei.ca/education/)

**Education Faculty**

Edward L. Edmonds, Professor Emeritus

Graham Pike, Professor, Dean

Ray Doiron, Professor

Vianne Timmons, Professor

Anne-Louise Brookes, Associate Professor

Basil Favaro, Associate Professor

Martha Gabriel, Associate Professor

Gerald Hopkirk, Associate Professor

Miles Turnbull, Associate Professor

Fiona Walton, Associate Professor

Elizabeth deFreitas, Assistant Professor

Carla DiGiorgio, Assistant Professor

Alexander McAuley, Assistant Professor

Ronald MacDonald, Assistant Professor

Suzanne Thomas, Assistant Professor

Michael Cassidy, Lecturer

Jessie Lees, Adjunct Professor

Alexander MacDonald, Adjunct Professor

Kevin MacLeod, Adjunct Professor

Brian MacMillian, Adjunct Professor

**TWO-YEAR POST-DEGREE BACHELOR OF EDUCATION**

The Bachelor of Education (BEd) is a two-year post-degree program consisting of 20 three-hour credit courses in education. This program is designed to provide the variety of courses and extended field experiences through which students can develop the knowledge and skills needed to teach in the modern classroom. It is the opportunity for students to focus their studies in Early Years (grades 1 - 5), Middle Years (grades 5 - 9) or Senior Years (grades 9 - 12) and in International Education or Indigenous Education.

**TWO YEAR BACHELOR OF EDUCATION PROGRAM**

Tentative Student Schedules (Students must satisfy the requirements under one of the following areas of concentration.)

**EARLY YEARS CONCENTRATION**

- Ed. 402 Meeting the Needs of the Young Learner
- Ed. 403 Integrated Arts
- Ed. 412 Integrated Foundations of Education
- Ed. 415 The Inclusive Classroom
- Ed. 423 Mathematics in the Early Years
- Ed. 424 Thematic Teaching in the Early Years I
- Ed. 428 Mathematics in the Early Years II
- Ed. 432 Language Arts in the Early Years I
- Ed. 433 Language Arts in the Early Years II
- Ed. 445 Science in the Early Years
- Ed. 454 Social Studies in the Early Years I
- Ed. 463 Perspectives on Culture and Society in Education

- Ed. 473 Communications
- Ed. 474 Technology in Education
- Ed. 482 Assessment and Evaluation
- Ed. 495 Introduction to Teaching and School Experience
- Ed. 496 General Teaching Methods and School Experience
- Ed. 497 Issues in Teaching and School Experience
- Ed. 498 Alternatives in Teaching and School Experience
- Education Elective

**MIDDLE YEARS CONCENTRATION**

- Ed. 403 Integrated Arts
- Ed. 412 Integrated Foundations of Education
- Ed. 415 The Inclusive Classroom
- Ed. 417 Meeting the Needs of the Adolescent Learner
- Ed. 425 Mathematics in the Middle Years I
- Ed. 429 Mathematics in the Middle Years II
- Ed. 434 Language Arts in the Middle Years I
- Ed. 435 Language Arts in the Middle Years II
- Ed. 444 Science in the Middle Years

- Ed. 455 Social Studies in the Middle Years  
 Ed. 463 Perspectives on Culture and Society in Education  
 Ed. 473 Communications  
 Ed. 474 Technology in Education  
 Ed. 482 Assessment and Evaluation  
 Ed. 495 Introduction to Teaching and School Experience  
 Ed. 496 General Teaching Methods and School Experience  
 Ed. 497 Issues in Teaching and School Experience  
 Ed. 498 Alternatives in Teaching and School Experience  
 Education Elective  
 Education Elective

### SENIOR YEARS CONCENTRATION

- Ed. 403 Integrated Arts  
 Ed. 412 Integrated Foundations of Education  
 Ed. 415 The Inclusive Classroom  
 Ed. 417 Meeting the Needs of the Adolescent Learner  
 Ed. 418 Guidance in the Schools  
 Ed. 438 Literacy in the Curriculum  
 Ed. 463 Perspectives on Culture and Society in Education  
 Ed. 473 Communications  
 Ed. 474 Technology in Education  
 Ed. 482 Assessment and Evaluation  
 Ed. 495 Introduction to Teaching and School Experience  
 Ed. 496 General Teaching Methods and School Experience  
 Ed. 497 Issues in Teaching and School Experience  
 Ed. 498 Alternatives in Teaching and School Experience  
 Education Subject Methods I  
 Education Subject Methods II  
 Education Subject Methods I  
 Education Subject Methods II  
 Education Elective  
 Education Elective

**Note:** Education courses 211, 212, 213, 381, 382, 391 and 392 are available to non-education students. Permission of the Dean is required for non-education students to enroll in any other education courses.

### INTERNATIONAL EDUCATION

Students interested in developing a focus on International Education are advised that the following courses are available:

- Ed. 462 International Education  
 Ed. 463 Perspectives on Culture and Society in Education  
 Ed. 465 International Development  
 Ed. 466 Principles of English as a Second/Foreign Language  
 Ed. 467 Teaching English as a Second/Foreign Language

Students may also elect to practice teach in an international setting.

### INDIGENOUS EDUCATION

Students interested in developing a focus on Indigenous Education are advised that the following courses are available:

- Ed. 449 Introduction to Indigenous Education  
 Ed. 451 Integrating Indigenous Themes in the

Curriculum K - 12

- Ed. 463 Perspectives on Culture and Society in Education

Students may also elect to practice teach in an Indigenous setting.

### BACHELOR OF EDUCATION— SPECIALIZATION IN TEACHING FRENCH IMMERSION

This unique program will provide the variety of courses, French language and cultural experiences and extended field experiences (19 weeks of practicum) through which students can develop the knowledge and skills needed to teach in modern French Immersion classrooms. This program also provides students an opportunity to focus their studies in the Early, Middle or Senior years.

Students must pass all courses in each of the two years to graduate with a Bachelor of Education, specializing in teaching French Immersion.

### PROGRAM—Tentative student schedules

#### EARLY YEARS CONCENTRATION

##### Year 1

##### Term 1—UPEI

- |        |                                                |
|--------|------------------------------------------------|
| ED 412 | Integrated Foundations                         |
| ED 415 | Inclusive classroom                            |
| ED 485 | Pédagogie en immersion: une introduction       |
| ED 486 | Didactique du français langue seconde          |
| ED 487 | L'acquisition des langues secondes             |
| ED 495 | Introduction to teaching and school experience |

##### Term 2—Université de Moncton

- |           |                                 |
|-----------|---------------------------------|
| EDDP 2103 | Littérature FLS                 |
| EDDP 2502 | Didactique de la musique        |
| EDUC 2121 | Animation et communication      |
| EDUC 3013 | Ordinateurs à l'école           |
| EDUC 4322 | Motivation et gestion de classe |

##### Year 2

##### Term 1—Université de Moncton

- |           |                                             |
|-----------|---------------------------------------------|
| EDDP 4522 | Sciences au primaire (M-4)                  |
| EDDP 4502 | Maths au primaire (ou 3503, 3512)           |
| EDDP 4573 | Sciences humaines au primaire (M-4)         |
| EDUC 3033 | Éducation interculturelle et internationale |
| EDUC 3814 | Programmation et évaluation                 |

##### Term 2—UPEI

- |        |                                                |
|--------|------------------------------------------------|
| ED 402 | Meeting the needs of the young learner         |
| ED 428 | Mathematics in Early Years II                  |
| ED 484 | Littérature en langue seconde 2                |
| ED 498 | Alternatives in Teaching and School Experience |

### MIDDLE YEARS CONCENTRATION

##### Year 1

##### Term 1—UPEI

- |        |                                                |
|--------|------------------------------------------------|
| ED 412 | Integrated Foundations                         |
| ED 415 | Inclusive classroom                            |
| ED 485 | Pédagogie en immersion: une introduction       |
| ED 486 | Didactique du français langue seconde          |
| ED 487 | L'acquisition des langues secondes             |
| ED 495 | Introduction to teaching and school experience |

**Term 2—Université de Moncton**

EDDP 2103	Littérature FLS
EDDP 2502	Didactique de la musique
EDDP 4512	Sciences au primaire (5 à 8)
EDUC 3013	Ordinateurs à l'école
EDUC 2121	Animation et communication

**Year 2****Term 1—Université de Moncton**

EDDP 4502	Maths au primaire (ou 3503, 3512)
EDDP 4573	Sciences humaines au primaire (M-4)
EDUC 3033	Éducation interculturelle et internationale
EDUC 3814	Programmation et évaluation
EDUC 4322	Motivation et gestion de classe

**Term 2—UPEI**

ED 417	Meeting the needs of the adolescent learner
ED 429	Mathematics in Middle Years II
ED 484	Littérature en langue seconde 2
ED 498	Alternatives in Teaching and School Experience

**SENIOR YEARS CONCENTRATION****Year 1****Term 1—UPEI**

ED 412	Integrated Foundations
ED 487	L'acquisition des langues secondes
ED 485	Pédagogie en immersion: une introduction
ED 476	Didactique du français langue seconde
ED 495	Introduction to teaching and school experience
Education Subject methods I	

**Term 2—Université de Moncton**

EDUC 2121	Animation et communication (ou 3202, 4201, 4301)
EDUC 3013	Ordinateurs à l'école
EDUC xxx	Subject 2 methods 2 Part 2 (students choose an EDDP course according to their background)
EDUC 2103	Littérature en langue seconde

**Year 2****Term 1—Université de Moncton**

EDUC 3814	Programmation et évaluation
EDUC 2123	Psychopédagogie des ados
EDUC 3033	Éducation interculturelle et internationale
EDUC 4322	Motivation et gestion de classe
Education Elective	

**Term 2—UPEI**

ED 415	Inclusive Education
ED 477	French Methods Part 2
ED 484	Littérature en langue seconde 2
ED 498	Alternatives in Teaching and School Experience
Education Elective	

## **CERTIFICATE IN ADULT EDUCATION, (CAE) AND BACHELOR OF EDUCATION SPECIALIZING IN HUMAN RESOURCE DEVELOPMENT, BED (HRD)**

**(i) Introduction**

The Certificate in Adult Education and the Bachelor of Education in Human Resource Development are articulated

programs offered jointly by Holland College and the University of Prince Edward Island. Participants may complete only the Certificate in Adult Education or, after completion of the Certificate in Adult Education, they can choose to continue towards a BED degree with a specialization in Human Resource Development, BEd (HRD).

The Certificate in Adult Education (CAE) and the BEd (HRD) are designed for mature individuals who have a combination of at least five years education and related vocational/occupational experience. The students are likely to have paid or volunteer experience in adult learning environments and are interested in working with adults in post-secondary institutions, business, industry, volunteer, or government settings; providing professional development or teaching adults; teaching in the trades or vocational areas in secondary schools or adult education institutions; or, designing and implementing adult education training or programs.

**(ii) Certificate in Adult Education (CAE)**

The Certificate in Adult Education focuses on: understanding adult education learning theory and philosophies; becoming aware of the diverse needs of adult learners; and, learning and applying the methodologies and strategies needed to teach adults. The CAE consists of 12 courses (36 semester hours). Three (six semester hour) courses are offered by Holland College, and six (three semester hour) courses are offered by UPEI. Holland College and UPEI offer the required courses on a yearly basis and the electives over a two year period. All courses are offered in the late afternoon, early evening or weekend hours at Holland College. The UPEI courses are taught by instructors approved by the Dean of Education, UPEI. Courses are offered in each of the four academic terms.

The required courses are:

Ed. 3110	Methods and Strategies in Adult Education I (6 semester hours) Holland College
Ed. 4110	Methods and strategies in Adult Education II (6 semester hours) Holland College
Ed 3010	Practicum in Adult Education (6 semester hours) Holland College
Ed 363	Understanding the Adult Learner (3 semester hours) UPEI
Ed 362	Communication Practices (3 semester hours) UPEI

In addition, students will select 4 additional courses from the Adult Education electives offered by UPEI.

**(iii) Bachelor of Education (Human Resource Development)**

The Bachelor of Education in Human Resource Development focuses on: further developing the knowledge base related to adult learning; developing Prior Learning Recognition and Assessment portfolios; and, completing academic credits from UPEI.

The BEd (HRD) is designed for mature individuals who have a combination of at least five years education and related vocational/occupational work experience. The applicants have successfully completed the Certificate in Adult Education and have met the requirements of the Faculty of Education. This degree does not certify applicants to teach in the public school system unless they are qualified to teach in an occupational or trades area.

The BEd (HRD) is jointly offered by Holland College and



UPEI and each institution will offer half of the courses.

The BEd (HRD) consists of four stages.

1. completion of the Certificate in Adult Education
2. Three elective adult education courses from Holland College plus one required course: Ed 318 Preparing for PLAR (Prior Learning and Assessment Recognition); and four elective adult education courses offered by UPEI
3. Prior Learning Recognition and Assessment Portfolio and/or specific occupational courses offered by Holland College (up to an equivalent of either 10 courses or 30 semester hours).
4. Ten academic courses (30 semester hours) from UPEI including English 101, Academic Writing.

#### (iv) Admission

Students may apply for admission to the CAE through Holland College at [www.hollandc.pe.ca](http://www.hollandc.pe.ca). To continue with the BEd (HRD), students must have successfully completed all of the courses in the CAE and have submitted a written statement of intent and two references to the Faculty of Education. As this is a part-time program and there is continuous intake, students may begin study in September, January, May or July.

#### (v) Transcript and Credit Assessment

Originally, the Certificate in Adult Education and BEd (Adult Education) were jointly offered by UNB and Holland College. As of September 2006, the CAE and BEd (HRD) programs are now being offered between Holland College and UPEI. Therefore, applicants who are transferring to Holland College and UPEI

- a) will have all UNB credits which were completed in the CAE/BEd (Adult Education) programs accepted by UPEI;
- b) will have until 2012 to transfer their credits to UPEI.

In addition:

a) applicants may have taken academic courses from other universities. Courses will be considered for transfer credit based on both the marks achieved (not less than 60%) and the age of completed course. Courses over 10 years old may be deemed inappropriate and may require substitution. Exceptions will be made only with the permission of the Dean or Chair.

b) students who believe that they can meet, or have met, the requirements of a course, may seek UPEI credit by means of challenge for credit or recognition of Special Credits earned elsewhere (see Academic Regulations 15 & 16)

c) candidates beginning the CAE or BEd (HRD) in 2006 or later must complete one-half of the required course work at UPEI (see Academic Regulation 1e).

#### (vi) Time Limit to Complete the Degree

Students are urged to complete their degree within 10 years from the date of their first registration.

### CERTIFICATE PROGRAMS

The Education Faculty presently offers two certificate programs: one in School Librarianship and one in Inclusive Education.

#### CERTIFICATE IN INCLUSIVE EDUCATION

The Certificate in Inclusive Education is designed to provide regular classroom teachers with the background and skills necessary to enable them to provide appropriate instruction for students with special needs. The program is meant to be

a comprehensive, professional experience that gives teachers additional specialized training in inclusive practices. The program consists of five courses.

The required courses are as follows:

ED 581	The Inclusive Classroom
ED 582	Assessment of Individual Learners
ED 583	Differentiation and Individualized Instruction
ED 584	Leadership and Collaboration
ED 585	Improving Language and Literacy Achievement

#### CERTIFICATE IN SCHOOL LIBRARIANSHIP

The Certificate in School Librarianship is designed to give qualified teachers specialized knowledge in the role of contemporary school libraries, as well as expertise in being a teacher-librarian. It includes five core courses from the introductory level through to specialized courses in the selection and organization of resources, technology, the school library program, children's literature, cooperative planning, collection development, budgets, advocacy, and leadership issues for teacher-librarians.

The required courses are as follows:

ED 571	The School Library Resource Centre
ED 572	Information Literacy and the School Library
ED 573	Children's Literature in Education <b>OR</b>
ED 574	Young Adult Literature
ED 575	Organization and Management of Learning Resources
ED 576	School Library Collection Development

For information on courses for these certificates please contact the Faculty of Education.

### EDUCATION COURSES

All education courses are graded as Pass or Fail. Students must pass all courses in each of the two years of the program to graduate with a BEd.

#### 121 MUSIC APPRECIATION

See Music 104

#### 211 INTRODUCTION TO EDUCATION

This course provides students with an introduction to education in Canada. Students examine: the purpose of schools, the characteristics of classrooms, the role of teachers, the relationship between schools and society, current issues in education, and teaching as a career and profession. A minimum of 25 hours of school-related experience is a requirement of this course. Three lecture hours, plus one full morning or afternoon a week for school visits

#### 213 INTRODUCTION A L'EDUCATION EN FRANÇAIS AU CANADA

This course provides students with an introduction to French first and second language education in Canada with a particular emphasis on the educational system on Prince Edward Island. Students analyse a variety of French programs in Canadian schools, the goals of these programs, and the roles of teachers within them. Students also examine current issues in education and their impact on French language education. A minimum of 25 hours of school-related experience is a course requirement.

Cross-listed with French (cf. French 261)

#### 307 ETHICS FOR ADULT PRACTITIONERS

This course examines professional ethics in the practice of adult education by: exploring the meanings of "professional"

and “ethics” in the context of adult education; discussing the ideas and skills that assist adult educators in applying professional ethics to their practice; examining current codes of ethics for adult educators; and, creating individual statements of ethical practice.

### **308 INTEGRATING ACTIVITY BASED LEARNING IN ADULT EDUCATION**

In this course, learners explore theoretical aspects supporting activity based learning, reflect on personal teaching frameworks, examine and customize a variety of strategies designed to make learning and training active. Using these foundations, participants expand their teaching repertoires by integrating activity based learning with active training, team learning, peer teaching and independent learning, and develop lesson plans and units to be used in adult learning environments.

### **309 AN INTRODUCTION TO LEARNING IN THE WORKPLACE**

Fostering a learning culture at work is a complex process with many competing demands on both workers and those who train and manage them. This course will introduce participants to current issues and trends affecting workplace learning; key theories of learning, learning styles and motivation for learning in relation to the workplace; core competencies associated with workplace learning; the role of informal training programs and informal learning (communities of practice, mentoring etc); and process models for workplace learning. Participants will apply their learning and design a workplace learning program that addresses a key issue and concern in their organization.

### **311 INTRODUCTION TO DISTANCE LEARNING**

This course provides an orientation to the methodologies and varieties of distance education approaches currently available. Students explore learning technologies related to distance education in the form of e-learning, video conferencing, audio conferencing, etc., and apply them to adult learning contexts.

### **312 APPLIED RESEARCH IN POST-SECONDARY INSTITUTIONS**

In this practical course, students review the fundamental requirements to building a successful applied research group at a post secondary educational institution. Topics covered include: national setting, institutional context, funding, communication, management, staffing, student involvement, industry partners, and community economic development. As applied research complements the teaching activities at post-secondary institutions, in this course, each student develops and presents an applied research proposal suitable for submission to a funding agency.

### **313 ADMINISTRATION OF PROGRAMS IN ADULT EDUCATION**

This interactive course explores the current state of adult education in Canada and the statutory framework that largely determines the direction and capacity of the discipline and practice of adult education. Students examine the mandates and variety of provider agencies (adult learning associations, literacy networks, community-based and public education agencies, adult high schools, community colleges). The funding of adult education and the constitutional requirements of governments in Canada are considered. As well, the nature of regional differences and needs (e.g. economic and social development) and how the geography and demography of the

Canadian landscape challenges the framework and delivery of adult education are discussed.

### **314 (formerly 562) SOCIOLOGY OF ADULT EDUCATION**

This course examines the social and political structures that have an impact on adult education. Students explore the influence of these structures in shaping public policy on adult education, and discuss their significance for program development and implementation.

Three hours a week

### **361 CHILDREN'S LITERATURE**

See English 245

### **362 COMMUNICATION PRACTICES**

This course covers both interpersonal and group communication skills necessary for adult learning. It teaches students to express thoughts and ideas in clear, well-defined terms both orally and in writing. Emphasis is placed on developing skills in active listening, public speaking, and small group facilitation, as well as in understanding the variables that affect human communication. Participants are encouraged to identify their own communication challenges through study, research, presentation, and self-reflection.

Three hours a week.

### **363 (formerly 561) THE ADULT LEARNER**

This course examines the principles and processes of adult learning. Topics covered include learning styles, personal experiences, social and cultural factors that affect learning, learning in formal and non-formal environments, and the characteristics of adult learners.

Three hours a week

### **364 (formerly 566) ASSESSMENT OF ADULT LEARNING**

This course examines general principles, processes, and techniques of assessment and evaluation that meet the needs of the instructors, learners, and stakeholders. New assessment techniques in the psychomotor domain are expected. Students develop practical experience in designing and implementing strategies for identifying learners' needs and assessing learning outcomes in the adult, technological, and/or business sectors.

Three hours a week

### **365 (formerly 568) COUNSELLING THE ADULT LEARNER**

This course introduces students to the social and emotional development of adult learners, and explores the theoretical principles underlying vocational and personal counselling. It focuses on the development of practical application of counselling methods.

### **366 (formerly 565) EDUCATIONAL TECHNOLOGY AND THE ADULT LEARNER**

This course examines the integration of computers and other technologies into adult technology education curricula and in business and industry sectors. It provides an overview of current computer-based technologies (e.g. various software and presentation programs, Internet, World Wide Web resources, CD-Roms, online communication, Computer Assisted Technology), and the effective use of other multimedia technology (e.g. video and overhead projectors). Students develop animation skills for instructional purposes and learn audio production processes.

Three hours a week

**367 (formerly 567) ENTREPRENEURIAL EDUCATION**

This course introduces adult learners to the principles of entrepreneurial education. Students identify enterprising opportunities, and gain experience in planning and facilitating learning by using specialized software to create enterprising educational ventures.

Three hours a week

**368 (formerly 563) CURRICULUM DEVELOPMENT**

This course focuses on curriculum development beginning with needs identification, content planning and research, leading to lesson design and delivery. Students develop an understanding of provincial outcomes and standards. Students assess learners' needs, set appropriate outcomes, plan methodologies and resources, implement program plans, evaluate learning, and reflect on teaching effectiveness.

Three hours a week

**369 (formerly 564) ISSUES IN ADULT EDUCATION**

This course introduces students to contemporary trends (e.g., societal, economic, political, and social trends), and diversity in the workplace. Also explored is the role of adult educators as change agents in shaping the fields of training, development, and adult education.

Three hours a week

**371 INTRODUCTION TO ADULT EDUCATION**

This course surveys the theories and historical practice of the adult education movement. It examines the characteristics of adult education in a variety of contexts, with particular emphasis on Canadian and provincial initiatives and challenges. Changing needs across a wide range of institutional settings within the field of adult education are identified and discussed.

Three hours a week

**372 FACILITATING LITERACY IN ADULT LEARNERS**

In this course, students learn to apply the principles of adult learning and current theory and research to adult literacy settings. The course examines various instructional strategies and techniques that develop language and literacy skills in large or small groups, or in the context of coaching. There is recognition that barriers to literacy learning exist and that educators must understand not only the theory and practice of literacy but also the needs and goals of the individuals in a social learning environment.

Three hours a week

**373 SPECIAL NEEDS OF ADULT LEARNERS**

In this course, students are introduced to inclusive education and become aware of the issues and characteristics of adults with special needs. The course gives an overview of some common learning difficulties and challenges. It also provides suggestions for teaching strategies to encourage adults to learn from their strengths and increase independence. Of particular interest is the use of assistive technology, self-advocacy, and awareness of services available to adult learners. Also explored are secondary issues related to special needs and adults.

Three hours a week

**374 TRANSFORMATIVE LEARNING**

This course presents the theoretical foundation of transformative learning and transformational education, with an emphasis on practical application. It encompasses principles of adult learning coupled with teaching practices that establish leader empowerment. The role of a transformative educator is explored as a paradigm and establishes critical self-reflection as

an essential component of teaching practice. Students should be prepared to examine their educational beliefs, values, and assumptions, and the impact of those beliefs on teaching practice.

Three hours a week

**375 MENTORING THE ADULT LEARNER**

This course examines effective methods of mentoring adult students in various contexts. The qualities, techniques, and necessary formal structures in facilitated mentoring relationships are studied using readings, case studies, discussion, presentations, and modelling. Students understand the depth of mentoring adults to the extent that individuals perform the role of mentor or assist others in a structured mentoring program.

Three hours a week

**381 FOUNDATIONS OF PHYSICAL EDUCATION**

A course designed to introduce the student to concepts and principles of today's physical education and to examine the role of exercise and sport in our changing culture.

Three hours a week

**382 PERSONAL AND COMMUNITY HEALTH**

A course designed to examine the health problems of particular concern to adults in our society. Topics include: interpersonal relations, drug use and abuse, human sexuality, health consumerism, nutrition and fitness, and environmental pollution.

Three hours a week

**391 FOUNDATIONS OF COACHING**

A course which examines the variety of sciences which are the foundations of coaching, such as: anatomy, physiology, philosophy, psychology, and sociology, as well as introduces coaching concerns in a number of popular sports (NCCP Level 1 Theory included).

Three hours a week

**392 ADMINISTRATION OF PHYSICAL EDUCATION**

A course concerned with the organizational and administrative principles in physical education. Major areas to be examined include: intramurals and recreation, interschool sports, equipment, facilities, and public relations.

Three hours a week

**395 (formerly 595) SPECIAL TOPICS IN ADULT EDUCATION**

Students investigate special topics that have particular reference to the fields of adult education, technological training and development, trades education, and other related areas. Students are expected to explore and research an approved topic of their choice.

Three hours a week

**401 DIRECTED STUDIES**

This course is available to advanced students at the discretion of the faculty. Entry to the course, course content, and the conditions under which the course may be offered are subject to the approval of the Dean of Education. (See Academic Regulation 9 for Regulations Governing Directed Studies)

**402 MEETING THE NEEDS OF THE YOUNG LEARNER**

This course examines topics in education psychology relevant to the early years classroom. Topics include physical, cognitive, social/emotional and moral/spiritual development; individual differences; learning theories and motivation; behaviour; and

the legal, ethical, and counselling responsibilities of teachers for supporting students in need.

Three hours a week

#### **403 INTEGRATED ARTS**

This course familiarizes students with a variety of creative forms of expression and communication used in the elementary curriculum. This course integrates art, music, movement, and drama into the teaching of various subjects in the elementary school curriculum.

Three hours a week

#### **404 ENVIRONMENTAL STUDIES**

This foundation course investigates Basic Ecology, Natural Environment, Rural Environment, and Urban Environment. An interdisciplinary approach is used to study Environmental Education. Students are involved in a series of practical environmental learning experiences relating to curricula in the classroom and outside it.

Three hours a week

#### **408 ART IN THE ELEMENTARY GRADES I**

This is a workshop course to enable classroom teachers, with little previous background in art, to carry on art education in elementary school classes.

Three hours a week

#### **409 ART IN THE ELEMENTARY GRADES II**

This project-oriented, interdisciplinary workshop course gives students direct experience in using art methods as a tool to explore and relate to other curriculum material.

Three hours a week

#### **412 INTEGRATED FOUNDATIONS OF EDUCATION**

This course introduces students to concepts drawn from the disciplines of sociology, history, and philosophy of education. The focus is on the ideas of individuals who have made significant contributions to the advancement of western education.

Three hours a week

#### **415 THE INCLUSIVE CLASSROOM**

This course provides an overview of students with different learning abilities in the regular classroom, and examines the evolution of services for children with particular learning needs. The course emphasizes the skills needed to ensure that the regular classroom is inclusive and that the teacher is sensitive to all needs.

Three hours a week

#### **417 MEETING THE NEEDS OF THE ADOLESCENT LEARNER**

This course examines topics in educational psychology relevant to the middle and senior years classroom. Topics include physical, cognitive, social/emotional and moral/spiritual development; individual differences; learning theories and motivation; behaviour; and the legal, ethical, and counselling responsibilities of teachers for supporting students in need.

Three hours a week

#### **418 GUIDANCE IN THE SCHOOLS**

This course examines principles, problems and procedures in the provision of guidance services in a school setting. Particular attention is given to such topics as the functions of school personnel in guidance; integration of school and community resources; guidance-testing programs; information services; placement and follow-up activities.

Three hours a week

#### **419 COUNSELLING THEORIES AND TECHNIQUES**

Philosophical issues related to counselling decisions are discussed and evaluated. Counselling theories are evaluated and related to the school setting. Counsellor aids in detecting student maladjustment and ways of dealing with crisis situations are examined. The impact of nonverbal communication on the counsellor-student relationship is considered.

Three hours a week

#### **421 HUMAN DEVELOPMENT AND THE FAMILY**

See Department of Family and Nutritional Sciences (Family Science 341).

#### **422 DYNAMICS OF FAMILY LIVING**

See Department of Family and Nutritional Sciences (Family Science 242).

#### **423 MATHEMATICS IN THE EARLY YEARS**

In this course, students examine the goals of early childhood mathematics and acquire an understanding of the development of mathematical concepts. The course focuses attention on mathematics learning, techniques, assessment, and resources for the early years.

Three hours a week

#### **424 THEMATIC TEACHING IN THE EARLY YEARS I**

This course provides an examination of the processes involved in planning and teaching through themes. Students investigate materials, methods and assessment techniques used in thematic teaching.

PREREQUISITE: Education 432 or 434 or permission of instructor

Three hours a week

#### **425 MATHEMATICS IN THE MIDDLE YEARS I**

This course provides an examination of the mathematics curriculum and instructional procedures for teaching mathematics in the middle years. The focus is on the scope and sequence of concepts, activities, materials, teaching strategies and evaluation.

Three hours a week

#### **426 MATHEMATICS METHODS IN THE SENIOR YEARS I**

This course focuses on methods of instruction for selected topics that form part of senior years curricula for vocational/academic mathematics.

PREREQUISITE: At least a minor in Mathematics, or permission of instructor

Three hours a week

#### **427 MATHEMATICS METHODS IN THE SENIOR YEARS II**

This course is a continuation of Education 426, and builds a conceptual foundation for the topics covered in the senior years curriculum. Emphasis is placed on the critical examination of the current senior years mathematics curriculum in relation to materials and methodologies. Experience in a variety of teaching methodologies is provided in addition to the development of an understanding of the principles and practices of assessment in mathematics.

PREREQUISITE: Education 426

Three hours a week

#### **428 MATHEMATICS IN THE EARLY YEARS II**

This course provides pre-service teachers with an opportunity to design effective learning experiences, to enable students



in the early years to achieve the key stage outcomes of the Atlantic Provinces Education Foundation Curriculum for Mathematics Grades 1-5.

**PREREQUISITE:** Education 423

Three hours a week

#### **429 MATHEMATICS IN THE MIDDLE YEARS II**

This course provides pre-service teachers with an opportunity to design effective learning experiences, to enable students in the middle years to achieve the key stage outcomes of the Atlantic Provinces Education Foundation Curriculum for Mathematics Grades 5 - 9.

**PREREQUISITE:** Education 425

Three hours a week

#### **431 INTERPERSONAL RELATIONS IN THE CLASSROOM**

This course examines: perception and the self; the interpersonal relationship in the facilitation of learning; dimensions of self-fulfilment; the essential skills and the dynamics of creating a helping-learning atmosphere.

Three hours a week

#### **432 LANGUAGE ARTS IN THE EARLY YEARS I**

This course provides an examination of the language process based on theories of language acquisition and development. The focus in literacy acquisition is based on the five core strands: reading, writing, listening, speaking and viewing.

Three hours a week

#### **433 LANGUAGE ARTS IN THE EARLY YEARS II**

This course is a continuation of Education 432, in which students use language arts goals, materials, methods and assessment techniques to design programs and activities.

**PREREQUISITE:** Education 432

Three hours a week

#### **434 LANGUAGE ARTS IN THE MIDDLE YEARS I**

This course provides an introduction to current theory and conceptual frameworks for language arts, as well as teaching methods associated with teaching language arts in the middle years of school. The focus includes literacy acquisition with core strands of reading, writing, listening, speaking, viewing and representing, with teaching methods that develop a balanced approach to teaching language arts in grades 5-9.

Three hours a week

#### **435 LANGUAGE ARTS IN THE MIDDLE YEARS II**

This course is a continuation of Education 434. Students develop an understanding of current language arts theory and practice, with a focus on establishing effective language arts programs for the middle years of school.

**PREREQUISITE:** Education 434

Three hours a week

#### **436 ENGLISH METHODS IN THE SENIOR YEARS I**

The purpose of this course is to familiarize students with methodology, procedures, materials, and curriculum design related to the teaching of English in the senior years. While specific reference is made to the curriculum developed for P.E.I. schools, the issues and topics are broader in scope. Students are expected to become involved in writing, speaking, reading, and listening activities.

**PREREQUISITE:** At least a minor in English, or permission of instructor

Three hours a week

#### **437 ENGLISH METHODS II**

This course is a continuation of Education 436, and builds on a conceptual foundation for the key genres taught in the intermediate and secondary English programs. Emphasis is placed on the theories, materials, methods and assessment techniques used in the intermediate and secondary English programs.

Thematic and cross-curricular uses of literacy are also covered.

**PREREQUISITE:** Education 436

Three hours a week

#### **438 LITERACY IN THE CURRICULUM**

This course will provide a foundation for the use of language in the content areas taught in the senior years. Students will develop competence in their use of language -- reading, writing, listening, and speaking -- through examination and application of psycholinguistic and sociolinguistic theories of language development. A major focus is on content area reading strategies.

Three hours a week

#### **441 INTRODUCTION TO CURRICULUM DEVELOPMENT**

This introductory course examines the foundational forces (historical, philosophical, psychological, and societal/cultural) which influence the curriculum, and presents various models for curriculum development. Specific references will be made to the PEI scene.

Three hours a week

#### **443 THEMATIC TEACHING IN THE EARLY YEARS II**

This course is a continuation of Education 424, and focuses on resource based learning. Students examine the research on thematic teaching.

**PREREQUISITE:** Education 424

Three hours a week

#### **444 SCIENCE IN THE MIDDLE YEARS**

This course examines methods of science teaching in the middle years. Emphasis is placed on practical aspects of organizing and delivering learning experiences in science as well as reading of current literature on method and theory of science and study of new curricular programs.

Three hours a week

#### **445 SCIENCE IN THE EARLY YEARS**

The course examines methods of science teaching in the early years. Emphasis is placed on practical aspects of organizing and delivering learning experiences in science as well as reading of current literature on method and theory of science and study of new curricular programs.

Three hours a week

#### **446 SCIENCE METHODS I**

This course provides an introduction to basic pedagogical concepts and skills needed for the successful and effective teaching of science to senior high school students. Using the concepts of general science and the provincial science curriculum, the course examines the nature and limitations of teaching, learning and technology within the Canadian science classroom context.

**PREREQUISITE:** At least a minor in a Natural Science, or permission of the instructor.

Three hours a week

#### **447 SCIENCE METHODS II**

This course examines the development, nature, and limitations of science and technology; the role of science and technology in society; and the teaching of science and technology in the

schools. Time is devoted to an examination of the provincial science curricula, and innovative teaching and assessment strategies and techniques.

**PREREQUISITE:** Education 446

Three hours a week

#### **449 INTRODUCTION TO INDIGENOUS EDUCATION**

This course provides preservice and experienced teachers with an opportunity to investigate projects and teaching practices in First Nations and northern schools in Canada.

Three hours a week

#### **451 INTEGRATING INDIGENOUS THEMES IN THE CURRICULUM K-12**

This course provides beginning and experienced teachers with an opportunity to examine ways in which curriculum and teaching in the public schools can acknowledge more positively the history, contributions, challenges and prospects of indigenous peoples. The focus is on the integration of First Nations and Inuit themes across the curriculum K-12.

**PREREQUISITE:** None

Three hours a week

#### **454 SOCIAL STUDIES IN THE EARLY YEARS I**

This course examines the learning cycle, activities, and resources for achieving the key stage outcomes of the Atlantic Provinces Social Studies Curriculum and demonstrates how to create a supportive, proactive learning environment in Social Studies from grades 1-5.

Three hours a week

#### **455 SOCIAL STUDIES IN THE MIDDLE YEARS**

This course examines the learning cycle, activities, and resources for achieving the key stage outcomes of the Atlantic Provinces Social Studies Curriculum and demonstrates how to create a supportive, proactive learning environment in Social Studies from Grades 5-9.

Three hours a week

#### **456 SOCIAL STUDIES METHODS IN THE SENIOR YEARS I**

This course examines the learning cycle, activities, and resources for achieving the key stage outcomes of the Atlantic Provinces Studies Curriculum and demonstrates how to create a supportive, proactive learning environment in Social Studies in grades 9-12.

**PREREQUISITE:** A major in social studies subjects, or permission of the instructor.

Three hours a week

#### **457 SOCIAL STUDIES METHODS IN THE SENIOR YEARS II**

This course develops a rationale, framework and procedures for facilitating thematic teaching within the Social Studies Curriculum for Grades 9-12. Principles and practices of authentic assessment are also addressed.

**PREREQUISITE:** Education 456

Three hours a week

#### **459 ENTERPRISE EDUCATION**

This course introduces students to the principles and methodology of enterprise education. Students learn about the development of enterprise curricula over the last decade, experience first hand the key components of learning for enterprise, and investigate practical ways of nurturing enterprising attitudes, qualities and skills through the existing school curriculum,

kindergarten to grade 12.

Three hours a week

#### **462 INTERNATIONAL EDUCATION**

This course introduces students to the economic, political, and cultural factors that influence public education in foreign countries. The public school systems of selected foreign countries are examined and compared to the provincial systems in Canada. Students are expected to carry out independent research on a foreign country of their choosing.

Three hours a week

#### **463 PERSPECTIVES ON CULTURE AND SOCIETY IN EDUCATION**

This course introduces students to the role of culture and society in education. Students develop an understanding of culture and social perspectives and an awareness of global issues in education. These issues are explored in a multicultural, indigenous and international context.

Three hours a week

#### **465 INTERNATIONAL DEVELOPMENT**

This course introduces students to the history of international development and explores the models of development currently employed. Particular attention is given to the effects of economic, political, environmental, and cultural development on public education in emerging countries.

Three hours a week

#### **466 PRINCIPLES OF ENGLISH AS A SECOND LANGUAGE**

This course examines the teaching of English as a second language. Students acquire an understanding of the theoretical and methodological aspects of learning and teaching in this area.

Three hours a week

#### **467 TEACHING ENGLISH AS A SECOND LANGUAGE**

This course is a continuation of Education 466, and is for teachers who wish to acquire expertise in teaching English as a second language. Students develop and select appropriate teaching resources and explore appropriate methodology.

**PREREQUISITE:** Education 466

Three hours a week

#### **468 SCHOOL AND COMMUNITY**

This course examines the historical and cultural roles of the rural school. Emphasis is placed on the evolving role of the school as a community resource centre.

Three hours a week

#### **469 SPECIAL TOPICS**

To create a category for uniquely titled courses offered by a department and put on the time table as a "special course" on a one-time basis.

#### **471 ADMINISTRATION IN EDUCATION**

This course is an introduction to the theory and practices of administration in education which includes an analysis of the nature of school organizations, effective administrative processes, the administrative structure of education on PEI, and legal issues in administration.

**PREREQUISITE:** Permission of the instructor

Three hours a week

#### **472 SUPERVISION IN EDUCATION**

This course is an introduction to the theory and practice of su-

pervision in education which includes a study of instructional leadership, effective supervisory styles, the change process, approaches to evaluation, and staff development.

**PREREQUISITE:** Permission of the instructor  
Three hours a week

#### **473 COMMUNICATIONS**

An introductory course covering both interpersonal and group communication, aimed at teaching the student to think and to express ideas in lucid and well-defined terms. The emphasis will be on the workshop approach involving constant practice in the techniques of voice and speech, public speaking, classroom drama, and creative movement. This should encourage in the students a flexible and resourceful attitude, and help them to develop self-confidence, together with the awareness and sensitivity needed for teaching.

Three hours a week

#### **474 TECHNOLOGY IN EDUCATION**

This course provides an introduction to the integration of digital technologies into teaching and learning. The focus is on use of technology as a tool to support the school curriculum. Web-based communication and work with web-based resources is an essential component.

Three hours a week

#### **475 ADVANCED TECHNOLOGY IN EDUCATION**

This course provides an opportunity to explore, develop and post web-based resources. Digital photography, digital video, and other emerging technologies are explored and applied within the educational context.

**PREREQUISITE:** Education 474 or permission of instructor.  
Three hours a week

#### **476 FRENCH METHODS I**

In this course, students explore the curriculum and teaching of core French in the intermediate and secondary schools. Students develop a variety of teaching methodologies in the area of core French.

**PREREQUISITE:** At least a minor in French, or permission of instructor.

Three hours a week

#### **477 FRENCH METHODS II**

This course is a continuation of Education 476, and emphasizes relevant assessment methods and research pertinent to the teaching of core French in the intermediate and secondary schools.

**PREREQUISITE:** Education 476

Three hours a week

#### **481 STATISTICS IN EDUCATION**

This course is an introduction to descriptive and inferential statistics required to understand, interpret, express, and evaluate the results of measurement in education. Topics included are frequency distributions, histograms, frequency polygons, mean, median for grouped and raw data, normal distributions, standard deviation, normal approximation of a binomial random variable, random sampling and sampling distributions, estimation of means, confidence intervals, student distribution, small and large samples, one- and two-tail tests of hypotheses, correlation and regression, Chi-square test, analysis of variance.

Three hours a week

#### **482 ASSESSMENT AND EVALUATION**

The main focus of this course is on the development of a comprehensive and systematic evaluation process needed to assess

the wide array of learning outcomes stressed in public school education. The interrelationship of evaluation with effective teaching and learning is emphasized. Characteristics and uses of a variety of assessment techniques, such as observation, checklists, rating scales, teacher-made tests, and standardized tests, are discussed.

**PREREQUISITE:** Education 481 or equivalent, or permission of instructor

Three hours a week

#### **483 RESEARCH IN EDUCATION**

This course examines the nature of research in Education, reviews various stages in the research process, and develops educational research skills. Students design and conduct a research project on an educational issue of interest.

**PREREQUISITE:** Education 481 or equivalent, or permission of instructor

Three hours a week

#### **484 LITTÉRATIE EN LANGUE SECONDE (1 A 8)**

This course explores the general pedagogical principles and techniques of literacy development in French immersion at the primary and elementary levels. Using materials available in schools and applying appropriate methods and assessment techniques, students design programs and activities based on the learning outcomes in the Atlantic Provinces Education Foundation French Immersion Curriculum. This course is taught entirely in French and all assignments are completed in French.

**PREREQUISITE:** Students must have completed at least six courses (18 credit hours) in French studies in a recognized university program or the student must have been educated in a francophone university for at least two years. Students in this course must also meet the minimum standard, as determined by the Faculty of Education, on a French proficiency test administered before admission to the program.

#### **485 PEDAGOGIE EN IMMERSION: LES PRINCIPES DE BASE**

This course explores the general pedagogical principles and techniques of content-based teaching in French Immersion at all levels. Topics covered include development of language skills, thematic teaching in immersion, integrating form and content in immersion, and strategy instruction in immersion. This course is taught entirely in French and students are required to complete all assignments in French.

**PREREQUISITE:** Students must have completed at least six courses (18 credit hours) in French studies in a recognized university program or have been educated in a francophone university for at least two years. Students must also meet the minimum standard, as determined by the Faculty of Education, on a French proficiency test administered before admission to the program.

#### **486 DIDACTIQUE DU FRANCAIS LANGUE SECONDE: UNE INTRODUCTION**

This course explores the general pedagogical principles and techniques of communicative-experiential teaching in core and immersion French programs at all levels. Topics covered include three-stage lesson planning, personalisation, pedagogical grammar, and culture teaching. This course is taught entirely in French and students are required to complete all assignments in French.

**PREREQUISITE:** Students must have completed at least six courses (18 credit hours) in French studies in a recognized university program or have been educated in a francophone university for at least two years.

**487 L'ACQUISITION DES LANGUES SECONDES**

This course explores students' past experiences and beliefs about language learning and teaching, principal theories related to second language acquisition, and practical applications of theory to classroom contexts in French Immersion and core French at all levels. This course is taught entirely in French and students are required to complete all assignments in French. **PREREQUISITE:** Students must have completed at least six courses (18 credit hours) in French studies in a recognized university program or have been educated in a francophone university for at least two years or with instructor's permission.

**491 SOCIOLOGY OF EDUCATION**

This course involves an analysis of the reciprocal relations between school and society. It examines the influence of political and economic structures in shaping the education systems of various societies, as well as the relevance of different types of schooling in facilitating political and economic participation and cultural enrichment. Empirical attention is given to societies at various levels of general development, with particular emphasis on Canada.

**PREREQUISITE:** A university degree or two courses in Sociology and at least Third year status or permission of the instructor

Three hours a week

**494 INTRODUCTION TO TEACHING, METHODS AND SCHOOLS—FRENCH IMMERSION SPECIALIZATION**

In this practicum-based course students develop an understanding of lesson planning, curriculum, teaching strategies, and classroom life. Students reflect on their classroom experiences and develop ongoing teaching improvement plans. The course includes a weekly seminar (three hours per week) and four weeks of school experience during the fall term, and six weeks of school experience during the spring term, after which the students finish their course work at the Université de Moncton.

Six credit hours.

**495 INTRODUCTION TO TEACHING AND SCHOOL EXPERIENCE**

This is a practicum-based course in which students develop an understanding of lesson planning, curriculum and classroom life. The course includes a weekly seminar and four weeks of school experience.

Three hours a week

**496 GENERAL TEACHING METHODS AND SCHOOL EXPERIENCE**

In this course, students acquire basic teaching strategies through seminars and school experience. Students reflect on their classroom experiences and develop ongoing teaching improvement plans. This course includes a weekly seminar and six weeks of school experience.

**PREREQUISITE:** Education 495

Three hours a week

**497 ISSUES IN TEACHING AND SCHOOL EXPERIENCE**

In this course, students explore current educational issues. Students develop problem-solving techniques in classroom settings, which form the basis for classroom management. This course includes a weekly seminar and five weeks of school experience.

**PREREQUISITE:** Education 496

Three hours a week

**498 ALTERNATIVES IN TEACHING AND SCHOOL EXPERIENCE**

In consultation with the faculty, students choose an area, other than their area of concentration, in which to gain greater depth of knowledge and practice. This course includes a weekly seminar and school experience.

**PREREQUISITE:** Education 497

Three hours a week

**559 SPECIAL TOPICS IN EDUCATION**

In this course, students investigate special topics that have particular reference to the field of education.

Three hours a week

**571 THE SCHOOL LIBRARY RESOURCE CENTRE**

This course introduces students to the role, philosophy, and administration of the school library resource centre and to the role of the teacher-librarian.

Three hours a week

**572 INFORMATION LITERACY AND THE SCHOOL LIBRARY**

This course explores the meaning of information literacy and how it is developed within the school library programs. Students will learn about the inquiry process, the effective use of digital and traditional learning resources, as well as how teacher-librarians and classroom teachers collaborate to teach information literacy.

Three hours a week.

**573 CHILDREN'S LITERATURE IN EDUCATION**

An introduction to, and survey of, children's literature with emphasis on contemporary books written for children. These include picture books, fiction, and nonfiction with special consideration of Canadian titles. Students examine, read, evaluate, and discuss different forms of literature and various genres of fiction, as well as the ways children's literature is integrated into contemporary school curriculum.

Three hours a week

**574 YOUNG ADULT LITERATURE**

An introduction to, and survey of, young adult literature with emphasis on contemporary books written for adolescents. These include picture books, fiction, and nonfiction with special consideration of Canadian titles. Students read, evaluate, and discuss many young adult books and explore the ways young adult literature is integrated into contemporary school curriculum.

Three hours a week

**575 ORGANIZATION AND MANAGEMENT OF LEARNING RESOURCES**

This course provides opportunities to consider basic principles of analysis, appraisal, and review of learning resources. Students apply these in the development of criteria for evaluating and selecting a wide range of both print and non-print learning resources, and to formulate policies and procedures for the selection of learning resources to support the instructional program in the school.

Three hours a week

**576 SCHOOL LIBRARY COLLECTION DEVELOPMENT**

This course introduces students to the principles of cataloguing, subject analysis, and classification of a wide range of learning resources, as well as to the services of the Provincial Library Processing Centre. Consideration is also given to com-



puterized, automated systems for organizing, establishing, and maintaining various kinds of information files.

Three hours a week

### 581 THE INCLUSIVE CLASSROOM

Teachers examine the emergence of inclusive education and explore the history of services to children with special needs and attitudes teachers bring to the classroom. Recent research and practice in inclusive education is explored by the students.

Three hours a week

### 582 ASSESSMENT OF INDIVIDUAL LEARNERS

Teachers are introduced to individualized educational assessment of children with learning needs and become familiar with a variety of assessment tools and their implementation.

Three hours a week

### 583 DIFFERENTIATION AND INDIVIDUALIZED INSTRUCTION

This course introduces teachers to differentiation of curriculum and a variety of teaching methods for learners with exceptional needs, as well as the components and implementation of an individualized educational plan.

Three hours a week.

### 584 LEADERSHIP AND COLLABORATION

Teachers explore inclusive teaming and classroom consultation as methods to promote inclusive education. Leadership traits required to facilitate the development of an inclusive school is also explored.

Three hours a week

### 585 IMPROVING LANGUAGE AND LITERACY ACHIEVEMENT

This course looks at strategies teachers can employ to develop language and literacy skills in the students in their classrooms. Current research in this area is presented and critiqued.

Three hours a week

### 596 SEMINAR AND PRACTICUM IN INCLUSIVE EDUCATION

Students, under the supervision of Special Education personnel, assess the strengths and limitations of children with special needs, and prescribe and carry out programs of remedial instruction.

## Engineering

[www.upei.ca/~engineer/](http://www.upei.ca/~engineer/)

### Engineering Faculty

Wayne Peters, Associate Professor, Chair

Don MacEwen, Professor

Andrew Trivett, Associate Professor

## ENGINEERING DIPLOMA PROGRAM

All Engineering students should seek the advice of the Engineering Department for the choice of courses that will best suit the requirements of the Institution at which the degree work will be completed.

### First Year

Mathematics 151-152—Introductory Statistics I & II

Physics 111-112—General Physics I & II

Chemistry 111-112—General Chemistry I & II

English 101—Academic Writing

Engineering 121—Design & Communications  
formerly 121-122

Engineering 142—Statics  
formerly 221-222

Engineering 132—Computer Programming  
formerly 231

1 elective

Over the second and third years, nine of the fourteen additional course selections (in second and third year) must include the courses listed below. The five additional course selections can be chose from the lists of suggested technical and other electives outlined on the Engineering website

### Additional nine course courses to be taken in second and third year.

Engineering 311—Strength of Materials

Engineering 312—Material Science

Engineering 322—Measurements

Engineering 332—Thermodynamics

Engineering 341—Electric Circuits

Engineering 352—Fluid Mechanics

Engineering 361—Engineering Finance

Engineering 391—Safety Engineering

Engineering 392—Project Management

### Second Year

Mathematics 251-252—Intermediate Calculus I & II

Mathematics 261—Linear Algebra

Engineering 241—Professional Practice & Ethics

Engineering 272—Project Design I

Engineering 321—Dynamics

5 additional course selections

### Third Year

Mathematics 301—Differential Equations

Engineering 372—Project Design II

9 additional course selections

## BACHELOR OF SCIENCE WITH A MAJOR IN MATHEMATICS FOR ENGINEERING DIPLOMA STUDENTS

See Mathematics and Statistics section.

## BACHELOR OF SCIENCE WITH A MAJOR IN PHYSICS FOR ENGINEERING DIPLOMA STUDENTS

See Physics section.

## ENGINEERING COURSES

### III GEOMATICS

This course provides an introduction to geomatics; the theory, use and care of surveying instruments; field methods; data analysis for determining distance, direction, elevation, and position; manual and computer applications in profile, contour, traverse and topographical mapping; horizontal and vertical curves; earthwork and construction applications; Geographic Information Systems (GIS); Global Positioning Systems (GPS); aerial photos and photogrammetry. A survey camp is completed during the first six weeks.

**PREREQUISITE:** Must have completed or be concurrently taking Engineering 121 or have permission of the instructor. Three hours lecture per week and three hours laboratory per week

**121 ENGINEERING DESIGN AND COMMUNICATIONS**

This course stresses the importance of creativity and social responsibility in engineering. Topics include basic engineering concepts, simple engineering design projects, presentation of graphical material for engineering designs, and technical reporting, which includes verbal, written, and graphical means. There is an emphasis on group work in engineering. The course is an essential introduction to the profession of engineering. **PREREQUISITE:** Must have completed, or be concurrently registered in, Math 151, Physics 111, and Chemistry 111, or permission of the instructor.

Three hours lecture and three hours laboratory per week

**132 (formerly 231) COMPUTER PROGRAMMING WITH ENGINEERING APPLICATIONS**

This course is a study of computer programming as it relates to engineering. Topics include problem solving, algorithm design, software standards, operating systems, computer components, data types, control structures, repetition, loops, nested structures, modular programming and arrays. Various programming languages are used.

**PREREQUISITE:** Engineering 121, or permission of the instructor.

Three hours lecture and two hours lab per week.

**NOTE:** Credit will be allowed for only one of CS 151 or Engineering 132. Students going into Electrical, Software, Computer or Geomatics Engineering should seek advice from the Engineering Department.

**142 (formerly 221) ENGINEERING MECHANICS I: STATICS**

This course focuses on the equilibrium conditions for the state of rest of rigid bodies subject to forces. Topics to be discussed include vector operations, equilibrium conditions, free-body diagrams, moments and couples, distributed loadings, support reactions, truss analysis, centroids, moments of inertia, and products of inertia of regular and composite areas, graphical methods of shear and bending moment diagrams.

**PREREQUISITE:** Engineering 121, Math 151 and Physics 111, or permission of the instructor.

Three hours lecture and three hours lab per week.

**211 INTRODUCTION TO GEOLOGY**

This course provides a basic overview of key geological processes and principles. Emphasis is placed on an understanding of major rock-forming and other geological processes, including fundamental principles of plate tectonics, igneous, sedimentary and metamorphic processes, glaciation, erosion, and sediment transport and deposition. Laboratory activities focus on basic mineral and rock identification, and interpretation of topographic and geological maps.

**PREREQUISITE:** Second year standing or permission of the instructor. Priority given to Engineering students.

Three hours lecture, one hour laboratory per week.

**212 GEOLOGY FOR ENGINEERS**

This course is a continuation of Engineering 211, with emphasis on practical aspects of geology as they apply to various areas of engineering and related disciplines. Topics covered include earth materials, geological mapping incorporating basic elements of stratigraphy and structural geology, an introduction to ore forming processes and mineral resources, an overview of petroleum and coal resources, geothermal energy, environmental geology, and groundwater resources development.

**PREREQUISITE:** Engineering 211 or permission of the instructor.

Three hours lecture, one hour laboratory per week.

**241 INTRODUCTION TO PROFESSIONAL PRACTICE AND ETHICS**

This course introduces students to the roles and responsibilities existing between Professional Practice and Ethics and Society. Topics include professional engineering, professional practice, engineering education, communication skills, ethics, social impacts, institutional structures, tort law and contracts. **PREREQUISITE:** Second year standing in the Engineering program or permission of the instructor

Three hours of lecture and two hours of lab per week

**252 INTRODUCTION TO CHEMICAL ENGINEERING**

The main objective of this course is to develop the student's ability to perform mass and energy balances on reactive and non-reactive processes. Introductory topics include systems of units and a study of process variables such as temperature, pressure, and flowrate. Also covered are fundamental properties of multiphase systems: phase equilibrium, vapour pressure, phase rule, Raoult's and Henry's Laws, and colligative properties. Emphasis is placed on developing problem-solving skills. **PREREQUISITE:** Engineering 142, and Math 152, or permission of the instructor

Three lecture hours and two tutorial hours per week

**272 ENGINEERING PROJECT DESIGN I**

This course stresses the importance of creativity in engineering. Working in design teams, students formulate a challenging and relevant project of importance to society beyond the classroom. Students are expected to conceive an engineering research project; design a product or solution; then build, test, and report on their working prototype.

**PREREQUISITE:** Engineering 121, Engineering 142, and Engineering 241, or permission of the instructor.

Three hours lecture and three hours lab per week

**311 STRENGTH OF MATERIALS**

This course is an introduction to the study of stress, strain and deformation of a solid body subjected to static forces. Topics include elastic and plastic stress, strain, Mohr's circle, torsion, behaviour of beams and columns. Computer applications are used.

**PREREQUISITE:** Engineering 142 and Math 152 or permission of the instructor

Three hours lecture and three hours lab per week

**312 MATERIALS SCIENCE**

This course is an introduction to the properties and behaviour of engineering materials. Topics include atomic structure and bonding, crystalline structures, deformation, metallic structures, hardening and annealing, phase diagrams, ceramics, polymers, composites, electrical and optical properties. Computer applications are used.

**PREREQUISITE:** Engineering 142 and Engineering 311, or permission of the instructor

Three hours lecture and three hours lab per week

**321 ENGINEERING MECHANICS II: DYNAMICS**

This course is a study of mechanics concerned with the state of motion of rigid bodies that are subject to the action of forces. The course considers the kinematics and kinetics of motion applied particles and rigid bodies particularly as it relates to engineering applications and design. Topics include rectilinear and curvilinear motions, normal and tangential coordinates, dependent motion, Newton's Laws of Motion, energy and momentum methods.

**PREREQUISITE:** Engineering 142 and Math 152 or permission of the instructor

Three hours a week and three hours lab per week

### 322 ENGINEERING MEASUREMENTS

This course covers the basic types of measurement of many fundamental physical phenomena, including time, distance, displacements, speed, rates, force, flow, temperature, pressure, stress and strain, and frequency. An introduction to digital and analog electronics is a component of the course, but the focus is on understanding ways to sense physical parameters. **PREREQUISITE:** Engineering 142 and Math 251, or permission of the instructor.

Three hours lecture and three hours lab per week

### 332 THERMODYNAMICS

This course is designed to provide the student with a basic understanding of the fundamental concepts and principles of thermodynamics (first and second laws) and the application of these principles to engineering problems. Topics included are: the nature and forms of energy; basic concepts of systems, properties, states and processes; energy transfer as work and heat; energy and The First Law of Thermodynamics; entropy and The Second Law of Thermodynamics; and heat engine cycles. The analysis of various systems for power generation or refrigeration is also included.

**PREREQUISITE:** Concurrently enrolled in Engineering 352 and Math 252 or permission of the instructor

Three hours lecture and two hours problem/design lab per week

### 341 ELECTRIC CIRCUITS I

This course is a study of topics such as Ohm's laws, Kirchhoff's laws, equilibrium, equations, Thevenin's and Norton's theorems, transient circuit sinusoidal steady state response, complex impedance, complex frequency, and magnetically coupled circuits.

**PREREQUISITE:** Mathematics 152, Physics 112 or permission of the instructor.

Three hours lecture and two hours tutorial per week

### 342 ELECTRIC CIRCUITS II

This course is a continuation of Engineering 341, expanding upon concepts introduced in the first course. This will include two port networks, Fourier series and Fourier transforms, Laplace transforms, Bode and Polar plots, and Filters.

**PREREQUISITE:** Engineering 341 or permission of the instructor.

Three hours lecture and two hours tutorial per week

### 352 FLUID MECHANICS

This course is an introduction to the field of fluid mechanics. Topics covered include properties of fluids, forces on submerged surfaces, stability of floating objects, ideal fluid flow, and momentum and energy methods. Concepts of similitude are introduced, and fundamental scaling parameters in real fluids. Turbulence is introduced; pipe flow problems and lift/drag problems are solved.

**PREREQUISITE:** Engineering 321 and concurrently enrolled in Engineering 332 and Math 252, or permission of the instructor.

Three hours lecture and three hours lab per week

### 361 (formerly 362) ENGINEERING FINANCE

This course provides students with the fundamentals of engineering economics and finance in the context of professional engineering practice. Topics include the time value of money, project screening, cost estimation, and discounting analysis

techniques. Economic analysis of depreciation, maintenance, replacement and upgrading and the impact of taxes, inflation and time on infrastructure development. Relevant software and projects are used.

**PREREQUISITE:** Engineering 121 and Engineering 142, or permission of the instructor

Three hours lecture and one hour tutorial per week

### 372 ENGINEERING PROJECT DESIGN II

This course carries the practice of engineering problem-solving to a higher level than in Project Design I. Students are expected to master engineering team management and scheduling work in design teams. Students lead challenging and relevant projects of importance to society beyond the classroom. Students must successfully implement a design team project, and show a thorough understanding of technical, as well as social, implications or impact of their work.

**PREREQUISITE:** Engineering 272, Engineering 311 and Engineering 341, or permission of the instructor.

Three hours lecture and three hours lab per week

### 382 SYSTEM DYNAMICS

This course introduces the analysis and control of dynamic systems, with concepts and examples drawn from all disciplines. It includes development and analysis of differential equation models for mechanical, electrical, thermal, and fluid systems, including some sensors. Systems are primarily analyzed using Laplace transforms and computer simulation methods. Analysis concepts cover first, second, and higher order differential equations, transient characteristics, transfer functions, stability, dominance, and frequency response. Properties of systems include time constant, natural and damped frequency, and damping ratio.

**PREREQUISITE:** Engineering 311, Engineering 321, Engineering 341 and Math 301, or permission of the instructor.

Three hours lecture and three hours lab per week

### 391 SAFETY ENGINEERING

This course provides an overview of safety as it relates to all aspects of engineering infrastructure and systems. Topics include basic safety, reliability, legislation, statistics, enforcement, ergonomics, hazard recognition and control, risk assessment, accident investigation, workers' compensation, and Occupational Health and Safety management systems.

**PREREQUISITE:** Engineering 142, or permission of the instructor.

Three hours lecture and one hour tutorial per week.

### 392 PROJECT MANAGEMENT

This course provides an overview of engineering project management principles and terminology, the project life cycle, and project phases. Project phases include feasibility and needs assessment, planning and design, project implementation, project execution, and closeout. Particular attention is given to the role of communication and leadership in effective project management.

**PREREQUISITE:** Engineering 321, or permission of the instructor.

Three hours lecture and one hour tutorial per week

### 481-482 DIRECTED STUDIES IN ENGINEERING

Available to advanced engineering students at the discretion of the department. Entry to the course, course content, and the conditions under which the course may be offered will be subject to the approval of the Chair of the Department and the Dean of the Faculty. (See Academic Regulation 9 for Regulations Governing Directed Studies.)

**491-492 SPECIAL TOPICS IN ENGINEERING**

This course provides students with an opportunity to pursue special topics in engineering. The course content and its offering in any one semester will be at the discretion of the Department. Interested students should contact the Department to confirm the details of the course and its offering.

**PREREQUISITE:** Permission of the instructor

**English**

[www.upei.ca/english/](http://www.upei.ca/english/)

**English Language and Literature Faculty**

Frank Ledwell, Professor Emeritus

Brendan O'Grady, Professor Emeritus

Terry Pratt, Professor Emeritus

John Smith, Professor Emeritus

Brent MacLaine, Professor, Chair

Richard M. Lemm, Professor

Shannon Murray, Professor

Catherine Innes-Parker, Associate Professor

Geoffrey Lindsay, Associate Professor

Jane Magrath, Associate Professor

Wendy Shilton, Associate Professor

Kay Diviney, Assistant Professor

Greg Doran, Assistant Professor

Anne Furlong, Assistant Professor

John McIntyre, Assistant Professor

Gerald Wandio, Assistant Professor

Esther Wohlgemut, Assistant Professor

Lesley-Anne Bourne, Lecturer

**PREAMBLE**

The English Majors and Honours program encourages students to explore the diverse body of literature in English from a variety of perspectives. Course content and critical approaches range across the discipline and include historical, theoretical, interdisciplinary and genre studies. The program also offers courses in creative writing and linguistics. Students may expect to gain both a sound background in the history of the English language and literature, and a familiarity with the most recent developments in literary practice and scholarship.

The curriculum is designed to encourage a progressive acquisition of literary skills. As students earn their degree through their four years, they will progress from introduction to, through development in, toward mastery of, the following: (a) elements of the English language; (b) the research essay; (c) critical reading and literary theory; (d) the terminology of the discipline; (e) knowledge of the periods of literary history; (f) verbal presentations. In order for students to understand the goal of sequencing of courses and skills acquisition, the Department offers the following general descriptions for courses at four levels:

- (i) 100-level courses: Introduction
- (ii) 200-level courses: Foundation
- (iii) 300-level courses: Coverage
- (iv) 400-level courses: Focus

**COURSE LEVELS AND PREREQUISITES**

(i) Courses at the 100 level are introductory courses that provide a basic framework for critical reading and writing at university. English 101 is a prerequisite for English courses above the 100 level. English 192 and 195 are general introductions to literature, taught from a variety of perspectives.

Detailed descriptions of each year's courses will be available in the Department's Calendar Supplement.

(ii) Courses at the 200 level are either general interest courses or foundational courses that develop the skills necessary for further study in English. The prerequisite for 200-level courses is English 101 or permission of the instructor. English 201 and 202 are required courses for a major, minor, or honours English degree. They are also prerequisites for many 300-level English courses.

(iii) Courses at the 300 level provide detailed study of areas of language and literature. The prerequisites for these courses are (a) English 101, and (b) at least one 200-level English course, or permission of the instructor. Some courses require specific 200-level courses.

(iv) Courses at the 400 level are designed to give students the opportunity for advanced study of a chosen topic within a specific area of English language or literature. The classes are usually seminars that require active participation and independent study. Students must have completed at least one 300-level course before enrolling in a 400-level course.

All students are reminded that English 101 and one other English course are university prerequisites for graduation.

**NOTE:** English 203 (Practical Grammar) and English 381 (Professional Writing) may not be used to fulfil the second English requirement.

**REQUIREMENTS FOR HONOURS IN ENGLISH****ADMISSION**

The permission of the English Department is required before a student enrolls in Honours English. The admission requirement is an overall average of at least 75% in all prior English courses. Admission to the program will be competitive, and because the demand for the program will likely exceed the resources available at the Department, not all applicants who meet the formal admission requirements will be accepted into the Honours program.

**PREREQUISITES**

English 101; 201, 202, and 204

**COURSE REQUIREMENTS**

An Honours English student must complete 126 semester hours of credit, including the prerequisite courses and the following minimal requirements in English:

Medieval Literature.....	3 hours
Shakespeare and one other Renaissance course.....	6 hours
Eighteenth-Century British Literature .....	3 hours
Nineteenth-Century British Literature.....	3 hours
Modern and Contemporary Literature .....	6 hours
Canadian Literature .....	3 hours
American Literature.....	3 hours
English Language and Linguistics.....	3 hours
Literary Theory.....	3 hours
A Seminar or fourth-year Advanced Topics course (or a Tutorial chosen in consultation with the Department Chair).....	3 hours
Graduating Essay (see below) .....	6 hours
Three additional English courses, at least one of which must be on British Literature before 1900 .....	9 hours

**REQUIREMENTS FOR A MAJOR IN ENGLISH**

Prerequisites: English 101, 201, 202 and 204



**I. Required Courses**

Students must take at least 3 semester hours from each of the following areas:

Medieval Literature  
 Renaissance Literature other than Shakespeare  
 Shakespeare  
 Eighteenth-Century Literature  
 Nineteenth-Century Literature  
 Twentieth-Century Literature or Contemporary Literary Theory  
 (Canadian Literature is strongly recommended)

**II. English Language and Linguistics (3 semester hours)****III. English Electives (15 semester hours)**

In addition to the required courses, students choose five other English courses, at least two of which must be at the 300 and 400 levels. For guidance in the choice of electives, please consult the Department's Calendar Supplement or the Department Chair.

**REQUIREMENTS FOR A MINOR IN ENGLISH**

Students in the English Minors program complete English 201 and 202, and at least five other English courses above the 100 level as electives, two of which must be at the 300 or 400 level. Students are encouraged to choose those electives in consultation with the Department Chair or Minors Co-ordinator.

**ADVANCED STUDIES**

Advanced Studies courses are designed to give students the opportunity for in-depth study of a chosen topic within a specific area of English language or literature. The classes are usually seminars that require active participation and independent study. They may be devoted to a major author, a group of authors, thematic or stylistic developments, or critical or theoretical concerns. Detailed descriptions of each year's Advanced Studies courses will be available in the Department's Calendar Supplement.

**ENGLISH COURSES****101 ACADEMIC WRITING**

(Offered every semester)

This course offers an introduction to university writing and rhetoric, aimed at the development of clear, critical thinking and an effective prose style.

**PREREQUISITE:** Successful completion (a passing grade) of the English Academic Program (EAP) program for those students enrolled in the EAP program.

Three hours a week

**NOTE: THIS COURSE IS A GRADUATION REQUIREMENT FOR ALL UNDERGRADUATE STUDENTS EXCEPT DVM AND BEd CANDIDATES.**

**192 INTRODUCTION TO LITERATURE**

(Offered every semester)

This course introduces the major literary genres and focuses upon a selection of representative works. Students explore and discuss the elements of poetry, fiction, and drama. Class work involves lectures and discussions, with a special emphasis on writing assignments.

Three hours a week

**195 INTRODUCTION TO DRAMA**

This course introduces the genre of drama. Students explore

the elements and effects of dramatic works, and the historical development and roles of drama and the theatre. Class work involves lectures and discussions, with a special emphasis on writing assignments.

Three hours a week

**201 SURVEY OF LITERATURE FROM ITS BEGINNINGS TO 1785**

This course introduces students to English Literature from the Old and Middle English periods to about 1785. Students read works by such writers as the Beowulf poet, Chaucer, Spenser, Sidney, Shakespeare, Wroth, Donne, Milton, Pope, Swift, and Johnson. This is a course in reading, appreciation, and critical analysis within an historical framework.

**PREREQUISITE:** English 101 or permission of the instructor  
 Three hours a week

**202 SURVEY OF LITERATURE FROM 1785 TO THE PRESENT**

This course introduces students to English Literature from the British Isles, Ireland and North America, from the Romantic period to the present. Students read works by such writers as Blake, Wordsworth, the Shelleys, Tennyson, the Brownings, Joyce, Eliot, and Woolf. This is a course in reading, appreciation, and critical analysis within an historical framework.

**PREREQUISITE:** English 101 or permission of the instructor  
 Three hours a week

**203 PRACTICAL GRAMMAR**

This course offers intensive practical study of the principles of Standard Written English. Students begin by examining parts of speech and build from that foundation toward a solid understanding of all practical elements of grammar, punctuation, usage, and style.

**NOTE:** English 203 does not fulfil the University's second English requirement.  
 Three hours a week

**204 RESEARCH METHODS IN ENGLISH**

This course deals with practical and theoretical issues in finding and using standard bibliographic and electronic sources for scholarly research in English literature and language and related disciplines. This course is compulsory for English Honours students and strongly recommended for English Majors.

**PREREQUISITE:** English 101 and one other English course,

or permission of the instructor  
 Three hours a week

**206 CRITICAL APPROACHES TO TEXTS I**

This course approaches literary and cultural texts through a number of critical lenses including reader response, Marxism, feminism, historicism, psychoanalysis, and deconstruction. The course is designed to introduce students to a variety of critical approaches to the interpretation of literary and cultural texts.

Three hours a week

**211 CONTINENTAL LITERATURE IN TRANSLATION**

This course introduces students to poems, plays, novels, and short stories taken from a variety of eras from the ancient to the contemporary in continental European literature. Authors whose translated works may be read include such figures as Homer, Sophocles, Virgil, Dante, Cervantes, Montaigne, Goethe, Dostoevsky, Baudelaire, Ibsen, Kafka, and Brecht.

Three hours a week

**212 CREATIVE WRITING I**

This workshop in creative writing provides students with the opportunity to develop their proficiency in writing fiction, poetry, drama, or creative non-fiction. Students produce and revise new material and present these manuscripts to the workshop. Class time is devoted to discussion of students' manuscripts and published texts and to strategies and structures involved in writing them.

**PREREQUISITE:** Submission of a portfolio (e.g., 5-10 pages of poetry, 10-20 pages of fiction or scriptwriting, or 10-20 pages of creative non-fiction); and permission of the instructor

Three hours a week

**213 LITERATURE AND THE BIBLE**

This course explores the influence of the Bible on English Literature from the Old English period to the present, through the study of texts such as *The Dream of the Rood*, the Medieval cycle plays, *Paradise Lost*, *Absalom and Achitophel*, *Pilgrim's Progress*, *Frankenstein*, and *Not Wanted On the Voyage*.

Three hours a week

**221 WRITING BY WOMEN**

Students explore a wide range of writing by women—poems, plays, novels, short stories, essays—in the context of historical and social concerns. The course normally concentrates on British, American, and Canadian women writers of the nineteenth and twentieth centuries, but in some semesters may concentrate on women writers from other centuries and cultures.

Cross-listed with Women's Studies (cf. Women's Studies 221)

Three hours a week

**244 INTRODUCTION TO THEATRE STUDIES**

See Theatre Studies 244

**245 INTRODUCTION TO CHILDREN'S LITERATURE**

This course traces the development of literature for children, including the folktale tradition, a survey of children's literature before 1850, and some examples of children's literature after Alice's Adventures in Wonderland.

Three hours a week

**255 INTRODUCTION TO SHAKESPEARE**

This course introduces students to the study of Shakespeare's plays through a focus on his tragedies and romances. Attention is paid both to the text and to the performance of the plays.

Three hours a week

**272 CONTEMPORARY POETRY**

This course is a study of poetic directions since 1960, exploring the work of British, Irish, and North American poets such as Larkin, Lowell, Hughes, Heaney, Atwood, Ginsberg, Plath, Hecht, and Rich.

Three hours a week

**275 ARTHURIAN LITERATURE THROUGH THE AGES**

This course introduces students to the Arthurian legend as it is re-told through the ages. The course will begin with the origins of the Arthurian myth in Welsh legend, and trace it from the golden age of Medieval romance through to the twentieth century.

Three hours a week

**281 THE ENGLISH LANGUAGE**

This course introduces students to the nature of language by

exploring the factors that shape Present-Day English. Students will cover the basic principles of linguistics, and a brief history of the language. Topics may include languages as structured systems; dialects of English (with an emphasis on Atlantic English); gender and language; the acquisition of language; and human and animal communication. Classes combine lecture, group work, discussion, and practical exercises.

Three hours a week

**285 LINGUISTICS I: THE SOUND SYSTEM OF ENGLISH**

This course introduces students to the phonetics and phonology of contemporary English for the purpose of studying the sound patterns of English, and acquaints them with the analysis of syllable structure, rhythm and intonation, and stress.

Classes combine lecture, group work, discussion, practical exercises, transcription, and problem solving.

Three hours a week

**286 LINGUISTICS II: THE GRAMMAR AND VOCABULARY OF ENGLISH**

This course introduces students to the syntax and morphology of contemporary English. The course will investigate the principles of word formation (morphology), and of the formation of phrases and sentences (syntax). Class activities include lectures, group work, discussion, practical exercises, sentence analysis and problem solving.

Three hours a week

**291 TRENDS IN LITERATURE**

This variable content course is designed to accommodate trends in literature and literary studies. It is a general course suited to non-English majors, with a focus on particular themes, writers, or approaches. Course descriptions are published in the English Department's Calendar Supplement.

Three hours a week

**301 THE NEW ENGLISH LITERATURES OF AFRICA AND THE CARIBBEAN**

This course considers the development of post-colonial African and Caribbean national and regional literary cultures within their historical contexts. Students explore works by established and newer authors.

Three hours a week

**302 THE NEW ENGLISH LITERATURES OF AUSTRALIA, NEW ZEALAND, AND THE INDIAN SUBCONTINENT**

This course considers the development of post-colonial national and regional literary cultures of Australia, New Zealand, and the Indian subcontinent within their historical contexts. Students explore works by established and newer authors.

Three hours a week

**303 CONTEMPORARY DRAMA**

This course examines recent and current world drama including the works of such dramatists as Fry, Osborne, Arden, Pinter, Stoppard, Anouilh, Genet, Ionesco, Miller, Williams, and Albee.

Three hours a week

**304 CONTEMPORARY FICTION**

This course studies trends and techniques in fiction in English since the Second World War. It includes representative novels and short stories by major writers of various nationalities.

Three hours a week

**306 CRITICAL APPROACHES TO TEXTS II**

This course examines critical trends of the twentieth century and provides practice in the application of critical methodology to literary and cultural texts. The course is designed to build on the knowledge of critical approaches acquired in English 206: Critical Approaches to Texts I.

**PREREQUISITE:** English 206 or permission of the instructor  
Three hours a week

**313 PHILOSOPHY AND LITERATURE**

See Philosophy 361

**314 IDENTITY AND POPULAR CULTURE**

See Women's Studies 311

**315 ENGLISH-CANADIAN DRAMA**

This course introduces students to a variety of significant English-Canadian dramatists from 1967 to the present. In addition to examining the historical and literary contexts of the plays, the course considers the external forces affecting dramatic production throughout the period. The dramatists studied may include George Ryga, David French, Wendy Lill, Sharon Pollock, Judith Thompson, and Tomson Highway.

Three hours a week

**321 ENGLISH-CANADIAN PROSE**

This course introduces students to a variety of significant English-Canadian prose writers in the modern period, reviews the historical development and contexts of English-Canadian fiction, and explores the relationship between the writer's narrative strategies and fictional concerns.

Three hours a week

**322 ENGLISH-CANADIAN POETRY**

This course examines English-Canadian poetry from the nineteenth century to the present, focusing on poets of the Confederation era, major figures of 1930-1970 such as Pratt, Livesay, Birney, Page, Avison, Layton, Purdy, Cohen and Atwood, and the important new voices and poetic developments of the 1970s and 1980s.

Three hours a week

**323 LITTÉRATURE CANADIENNE-FRANÇAISE I : DE LA NOUVELLE FRANCE A 1895**

See French 441

**324 LITTÉRATURE CANADIENNE-FRANÇAISE II: XXe SIECLE**

See French 442

**331 THE LITERATURE OF ATLANTIC CANADA**

This course studies works by the major writers of Atlantic Canada. It includes a consideration of the socioeconomic and geographic factors that have influenced them and an exploration of the character of the region as depicted in their works.

Three hours a week

**332 MODERN BRITISH LITERATURE**

By considering the works of authors such as Conrad, Lawrence, Woolf, Yeats, and Joyce, this course examines the literature of Britain, including Anglo-Irish writing, from the close of the Victorian age to the mid-twentieth century.

**PREREQUISITE:** English 202

Three hours a week

**333 L.M. MONTGOMERY**

This course investigates L.M. Montgomery's contributions as

a writer of women's and children's fiction; as a diarist and poet; and as a regional and international writer. Readings include some of Montgomery's most popular works from the Anne and Emily series as well as her lesser-known works.

Cross-listed with Women's Studies (cf. Women Studies 333)

Three hours a week

**335 BRITISH ROMANTIC LITERATURE**

This course traces the origins and development of the British Romantic movement from the dawn of the French Revolution to the aftermath of the Napoleonic wars. Emphasis is placed on understanding the social, cultural, and historical contexts in which the writers worked. Major emphasis will be on the works of such writers as Blake, Wordsworth, Coleridge, Keats, Byron, Percy Shelley, and Mary Shelley.

**PREREQUISITE:** English 202

Three hours a week

**336 VICTORIAN LITERATURE**

This course introduces students to the Victorian period through an examination of the ideas and concerns which characterized the period. Emphasis is placed on understanding the social, cultural, and historical contexts in which the writers worked. Writers covered include Arnold, Carlyle, Tennyson, Ruskin, D. Rossetti, C. Rossetti, E. Barrett Browning, R. Browning, and Wilde.

**PREREQUISITE:** English 202

Three hours a week

**337 NINETEENTH-CENTURY FICTION**

This course examines the development of the novel in Britain from the early to the late nineteenth century, focussing on novels by writers such as Austen, Dickens, the Brontës, Thackeray, Eliot, and Hardy. Emphasis is placed on social context, nineteenth-century responses, and contemporary criticism of the novels studied.

**PREREQUISITE:** English 202

Three hours a week

**341 MODERN DRAMA**

This course explores late nineteenth- and early twentieth-century drama moving from Victorian melodrama and sentimental comedy to the works of such British and American dramatists as Shaw, Synge, O'Casey, T.S. Eliot, O'Neill, Wilder, and Hellman, and such influential foreign authors as Ibsen, Chekhov, Strindberg, Jarry, Pirandello, and Brecht.

Three hours a week

**342 FICTION FROM IRELAND**

This course surveys Irish fiction in English from the nineteenth century to the present, including the Irish Literary Revival. Students examine works by such writers as Edgeworth, Carleton, Joyce, O'Flaherty, Flann O'Brien, Stephens, Bowen, and Doyle in the context of the political, social, and cultural developments of their time.

Three hours a week

**343 POETRY AND DRAMA FROM IRELAND**

This course surveys Irish poetry and drama in English from the early nineteenth century to the present, including the Irish Literary Revival. Students examine works by such writers as Yeats, Lady Gregory, Synge, O'Casey, Beckett, Friel, Kavanagh, Heaney, Boland, and McGuckian in the context of the political, social, and cultural developments of their time.

Three hours a week

**344 ADVANCED THEATRE STUDIES**

See Theatre Studies 344

**351 AMERICAN MODERNISM 1910-1945**

This course traces the rise of American Modernism including the New York avant-garde, the First World War era, the Harlem Renaissance, the Lost Generation writers in Paris, and the classics of High Modernism in different regions of the United States. Students investigate a variety of experiences that shape American modernist aesthetics including war, technology, gender, sexuality, and urban life. Authors include E. E. Cummings, William Carlos Williams, Ernest Hemingway, F. Scott Fitzgerald, William Faulkner, Zora Neal Hurston, Ralph Ellison, Willa Cather, and the Left Bank women writers including Djuna Barnes.

Three hours a week

**355 SHAKESPEARE'S COMEDIES AND HISTORIES**

This course continues an examination of Shakespeare's plays by focussing on the comedies and histories. Attention is paid both to the texts and to the performance of the plays.

PREREQUISITE: English 255 or the permission of the instructor.

Three hours a week

**356 RENAISSANCE LITERATURE**

This course offers a survey of the poetry and prose of the time of Henry VIII, Elizabeth I, and James I. Students read the sonnets of William Shakespeare and work by such writers as Thomas More, John Donne, Philip Sidney, and Ben Jonson.

PREREQUISITE: English 201 or permission of the instructor

Three hours a week

**357 RENAISSANCE DRAMA**

This course is a study of representative works of English Renaissance drama (excluding Shakespeare). Writers include Kyd, Marlowe, Dekker, Jonson, Middleton, and Webster.

PREREQUISITE: English 201 or permission of the instructor.

Three hours a week

**358 MILTON**

This course offers a thorough reading of *Paradise Lost* and *Paradise Regained*, as well as a representative sample of John Milton's early poetry and prose.

PREREQUISITE: English 201 or permission of the instructor

Three hours a week

**361 EARLY AMERICAN LITERATURE TO 1830**

This course introduces students to a range of early writers and texts that influenced ideas of America as place and as identity and which continue to have social and cultural relevance today. The course begins with the "discovery" literature of the early European explorers and moves through the Puritan, Revolutionary, and Federalist periods. Emphasis is placed on poetry, prose, prose fiction, and autobiography. Among the writers studied are Bradstreet, Rowlandson, Taylor, Franklin, Equiano, and Cooper.

Three hours a week

**362 NINETEENTH-CENTURY AMERICAN LITERATURE 1830-1910**

This course focuses on important writers and texts who influenced the social and cultural context of nineteenth-century America from the "renaissance" through the realist period to the beginning of early Modernism. Emphasis is placed on poetry, prose, and prose fiction and to such themes as freedom, individualism, idealism, materialism, and the environmental imagination. Among the writers studied are Emerson, Thoreau, Hawthorne, Poe, Fuller, Whitman, Dickinson, Twain, and James.

Three hours a week

**364 CONTEMPORARY AMERICAN LITERATURE 1945 TO THE PRESENT**

This course examines the major forces in American poetry, fiction, and drama from 1945 to the present. The topics include developments in the American realist tradition, postmodernism, regional and ethnic traditions, and the avant-garde. Typically, the selection of authors and texts are determined by a particular thematic, literary-historical, or theoretical focus.

Three hours a week

**365 EIGHTEENTH-CENTURY LITERATURE I**

This course explores a variety of different kinds of texts—poems, novels, pamphlets, essays, diaries—written between 1660 and the middle of the eighteenth century. The course allows students to consider a number of cultural themes and issues, for example, gender, race, travel, crime, and science. Writers may include Rochester, Behn, Dryden, Pepys, Haywood, Swift, Pope, Montagu, Leapor.

PREREQUISITE: English 201 or permission of the instructor

Three hours a week

**366 EIGHTEENTH-CENTURY LITERATURE II**

This course explores a variety of different kinds of texts—poems, novels, pamphlets, essays, diaries—written between the middle and the end of the eighteenth century. The primary focus of this course is on the literature of sensibility and the development of the gothic. This course considers writers such as Richardson, Fielding, Montagu, Johnson, Walpole, Burney, and Radcliffe, placing their texts within a larger cultural context, and exploring their connection, for example, to medical discourses, architecture, and prison reform.

PREREQUISITE: English 201 or permission of the instructor

Three hours a week

**367 RESTORATION AND EIGHTEENTH-CENTURY DRAMA**

This course explores British drama from the reopening of the theatres in 1660 through the eighteenth century. Students study a representative selection of plays, with particular attention to the ways they are embedded in contemporary culture. Students also read contemporary culture through the drama and the drama within a larger cultural context. Playwrights considered may include Wycherley, Behn, Congreve, Pix, Centlivre, Gay, and Sheridan.

PREREQUISITE: English 201 or permission of the instructor.

Three hours a week

**369 THE LEGACY OF SPANISH MYSTICS**

See Spanish 405

**372 CHAUCER**

This course provides an introduction to the works of Geoffrey Chaucer in his context as a fourteenth-century English poet. The course explores a selection of Chaucer's writings, such as *The Book of the Duchess*, *The Parliament of Fowls*, *The Legend of Good Women*, and *The Canterbury Tales*.

PREREQUISITE: English 201 or permission of the instructor

Three hours a week

**375 MIDDLE ENGLISH LITERATURE**

This course introduces Middle English Literature from the Norman Conquest to 1500. Students explore the major medieval genres, such as lyric, dream vision, romance, allegory, debate, and devotional literature through the study of authors such as the Gawain poet, the fourteenth-century Mystics, Langland and Malory.

PREREQUISITE: English 201 or permission of the instructor

Three hours a week



**376 LANGUAGE AND LITERATURE OF ENGLAND TO 1500**

This course considers the history of the English language from its beginning to 1500. Students are introduced to Old and Middle English texts in their historical, cultural, and literary contexts.

**PREREQUISITE:** English 201 or permission of the instructor  
Three hours a week

**381 PROFESSIONAL WRITING**

This course introduces students from a variety of disciplines to the skills and tasks required for effective communication in a professional environment. The course focuses on the following: analytical reports, proposals, descriptions of processes, extended definitions, instructions, business correspondence, memoranda, graphics, presentation of data, and oral presentations. Assignments, designed for the student's particular discipline, emphasize a sound analysis of the goals for each task, and the effective, economical, clear, and correct use of language to achieve these goals.

**NOTE:** English 381 does not fulfil the University's second English requirement.

Three hours a week

**385 LINGUISTICS AND LITERATURE**

In this course students apply the principles and practice of linguistics to the analysis and interpretation of literary texts. Particular emphasis is placed on metrical theory and its application to an understanding of verse forms. Topics may include a linguistic account of metaphor and aesthetic effects; the communicative function of literary language; the linguistic aspects of the performance of literature; and narrative. Classes combine lecture, group work, discussion, and practical exercises.

**PREREQUISITE:** English 285 or English 286, or permission of the instructor.

Three hours a week

**392 CREATIVE WRITING II**

This advanced workshop in creative writing provides students with the opportunity to develop further their proficiency in writing fiction, poetry, drama, or creative non-fiction. Students produce new material and revise work-in-progress, and present these manuscripts to the workshop. Class time is devoted to discussion of students' manuscripts and published texts and to strategies and structures involved in writing them.

**PREREQUISITE:** English 212 and permission of instructor.

Three hours a week

**393 CREATIVE WRITING III**

This is a master-class workshop for students who have demonstrated discipline, ability, and professionalism in their previous writing, editing, and workshop participation. Students revise and finish projects in the genres of one or more of fiction, poetry, scriptwriting, and creative non-fiction, and prepare manuscripts for submission to literary journals and competitions. This course includes public readings and attendance at readings by visiting writers.

**PREREQUISITE:** English 212, English 392, and permission of instructor.

Three hours a week

**394 WRITING LIVES: THE ART AND CRAFT OF LIFE-WRITING**

This workshop-based course offers students the opportunity to study and to practice genres of writing such as memoir, autobiography, biography, and fictive memoir. Students examine texts with an emphasis on the craft, purpose, and historical

context of life-writing. Students produce their own manuscripts, and present these to the workshop for discussion of strategies and structures involved in life-writing.

**PREREQUISITE:** English 212 and/or permission of the instructor

Three hours a week

**404 SPECIAL STUDIES IN COMMUNICATION AND RHETORIC**

See Writing 404

**406 ADVANCED STUDIES IN CRITICAL THEORY**

**PREREQUISITES:** English 305, or English 206 and permission of the instructor.

Three hours a week

**415 ADVANCED STUDIES IN TWENTIETH-CENTURY LITERATURE**

**PREREQUISITE:** One 300-level course in twentieth-century literature

Three hours a week

**425 ADVANCED STUDIES IN CANADIAN LITERATURE**

**PREREQUISITE:** One 300-level course in Canadian Literature

Three hours a week

**435 ADVANCED STUDIES IN NINETEENTH-CENTURY BRITISH LITERATURE**

**PREREQUISITE:** One of English 335, 336, or 337, or permission of the instructor

Three hours a week

**445 ADVANCED STUDIES IN CHILDREN'S LITERATURE**

**PREREQUISITE:** English 245 or permission of the instructor

Three hours a week

**455 ADVANCED STUDIES IN SHAKESPEARE**

**PREREQUISITES:** English 255 and English 355, or permission of the instructor

Three hours a week

**456 ADVANCED STUDIES IN RENAISSANCE LITERATURE**

**PREREQUISITE:** English 356 or permission of the instructor

Three hours a week

**463 ADVANCED STUDIES IN AMERICAN LITERATURE**

**PREREQUISITE:** One of 351, 361, 362, or 364, or permission of the instructor

Three hours a week

**465 ADVANCED STUDIES IN EIGHTEENTH-CENTURY LITERATURE**

**PREREQUISITE:** English 365 or English 366, or permission of the instructor.

Three hours a week

**466 ADVANCED STUDIES IN GENDER AND SEXUALITY**

**PREREQUISITE:** One 300-level course in English literature or permission of the instructor.

Three hours a week

**475 ADVANCED STUDIES IN MEDIEVAL LITERATURE**

PREREQUISITE: English 201 or permission of the instructor  
Three hours a week

**485 ADVANCED STUDIES IN LINGUISTICS**

PREREQUISITES: English 285, English 286, and English 385, or permission of the instructor.  
Three hours a week

**486 ADVANCED STUDIES IN CREATIVE WRITING**

PREREQUISITE: English 212 and permission of the instructor  
Three hours a week

**491 SEMINARS**

This variable content seminar course is designed to accommodate the most recent developments in the discipline. The course typically concentrates on a particular author, genre, theme, or methodology not covered by other 400-level courses. Course descriptions are published in the English Department Calendar Supplement.

PREREQUISITES: Normally, the prerequisites for this seminar are three 300-level English courses or permission of the instructor. Specific prerequisites may apply in any given year, depending on the seminar offered. Please see the Calendar Supplement for more information.

Three hours a week

**492 TUTORIAL**

With the approval of the Chair and Dean, a senior student of high (usually first class) standing, pursuing an English Major, Minor or Honours degree, may be allowed to explore a special topic under the guidance of a faculty member. Before such approval is granted, the student must obtain the consent of a faculty member to supervise the work and submit, at least one month before enrolling in the course, a detailed proposal of the project, including the area of interest, the method of approach, and a comprehensive bibliography. If the project receives Departmental approval and approval of the Dean, the student may proceed with the study.

**495 THE ENGLISH HONOURS ESSAY**

Each student is required to write an essay of 8,000 to 10,000 words on a subject selected by the student and approved by the English Department. The essay will be written under the supervision of a member of the English Department and assessed, after an oral discussion with the student, by a three-member committee consisting of the supervisor, a second reader from the English Department, and an outside examiner, usually from another academic department of the University. Six semester hours of credit

## Environmental Studies

[www.upei.ca/environment/](http://www.upei.ca/environment/)

**Director**

Dr. Almut Beringer

The Environmental Studies Program at UPEI is a broadly interdisciplinary program rooted in the tradition of the liberal arts and sciences that is designed to help students understand and address contemporary environmental issues.

Since environmental problems are not only scientific/technical ones, but human/social problems as well, a broad background is required to understand and address them.

The Environmental Studies Program has the following goals:

- to deepen and broaden students' understandings of environmental issues;
- to develop an appreciation for the interrelationships among the various physical, biological and human systems;
- to help students develop an interdisciplinary and multidisciplinary framework for understanding and addressing environmental issues;
- to develop students' abilities to critically evaluate environmental information;
- to encourage students to become better environmental citizens and to find ways of living their own lives more sustainably.

### REQUIREMENTS FOR A MINOR IN ENVIRONMENTAL STUDIES

A minor in Environmental Studies will be recognized when a student has successfully completed 21 semester hours of courses drawn from Environmental Studies courses and cross-listed courses.

These courses must include:

- (1) the two core introductory Environmental Studies courses (Environmental Studies 201 and 202);
- (2) a minimum of 6 semester hours in approved courses within the Faculty of Sciences; and
- (3) a minimum of 6 semester hours in approved courses within the Faculty of Arts, School of Business Administration, and Faculty of Education.

Students may only credit a maximum of 9 semester hours toward the Minor in any one department's cross-listed courses. A maximum of 3 semester hours from the major subject may be credited towards the Minor, but only if at least three semester hours of credit in the major subject in addition to those required for the Major are taken. Students intending to exercise this option should consult with the Director of Environmental Studies and the Registrar's Office.

Students minoring in Environmental Studies are encouraged to enroll in Environmental Studies 201 and Environmental Studies 202 as early as possible, but not before the second year.

### ENVIRONMENTAL STUDIES COURSES

**201 INTRODUCTION TO ENVIRONMENTAL STUDIES**

This course introduces students to a multidisciplinary and interdisciplinary approach to the study of environmental issues; and emphasizes the interrelationships among the various physical, biological, and human systems. It examines major contemporary environmental issues, such as global warming and land use, and focuses on how these issues are understood and addressed within the natural sciences, social sciences, and humanities.

PREREQUISITE: Second Year standing

Three hours a week (some field trips may be required)

**202 SUSTAINABILITY AND SUSTAINABLE DEVELOPMENT**

This course explores the fundamental ideas and 'tools' related to environmental sustainability. Topics critically examined include the relationship between sustainability and current environmental problems, sustainability indicators and plans, decision making and public policies, and issues of consumption patterns.

PREREQUISITE: Second Year standing

Three hours a week (some field trips may be required)

**209 SPECIAL TOPICS**

To create a category for uniquely titled courses offered by a department and put on the timetable as a “special course” on a one-time basis.

**291 DIRECTED STUDIES**

This course offers recognition for equivalency-learning to returned CUSO cooperants and interns who have completed an international development placement overseas. Students who have completed a CUSO placement with a focus on environmental issues—such as environmental science, resource management, conservation, environmental education—can apply to receive credit toward their Environmental Studies degree.

**301 INTEGRATING ENVIRONMENTAL THEORY AND PRACTICE\***

This course provides students with opportunities to develop, integrate and apply their knowledge of environmental issues and theory. Students will be involved in ‘internship’ experiences with varied environmental organizations, in environmental action research on campus issues or in other settings, and in developing personal plans for environmental action and change. Classroom discussions and written work will aid students in developing a multidisciplinary and systems approach to the analysis of these experiences.

**PREREQUISITES:** Environmental Studies 201. Students taking this course concurrently may apply for admission to the instructor

One and a half hours per week in class, two and a half hours per week in practicum work

**309 SPECIAL TOPICS**

To create a category for uniquely titled courses offered by a department and put on the timetable as a “special course” on a one-time basis.

**311 UNDERSTANDING CLIMATE CHANGE\***

This course introduces students to the science of climate change. Students explore its social and political implications, and examine its impact on daily life by reviewing current scientific data as it relates to vulnerabilities of particular regions. Topics include methods, strategies, and technologies that address climate change, using case studies of adaptive and mitigative programs in North America, with a special emphasis on Canada’s climate action plan.

**PREREQUISITE:** Environmental Studies 201 or 202

Three hours a week

**409 SPECIAL TOPICS**

To create a category for uniquely titled courses offered by a department and put on the timetable as a “special course” on a one-time basis.

**491-492 DIRECTED STUDIES**

These courses offer students the opportunity for the study of other subjects in environmental studies in two different forms: (1) In response to an individual student’s needs, a program of directed readings or directed research can be developed with a faculty member; (2) Directed Studies courses are offered on occasion by members of the faculty or by visiting instructors. (See Academic Regulation 9 for Regulations Governing Directed Studies.)

Three hours a week

**\*NOTE:** These courses may be counted to meet either the Science course requirement or the Arts/Business/Education course requirement discussed above.

**CROSS-LISTED COURSES ON ENVIRONMENTAL THEMES****Faculty of Science**

(minimum of 6 semester hours required)\*

\*\*Biology 101—Environmental Biology  
Biology 111—Introduction to Organisms  
Biology 222—General Ecology  
Biology 314—Plant Community Ecology  
Biology 411—Principles of Wildlife Biology  
Biology 412—Techniques and Problems of Wildlife Biology  
Biology 423—Land Use on PEI  
Biology 452—Biogeography and Macroecology  
Biology 454—Biodiversity and Conservation Biology  
Chemistry 202—Environmental Chemistry  
Engineering 211—Introduction to Geology  
Physics 261—Energy, Environment and the Economy

**Faculty of Arts, School of Business Administration, Faculty of Education (minimum of 6 semester hours required)\***

Business 483—The Natural Step for Business  
Economics 211—Introduction to Resource Economics  
Economics 215—Environmental Economics  
Education 404—Environmental Studies  
English 322—English-Canadian Poetry  
English 335—British Romantic Literature  
English 362—19th-Century American Literature 1830-1910  
History 483—The History of the Environmentalist Movement  
Philosophy 102—Introduction to Ethics and Social Philosophy  
Philosophy 105—Technology, Values and Science  
Philosophy 203—Environmental Philosophy  
Political Studies 433—Politics and the Environment  
Psychology 333—Ecopsychology  
Sociology 305—Demography  
Sociology/Anthropology 341—Technology, Society and the Environment

\*Students who do not have the required prerequisites for particular courses that are cross-listed in the Environmental Studies program are encouraged to consult with the instructors of these courses to seek their permission to enroll. Instructors may choose to admit students to these courses based upon alternative prerequisites that are judged to provide the student with sufficient background preparation for the course.

\*\*Students may only credit either Biology 101 or Biology 111 toward their minor.

**Family and Nutritional Sciences**

[www.upei.ca/familyandnutrition](http://www.upei.ca/familyandnutrition)

**Family and Nutritional Sciences Faculty**

Doris M. Anderson, Professor Emeritus  
Kathy Gottschall-Pass, Associate Professor, Chair  
Debbie MacLellan, Professor  
Jennifer Taylor, Associate Professor  
Lori Weeks, Associate Professor  
Carolanne Nelson, Assistant Professor  
Catherine Neto, Adjunct Professor

The Department of Family and Nutritional Sciences exists

to provide an opportunity for students to acquire the knowledge, skills and understanding necessary to develop their full potential and prepare them to enable others to achieve optimal health and quality of life through the effective use of everyday resources in a rapidly changing environment.

The overall aim of the Department is to provide a liberal university education which draws from a broad academic base: the biological, physical and social sciences; humanities; and professional studies. The curriculum reflects current scientific knowledge in Foods and Nutrition and Family Science, disciplines which are concerned with improving the life conditions of individuals, families, and communities through optimal access and use of everyday resources.

## DEGREE PROGRAMS

The Department of Family and Nutritional Sciences offers several programs of study.

### Family Science Programs/Certifications:

Bachelor of Science with a Major in Family Science  
Bachelor of Child and Family Studies  
Certified Canadian Family Educator Program  
Minor in Family Science

### Foods and Nutrition Programs:

Bachelor of Science with a Major in Foods and Nutrition  
Bachelor of Science with an Honours in Foods and Nutrition  
Minor in Foods and Nutrition  
Integrated Dietetic Internship Program

## REQUIREMENTS FOR A MAJOR IN FAMILY SCIENCE

Students following this degree program must complete 42 semester hours of required courses in Family Science and 9 additional semester hours of credit in Foods and Nutrition.

## REQUIRED COURSES FOR THE FAMILY SCIENCE MAJOR

### Family Science

114 Families in Contemporary Society  
221 Family Resource Management  
242 Dynamics of Family Living  
261 Communications  
331 Introduction to Research Methods  
341 Human Development and the Family  
381 Professional Practice with Children and Families  
382 Child and Family Education  
411 Field Placement I  
412 Field Placement II  
Four Family Science electives at the 3rd or 4th year level

### Foods and Nutrition:

Foods and Nutrition 111 - Introductory Foods  
Foods and Nutrition 211 - Introductory Nutrition I  
Foods and Nutrition 212 - Introductory Nutrition II

## REQUIRED COURSES FROM OTHER DEPARTMENTS

### Mathematics

111 Finite Mathematics  
221 Introductory Statistics I  
Note: Mathematics 151-152 are required for upper level Mathematics and Chemistry courses

### Chemistry

111 General Chemistry I  
112 General Chemistry II

### Biology

112 Introduction to Cell and Molecular Biology  
122 Human Physiology

### English

101 Academic Writing  
One additional 3 semester hour course

### Social Sciences

Two 3 semester hour course from Psychology, Sociology or Anthropology

Students are advised to consult with the Department Chair or their Faculty Advisor prior to registration.

## COURSE SEQUENCE

Following is the usual sequence for completion of courses:

### First Year

Foods and Nutrition 111	Introductory Foods
Family Science 114	Families in Contemporary Society
Biology 112	Introduction to Cell and Molecular Biology
Chemistry 111	General Chemistry I
Chemistry 112	General Chemistry II
English 101	Academic Writing
Math 111	Finite Mathematics
Two Social Sciences	
One free elective	

### Second Year

Foods and Nutrition 211	Introductory Nutrition I
Foods and Nutrition 212	Introductory Nutrition II
Family Science 221	Family Resource Management
Family Science 242	Dynamics of Family Living
Family Science 261	Communications
Math 221	Introductory Statistics I
Biology 122	Human Physiology
One English elective	
Two free electives	

### Third Year

Family Science 331	Introduction to Research Methods
Family Science 341	Human Development and the Family
Family Science 381	Professional Practice with Children and Families
Family Science 382	Child and Family Education
One Family Science elective	
Five free electives	

### Fourth Year

Family Science 411	Field Placement I
Family Science 412	Field Placement II
Three Family Science electives	
Five free electives	

## BACHELOR OF CHILD AND FAMILY STUDIES

The Bachelor of Child and Family Studies is a two-year post-diploma degree available to graduates of diploma programs in early childhood education at Holland College or similar post-secondary institutions. Students seeking admission to this



program must satisfy general UPEI admission requirements. Successful completion of a grade 12 math course (or an equivalent course) is strongly recommended. Applicants must demonstrate a minimum average of 70% in their college program. Applicants who completed their college program before grades were implemented will submit a portfolio of their training and experience. Admission of applicants who will not complete the degree within a 10 year period from the beginning of their college program will be considered on an individual basis. Evidence of on-going professional development in the discipline will be required for such applicants. All applicants will submit a personal statement including their career objectives and reasons for applying to this degree program. Students in the Bachelor of Child and Family Studies must complete a total of 60 semester hours at UPEI.

### REQUIRED COURSES FOR THE CHILD AND FAMILY STUDIES DEGREE:

Family Science 221	Family Resource Management
Family Science 242	Dynamics of Family Living
Family Science 331	Introduction to Research Methods
Family Science 341	Human Development and the Family
Family Science 381	Professional Practice with Children and Families
Family Science 382	Child and Family Education
Family Science 411	Field Placement I
Family Science 471	Parent-Child Interaction
3 semester hour Family Science elective at the 300 or 400 level	
Math 111	Finite Mathematics
Math 221	Introductory Statistics I
English 101	Academic Writing
3 semester hours in English	
7 free electives	

### NOTES:

1. Suggested electives for those planning to apply to the Bachelor of Education Program at UPEI are found under the Admissions for Bachelor of Education.
2. Students are strongly encouraged to complete University 103
3. Suggested English electives are English 353 (Children's Literature) and 381 (Professional Writing).

### COURSE SEQUENCE

#### First Year

Family Science 221	Family Resource Management
Family Science 242	Dynamics of Family Living
Family Science 341	Human Development and the Family
Family Science 381	Professional Practice with Children and Families
Family Science 382	Child and Family Education
Math 111	Finite Mathematics
Math 221	Introductory Statistics I
English 101	Academic Writing
2 free electives	

#### Second Year

Family Science 331	Introduction to Research Methods
Family Science 411	Field Placement I
Family Science 471	Parent-Child Interaction
one Family Science Elective at the 300 or 400 level	
3 semester hours in English	
5 free electives	

## CERTIFIED CANADIAN FAMILY EDUCATOR (CCFE) PROGRAM FROM FAMILY SERVICE CANADA

Canada's Certified Family Educator (CCFE) program was developed to promote excellence in services provided to families in Canada. CCFEs work in a variety of health and social service positions. In particular, CCFEs are prepared to work with individuals and families in the areas of prevention and education. Students in any major may be eligible for this program and can apply for certification either while completing or after completing their degree.

Students interested in becoming a Certified Canadian Family Educator (CCFE) must consult with the Chair of the Department of Family and Nutritional Sciences for details and counselling.

### FAMILY SCIENCE MINOR

Students in the Minor Program in Family Science must complete a total of 21 semester hours of Family Science. This consists of 9 semester hours of required core courses and 12 semester hours of Family Science electives.

#### Required:

Family Science 114	Families in Contemporary Society
Family Science 221	Family Resource Management
Family Science 242	Dynamics of Family Living

12 additional hours of electives at the 3rd- or 4th-year level excluding:

Family Science 331
Family Science 381
Family Science 411
Family Science 412

Students intending to complete a Minor in Family Science are advised to consult with the Chair of the Department of Family and Nutritional Sciences to ensure that they have the required course prerequisites. A student majoring in Foods and Nutrition is eligible to pursue the Family Science Minor.

## REQUIREMENTS FOR A MAJOR IN FOODS & NUTRITION

Students following this degree program must complete 42 semester hours of required courses in Foods and Nutrition and 9 hours in Family Science.

### REQUIRED COURSES FOR FOODS AND NUTRITION MAJOR

#### Foods and Nutrition

111	Introductory Foods
211	Introductory Nutrition I
212	Introductory Nutrition II
261	Communications
262	Issues in Professional Practice
302	Advanced Foods
331	Introduction to Research Methods
332	Community Nutrition
351	Nutritional Assessment
352	Clinical Nutrition I
412	Human Metabolism
432	Program Planning & Evaluation
461	Clinical Nutrition II

One Foods and Nutrition elective at the 300 or 400 level

### Family Science

114 Families in Contemporary Society  
Two Family Science electives excluding 381, 411, and 412

In addition to the courses required for the Foods and Nutrition major, students interested in applying for either the Integrated Dietetic Internship Program or a Graduate dietetic internship must take Foods and Nutrition 222 (Foodservice Systems Management) and Foods and Nutrition 422 (Quantity Food Production). Foods and Nutrition 312 (Nutrition and Dietary Behaviour) is recommended but not required.

### REQUIRED COURSES FROM OTHER DEPARTMENTS

#### Mathematics

111 Finite Mathematics or 112 Calculus  
221 Introductory Statistics I

**Note:** Mathematics 151-152 are required for upper level Mathematics and Chemistry courses

#### Chemistry

111 General Chemistry I  
112 General Chemistry II  
243 Organic Chemistry for the Life Sciences  
351 Biochemistry I  
352 Biochemistry II

#### Biology

112 Introduction to Cell and Molecular Biology  
122 Human Physiology  
206 Microbial Diversity

#### English

101 Academic Writing  
One additional 3 semester hour course

### COURSE SEQUENCE

Following is the usual sequence for completion of courses:

#### First Year

Foods and Nutrition 111	Introductory Foods
Foods and Nutrition 114	Families in Contemporary Society
Biology 112	Introduction to Cell and Molecular Biology
Chemistry 111	General Chemistry I
Chemistry 112	General Chemistry II
English 101	Academic Writing
One English elective	
Math 111	Finite Mathematics <b>OR</b>
Math 112	Calculus
Two free electives	

#### Second Year

Foods and Nutrition 211	Introductory Nutrition I
Foods and Nutrition 212	Introductory Nutrition II
Foods and Nutrition 221	Family Resource Management
Foods and Nutrition 261	Communications
Foods and Nutrition 262	Issues in Professional Practice
Biology 122	Human Physiology
Chemistry 243	Organic Chemistry for the Life Sciences
Math 221	Introductory Statistics I
One Family Science elective	
One free elective	

#### Third Year

Foods and Nutrition 302	Advanced Foods
Foods and Nutrition 331	Introduction to Research Methods
Foods and Nutrition 332	Community Nutrition
Foods and Nutrition 351	Nutritional Assessment
Foods and Nutrition 352	Clinical Nutrition I
Chemistry 351	Biochemistry I
Chemistry 352	Biochemistry II
Biology 206	Microbial Diversity
One Family Science elective	
One free elective	

#### Fourth Year

Foods and Nutrition 412	Human Metabolism
Foods and Nutrition 432	Program Planning and Evaluation
Foods and Nutrition 461	Clinical Nutrition II
One Foods and Nutrition elective	
Six free electives	

### REQUIREMENTS FOR HONOURS PROGRAM IN FOODS AND NUTRITION

The Honours program in Foods and Nutrition is designed to provide research experience at the undergraduate level within the BSc Program. It is available to students with a strong academic background who intend to continue studies at the post graduate level in Foods and Nutrition or related field, or to students who intend to pursue a career where research experience would be an asset.

The Honours program differs from the major in requiring a two-semester research course with thesis report and one additional advanced Foods and Nutrition course for a total of 126 semester hours for the degree. The research component is to be completed within the BSc program and would normally require one summer (four months) preceding the graduating year. Evaluation of the research data and writing of the thesis would normally be done during the fall and/or spring session in Foods and Nutrition 490: Advanced Research and Thesis. The following are the course requirements for the Honours program in Foods and Nutrition.

#### First Year

Foods and Nutrition 111	Introductory Foods
Foods and Nutrition 114	Families in Contemporary Society
Chemistry 111-112	General Chemistry I and II
Math 111 or 112	Finite Mathematics or Calculus
Biology 112	Introduction to Cell and Molecular Biology
English 101	Academic Writing
English elective	
Two free electives	

#### Second Year

Foods and Nutrition 211-212	Introductory Nutrition I and II
Foods and Nutrition 261	Communications
Foods and Nutrition 262	Issues in Professional Practice
Biology 122	Human Physiology
Chemistry 243	Organic Chemistry for the Life Sciences
Math 221	Introductory Statistics I
One Family Science elective	
Two free electives	

**Third Year**

Foods and Nutrition 302	Advanced Foods
Foods and Nutrition 331	Introduction in Research Methods
Foods and Nutrition 332	Community Nutrition
Foods and Nutrition 351	Nutritional Assessment
Foods and Nutrition 352	Clinical Nutrition I
Chemistry 351-352	Biochemistry I and II
Biology 206	Microbial Diversity
Family Science elective	
One free elective	

**Fourth Year**

Foods and Nutrition 412	Human Metabolism
Foods and Nutrition 432	Program Planning and Evaluation
Foods and Nutrition 461	Clinical Nutrition II
Foods and Nutrition 490	Advanced Research and Thesis
Two Foods and Nutrition electives at the 300 or 400 level	
Three free electives	

**NOTE:** Honours students are advised to take an advanced statistics course and consult with their advisor for assistance in choosing electives that will support their research projects.

**ENTRANCE REQUIREMENTS**

For admission to the Honours program, students must have a minimum average of 75% in all Foods and Nutrition courses combined and an overall average of 70% in all previous courses. Permission of the Department is also required and is contingent on the student finding an advisor and on acceptance of the research project by the Department of Family and Nutritional Sciences. Students interested in completing an honours should consult with the Department Chair as early as possible and not later than March 31st of the student's third year.

To graduate with Honours in Foods and Nutrition, students must maintain a minimum average of 75% in all Foods and Nutrition courses combined and an overall average of 70%.

**REQUIREMENTS FOR A MINOR IN FOODS AND NUTRITION**

Students in the Minors Program in Foods and Nutrition must complete a total of 21 semester hours of credit in Foods and Nutrition.

These consist of 12 semester hours of required core courses as follows:

Foods and Nutrition 111	Introductory Foods
Foods and Nutrition 211	Introductory Nutrition I
Foods and Nutrition 212	Introductory Nutrition II
Foods and Nutrition 331	Introduction to Research Methods

Nine additional hours of electives must be chosen at the third- or fourth-year level.

Students intending to do a Minor in Foods and Nutrition are advised to consult with the Chair of the Department of Family and Nutritional Sciences to ensure that they have the required course prerequisites. A student majoring in Family Science is eligible to pursue the Foods and Nutrition Minor.

**PROFESSIONAL PROGRAM REQUIREMENTS****INTEGRATED DIETETIC INTERNSHIP PROGRAM**

Students in Foods and Nutrition may apply for admission to the optional Integrated Dietetic Internship Program. The integrated approach to professional training enables students to build upon and apply theoretical knowledge gained from their academic program. On successful completion of the Integrated Dietetic Internship Program, students will have fulfilled the competencies required to reach entry-level professional dietetic competence as determined by the Dietitians of Canada (DC) and will be eligible to apply for admission to the dietetics profession.

Internship work terms and their results will be recorded on students' transcripts. Upon successful completion of both the degree program (meeting internship requirements) and the required work terms, students will be granted a University certificate attesting to their successful completion of the Integrated Dietetic Internship Program.

**ADMISSION REQUIREMENTS**

All Foods and Nutrition students who have completed the following required courses, with an overall average of 70%, will be eligible to apply for the program:

Foods & Nutrition 111	Introductory Foods
Foods & Nutrition 114	Families in Contemporary Society
Foods & Nutrition 211	Introductory Nutrition I
Chemistry 111	General Chemistry I
Chemistry 112	General Chemistry II
Biology 112	Introduction to Cell and Molecular Biology

Interested candidates are encouraged to consult the Department Chair early in their program to discuss admission and course scheduling. Students may apply in their second or third year of the Foods and Nutrition program. Students interested in pursuing this option are also encouraged to seek relevant paid or unpaid work experience in the summer preceding application. A formal application for admission to the Integrated Dietetic Internship Program is required. Students are eligible to apply following their first semester in their second or third year of the Foods and Nutrition program. Application forms are available from the departmental secretary after **December 04** and must be returned to the secretary by **February 01**.

A selection panel will determine admissibility based upon academic performance, paid and unpaid work experience, student motivation and personal suitability. Students meeting the admission criteria will be interviewed and ranked. By the first week of March, the Program Coordinator will contact, in writing, all students interviewed as to the outcome of the process.

**CONTINUANCE REQUIREMENTS**

Once admitted to the program, students must continue in full-time enrollment between work terms. An academic review of students' performance will take place at the end of each semester. Students are required to maintain an average overall grade of 70% and achieve a grade of no less than 70% in nutrition courses. Students who fail to meet these standards or who fail a required course(s) will not be permitted to begin the next work term until standards are met.

Internship students must complete all of the regular requirements for a Bachelor of Science (Foods and Nutrition) degree. Foods and Nutrition 222 (Food Service Systems Management), and Foods and Nutrition 422 (Quantity Food Production) must be included within their degree program. It is recommended that internship students take Foods and Nutrition 312 (Nutrition and Dietary Behaviour) or Foods and Nutrition 371 (Lifespan Nutrition) as an elective.

In addition to the above requirements, students must successfully complete three work terms.

### WORK TERMS

Students must complete three work terms in the Integrated Dietetic Internship Program. The first and second work terms are scheduled in the spring and summer months between academic years. The third work term is completed following graduation. The first work term will involve one week of professional practice course, followed by a four week work term, for a total of 5 weeks. This will be followed by two work terms of 12 and 24 weeks in length, respectively, for a total of 36 to 42 weeks.

Satisfactory fulfillment of the Integrated Dietetic Internship work terms requires:

1. A satisfactory evaluation from the Preceptor at the work placement site.
2. Completion of the minimum number of required competencies as indicated on the appropriate evaluation form.

### WITHDRAWAL CONDITIONS

Students will be required to withdraw from the Integrated Dietetic Internship Program if:

1. They are dismissed from, resign, or fail to achieve the required competencies during a work term, or
2. They do not achieve a passing grade in required courses or do not maintain the required grade or course average necessary for continuance in the Integrated Dietetic Internship Program, or
3. They fail to abide by the policies and procedures set out by the Advisory Committee for the Integrated Dietetic Internship Program and/or those of the placement organization.

Students who voluntarily withdraw from or who are required to withdraw from the Integrated Dietetic Internship Program may remain in and continue with the regular Foods and Nutrition majors program.

### REGISTRATION AND FEES

Students are required to register for all work terms at the Registrar's Office, according to normal registration procedures. Work terms will officially be designated on students' transcripts as pass or fail. Students pay for their work terms as they are taken. Students accepted to the Integrated Dietetic Internship Program are required to pay an Internship Administration Fee (see Calendar section on fees). This amount is to be paid to the Accounting Office prior to the start date for the specified work term.

Additional information on policies and procedures related to the Integrated Dietetic Internship Program are available from the Department.

## DIETITIANS OF CANADA GRADUATE INTERNSHIP

The Foods and Nutrition majors program is an accredited undergraduate dietetic education program. To be eligible to apply for a position in an approved graduate dietetic internship program, students must meet the academic requirements of the Dietitians of Canada and should have a minimum average grade of 70% in their last 30 courses.

In addition to the courses required for the Foods and Nutrition major, students interested in applying for a graduate dietetic internship placement must take Foods and Nutrition 222 and Foods and Nutrition 422. Foods and Nutrition 312 is recommended but not required.

Students should consult with the Dietetic Course Director for details and counselling by the end of second year.

## NOTES REGARDING 100-LEVEL FAMILY SCIENCE AND FOODS AND NUTRITION COURSES

Foods and Nutrition 111 and Family Science 114 are introductory courses required for, but not restricted to, Foods and Nutrition and Family Science majors. A combined average of at least 60% in Foods and Nutrition 111 and Family Science 114 is a prerequisite for all Foods and Nutrition and Family Science courses above the 100 level. However, this course prerequisite may be waived with the permission of the Chair for individual courses.

Foods and Nutrition 101 is a course designed primarily for non-Foods and Nutrition or Family Science majors who will not be taking advanced courses in Nutrition, however it will be accepted for credit as an elective in the Foods and Nutrition or Family Science majors programs. Credit will **NOT** be allowed for Foods and Nutrition 101 if completed after Foods and Nutrition 211.

## FAMILY SCIENCE COURSES

### 114 FAMILIES IN CONTEMPORARY SOCIETY

This course is an introduction to the study of families and contemporary issues facing today's families. Topics include changing family structures, current trends in Canadian families, the interaction of families with other systems, and theories used to study families. The course also includes an introduction to family life education including the philosophy, nature and purpose of family education.

Three lecture hours

### 221 FAMILY RESOURCE MANAGEMENT

This course is a study of the management process and how it relates to decision making and resource use by individuals and families. Topics include management history and theories; values and goals; resources; planning and decision making. The management of stress and fatigue, time, finances and environmental resources are also discussed. Students gain experience in the application of theory to a variety of individual and family managerial situations.

PREREQUISITE: Family Science 114

Three lecture hours

### 242 DYNAMICS OF FAMILY LIVING

This course examines the multiple realities of living in families. Using current theory and research in family science, it



focuses on family diversity extending across history, gender, nationality, culture, and age. The course covers crucial issues such as family stress, later-life families, family violence, the work-family interface, parenting, and other areas of family living. The effects of legislation, and social, economics and technical change on families are discussed.

**PREREQUISITE:** Family Science 114 or registration in the Child and Family Studies Program.

Three lecture hours

### **261 COMMUNICATIONS**

This course is an introduction to the basic principles of communication. The course balances communication theory and research with skills acquisition and practice to help students communicate more effectively in a variety of professional settings. Students are provided with an opportunity to develop skills in interpersonal and group communication, public speaking, interviewing, and using mass media.

Cross-listed with Foods and Nutrition (cf. Foods and Nutrition 261)

**PREREQUISITE:** At least second year standing in Family Science, Foods and Nutrition, Radiography or permission of the instructor

Three lecture hours

### **309 SPECIAL TOPICS**

#### **331 INTRODUCTION TO RESEARCH METHODS**

This course is an introduction to research intended to enable students to read critically and evaluate current research in Family and Nutritional Sciences and related disciplines. Students are introduced to various types of research in foods and nutrition and family science, research terminology, and the components of the research process.

Cross-listed with Foods and Nutrition (cf. Foods and Nutrition 331)

**PREREQUISITE:** Math 221. Preference for admission will be given to students registered in the Family Science, Foods and Nutrition, Child and Family Studies or Radiography programs

Three lecture hours

#### **341 HUMAN DEVELOPMENT AND THE FAMILY**

This course explores human development from conception to old age, including physical, cognitive, and psychological aspects. Topics include attachment across the lifespan; various theories used to study human development; gender; the aging process; and societal factors affecting human development. The reciprocal relationship between human development and family environments is emphasized and the roles of human service agencies, schools, and the health profession in meeting the developmental needs of individuals in their families are explored.

**PREREQUISITE:** Family Science 114

Three lecture hours

**NOTE:** Credit will not be allowed for Family Science 341 if a student has already received credit for Psychology 201

#### **352 HOUSING AND SOCIETY**

This course examines housing trends in North America with an emphasis on human needs and values that relate to housing. The historical, social, economic, and political factors that influence access to housing and housing policy are also examined.

**PREREQUISITE:** Family Science 114

Three lecture hours

#### **381 PROFESSIONAL PRACTICE WITH CHILDREN AND FAMILIES**

This course is designed to inform students of the range of

professional practice issues confronted by helping professionals working with children, youth, adults and their families. The complexities of working with diverse populations with regard to professional ethics, standards of practice and advocacy are examined. Additional topics include: managing the field placement experience, professional roles, peer learning, reflective practice and portfolio development. Students gain experience in areas of professional practice with children, youth, adults of all ages, and their families through a field placement experience.

**PREREQUISITE:** Third year standing in Family Science or Child and Family Studies.

Three lecture hours for first 4 weeks; for balance of semester 1 lecture hour per week and 32 hours field placement.

#### **382 CHILD AND FAMILY EDUCATION**

This course will focus on providing students with the knowledge and skills to assess the need for educational programs for children and families; to design appropriate courses and programs to meet these needs, and to implement and evaluate the effectiveness of the programs. Students will become familiar with community resources available to support children and families who participate in family education programs.

**PREREQUISITE:** Family Science 381

Three lecture hours per week and approximately 20 hours of field work with a community agency for the development, implementation and evaluation of a project.

### **409 SPECIAL TOPICS**

#### **411 FIELD PLACEMENT I**

This course provides an opportunity for students to integrate theory into practice through practical use of the knowledge and skills acquired in the classroom. Students participate in service provision at a community agency where they will test their attitudes and abilities to work with people, grow in self-awareness, as well as learn and develop helping and administrative skills. Through observation, practice, and reflection, students study and write about family science and professional practice issues relevant to their field placement.

**PREREQUISITES:** Family Science/Foods and Nutrition 331, Family Science 381, 382 and fourth year standing in Family Science or Child and Family Studies.

Two lecture hours per week and 80 hours of field placement

#### **412 FIELD PLACEMENT II**

This course is a continuation of Family Science 411 and provides an opportunity for students to integrate theory into practice through practical use of the knowledge and skills acquired in the classroom. Students participate in service provision at a community agency where they will test their attitudes and abilities to work with people, grow in self-awareness, as well as learn and develop helping and administrative skills. Through observation, practice, and reflection, students study and write about family science and professional practice issues relevant to their field placement.

**PREREQUISITE:** Family Science 411

Two lecture hours and 80 hours of field placement

#### **441/442 DIRECTED STUDIES IN FAMILY SCIENCE** (see Academic Regulation 9 for Regulations Governing Directed Studies.)

#### **451 WOMEN AND AGING**

This course examines older women's diverse experiences in today's families and in the world as homemakers, wives/partners, mothers, caregivers, and as paid and unpaid workers. Family studies scholarship is examined critically for various

themes such as the social construction of gender and validation of family diversity. The contradictory nature of the family as source of/venue for control and oppression versus support, validation, and empowerment is also explored.

Cross-listed with Women's Studies (cf. Women's Studies 451)  
PREREQUISITE: Family Science 242 or at least one introductory Women's Studies course.

Three lecture hours

#### **471 PARENT-CHILD INTERACTION**

This course is a study of the developmental nature of parenting throughout the life-cycle from birth through aging, with emphasis on the reciprocal nature of parent-child interactions. It includes parenting in various family structures, in various lifestyles, in high-risk families, in families with exceptional children, and in families from diverse cultures. Alternative approaches to parenting (e.g. adoption and assisted reproduction) are discussed. Contemporary strategies for parent guidance and education are introduced.

PREREQUISITE: Family Science 341

Three lecture hours

#### **481 POLICY ISSUES IN FAMILY SCIENCE**

This course is a study of how public policy shapes the context in which families live, and, in turn, influences human and family development. Topics include the relationship between family functioning and public policies at the local, provincial, and federal levels; the influence of demographic changes, values, attitudes, and perceptions of the well-being of children and families on public policy debates; the effectiveness of policies and programs from a family perspective; the policy making process; and the different roles professionals play in influencing policy development. Special attention is given to the consequences of various policies on current family issues.

PREREQUISITE: Family Science 242 or permission of the instructor

Three lecture hours

#### **491 HUMAN SEXUALITY**

This course is an examination of the psychological, social, and physiological aspects of sexual development throughout life. Aspects of human sexuality including reproduction, influence on relationships, gender issues, sexual orientation, sexually transmitted diseases, sexual values and decision-making are covered. Students examine current sexuality education methodologies. Implications for future trends in human interaction are analyzed.

PREREQUISITE: Family Science 242 or permission of the instructor

Three lecture hours

### **FOODS AND NUTRITION COURSES**

#### **101 NUTRITION FOR LIVING**

This course is an introduction to the study of nutrition as it relates to health and health promotion. Topics include factors influencing food use; personal dietary assessment and selection of a healthy diet; the essential nutrients; nutrition throughout the life cycle; prevention of chronic disease; and food insecurity and hunger.

Three lecture hours

**NOTE:** This course is designed primarily for non-Foods and Nutrition or Family Science majors who will not be taking advanced courses in Nutrition. Credit will **NOT** be allowed for Foods and Nutrition 101 if completed after Foods and Nutrition 211.

#### **102 NUTRITION FOR NURSING PRACTICE**

This course is an introduction to the science of nutrition specifically designed for nursing students. Topics discussed include: the nutrients, role of these nutrients in chronic disease prevention, diet therapy for specific disease conditions, nutritional needs across the lifespan and the selection of a healthy diet.

PREREQUISITE: Biology 121

COREQUISITE: Biology 122

Three lecture hours

#### **111 INTRODUCTORY FOODS**

This course is a study of the physical, chemical, and nutritive properties of food; the changes that occur during food preparation, storage, and handling; the factors affecting food acceptability and quality; and time and resource management as it relates to food preparation.

PREREQUISITE: Grade XII Chemistry or the permission of the Chair in special cases

Three lecture hours, three hour laboratory

#### **211 INTRODUCTORY NUTRITION I**

This course is a study of applied human nutrition with a focus on carbohydrates, lipids, proteins, vitamins and alcohol; requirements and food sources of these nutrients; role of these nutrients in chronic disease prevention; digestion, absorption and metabolism; and assessment of nutritional status.

PREREQUISITE: Chemistry 112, or permission of instructor

Three lecture hours

#### **212 INTRODUCTORY NUTRITION II**

This course is a continuation of FN 211 with a focus on water, major minerals and trace minerals; requirements and food sources of these nutrients; role of these nutrients in chronic disease prevention; nutritional needs across the lifespan, and the selection of an adequate diet.

PREREQUISITE: Foods and Nutrition 211 or permission of instructor

Three lecture hours

#### **222 FOOD SERVICE SYSTEMS MANAGEMENT**

This course is a study of food service management with emphasis on concepts and theories of organizational behaviour; safety, sanitation and hygienic practices in food service; quality and cost control; personnel management, staffing, physical design and delivery systems and the process of management in an institutional setting and in other food service operations.

Other topics include menu planning, marketing, management information systems, budgeting, and the role of computers in food service management.

PREREQUISITE: Foods and Nutrition 111 or permission of the instructor

Three lecture hours

#### **261 COMMUNICATIONS**

See Family Science 261

#### **262 ISSUES IN PROFESSIONAL PRACTICE**

This course explores aspects of professional practice in foods and nutrition. Topics include professional roles, standards of practice, professional ethics, advocacy, mentorship, professional portfolios, self directed learning, and other current issues relating to the nutrition discipline and the dietetics profession. Students will be introduced to the knowledge statements and required competencies for entry-level dietetics practice.

**NOTE:** Students may **not** take both Family Science 381 and Foods and Nutrition 262.

**PREREQUISITE:** Must be registered as a Foods and Nutrition major.

Three lecture hours

### **302 ADVANCED FOODS**

This course is an advanced study of the physical, chemical, and biological properties of foods through food experimentation; objective and subjective testing of food attributes with emphasis on sensory analysis; and principles of research methodology as applied to foods. Current trends relating to the food system are discussed. A product development project is required.

**PREREQUISITES:** Chemistry 112, Foods and Nutrition 111, and Foods and Nutrition/Family Science 331 or permission of instructor

Three lecture hours, three hour laboratory

### **309 SPECIAL TOPICS**

#### **312 NUTRITION AND DIETARY BEHAVIOUR**

This course studies the factors influencing human dietary behaviour and ultimately nutritional health. Topics include the development of food preferences, food and culture, school food issues, food insecurity, food and the media, and sensory influences on dietary behaviour.

**PREREQUISITES:** Foods and Nutrition 101 or 212, or permission of the instructor

Three lecture hours

#### **331 INTRODUCTION TO RESEARCH METHODS**

See Family Science 331

#### **332 COMMUNITY NUTRITION**

This course is an introduction to the field of community nutrition, which is the study of the prevention of nutritional problems and the promotion of health through organized community efforts. Students develop an increased awareness of the theory and practice of community nutrition, including how it fits within the framework of health promotion and the current health system. Students are introduced to the theoretical and practical aspects of the community nutrition program planning, marketing and evaluation. Topics include the health care system; nutrition programs and policies at the provincial, national, and international levels; food insecurity; working with diversity; and entrepreneurship.

**PREREQUISITES:** Foods and Nutrition 212 and Foods and Nutrition/Family Science 331 or permission of instructor

Three lecture hours

#### **351 NUTRITIONAL ASSESSMENT**

This course is an advanced study of current issues in nutrition assessment. Topics include dietary, anthropometric, laboratory and clinical methods currently in use to assess nutritional status at the population and individual level; sources of error; and challenges in interpreting nutritional assessment data.

**PREREQUISITES:** Foods and Nutrition 212 or permission of the instructor

Three lecture hours

#### **352 CLINICAL NUTRITION I**

This course introduces the fundamentals of the pathophysiology and nutritional management of disease and monitoring of nutritional status and the development, implementation, and evaluation of nutritional care plans. Specialized nutrition support techniques and drug-nutrient interactions are also studied.

**PREREQUISITES:** Foods and Nutrition 212, Foods and Nutrition 351 and Biology 122

Three lecture hours

#### **371 LIFESPAN NUTRITION**

This course builds on Introductory Nutrition by exploring in depth the nutritional foundations necessary for growth, development, normal functioning, and disease prevention at various stages of the life cycle. The impact of nutritional deficiencies and excesses on the body at various life stages will also be studied.

**PREREQUISITES:** Foods and Nutrition 212, or permission of the instructor

Three semester hours

### **409 SPECIAL TOPICS**

#### **412 HUMAN METABOLISM**

This course is an advanced study of the role of macronutrients in physiological and biochemical processes, their regulation in the human body, and their involvement in human health and disease. Application of current nutrition research findings and the rationale for current recommendations will also be discussed

**PREREQUISITES:** Biology 122, Math 221, Chemistry 352, and Foods and Nutrition 212 or permission of the instructor

Three lecture hours, two hours tutorial

#### **422 QUANTITY FOOD PRODUCTION**

This course is a study of food service production and management. Topics include quantity food purchasing and preparation, food safety and HACCP, sanitation, human resource planning and supervision. Practical experience in quantity food production and food service administration is gained by running a food catering operation using a team approach to management.

**PREREQUISITES:** Foods and Nutrition 222

Two lecture hours, seven hours laboratory

#### **432 PROGRAM PLANNING AND EVALUATION**

In this course, students develop competency in planning, implementing, and evaluating health promotion programs. Topics include theories and models commonly used for health promotion, assessing needs, selecting appropriate intervention strategies, identification and allocation of resources, the marketing process, and evaluation models and design.

**PREREQUISITES:** Fourth year standing in the Foods and Nutrition program or permission of the instructor.

Three lecture hours

#### **441/442 DIRECTED STUDIES IN FOODS AND NUTRITION**

(See Academic Regulation 9 for regulations Governing Directed Studies.)

#### **461 CLINICAL NUTRITION II**

This course is a continuation of Foods and Nutrition 352 with emphasis on the pathophysiology and nutritional management of gastrointestinal disorders, food sensitivities, liver diseases, hypermetabolic states, renal disease, and AIDS.

**PREREQUISITE:** Foods and Nutrition 352

Three lecture hours

#### **472 CURRENT ISSUES IN NUTRITION**

This course is an advanced study of current issues in nutrition. Emphasis is placed on the role of micronutrients (vitamins and minerals) and nutraceuticals in human health and disease. Students use independent research and problem-solving skills to critique literature, present seminars, and write a scientific paper.

**PREREQUISITES:** Foods and Nutrition 212 and Foods and Nutrition/Family Science 331, or permission of the instructor  
Three lecture hours

#### 490 ADVANCED RESEARCH AND THESIS

The objective of this course is to provide research experience for the student who intends to take up further studies at a post graduate level or who is planning on entering a career where research experience in foods and nutrition would be an asset. Students are provided with the opportunity to design, carry out, evaluate and write up a research project in an approved scientific format, while working under the direction of an advisor. Some of this work may be carried out in the summer months.  
**PREREQUISITE:** Acceptance to the Honours Program  
12 semester hours of credit

## Fine Arts

[www.upei.ca/finearts/](http://www.upei.ca/finearts/)

### Fine Arts Faculty

Janos Fedak, Professor, Chair

Fine Arts (art history) is a discipline which examines the role of the visual arts in the development of human society. Fine Arts attempts to understand the nature of art, its origins and evolution, and the role it plays in various civilizations. While the task of the artist is the creation of works of art, that of the art historian is their systematic study, analyzing and understanding the products of creative expression.

Studies of the Fine Arts can involve the examination of economic, social, and political issues; problems of patronage, taste, style, and iconography; and questions of literary influence, philology, philosophy, psychology, and religion. At the same time, how works of art are made, their conservation and/or restoration and theories of perception or optics are also investigated.

The study of Fine Arts helps to enhance our aesthetic awareness and our ability to “see” and describe and to search for new meanings and explore new ideas in our environment.

The Department of Fine Arts offers a range of art history courses, especially Western art, from ancient times to the present. The art history courses concentrate on the study of architecture, sculpture, painting, and minor/decorative arts. The studio arts course offered by the Department (FAS 111) provides an introduction to basic artistic techniques.

## REQUIREMENTS FOR A MINOR IN FINE ARTS

Students in the Minor Program in Fine Arts must take FAH 101 and FAH 102 consecutively as prerequisites and five other courses including at least two at the 200 level and at least two at the 300 or 400 level.

## FINE ARTS COURSES

FAH—Fine Arts History

FAS—Fine Arts Studio

### FAH 101 INTRODUCTION TO THE HISTORY OF WESTERN ART I

This course is a survey of the development of visual arts from Prehistoric to Medieval times. Emphasis is placed on the study of major works of art, methods of analysis, use of proper

terminology, historical and cultural contexts, and changes of forms and styles.

Cross-listed with History (cf. History 103)

Three hours a week

### FAH 102 INTRODUCTION TO THE HISTORY OF WESTERN ART II

This course is a continuation of the survey begun in FAH 101. It covers the most representative works of the visual arts from the early Renaissance period through the Modern era. The major artistic achievements and stylistic changes are studied with particular emphasis on their relationship to historical and cultural circumstances.

Cross-listed with History (cf. History 104)

Three hours a week

### FAS 111 STUDIO ARTS

This course explores five media through the use of visual problems. All sessions consist of working periods with technique and media. The media are Drawing (pencil, pen and ink, brush, charcoal); Painting (acrylic, watercolour, mixed media); Sculpture (carving, modelling, assembling); Design (sources, elements); Graphics (silk screen, line block, wood block, embossed, direct image). Limited enrollment. Preference is given to students who have already gained credit in Fine Arts courses or who are currently enrolled in other courses in Fine Arts.

Three hours a week for two semesters

Credit value: three semester hours

**NOTE:** Students must register for this course at the beginning of the fall semester. Later registration is not allowed.

### FAH 201 EGYPTIAN AND MESOPOTAMIAN ART

This course examines (in chronological order) the changes of style in architecture, painting, sculpture, and the minor/decorative arts from the prehistoric periods in Egypt and Mesopotamia to the establishment of the Hellenistic kingdoms in both regions. The characteristics of each period are considered with emphasis on the outstanding works of art/architecture and their historical contexts.

Cross-listed with Classics (cf. Classics 231)

Three hours a week

### FAH 202 GREEK ART

This course examines (in chronological order) the changes of style in architecture, painting, sculpture, and the minor/decorative arts from the Archaic period to the end of the Hellenistic age. The characteristics of each period are considered with emphasis on the outstanding works of art/architecture and their historical contexts.

Cross-listed with Classics (cf. Classics 232)

Three hours a week

### FAH 211 ROMAN ART

This course examines (in chronological order) the changes of style in architecture, painting, sculpture, and the minor/decorative arts from the beginning of the Roman Republic to the end of the Imperial era. The characteristics of each period are considered with emphasis on the outstanding works of art/architecture and their historical contexts.

Cross-listed with Classics (cf. Classics 241)

Three hours a week

### FAH 212 MEDIEVAL ART

This course examines (in chronological order) the changes of style in architecture, painting (especially illuminated manuscripts), sculpture, and the minor/decorative arts from the Byzantine period to the end of the Gothic era in Europe. The



characteristics of each period are considered with emphasis on the outstanding works of art/architecture and their historical contexts.

Cross-listed with Religious Studies (cf. Religious Studies 272)  
Three hours a week

### FAH 301 RENAISSANCE ART

This course examines the artistic milieu in Europe -- with a particular emphasis upon the Italian and Flemish schools -- from the early Fifteenth Century to the mid-Sixteenth Century.

Three hours a week

### FAH 302 BAROQUE AND ROCOCO ART

This course examines (in chronological order) the changes of style in architecture, painting, sculpture, and the minor/decorative arts in Italy and other parts of Europe from the early Seventeenth Century to the end of the Eighteenth Century. The characteristics of each period are considered with emphasis on the outstanding works of art/architecture and their historical contexts.

Three hours a week

### FAH 311 NINETEENTH-CENTURY ART

The evolution of the visual arts is studied from the French Revolution to the Post-Impressionist era. Neoclassicism, Romanticism, revival styles, Realism, and Impressionism are the subject areas of the course.

Three hours a week

### FAH 312 TWENTIETH-CENTURY ART

This course is designed to develop an understanding of the various artistic expressions in the visual arts, including the new art forms of photography and cinema, from the late Nineteenth Century to the present.

Three hours a week

### FAH 321 CANADIAN ART

The development of the visual arts in Canada is studied from the Seventeenth Century (colonial times) to the present. The course examines the native tradition in Canada, the legacy of the early French and English settlers, and later developments in the visual arts within the context of the socio-economic and political history of the country.

Three hours a week

### FAH 451-452 DIRECTED STUDIES

These courses involve the examination of particular problems in specific areas of interest in the visual arts and archaeology.\* Individual studies are conducted under faculty guidance. Open to qualified students from any discipline.  
(See Academic Regulation 9 for Regulations Governing Directed Studies.)

\*Archaeology of Roman Pannonia and of early Medieval times in western Hungary. Field work in Hungary.

## History

[www.upei.ca/history/](http://www.upei.ca/history/)

### History Faculty

Rev. Francis W.P. Bolger, Professor Emeritus  
Andrew Robb, Professor Emeritus  
Ian Dowbiggin, Professor, Chair  
Susan Brown, Associate Professor  
Richard G. Kurial, Associate Professor

Edward MacDonald, Associate Professor  
James Moran, Associate Professor  
Lisa Chilton, Assistant Professor  
Sharon Myers, Assistant Professor  
Richard Raiswell, Assistant Professor

## HISTORY PROGRAM

History has been defined as the “memory of human group experience” because it brings the student into contact with the whole range of human effort and achievement. Its object is to recreate the past from the evidence left to us, and to try to explain how and why human beings spoke, acted, and thought as they did in the past. Although history must always deal with the “facts” of societies, it is even more concerned with explaining and illuminating them.

The program is centred broadly on the history of “Atlantic Civilization”—the historical development of Europe and the Americas. The courses aim to provide both a broad exposure to the history of the Atlantic World, and more specialized work in the history of various regions and countries.

The Department also offers courses in the practice and the craft of history.

## AREA COURSES

The Department offers the following “streams”—Canadian, USA, British, European, and Global:

### Canadian

- 101 Canadian History—Pre-Confederation
- 102 Canadian History—Post-Confederation
- 231 The Atlantic Region
- 232 The Atlantic Region
- 325 Canadian Social History to World War I
- 326 Canadian Social History since World War I
- 331 History of Prince Edward Island—Pre-Confederation
- 332 History of Prince Edward Island—Post-Confederation
- 352 The History of Quebec and French Canada
- 385 Women in 19th-Century Canada
- 386 Women in 20th-Century Canada
- 421 Canadian Political History 1896-1935
- 422 Canadian Political History 1935 to the Present
- 424 History of Canadian Nationalism and the Canadian Identity
- 425 Childhood in Modern Canada
- 426 A History of the Canadian Working Classes
- 431 Canadian External Relations
- 489 20th-Century Prince Edward Island

### USA

- 241 United States History—From the Colonial Period to Reconstruction
- 242 United States History since Reconstruction
- 333 Health Care and North American Society in Historical Perspective
- 382 19th-Century American Society and Culture
- 391 The United States from 1900 through World War II
- 392 The United States since World War II
- 393 The American Mind and Imagination: From the Puritans to the Progressives
- 394 20th-Century American Intellectual History
- 395 Race & Ethnicity in American Life: A History of Immigration

- 396 Race & Ethnicity in American Life: African-American History
- 397 Race & Ethnicity in American Life: The Hispanic-American Experience
- 441 United States Foreign Policy from the Revolutionary Period through World War I
- 442 United States Foreign Policy since World War I

### British

- 261 Modern British History I
- 262 Modern British History II
- 362 Victorian Britain
- 363 Modern Irish History
- 432 Britain and the Imperial Experience
- 472 20th-Century Great Britain
- 473 18th-Century English Society and Culture

### European

- 201 European Civilization 500 BC-1648
- 202 European Civilization 1648 to the Present
- 303 Renaissance Europe
- 304 The European Enlightenment, Revolution, and the Napoleonic Empire
- 305 The European Middle Ages 500-1300
- 311 Science, Magic, Witchcraft, and the Occult, 1300-1700
- 323 Russian History since 1682
- 341 German History since 1648
- 342 History of France since 1500
- 405 Crusades and Crusading
- 411 Europe Since Bismarck
- 453 Gender in European History: The Renaissance to the Present
- 485 European Intellectual History Since 1789

### Global

- 321 History of Christianity to the Reformation
- 322 History of Christianity from the Reformation to the Present
- 327 Migration to Canada I
- 328 Migration to Canada II
- 371 The Atlantic World I
- 372 The Atlantic World II
- 434 Madness and Society (formerly 334)
- 455 War and Revolution in the 20th Century World
- 483 The History of the Environmentalist Movement

### Greek and Roman

- 251 Greek Civilization
- 252 Roman Civilization
- 271 Augustus and the Early Roman Empire
- 272 The Later Roman Empire, 284-410 AD

### Other

- 211 The History Workshop: Skills and Methods in History
- 312 The Art of History
- 484 Applied Public History
- 491 Directed Studies
- 492 Directed Studies
- 497 Honours Tutorial in Historiography
- 498 Honours Graduating Essay

Normally, students will choose History 101/102 as their introduction to history. These courses include an important tutorial component emphasizing introductory skills and methods of history.

200-level courses provide introductions to the histories of civi-

lizations, regions, and countries, especially in the areas listed above. They are intended to build upon the skills acquired in History 101/102.

300-level courses provide more specialized studies in a number of areas.

400-level courses are usually seminars emphasizing discussion and research in more specialized areas.

While providing courses for students in all faculties, schools, and departments, the Department also provides a minor, major, and honours program for those who have a special interest in the study of history.

## MAJOR PROGRAM

To register as a major in History, a student must complete History 101/102 and six semester hours (2 courses) at the 200 level. Students are urged to take History 201/202 in the first or second year to satisfy the second requirement. Students may take additional 200-level courses.

- History 101/102, 201/202, 211, and 312 are compulsory for students in the major program.
- History 101/102, 201/202, and 211 should be completed by the end of the fourth semester.
- History 312 should be completed no later than the end of the sixth semester.

A major program is complete when a student has successfully completed a minimum of 42 hours of credit in History (14 courses). Majors must complete courses totalling 6 semester hours of credit at the 200-400 levels in four of the six areas of study: Greek and Roman, Europe, Britain, the USA, Canada, and Global.

## HONOURS PROGRAM

To be admitted to the honours program, the student must submit a letter of application to the Honours Co-ordinator. Applicants must be registered in, or have completed, the major program. Applications are normally submitted during the fourth or fifth semester. Decisions on admission are made by the department acting as a committee of the whole. Admissions decisions will be made on the basis of demonstrated and potential ability to carry out independent research and sustained historical analysis. Meeting the minimum entry requirements does not guarantee admission.

- Applicants must have a minimum average of 70% in all previous University courses. Normally, the Department expects an average of at least 75% in all previous history courses.
- In addition to the courses required for the major, honours students are required to complete History 497 and 498.
- Each honours student must prepare a graduating honours essay under the direction of a supervisor. This essay will be evaluated by a three-person committee, one member of which will be from outside the Department.
- The candidate must take a final oral examination on the essay.
- Students intending to enter graduate programs should be

aware that many such programs require a reading knowledge of a second language. Undergraduate courses in a second language are a useful preparation for graduate work in history.

- Honours students must complete courses totalling 6 semester hours of credit at the 200-400 levels in four of the six areas of study: Greek and Roman, Europe, Britain, the USA, Canada and Global.

An honours program is complete when the student completes:

1. a total of 126 semester hours of course credits with a minimum overall average of 70%;
2. a total of 48 semester hours of course credits in History (6 semester hours in addition to the minimum required for the major), with a minimum average of 75%.

## CREDITS FOR CROSS-LISTED COURSES

The Department accepts as part of its major or honours program a maximum of 12 hours (4 courses) of courses cross-credited to History from related disciplines. Of such courses, students can apply 6 hours (2 courses) taken at the 100 or 200 levels and 6 hours (2 courses) at the 300 or 400 levels. Students must have the prior approval of the Chair of History if credit is to be granted. The courses from related disciplines which may be approved for credit are the following:

Asian Studies 201	Introduction to West Asia
Asian Studies 202	Introduction to East Asia
Canadian Studies 201/202	The Atlantic Region
Classics 101	Greek Civilization
Classics 102	Roman Civilization
Classics 202	Augustus and the Early Roman Empire
Classics 342	The Later Roman Empire, 284-410 AD
Classics 431	Directed Studies (with approval of History Chair)
Classics 432	Directed Studies (with approval of History Chair)
Economics 311/312	History of Economic Thought
Fine Arts History 101/102	Art History
Religious Studies 331/332	History of Christianity

## MINOR PROGRAM

To complete a minor in History, the student must complete History 101/102 and five other history courses (15 semester hours), including

- one Canadian history,
- one continental European history,
- one course each out of two of the following three fields: British history, USA history, and Global history,
- one other history course.

At least two of the student's courses must be at the 300 level or above.

## DIRECTED STUDIES

History 491/492 (Directed Studies courses) are designed to allow students to pursue an area of study of their own interest which may not be offered by the curriculum. Directed Studies courses are usually restricted to qualified Third and Fourth Year students in any discipline. The program of study in the course must be approved by the Instructor, the Chair, and the Dean of the Faculty prior to registration.

## PREREQUISITES

Completion of English 101 is strongly recommended before taking any History Course at the 200 level. English 101, or permission of the instructor, is a prerequisite for any history course at the 300 or 400 level.

## HISTORY COURSES

### 101 CANADIAN HISTORY—PRE-CONFEDERATION

This course surveys topics of historical importance in Canadian history up to and including the attainment of Confederation. The emphasis is on the interaction between political events and change in the economy and society. Tutorials examine various historical interpretations of the Canadian experience.

Lecture: Two hours a week

Tutorial: One hour a week

### 102 CANADIAN HISTORY—POST-CONFEDERATION

This course surveys topics of historical importance in Canadian history in the Post-Confederation period. The emphasis is on the interaction between political events and change in the economy and society. Tutorials examine various historical interpretations of the Canadian experience.

Lecture: Two hours a week

Tutorial: One hour a week

### 103 INTRODUCTION TO THE HISTORY OF WESTERN ART I

See Fine Arts History 101

### 104 INTRODUCTION TO THE HISTORY OF WESTERN ART II

See Fine Arts History 102

### 201 EUROPEAN CIVILIZATION 500 BC-1648

This introductory course examines the history of European civilization from the rise of classical Greece to the Treaty of Westphalia in 1648. Lectures analyse the major political, economic, social, and cultural forces which shaped European society during this period.

Lecture: Three hours a week.

### 202 EUROPEAN CIVILIZATION 1648 TO THE PRESENT

This introductory course examines the history of European civilization from the end of the Thirty Years' War to the present. Lectures analyse the main political, economic, social, and cultural forces which shaped Europe from the early modern to the post-industrial period.

Lecture: Three hours a week

### 209 SPECIAL TOPICS

Creation of a course code for Special Topics offered by the Department of History at the second year level.

### 211 THE HISTORY WORKSHOP: SKILLS AND METHODS IN HISTORY

This introductory course offers students the opportunity to develop their research, writing and critical thinking skills while introducing them to the nature of historical method and inquiry. The course provides instruction and practice in the use of standard print and electronic bibliographic tools and in the writing of research, analytical and critical papers in history. Topics of study include the relationship between history and

truth, the uses of evidence and argumentation, and the varieties of historical research.

Lecture/Discussion/Workshops: Three hours a week

### **231 THE ATLANTIC REGION**

See Canadian Studies 201

### **232 THE ATLANTIC REGION**

See Canadian Studies 202

### **241 UNITED STATES HISTORY—FROM THE COLONIAL PERIOD TO RECONSTRUCTION**

This survey course in United States History begins with the Colonial period and concludes with an examination of the Civil War and Reconstruction. It covers a variety of topics in social, political, economic, diplomatic, military, and constitutional history.

Lecture: Three hours a week

### **242 UNITED STATES HISTORY SINCE RECONSTRUCTION**

This survey course in modern United States History examines industrial and urban development, modern political trends, social themes, and the development of the United States as a world power. Topics covered include Progressivism, the American role in World War I and World War II, the New Deal, and contemporary American society.

Lecture: Three hours a week

### **251 GREEK CIVILIZATION**

See Classics 101

### **252 ROMAN CIVILIZATION**

See Classics 102

### **261 MODERN BRITISH HISTORY I**

This course surveys the major political, social and cultural developments in British history from the late 17th century to the mid-19th century. Topics may include the structure of the British political system, popular radicalism, industrialization, the “Irish question,” Victorian morality and family life, and imperial expansion.

Lecture: Three hours a week

### **262 MODERN BRITISH HISTORY II**

This course surveys British political and social developments from the mid-19th century to the present. Topics may include the advent of a democratic political system, Irish nationalism, the rise of the labour movement, World Wars I and II, and the Thatcher era.

Lecture: Three hours a week

### **271 AUGUSTUS AND THE EARLY ROMAN EMPIRE**

See Classics 202

### **272 THE LATER ROMAN EMPIRE, 284-410 AD**

See Classics 342

### **291 INTRODUCTION TO WEST ASIA**

See Asian Studies 201

### **292 INTRODUCTION TO EAST ASIA**

See Asian Studies 202

### **302 THE CANADIAN EXPERIENCE**

See Canadian Studies 302

### **303 RENAISSANCE EUROPE**

This course examines the period bounded by the Black Death and the Protestant Reformation. It explores the major political, intellectual and cultural developments in Renaissance Italy and their later translation to Northern Europe. Topics may include the place of Italy in the late medieval world; the causes and consequences of the crises of the fourteenth century; the emergence of humanism and the revival of antiquity; the relationship between culture and power; popular piety; new models of gender relations in Renaissance society; the impact of printing; and the unique shape of the Renaissance in Northern Europe. Assignments will stress primary source analysis.

PREREQUISITE: History 201/202 or permission of the instructor

Lecture: Three hours a week

### **304 THE EUROPEAN ENLIGHTENMENT, REVOLUTION, AND THE NAPOLEONIC EMPIRE**

This course examines the origins, nature, and significance of the European Enlightenment. Specific topics include the French Revolution, the rise of Napoleon, the Scientific Revolution, enlightened despotism, romanticism, and nationalism.

PREREQUISITE: History 202 or permission of the instructor

Lecture: Three hours a week

### **305 THE EUROPEAN MIDDLE AGES 500-1300**

This course traces the history of Europe from the fall of the Roman Empire to the Black Death of the fourteenth century. Topics include the early history of Christianity and Islam, the Carolingian renaissance, the Viking invasions, the growth of the Papacy, the emergence of nation states, and the Crusades

PREREQUISITE: History 201/202 or permission of the instructor

Seminar: Three hours a week

### **309 SPECIAL TOPICS**

Creation of a course code for Special Topics offered by the Department of History at the third-year level.

### **311 SCIENCE, MAGIC, WITCHCRAFT AND THE OCCULT, 1300-1700**

This course investigates how men and women sought to understand, explain, control and manipulate the natural world in the early modern period. Topics include medieval cosmology and astrology; alchemy and learned magic; changing views of the role of the devil in the natural world; witch belief and witch hunting. Particular attention is paid to how the traditions of learned magic informed the development of science in the seventeenth century.

PREREQUISITE: History 201 or permission of the instructor

Three semester hours of credit

### **312 THE ART OF HISTORY**

This course surveys the philosophy of history from ancient to modern times. It includes both a critical and a speculative focus. The former introduces some representative issues such as the nature of historical understanding and the problems of historical objectivity and causal judgement. The latter characterizes the major historiographical transitions and examines the ideas of representative historians.

PREREQUISITE: History 201/202 or permission of the instructor

Lecture: Three hours a week

### **321 HISTORY OF CHRISTIANITY TO THE REFORMATION**

This course examines the growth and development of Christianity prior to the Reformation. Special emphasis is placed



on the relationship between the growth of the Church and the broader historical context within which it occurred.

Cross-listed with Religious Studies (cf. Religious Studies 331)

Lecture: Three hours a week

### **322 HISTORY OF CHRISTIANITY FROM THE REFORMATION TO THE PRESENT**

This course examines some of the principal developments within Christianity from the Reformation until the present. Special emphasis is placed on the relationship between these developments and the broader historical context within which they occurred.

Cross-listed with Religious Studies (cf. Religious Studies 332)

Lecture: Three hours a week

### **323 RUSSIAN HISTORY SINCE 1682**

This course explores the political, social, economic, diplomatic, and cultural history of Russia since the reign of Peter the Great. It covers topics such as Russia's rise as a European power in the 18th and 19th centuries, the development of Russian autocracy, the revolutions of 1905 and 1917, the history of the Soviet Union under Lenin and Stalin, the nationalities question, the collapse of communism, and Russia since Gorbachev.

Lecture: Three hours a week

### **325 CANADIAN SOCIAL HISTORY TO WORLD WAR I**

This course focuses on selected themes in the day-to-day lives of Canadians within their respective communities to World War I. Topics of study may include native society, pioneering, immigration and outmigration, the Victorian frame of mind, industrialization and urbanization, social and ethnic groups, attitudes and mores, working conditions, reform, the arts, and recreation.

Lecture: Three hours a week

### **326 CANADIAN SOCIAL HISTORY SINCE WORLD WAR I**

This course focuses on selected themes in the lives of Canadians within their respective communities since World War I. Topics of study may include immigration and ethnicity, industrialization and urbanization, reform, labor, health, education, welfare, crime and punishment, the arts and recreation.

Lecture: Three hours a week

### **327 MIGRATIONS TO CANADA I**

This course explores the history of Canadian migrations between the mid-18th century and the First World War. Migrant groups studied include the Loyalists of the late 18th century, African Americans, the Irish Famine, and the Central and East Europeans.

PREREQUISITES: History 101 and History 102

### **328 MIGRATIONS TO CANADA II**

This course explores the history of Canadian migrations between the First World War and the present. Some of the migrants whose histories will be highlighted are Chinese and Japanese settlers in the west during the early 20th century, Jews, Italians, peoples from the Caribbean islands, and peoples from the Middle East.

PREREQUISITES: History 101 and History 102

### **331 HISTORY OF PRINCE EDWARD ISLAND—PRE-CONFEDERATION**

This study of Prince Edward Island until 1864 emphasizes the French Regime, the development of colonial institutions, the

struggle for the attainment of Responsible Government, and the influence of the land tenure system on the economic, political, and social development of the Island.

Lecture: Three hours a week

### **332 HISTORY OF PRINCE EDWARD ISLAND—POST-CONFEDERATION**

This study of Prince Edward Island from 1864 until the present emphasizes the role of the Island in the Confederation movement, its entry into Confederation, and provincial-federal adjustments as they affected Prince Edward Island's history. It is recommended that History 331/332 be taken in sequence.

Lecture: Three hours a week

### **333 HEALTH CARE AND NORTH AMERICAN SOCIETY IN HISTORICAL PERSPECTIVE**

This course explores the history of health, disease and medicine, focussing on North America from the time of contact between Native Peoples and Europeans, to the present. The course is organized around four major themes in the history of health and illness: historical epidemiology, social and political responses to health and disease, the rise of modern medicine and other health care groups, and the recent challenges to regular medical practice by alternative health care providers. Particular attention is paid to the effects of shifting systems of medical practice on patient experience.

PREREQUISITE: None

Lecture: Three hours a week

### **341 GERMAN HISTORY SINCE 1648**

This course covers the political, diplomatic, social, economic, and cultural history of Germany since the Reformation. It explores topics such as the Thirty Years' War, Austro-Prussian rivalry in the 18th century, German unification in the 19th Century, World War One, Hitler's Third Reich, the division of Germany after 1945, and Germany since the collapse of communism.

Lecture: Three hours a week

### **342 HISTORY OF FRANCE SINCE 1500**

This course covers the political, diplomatic, social, economic, and cultural history of France since the Reformation. It explores topics such as the Wars of Religion, the Age of Louis XIV, the French Revolution, Franco-German rivalry, the Dreyfus Affair, the Presidency of Charles DeGaulle, and the student revolts of 1968.

Lecture: Three hours a week

### **352 THE HISTORY OF QUEBEC AND FRENCH CANADA**

This course examines the social, economic and political history of Quebec. It examines economic development, political change, secularization, and the rise of nationalist and separatist movements. It also explores the changing relations between Quebec and prominent French Canadian communities elsewhere in Canada.

Lecture: Three hours a week

### **362 VICTORIAN BRITAIN**

This course explores themes in British social, political and cultural history in the nineteenth century. Topics may include working-class culture and politics, Victorian family life, urban life and poverty, crime and police, imperialism and popular culture, Irish Home Rule, the campaign for women's votes, and the social and cultural ferment of pre-World War I Britain.

PREREQUISITE: Previous course work in British history is recommended

Lecture: Three hours a week

**363 MODERN IRISH HISTORY**

This course examines the history of Ireland and the Irish emigration overseas, from the 18th Century to the present.

**PREREQUISITE:** Previous course work in British or European history is recommended.

Seminar: Three hours a week

**371 THE ATLANTIC WORLD I**

This course examines the emergence of an Atlantic world through the European “discovery,” conquest, and colonization of the Americas. The interaction of West African, Western European and Aboriginal American peoples, and the societies and institutions they developed, is the focus of the course. Spanish, English, French and Portuguese activity in the Atlantic and the Americas is surveyed, with particular attention given to topics such as labour systems, religious patterns, agriculture, and the nature of colonial societies before 1700.

**PREREQUISITE:** A previous course in Canadian, European or American History, or permission of the instructor

Lecture: Three hours a week

**372 THE ATLANTIC WORLD II**

This course traces the emergence of a maturing Atlantic world from the latter 1600s to the period of independence. The shape and interaction of the English, French, Spanish and Portuguese and their colonial empires, together with the continuing relationship with African and Aboriginal American peoples, is the focus of study. Slavery, the plantation system, differing patterns of development, and political independence are given particular attention.

**PREREQUISITE:** A previous course in Canadian, European or American History, or permission of the instructor

Lecture: Three hours a week

**382 19th-CENTURY AMERICAN SOCIETY AND CULTURE**

This course examines American society and culture primarily in the 19th Century. Topics include immigration, urbanization, family life, women’s roles, Black slavery, and popular religion.

Lecture: Three hours a week

**385 WOMEN IN 19th-CENTURY CANADA**

This course examines the changes that have taken place in the historical roles of women in Canadian society, and the relationship of these changes to social, economic, and intellectual developments. Using both a thematic and chronological approach, the course examines women’s roles from the beginning of the 19th Century to the achievement of suffrage in the 20th Century.

Cross-listed with Women’s Studies (cf. Women’s Studies 385)

Lecture/Discussion: Three hours a week

**386 WOMEN IN 20th-CENTURY CANADA**

This course examines the changes that have taken place in the historical roles of women in Canadian society and the relationship of these changes to social, economic, and intellectual developments. Using both a thematic and chronological approach, the course examines women’s roles from the achievement of suffrage to the present.

Cross-listed with Women’s Studies (cf. Women’s Studies 386)

Lecture/Discussion: Three hours a week

**391 THE UNITED STATES FROM 1900 THROUGH WORLD WAR II**

This course examines developments in American society and politics from the turn of the century through World War II. The course covers such topics as Populism, Progressivism,

World War I, the “roaring 20s” and the “dirty 30s,” as well as World War II.

Lecture: Three hours a week

**392 THE UNITED STATES SINCE WORLD WAR II**

This course examines developments in American society and politics since World War II. The course covers such topics as the Cold War, anticommunist crusades, the evolution of the American welfare state, the civil rights movement, the war in Vietnam, and competing visions of America’s economic and political destiny.

Lecture: Three hours a week

**393 THE AMERICAN MIND AND IMAGINATION: FROM THE PURITANS TO THE PROGRESSIVES**

This course examines the history of American thought from the Puritans to the Pragmatists. With an emphasis on religion, politics, and economics, it seeks to identify the principal forces, ideas, and traditions affecting the development of a distinctive American intellectual culture and heritage.

**PREREQUISITE:** History 241/242 or permission of the instructor

Lecture/Seminar: Three hours a week

**394 20th-CENTURY AMERICAN INTELLECTUAL HISTORY**

This course examines the history of American thought in the 20th century. It emphasizes religion, politics, and economics and includes an examination of major intellectuals from William James to Richard Rorty. It seeks to illuminate the principal forces, ideas, and traditions affecting the development of a distinctive American intellectual culture and heritage in what has been coined “America’s Century.”

**PREREQUISITE:** History 241/242 or permission of the instructor

Lecture/Seminar: Three hours a week

**396 RACE & ETHNICITY IN AMERICAN LIFE: AFRICAN-AMERICAN HISTORY**

This course provides an introduction to African-American history. Beginning with the introduction of slavery into the American colonies, it examines the journey from slavery to freedom, the limits to freedom, and the persistent struggle for civil rights in American society.

**PREREQUISITE:** History 241/242 or permission of the instructor

Lecture/Seminar: Three hours a week

**397 RACE & ETHNICITY IN AMERICAN LIFE: THE HISPANIC-AMERICAN EXPERIENCE**

This course provides an introduction to Hispanic-American history. Beginning with the Spanish conquest, this course examines the struggle for independence, the American conquest, and the evolution of Chicano culture and La Raza as aspects of the persistent struggle for civil rights in America.

**PREREQUISITE:** History 241/242 or permission of the instructor

Lecture/Seminar: Three hours a week

**405 CRUSADES AND CRUSADING**

This advanced seminar course examines the crusading movement of the High Middle Ages from both the Christian and Islamic perspective. Topics may include: the Reconquista; Urban II and the development of early crusading theory; Abbasid-Fatimid relations; the evolution of Christian notions of knighthood and the rise of the military orders; the development and application of Christian and Islamic notions of holy

war; Crusading against Christians; the logistics of crusading; Christian-Muslim interaction in the Levant; and the counter-crusade under Salah al-Din and Sultan Baybars. Students will be expected to read and engage with a diverse assortment of primary sources, taken from both Christian and Islamic contexts.

**PREREQUISITE:** History 201 or permission of the instructor.

Seminar: Three hours a week

#### 409 SPECIAL TOPICS

Creation of a course code for Special Topics offered by the Department of History at the fourth year level.

#### 411 EUROPE SINCE BISMARCK

This seminar course covers the social, political, economic, cultural, military, and diplomatic history of twentieth-century Europe from the age of nationalism in the late nineteenth century to the post-Cold War era of ethnic conflict and economic integration. Topics include imperialism, nationalism, World Wars One and Two, Nazism, decolonization, the Cold War, the European Union, the rise and fall of communism, the Balkan wars of the 1990s, globalization, and the rise of the New Right. Using a comparative perspective, the course examines what forces have united and divided Europe's nations since the end of the nineteenth century.

#### 421 CANADIAN POLITICAL HISTORY 1896-1935

This course examines the important political issues of the period. The topics include the legacy of Sir John A. Macdonald; Laurier, Borden, and Imperialism; Conscription and World War I; Henri Bourassa and French Canadian Nationalism; the industrialization of Canada; the beginnings of agrarian, urban and political protest; and the impact of the Great Depression on Canadian governance.

Lecture/discussion: Three hours a week

#### 422 CANADIAN POLITICAL HISTORY 1935 TO THE PRESENT

This course examines the important political issues of the period. The topics include the legacy of the Bennett New Deal, the origins and growth of the CCF-NDP and the Social Credit movement, and the development of the Canadian welfare state. The course also covers Canada's role in World War II, the military conscription issue during the war years, and post-World War II political and constitutional developments.

Lecture/discussion: Three hours a week

#### 424 HISTORY OF CANADIAN NATIONALISM AND THE CANADIAN IDENTITY

This seminar course examines the development of Canadian nationalist thought and the evolution of the Canadian identity. Topics to be examined may include the evolution of national symbols, such as the Mountie, hockey, and the canoe, and their roles in the process of Canadian nation building and identity formation. The course also examines the influence of the United States and Great Britain in shaping Canadian identity, and the promotion of a distinctive Canadian culture through a variety of media ranging from tourism pamphlets to the CBC.

**PREREQUISITE:** History 101 or 102, or permission of the instructor

Seminar: Three hours a week

#### 425 CHILDHOOD IN MODERN CANADA

This is a seminar course in 19th- and 20th- Century Canadian social history which takes the experiences of children as its central focus. Themes of study may include the rise and decline of child labour, the development of education and child welfare

systems, and changing ideas about childhood and the family.

**PREREQUISITE:** History 101 or 102, or permission of the instructor

Seminar: Three hours a week

#### 426 A HISTORY OF THE CANADIAN WORKING CLASSES

From fur trader, to factory hand, to fast-food worker, this seminar course explores the historical experiences of working men, women and children in Canada. Topics of study may include early forms of labour, such as slavery; the industrial revolution and its effects on working class families; the growth of scientific management in the workplace; and the dislocations posed by the Great Depression and the growth of industrial legality. Working class culture, organization and resistance are considered, as are certain ideas about workers, such as the respectable worker and the "breadwinner."

**PREREQUISITE(S):** History 101 or 102, or permission of the instructor

Seminar: Three hours a week

#### 431 CANADIAN EXTERNAL RELATIONS

This course centres on the history of Canadian external relations from the mid-Nineteenth Century to the present. Topics will include the changing nature of the "North Atlantic Triangle," the growth of autonomy and representation abroad, Canada's role in the League of Nations and the United Nations, the Cold War, contacts with the developing world, and the complex politico-economic relationship between Canada and the United States.

**PREREQUISITE:** History 101/102 or permission of the instructor

Lecture/discussion: Three hours a week

#### 432 BRITAIN AND THE IMPERIAL EXPERIENCE

This advanced seminar course examines Britain's experience of empire and imperialism from its days as a colony of the Roman Empire up to and including decolonisation in the twentieth century. Through a series of case studies and cross-cultural and trans-regional thematic comparisons, this course will introduce students to some of the main issues underlying the study of empire, colonialism and the relationship between coloniser and colonised in the British Empire. Topics may include: the ambiguous legacy of Rome; Wales, England's first colonial experience; Ireland and the early pattern of imperialism; England and the Moghul Empire; England and the Caribbean; the rhetoric of Empire; Britain's involvement in the scramble for Africa; the emergence of racial theory; the tools of imperialism; culture and imperialism; colonial resistance; decolonisation in South Asia and southern Africa; the post-colonial empire.

**PREREQUISITE:** History 201 and one of the following: 202, 262, or 362 (or permission of the instructor).

Seminar: Three hours a week

#### 434 (formerly 334) MADNESS AND SOCIETY

This course examines the history of madness in comparative context from the beginning of the eighteenth century to the present with a focus on Europe and North America. Topics include major historical developments in the understanding of madness such as traditional responses to unsoundness of mind, the development of asylums, the rise of professional psychiatry, scientific models of mental illness, and the community care movement. Pivotal theorists, including Freud, Kraepelin, Foucault, and Szasz are discussed.

Lecture: Three hours a week

**441 UNITED STATES FOREIGN POLICY FROM THE REVOLUTIONARY PERIOD THROUGH WORLD WAR I**

This course examines the evolution of American foreign policy from the American Revolution through World War I. Topics include neutrality, the changing role of the United States in foreign relations, the interaction between domestic and foreign policy, American expansionism, and political, economic, and cultural relationships between the United States and other countries and peoples.

**PREREQUISITE:** History 241 or permission of the instructor  
Seminar: Three hours a week

**442 UNITED STATES FOREIGN POLICY SINCE WORLD WAR I**

This course examines the evolution of American foreign policy from World War I through the end of the Cold War. Topics include the interwar years, the origins of World War II, postwar American hegemony, the Cold War, the New World Order, and political, economic, and cultural interaction between the United States and other countries and peoples.

**PREREQUISITE:** History 242 or permission of the instructor  
Seminar: Three hours a week

**453 GENDER IN EUROPEAN HISTORY: THE RENAISSANCE TO THE PRESENT**

This course examines the varied and often contested meanings of masculinity and femininity in European history. The meanings of gender are explored in relation to major themes and events in European history such as religious controversy, revolution, industrialization, family life, war, and imperialism.

**PREREQUISITE:** History 201/202 or 261/262 or Women's Studies 101/102 or permission of the instructor  
Cross-listed with Women's Studies (cf. Women's Studies 453)  
Seminar: Three hours a week

**455 WAR AND REVOLUTION IN THE 20th CENTURY WORLD**

This course examines the history of the world since the First World War. It explores crucial events such as the First and Second World Wars; communist revolution in countries such as Russia, China, Cambodia and Cuba; decolonization; the Korean conflict; war in southeast Asia; the Cold War; the collapse of communism in eastern Europe; and the Persian Gulf War. It also focuses on pivotal figures such as Lenin, Churchill, Hitler, Mao, Thatcher, De Gaulle, Gorbachev, and Castro.

**PREREQUISITE:** History 201/202 or permission of the instructor  
Seminar: Three hours a week

**461 HISTORY OF ECONOMIC THOUGHT I**

See Economics 311

**462 HISTORY OF ECONOMIC THOUGHT II**

See Economics 312

**472 20th CENTURY GREAT BRITAIN**

This course examines selected topics in 20th-century British History. Topics may include the social and cultural impact of World War I, class conflict in inter-war Britain, the experience of World War II at home and at the front, imperial decline, post-war class and racial tensions, and Thatcherite Britain.

**PREREQUISITE:** History 262 or permission of instructor.  
Seminar: Three hours a week

**473 18th CENTURY ENGLISH SOCIETY AND CULTURE**

This course examines selected topics in 18th-Century English

social history. It explores the dynamic and disorderly world of entrepreneurs, social climbers, and riotous crowds characteristic of the time. Topics may include the rise of commercial society and consumerism, poverty, crime and punishment, urban culture, gender and sexuality, theatre, and art.

**PREREQUISITE:** Previous course work in British History is strongly recommended. Courses in 18th-Century English Literature (ENG 385, 366, 367) would also be relevant.

Seminar: Three hours a week

**483 THE HISTORY OF THE ENVIRONMENTALIST MOVEMENT**

This seminar course covers the history of the environmentalist movement in the United States and Canada since its origins in the late nineteenth century. It describes the changes the movement has undergone thanks to its links to the conservation, eugenics, ecology, birth control, and population control movements. The course also focuses on the writings of key figures in the environmentalist movement, such as Paul Ehrlich, Barry Commoner, Rachel Carson, David Suzuki, and Bill McKibben, as well as the activities of organizations such as the Sierra Club, Zero Population Growth, and Earth First. Students seek to understand the nature of today's environmentalism as a political, social, and cultural movement by examining what it has meant to earlier generations.

**PREREQUISITE:** 3rd year standing or permission of the instructor

Seminar: Three hours a week

**484 APPLIED PUBLIC HISTORY**

This course introduces students to both the field of public history and the application of history and historical methods in a variety of workplace settings. Public history, which involves the practice and presentation of history outside the academic setting, is the domain of a wide variety of practitioners. While the course deals primarily with the North American context, it also addresses questions of ethics, standards, and audience of broader interest to students of history.

**PREREQUISITE:** Third or fourth year standing in a history major or honours program, as well as permission of the department

Seminar/field work: Three hours a week and eight hours per week of unpaid field work in a public history workplace setting, supervised by a qualified professional acting as a mentor.

Semester hours of credit: 6

**485 EUROPEAN INTELLECTUAL HISTORY SINCE 1789**

This course covers the history of European ideas since the French Revolution and focuses on the main political ideologies that have arisen over the last two centuries. Topics include conservatism, liberalism, socialism, feminism, imperialism, nationalism, Soviet communism, and environmentalism. The course seeks to determine the fate of these ideologies as the twenty-first century unfolds.

Cross-listed with Political Studies (cf. Political Studies 436)

Seminar: Three hours a week

**489 20th CENTURY PRINCE EDWARD ISLAND**

This course examines major economic, political, and cultural developments within Prince Edward Island during the 20th century. Topics include the effects of technological change; Maritime Union; federal-provincial relations, including transfer payments and the 15-year Comprehensive Development Plan; "Rural Renaissance"; the constitutional discussions of the 1980s and 1990s; and the debate surrounding construction of the "fixed link."



**PREREQUISITE:** History 332 or permission of the instructor  
Seminar: Three hours a week

#### 491-492 DIRECTED STUDIES

These tutorial courses are intended to encourage independent initiative and study on the part of the student. Reading and research are conducted within specialized areas chosen by the student in close consultation with one or more members of the Department. This course is restricted to qualified Third and Fourth Year students in any discipline.

##### Canadian

The possible areas of study are:

The History of Canadian Native Peoples  
Western Canadian History  
Canadian Social History  
Canadian Women's History  
Folk History of Prince Edward Island  
PEI Social and Cultural  
Atlantic Region Social and Cultural

##### American:

U.S. Foreign Policy, 20th-Century  
18th-, 19th-, and 20th-Century America  
Canadian-American Relations  
Colonial Societies

##### British and European:

British History  
British Social and Cultural History  
Western and Central Europe  
European, Medieval, Modern, and Intellectual History  
Early Modern Europe—Social and Cultural History  
Gender in British and European History  
History of Religion  
See Academic Regulation 9 for Regulations Governing (Directed Studies.)

#### 493 DIRECTED STUDIES (CLASSICS)

See Classics 431 (with approval of History Chair)

#### 494 DIRECTED STUDIES (CLASSICS)

See Classics 432 (with approval of History Chair)

### HONOURS COURSES

These courses are restricted to students registered in the History Honours Program. For regulations see above.

#### 497 HONOURS TUTORIAL IN HISTORIOGRAPHY

This is an intensive reading and tutorial course in selected fields offered by the Department. Students should consult with the honours advisor in planning this course. The course normally centres on the historiography of the broad area in which the student's graduating essay is prepared.

Tutorial: Three hours a week

#### 498 HONOURS GRADUATING ESSAY

Students propose, research, and write a major research essay under the supervision of a tutor from the Department. The essay is the subject of a final oral examination. The oral examination committee consists of the major tutor, one additional member from the Department of History, and a faculty member from another Department of the University.

Tutorial: Three semester hours of credit

## International Development Studies

### REQUIREMENTS FOR A MINOR IN INTERNATIONAL DEVELOPMENT STUDIES

Students wishing to minor in International Development Studies must complete twenty-one semester hours according to the program described below. All courses are valued at three semester hours.

1. The core course in International Development Studies  
IDS 201: Introduction to International Development Studies

#### PLUS

2. Two courses (6 semester hours) from the list of electives as follows:

- i. minimum of six semester hours from
  - a. EC 341: Economic Development Theory  
EC 342: Economic Development Policy
- OR
- b. PS 221: Political Economy and Social Change in the Developing World  
PS 282: Introduction to International Politics  
PS 392: International Political Economy  
PS 393: International Theory
- ii. four other courses (12 semester hours) from the following list of electives:

#### Asian Studies

AST 201: Introduction to West Asia  
AST 202: Introduction to East Asia

#### Business

BUS 287: Introduction to International Business  
BUS 477: International Marketing

#### Economics

EC 331: International Trade  
EC 332: International Monetary Economics  
EC 341: Economic Development Theory  
EC 342: Economic Development Policy

#### Education

ED 462: International Education  
ED 465: International Development

#### International Development Studies

IDS 421-422: Directed Studies

#### Modern Languages

FR 252: Le Français Des Affaires  
FR 446: Traduction: Anglais—Français  
FR 447: Traduction: Français—Anglais  
GER 201: Intermediate German I  
GER 202: Intermediate German II  
SPAN 201: Intermediate Spanish I  
SPAN 202: Intermediate Spanish II  
SPAN 203: Intensive Study Abroad (Salamanca)

#### Political Studies

PST 221: Political Economy and Social Change in the Developing World

PST 282: Introduction to International Politics  
 PST 343: Comparative Politics of South Asia  
 PST 361: Comparative Politics of Africa  
 PST 362: Comparative Politics of Latin America and the Caribbean  
 PST 363: Comparative Politics of the Middle East  
 PST 371: Political Transition in Central and Eastern Europe  
 PST 372: The Politics of Russia and Its Borderlands  
 PST 391: Comparative Foreign Policy  
 PST 392: International Political Economy  
 PST 393: International Theory

#### **Sociology/Anthropology**

SAN 212: Peoples of South Asia  
 SAN 242: Peoples of Oceania  
 SAN 251: Peoples of Africa  
 SAN 412: Globalization

\* Special Studies in the other disciplines may be considered.

### **INTERNATIONAL DEVELOPMENT STUDIES COURSE**

#### **201 INTRODUCTION TO INTERNATIONAL DEVELOPMENT STUDIES**

This course examines important theoretical and empirical issues of international development using an interdisciplinary approach. The course focuses on a critical analysis of comparative development experience of developing and developed countries, various theories, policy alternatives and strategies of development, and the role of national and international organizations in international development.

#### **421-422 DIRECTED STUDIES**

## **Island Studies**

[www.upei.ca/iis](http://www.upei.ca/iis)

#### **Co-ordinator**

Godfrey Baldacchino, Canada Research Chair, Island Studies

Island Studies is an interdisciplinary program designed to promote an understanding of selected features of the world's small islands, including their geographies, ecologies, cultures, political systems, histories, and societies.

The Island Studies program has three primary goals:

- first, to engage students in an emerging, international academic discussion of islands' distinctive characteristics, challenges, and opportunities;
- second, to study Prince Edward Island as a specific example of an island bearing these characteristics and playing out these challenges and opportunities; and
- third, to study islands in a comparative and international framework.

### **REQUIREMENTS FOR A MINOR IN ISLAND STUDIES**

A minor in Island Studies consists of twenty-one (21) semester hours of credit taken from the list of approved courses, and including Island Studies 201. Among the elective courses, students must complete at least two courses (six semester hours) specific to Prince Edward Island and at least two courses (six semester hours) which are comparative. Students intending to complete a minor in Island Studies are encouraged to complete

Island Studies 201 early in their course of studies. Students minoring in Island Studies must choose at least 4 courses in subject areas other than those in which they are majoring.

### **ISLAND STUDIES CORE COURSES**

#### **201 INTRODUCTION TO ISLAND STUDIES**

This course introduces students to the emerging interdisciplinary and comparative study of islands and archipelagoes. It examines their cultures, geography, economies, historical development, environmental concerns, and systems of governance. It focuses on jurisdictions with varying degrees of self-government such as Barbados, the Faroe Islands, Iceland, the Isle of Man, Malta, and Prince Edward Island.

#### **209 SPECIAL TOPICS**

#### **291 DIRECTED STUDIES**

This course provides an opportunity for students to study a current topic relevant to islands, under the supervision of a faculty member. Alternatively, credit for this course may be claimed by fulfilling an overseas assignment with a recognized volunteer-sending agency (e.g., CUSO) on a small island in the developing world.

Three hours per week

#### **301 CASE STUDIES IN ISLAND STUDIES**

This course will expose students to particular case studies involving research from a variety of perspectives that involve islands, islanders and islandness. The objective is to familiarize the students with the case study method of research and how the island setting facilitates an understanding of specific processes and dynamics, which then have applicability to other islands, but also to the wider world. Case material to be reviewed in the course would include: Darwin and the Galapagos Finches; Margaret Mead in Samoa; the standing statues of Easter Island; the phosphate mines of Nauru; the ethnic tensions on Fiji; gentrification and space wars on the Islands of Sweden, Labour versus Greens in Tasmania; environmental diplomacy, AOSIS, sea level rise and Tuvalu; the unique status of Taiwan; PEI and the impact of the Confederation Bridge on PEI.

#### **309 SPECIAL TOPICS**

#### **409 SPECIAL TOPICS**

#### **491-492 DIRECTED STUDIES**

In response to individual student needs, Directed Studies courses will be designed in the areas of directed readings or directed research. In addition, "Special topics" courses will be offered from time to time by members of the faculty or visiting instructors.

### **ELECTIVES**

#### **Prince Edward Island Courses**

Biology 423	Land Use on Prince Edward Island
English 333	L.M. Montgomery
History 331	History of Prince Edward Island: Pre-Confederation
History 332	History of Prince Edward Island: Post-Confederation
History 489	20th Century Prince Edward Island
Political Studies 202	The Politics and Government of Prince Edward Island

#### **Comparative Courses**

Canadian Studies 201 (History 231)	The Atlantic Region
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Canadian Studies 202 (History 232)	The Atlantic Region
Economics 212	Regional Economics: Less Developed Areas
Education 462	International Education
Education 465	International Development
English 301	The New English Literatures of Africa and the Caribbean
English 331	The Literature of Atlantic Canada
Physics 261	Energy, Environment, and the Economy
Political Studies 343	Comparative Politics of South Asia
Political Studies 362	The Comparative Politics of Latin America and the Caribbean
Political Studies 422	Ethnic Nationalism in Comparative Perspective
Political Studies 481	Small States and Micro-States in the International System
Sociology 311	Small Groups

**NOTE 1**

Other courses not specifically focused on islands may, with prior approval of the instructor, the Co-ordinator of Island Studies, and the Dean of Arts, be credited toward an Island Studies minor. In such a case, the students will complete substantial individual work on topics related to islands.

**NOTE 2**

Students minoring in Island Studies must choose at least 4 courses in subject areas other than those in which they are majoring.

## Bachelor of Applied Arts in Print Journalism

**Acting Co-ordinator**

Richard Kurial, Arts

The Bachelor of Applied Arts in Print Journalism is an articulated degree offered by the University of Prince Edward Island in cooperation with Holland College. Students acquire technical training and practical experience in Journalism (primarily during study at Holland College) and also acquire something of the breadth of knowledge, content exposure, and skills in research, problem-solving, and critical thinking associated with liberal education (primarily during study at UPEI). The program differs from a Bachelor of Journalism program, which normally has a more theoretical orientation in exploring the nature of the media. It also differs from a Bachelor of Arts program, which offers greater opportunity for depth of study in an academic discipline, does not have much career-specific orientation, and normally is a minimum requirement for admission to graduate study in the humanities, social sciences and some professional programs.

Students normally undertake one year of study at the University, then complete the two-year Journalism program at Holland College (earning a Holland College diploma), before undertaking a final year of study at the University. The final year of study normally includes an opportunity for journalistic writing either at the University or arranged through Holland College. Deviations from the normal sequence of study between the University and Holland College are permitted. In such cases, at least five courses (15 semester-hours) of study must be completed after the Holland College diploma is earned.

## STUDENT ADVISEMENT

Each student accepted into pre-Journalism studies is assigned an academic advisor who is a member of the Journalism Coordinating Committee. Students are expected to meet periodically with their academic advisors regarding their expectations of the program, questions about the program, and course selection.

## UNIVERSITY COURSE REQUIREMENTS

Students complete 20 courses (60 semester hours) at the University. The program is designed to ensure breadth of exposure to areas of knowledge important to journalistic practice. The 20 courses must include:

**Writing skills**

English 101 (first semester, first year)

English 381 (second semester, first year)

Writing 404 (final year)

**Ethics**

Philosophy 102 or 202 (first year)

**Canadian Government**

Political Studies 201 or 262 (first year)

**Natural sciences methods**

Any one of Biology 101, 111, Chemistry 111, Physics 111 (first year)

**Canadian history**

History 101 or 102

**PEI history and experience**

Any one of History 331, 332, Political Studies 202, Island Studies 201

**Cultural Diversity**

Any one course in Anthropology, Sociology/Anthropology, or Asian Studies

**Numeracy/Statistics**

Any one course in Mathematics, Psychology 271, Sociology 332, Business 251

**Economics**

Economics 111 or any alternate course in Economics

**Literature and the arts**

Any literature course in English or Modern Languages, or any course in Music, or Fine Arts

Students may select their eight remaining courses from any area of interest. Students are encouraged to consider the following recommended electives:

- French or another second language,
- Linguistics (English),
- Psychology,
- Sociology,
- Women's Studies,
- Business Administration, and
- Philosophy 353 (Philosophies of Communication).

# Mathematics and Statistics

[www.math.upei.ca/](http://www.math.upei.ca/)

## Mathematics and Statistics Faculty

Dan Ryan, Associate Professor, Chair  
 Maxim Burke, Professor  
 Gordon MacDonald, Professor  
 Ken Sulston, Professor  
 Lowell Sweet, Professor  
 Shannon Fitzpatrick, Associate Professor  
 David Horrocks, Associate Professor  
 Nasser Saad, Associate Professor  
 Razi Ghorri, Assistant Professor  
 Shafiqul Islam, Assistant Professor

## DEGREE PROGRAMS

The Department of Mathematics and Statistics offers three different programs of study leading to a Bachelor of Science degree:

1. Major in Mathematics
2. Honours in Mathematics
3. Major in Mathematics with Engineering

## ADMISSION TO PROGRAMS

Students intending to take a major in Mathematics must make their intent known to the Department as soon as possible so that the Department will be able to give early and continued advice for course selection and further study or employment after graduation. Such prospective majors would normally make their intent known to the Department during their Second Year but should do so no later than Third Year.

## ADMISSION TO SCIENCE CALCULUS

The First-year Calculus courses for most science students are Math 151 and Math 152. In addition to Grade XII academic Mathematics (or equivalent), a passing grade on either an Assessment Test or Math 001 (Pre-Calculus) is also required as a prerequisite for Math 151. The Pre-Calculus course is offered every Fall by the Department of Mathematics. The Assessment Test covers the standard pre-calculus topics of the High School curriculum (arithmetic, algebra, trigonometry, analytic geometry and the basic theory of functions). This test is of 60 minutes duration and is given during the first week of classes in both the first and second semesters.

## SELECTION OF COURSES

Students majoring in Mathematics are permitted to offer Mathematics 101 or Mathematics 111, or both, for degree credit only if these are completed prior to their Third Year.

## REQUIREMENTS FOR A MAJOR IN MATHEMATICS

The Major program requires a total of 120 semester hours of course credit. A total of 45 semester hours of Mathematics is required: 33 semester hours of core courses, plus 12 semester hours of electives above the 100 level, at least 6 semester hours of which must be above the 200 level. The core consists of Math 151-152, 221, 242, 251-252, 261, 272, 351, 361, plus at least one of 301, 321, or 331.

Also required are 6 semester hours of English, Computer

Science 151-152 and an additional 15 semester hours of courses offered by the Faculty of Science. Physics 111-112 is highly recommended. Students are strongly encouraged to take some of the science courses early in their program.

The specific courses required are listed below:

	Semester hours of credit
<b>First Year</b>	
Mathematics 151-152.....	6
Computer Science 151-152.....	6
Electives.....	18
<b>Second Year</b>	
Mathematics 221 .....	3
Mathematics 242.....	3
Mathematics 251-252.....	6
Mathematics 261 .....	3
Mathematics 272 .....	3
Electives.....	12
<b>Third &amp; Fourth Year</b>	
At least one of Mathematics 301, 321, or 331 .....	3
Mathematics 351.....	3
Mathematics 361 .....	3
Mathematics Electives .....	12
Electives.....	39
<b>Total.....</b>	<b>120</b>

## REQUIREMENTS FOR HONOURS IN MATHEMATICS

The Honours program in Mathematics is designed to provide research experience at the undergraduate level. It is intended for students who are planning to pursue postgraduate studies in Mathematics or a related discipline, or who are planning a career where research experience would be an asset.

The Honours program requires a total of 126 semester hours of course credit. A total of 60 semester hours of Mathematics are required: 39 semester hours of core courses, a 6 semester hour Honours project (Math 480), plus 15 semester hours of electives above the 100 level, at least 3 semester hours of which must be at the 400 level. The core consists of Math 151-152, 221, 242, 251-252, 261, 272, 301, 321, 331, 351, 361.

Also required are 6 semester hours of English, Computer Science 151-152 and an additional 15 semester hours of courses offered by the Faculty of Science. Physics 111-112 is highly recommended. Students are strongly encouraged to take some of the science courses early in their program.

To graduate with the Honours in Mathematics, students must achieve a minimum average of 75% in all Mathematics courses combined, and must achieve a minimum overall average of 70% in all courses submitted for the degree.

The specific courses required are listed below:

	Semester hours of credit
<b>First Year</b>	
Mathematics 151-152.....	6
Computer Science 151-152.....	6
Electives.....	18
<b>Second Year</b>	
Mathematics 221 .....	3



Mathematics 242.....	3
Mathematics 251-252.....	6
Mathematics 261.....	3
Mathematics 272.....	3
Electives.....	12

### Third and Fourth Year

Mathematics 301.....	3
Mathematics 331.....	3
Mathematics 351.....	3
Mathematics 361.....	3
Mathematics 480 (Honours project).....	6
Mathematics Electives.....	21
Electives.....	27
<b>Total.....</b>	<b>126</b>

### ENTRANCE REQUIREMENTS

Permission of the Department is required for admission to the program. Students must normally have a minimum average of 70% in all previous courses. Normally, the Department expects first-class or high second-class standing in all previous Mathematics courses. Admission is contingent upon the student finding a project advisor and acceptance by the Department of the topic for the Honours project. Students interested in doing Honours are strongly encouraged to consult with the Department Chair as soon as possible, and no later than January 31 of the student's third year.

### REQUIREMENTS FOR A MAJOR IN MATHEMATICS WITH ENGINEERING

Students enrolled in the Engineering Diploma Program may follow an expanded program leading to the Bachelor of Science degree with a major in Mathematics. Students must fulfil all requirements for a Diploma in Engineering, as well as the additional requirements for a Major in Mathematics specified below.

The Mathematics with Engineering program requires a total of 120 semester hours of course credit. A total of 36 semester hours of Mathematics is required: Math 151, 152, 221, 251, 252, 261, 272, 301, 331, one of 351 and 361, and 6 semester hours of electives at the 300 level or above. All of the required courses for a Diploma in Engineering must be completed; specifically: Engineering 121, 132, 142, 241, 272, 311, 312, 321, 322, 332, 341, 352, 361, 372, 391, 392. Also required are 6 semester hours of Computer Science: Computer Science 151 (or Engineering 132) and one of Computer Science 152, 241, 392. Additional Science requirements are: Physics 111, 112, and Chemistry 111, 112. The remaining electives must include the 6 semester hours of English required by the University.

The specific courses required are listed below:

	Semester hours of credit
<b>First Year</b>	
Math 151-152.....	6
Engineering 121.....	3
Computer Science 151 or Engineering 132.....	3
Engineering 142.....	3
Physics 111-112.....	6
Chemistry 111-112.....	6
Electives.....	3
<b>Second Year</b>	
Mathematics 221.....	3
Mathematics 251-252.....	6

Mathematics 261.....	3
Mathematics 272.....	3
Engineering 241.....	3
Engineering 272.....	3
Engineering 321.....	3
Computer Science 152, 241 or 392.....	3
Elective.....	3

### Third and Fourth Year

Mathematics 301.....	3
Mathematics 331.....	3
Mathematics 351 or 361.....	3
Mathematics electives.....	6
Engineering 311-312.....	6
Engineering 322.....	3
Engineering 332.....	3
Engineering 341.....	3
Engineering 352.....	3
Engineering 361.....	3
Engineering 372.....	3
Engineering 391.....	3
Engineering 392.....	3
Electives.....	15
<b>Total.....</b>	<b>120</b>

### ACADEMIC MINORS

The Department offers academic minors in both Mathematics and Statistics.

### REQUIREMENTS FOR A MINOR IN MATHEMATICS

Students may obtain a minor in Mathematics by completing at least 21 semester hours of courses in Mathematics defined as follows:

	Semester Hours	Credit
Math 151-152	Introductory Calculus I & II.....	6
Math 251	Intermediate Calculus I.....	3
Math 261	Linear Algebra.....	3

Plus 3 semester hours of Mathematics at the 300 level or above, and an additional 6 semester hours of Mathematics at the 200 level or above.

### REQUIREMENTS FOR A MINOR IN STATISTICS

Students may obtain a Minor in Statistics by completing at least 21 semester hours of courses in Mathematics defined as follows:

	Semester Hours	Credit
Math 151-152	Introductory Calculus I & II.....	6
Math 221	Introductory Statistics I.....	3
Math 261	Linear Algebra.....	3
Math 324	Applied Regression Analysis.....	3
Math 321	Probability and Mathematical Statistics I.....	3
<b>EITHER</b>		
Math 322	Probability and Mathematical Statistics II.....	3
<b>OR</b>		
Math 424	Experimental Design.....	3

**NOTE:** Students majoring in Mathematics are not allowed to minor in Statistics. Consult with the Department regarding specializations within the mathematics major.

## MATHEMATICS COURSES

### 001 PRE-CALCULUS

This is a non-credit pre-calculus course which is designed to prepare students for Math 151. Students who obtain a passing grade in this course are not required to write the Assessment Test before being accepted into Math 151. Topics covered in the course include solving linear equations and inequalities; factoring polynomials; solving quadratic equations; domain, range, and graph of a function; composition of functions and inverse functions; exponential, logarithmic and trigonometric functions.

PREREQUISITE: None

Three lecture hours a week

### 101 ELEMENTS OF MATHEMATICS

(offered in both semesters)

This course provides an introduction to several mathematical topics at the university level, and is intended for students majoring in a discipline other than Mathematics, Computer Science or the natural sciences. The course consists of four modules: (1) Sets and Logic, (2) Number Theory, (3) Geometry, (4) Mathematical Systems.

PREREQUISITE: Grade XII academic Mathematics

Three lecture hours a week

### 111 FINITE MATHEMATICS

(offered in both semesters)

This course introduces students to finite mathematical techniques and to mathematical models in business, life and the social sciences. The course begins with an introduction to mathematical models, types of models, and conversion of verbal models to mathematical models. Topics covered include systems of linear equations and matrices, linear inequalities and linear programming, sets, counting and probability.

PREREQUISITE: Grade XII academic Mathematics

Three lecture hours a week

**NOTE:** Credit for Mathematics 111 **will not** be allowed if taken concurrent with or subsequent to Mathematics 261.

### 112 CALCULUS FOR THE MANAGERIAL, SOCIAL AND LIFE SCIENCES

(offered in both semesters)

This course provides an introduction to calculus for students in the managerial, social and life sciences. The main emphasis of the course is the development of techniques of differentiation and integration of algebraic, exponential and logarithmic functions. Applications of derivatives and integrals are also discussed.

PREREQUISITE: Grade XII academic Mathematics

Three lecture hours a week

**NOTE:** Credit **will not** be given jointly for this course and Math 151 or 152.

### 151 INTRODUCTORY CALCULUS I

This course is an introduction to differential calculus intended primarily for majors in Mathematics and the Physical Sciences, as well as those planning to continue with further Mathematics courses. The basic theory of functions is reviewed and algebraic, trigonometric, inverse trigonometric, exponential and logarithmic functions are investigated. The concepts of limits and derivatives are introduced and explored graphically and analytically. The tools of differential calculus are used in applications such as: root-finding algorithms; related rates problems; problems involving position, velocity, and acceleration of an object; finding extrema of functions; curve sketching; and indeterminate forms.

PREREQUISITE: Grade XII academic Mathematics and a

passing grade on either the Assessment Test or Math 001 (Pre-Calculus)

Three lecture hours and one tutorial session a week

### 152 INTRODUCTORY CALCULUS II

This course is an introduction to integral calculus, and is a natural continuation of Mathematics 151. The concepts of definite and indefinite integrals are introduced, and the relation between the two integrals is discovered via the Fundamental Theorem of Calculus. Techniques of integration are studied, including improper integrals and numerical integration, and the tools of integral calculus are used in applications such as: finding areas, volumes, arc lengths and surface areas; problems of work; and differential equations.

PREREQUISITE: Math 151

Three lecture hours and one tutorial session a week

### 221 INTRODUCTORY STATISTICS I

(offered in both semesters)

The main objective of this course is to introduce the basic concepts of descriptive statistics, statistical inference, and the use of statistical software such as MINITAB to students in any discipline. More time is spent on statistical inference than on descriptive statistics. Topics include frequency distributions, descriptive statistics, rules of probability, discrete and continuous probability distributions, random sampling and sampling distributions, confidence intervals, one- and two-tail tests of hypotheses, and correlation and linear regression.

PREREQUISITE: Three semester hours of Mathematics

Three lecture hours a week

**NOTE:** Credit **will not** be allowed for Mathematics 221 if a student has received credit for any of the following courses: Education 481, Psychology 271 and Sociology 332.

### 222 INTRODUCTORY STATISTICS II

The course builds upon the knowledge developed in Introductory Statistics I and introduces students to statistical techniques commonly used in research. Topics include linear regression and multiple linear regression, residual analysis, simple ANOVA models, categorical data analysis, simple sampling models, and common distributions (including binomial, Poisson, and exponential).

PREREQUISITE: Math 221

Three lecture hours per week

### 242 DISCRETE MATHEMATICS

This course deals with topics in finite mathematics that are essential for students majoring in Mathematics or Computer Science. It covers topics in graph theory such as trees, circuits, directed graphs, colouring, and algorithms and topics in enumeration such as binomial and multinomial theorems, permutations and combinations, inclusion-exclusion and recurrence relations. There will be an emphasis on developing problem-solving skills.

PREREQUISITE: Math 152

Three lecture hours a week

### 251 INTERMEDIATE CALCULUS I

This course continues from Mathematics 152 and is primarily an introduction to infinite series and vector calculus. Topics include parametric representations of curves and their applications, polar coordinates, area and arc length in polar coordinates, sequences, series and tests for convergence, Taylor series and Taylor polynomials, three-dimensional coordinate systems, dot and cross products, vector functions, and cylindrical and spherical coordinates.

PREREQUISITE: Math 152

Three lecture hours and one tutorial session a week

## 252 INTERMEDIATE CALCULUS II

This course continues from Mathematics 251. It introduces multivariable differentiation and integration, and investigates further topics in vector calculus. Topics include: functions of several variables; partial differentiation; directional derivatives; gradient vector; local, absolute, and constrained maxima and minima; double and triple integrals; changes of variables in multiple integrals, especially in polar, cylindrical and spherical coordinates; line integrals; curl and divergence; and Green's, Stokes' and Divergence Theorems.

PREREQUISITE: Math 251

Three lecture hours and one tutorial session a week

## 261 LINEAR ALGEBRA

This course introduces some of the basic concepts and techniques of linear algebra to students of any major. The emphasis is on the interpretation and development of computational tools. Theory is explained mainly on the basis of two or three dimensional models. Topics covered are: matrices; determinants; systems of equations; vectors in two and three dimensional space including dot and cross products, lines, and planes; concepts of linear independence, basis, and dimension explained with examples; linear transformations and their matrices; eigenvectors and eigenvalues.

PREREQUISITE: Six semester hours of First Year Mathematics

Three lecture hours a week

## 272 MATHEMATICAL STRUCTURES AND REASONING

This course provides students with experience in writing mathematical arguments. It covers first-order logic, set theory, relations, and functions. The ideas and proof techniques are considered in the context of various mathematical structures such as partial orders, graphs, number systems, and finite groups.

PREREQUISITE: None

Three lecture hours a week

## 281 FOUNDATIONS OF GEOMETRY

This course presents an axiomatic base for Euclidean geometry and an insight into the interdependence of the various theorems and axioms of that geometry and non-Euclidean geometries. Topics include: incidence and separation properties for points, lines, planes and space; congruence properties; geometric inequalities; similarity properties; and geometric constructions.

PREREQUISITE: Six semester hours of First Year Mathematics

Three lecture hours a week

## 301 DIFFERENTIAL EQUATIONS

This course introduces the basic theory of differential equations, considers various techniques for their solution, and provides elementary applications. Topics include linear equations; separable equations; linear independence and Wronskian; second-order equations with constant coefficients; nonhomogeneous equations; applications of first- and second-order equations; Laplace and inverse Laplace transforms, and their application to initial-value problems; series solutions about ordinary and singular points; and Fourier series.

PREREQUISITE: Math 251

Three lecture hours a week

## 321 PROBABILITY AND MATHEMATICAL STATISTICS I

This course is an introduction to the theoretical basis of statistics for students who have completed Introductory Statistics.

The study concentrates on the mathematical tools required to develop statistical methodology. Topics covered include: probability, random variables, functions of random variables, expectation, probability distributions, and sampling distributions.

PREREQUISITE: Math 152, and Math 221 or permission of the instructor.

Three lecture hours a week

NOTE: Credit **will not** be allowed for Mathematics 321 if a student has received credit for any of the following courses: Education 481, Psychology 271 and Sociology 332.

## 322 PROBABILITY AND MATHEMATICAL STATISTICS II

This course builds on the mathematical foundation developed in Mathematics 321 and introduces the student to the theory of statistical inference. Topics covered include sampling, further discussion of sampling distributions, parametric point and interval estimation, tests of hypothesis, an introduction to Bayesian, linear, and nonparametric methods.

PREREQUISITE: Math 252 and Math 321

Three lecture hours a week

## 324 APPLIED REGRESSION ANALYSIS

This course builds upon the basis of inference studied in Math 221 and provides students with an advanced knowledge of regression techniques. Topics covered are simple and multiple linear regression techniques, matrix notation, the design matrix, model building techniques, residual analysis, and nonlinear regression.

PREREQUISITE: Math 221 and Math 261

Three lecture hours a week

## 331 COMPLEX VARIABLES

This is a first course in complex variables. The aim is to acquaint students with the elementary complex functions, their properties and derivatives, and with methods of integration. Topics covered include: definition and development of complex numbers as ordered pairs; geometric representation; basic formulas and inequalities involving argument and conjugates; roots of complex numbers, limit, continuity, and derivative; Cauchy Riemann conditions; harmonic functions; properties of trigonometric, hyperbolic, logarithmic, exponential, and inverse trigonometric functions; bilinear transformation; integration; Cauchy Integral Theorem and Formula; residues and poles; Laurent and Taylor's series; and improper integrals.

PREREQUISITE: Math 252

Three lecture hours a week

## 332 THEORY OF COMPUTING

See Computer Science 332

## 342 NUMBER THEORY

This first course in number theory will include the following topics: equivalence of the principles of induction and the well-ordering principle; division algorithm; positional notation and repeating decimals; greatest common divisor; Euclidean Algorithm; Fundamental Theorem of Arithmetic; Pythagorean Triplets; Prime Numbers Theorem; Mersenne and Fermat Numbers; congruences; Euler's Phi-function; Chinese Remainder Theorem; Diophantine Equations; Theorems of Lagrange and Wilson; Quadratic Reciprocity Law of Gauss; Legendre symbol and primitive roots; perfect numbers; multiplicative number-theoretic functions; Moebius inversion.

PREREQUISITE: Six semester hours of Mathematics at the 200 level or higher

Three lecture hours a week

### 351 REAL ANALYSIS I

This is a first course in real analysis. Topics include: the reals as a complete ordered field; metric spaces; closed and open sets; Bolzano-Weierstrass and Heine-Borel Theorems; Cauchy Sequences; limits and continuity; derivative; Mean Value Theorem; Riemann Integral; and the Fundamental Theorem of Calculus.

PREREQUISITE: Math 252 and Math 272

Three lecture hours a week

### 352 REAL ANALYSIS II

This course follows directly from Mathematics 351. Topics include: the Riemann-Stieltjes Integral, series tests for convergence and divergence, sequences and series of functions, special functions, and topics chosen from functions of several variables, integration of differential forms, the Lebesgue Theory, and metric spaces.

PREREQUISITE: Math 351

Three lecture hours a week

### 361 ABSTRACT ALGEBRA I

This is a first course in abstract (modern) algebra in which several different algebraic structures are introduced. Topics covered include: the concept of a group, elementary group properties, subgroups, cyclic groups, permutation groups, cosets, normal subgroups, homomorphisms, the concept of a ring, subrings, ideals, polynomial rings, the concepts of field and vector space.

PREREQUISITE: Math 272

Three lecture hours a week

### 362 ABSTRACT ALGEBRA II

This is a second course in abstract algebra which continues the study of abstract algebraic structures which was introduced in Mathematics 361. Topics include: quotient groups, group homomorphisms and automorphisms, direct products, the decomposition of finite abelian groups, ideals and quotient rings, field of quotients of an integral domain, Euclidean rings and principal ideal domains, rings of polynomials, unique factorization domains, extension fields.

PREREQUISITE: Math 361

Three lecture hours a week

Three hours a week

### 371 GRAPH THEORY

This course is an introduction to the ideas, methods, and applications of graph theory. Topics studied include measuring and determining the connectivity of a graph, finding matchings in bipartite and general graphs, and finding a maximum collection of disjoint paths in a graph. Because of its algorithmic nature, this course is of interest to Computer Science and Engineering students, as well as to Mathematics students.

PREREQUISITE: Math 242

Three lecture hours a week

### 381 MATHEMATICAL PHYSICS

See Physics 381

PREREQUISITE: Math 252 and either Physics 112 or Physics 122

### 385 SPECIAL TOPICS IN MATHEMATICS

This course provides students with an opportunity to pursue special topics in mathematics or statistics. Content varies from year to year and will be at a third-year or fourth-year level. Prospective students should contact the department for a more detailed description of any particular year's offering.

PREREQUISITE: Permission of the instructor

Three lecture hours per week and (possibly) one tutorial session per week

### 391 MATHEMATICAL MODELLING

This course studies the process of mathematical modelling, namely, formulating a "real-world" problem in mathematical terms, solving the resulting mathematical problem, and interpreting the solution. Major topics include the modelling of optimization problems (using the techniques of linear programming), and deterministic and probabilistic dynamical processes (with models formulated as differential and difference equations). Applications are taken from physics, chemistry, biology and other areas, according to class interest.

PREREQUISITE: Math 261 and Math 301; a statistics course is recommended.

Three lecture hours a week

### 392 NUMERICAL ANALYSIS

Approximate solution of equations, various interpolative or iterative methods, especially Newton's; convergence tests and rates of convergence; roundoff and truncation errors; propagation of error in calculations; interpolating polynomials; Gauss-Jordan and other methods for simultaneous linear equations; inversion of matrices; determinants and eigenvalues; simultaneous nonlinear equations; evaluation of definite integrals; approximate derivatives; initial-value ordinary differential equations; least-squares curve fitting.

Cross-listed with Computer Science (cf. Computer Science 392)

PREREQUISITE: Math 301 and CS 151 or equivalent

Three lecture hours a week

### 402 POINT-SET TOPOLOGY

A first course in topology, covering some review of set theory; cardinal numbers; binary relations; metric spaces, convergence and continuity in metric spaces; topological spaces, bases, subspaces; continuity in general; homeomorphism; product spaces; separation axioms; compactness; connectedness.

PREREQUISITE: Math 351

Three lecture hours a week

### 422 INTRODUCTORY SAMPLING THEORY

This course is an introduction to sampling theory. Topics include: simple random sampling; sampling proportions and percentages; estimation of sample size; stratified random sampling; ratio estimators; regression.

PREREQUISITE: Math 321

Three lecture hours a week

### 424 EXPERIMENTAL DESIGN

This course builds upon the basis of inference studied in Math 221 and Math 324 to include statistical techniques commonly used in experimental studies. Students will study topics such as analysis of variance models, hypothesis testing in ANOVA models, randomization, and blocking techniques.

PREREQUISITE: Math 324

Three lecture hours a week

### 471 PARTIAL DIFFERENTIAL EQUATIONS

This course is an introduction to the theory and application of partial differential equations. Topics include: first-order equations and characteristic curves; classification of second-order equations as parabolic, hyperbolic or elliptic; Laplace, wave and diffusion equations, and their physical origins; solution using Fourier series; and separation of variables.

PREREQUISITE: Math 252 and Math 301

Three lecture hours a week



**472 DYNAMICAL SYSTEMS**

This course is a study of the long-term qualitative behaviour of solutions of systems of differential or difference equations. Topics include: non-linear systems, linearization, numerical and graphical methods, equilibria, phase space, stability, bifurcations, strange attractors, and chaos. Applications to physics, biology and other sciences are studied.

Cross-listed with Physics (cf. Physics 472)

**PREREQUISITE:** Math 261 and Math 301

Three lecture hours a week

**480 HONOURS PROJECT**

This course is intended to give research experience to students planning to pursue graduate studies in mathematics or a related area, or planning a career where research experience would be an asset. It provides students with the opportunity to do an independent research project on a mathematical topic, under the supervision of a faculty member. Some or all of the work may be done during the summer months.

**PREREQUISITE:** Acceptance to the Honours program (see Calendar listing for entrance requirements)

Six semester hours of credit

**485 SPECIAL TOPICS IN MATHEMATICS**

This course provides students with an opportunity to pursue special topics in mathematics or statistics. Content varies from year to year and will be at a third-year or fourth-year level.

Prospective students should contact the department for a more detailed description of any particular year's offering.

**PREREQUISITE:** Permission of the instructor

Three lecture hours per week and (possibly) one tutorial session per week

**491-492 DIRECTED STUDIES**

These courses are recommended and designed for Mathematics Majors to encourage independent initiative and study. Reading and research will be conducted in one or more specialized areas.

**NOTE:** Interested students should see the Chair for a list of possible topics.

(See Academic Regulation 9 for Regulations Governing Directed Studies.)

**Modern Languages**

[www.upei.ca/modernlanguages/](http://www.upei.ca/modernlanguages/)

**Modern Languages Faculty**

D. Coll, Associate Professor, Chair

S. Lee, Associate Professor

S. Badescu, Assistant Professor

C. Lavoie, Assistant Professor

The Department of Modern Languages provides its students with the opportunity to study various languages and to obtain a good grounding in these, but sees languages within its appropriate cultural contexts, i.e., the acquisition is seen as a vehicle to enter the thought, history, literature, cinema etc., with which each of the languages is associated. While the predominant discipline has been and is French, the Department offers full programs in both German and Spanish. In the case of the latter, students other languages are made available in response to student interest and availability of instructor. In the past, introductory courses have been offered in Chinese, Irish, Italian, Japanese, Russian, and Scottish Gaelic. For Japanese or other Asian languages see Asian Studies.

**FRENCH**

The Department of Modern Languages provides courses for several categories of students: for persons with little or no French, for those who have had French through high school, and for students who are fluent in French through residence, or through family, etc. A placement test must be taken prior to the beginning of classes to confirm the level at which these students should register. The Placement Test is available on the web during the summer months via the Department of Modern Languages Home Page: <http://www.upei.ca/modernlanguages/>. During the rest of the year please contact the departmental secretary.

**REQUIREMENTS FOR A MAJOR IN FRENCH**

1. A major consists of a minimum of 42 semester hours of French.

2. At least 30 semester hours must be taken from upper-level courses numbered 241 and above.

3. In the case of students transferring credits for courses taken elsewhere at least 12 semester hours at the upper level must be taken at UPEI.

The normal pattern would be:

French 121-122: 6 semester hours

French 221-222: 6 semester hours

Upper-level courses: 30 semester hours

However students who are already fluent in French, e.g., immersion students and anglophones from a French milieu, will not be admitted to 121-122. Their normal pattern will be: French 221-222 or French 231-232: 6 semester hours; upper-level courses: 36 semester hours.

**ELECTIVES**

Students must include at least 12 semester hours in a modern language or modern languages other than French. In addition to the University's required courses in English, they should also include courses in History and Philosophy.

Students should discuss these courses or other alternatives with the Chair of Modern Languages as early as possible.

**REQUIREMENTS FOR A MINOR IN FRENCH**

1. A minor in French consists of 21 semester hours of courses.

2. At least 15 semester hours must be taken from among upper-level courses numbered 241 and above.

3. In the case of students transferring credits for courses taken elsewhere, at least 6 semester hours at the upper level must be taken at UPEI.

**COURSE SEQUENCES AND RESTRICTIONS**

Students may not reverse the sequence of any courses taken from French 101 to French 241, with the exception of French 133 which may be taken at any time.

**FRENCH COURSES**

**NOTE:** Francophones, Anglophones educated in French schools, and High School Immersion students should consult

with the Department as to the level of course appropriate to their ability. They will normally be placed above French 101, 102, 121 and 122.

### 101 FRENCH I

This course takes the student from the most elementary vocabulary to an ability to function adequately in simple everyday situations. The concentration is on aural/oral skills. Three hours a week plus lab.

### 102 FRENCH II

This course is a continuation of French 101. Three hours a week plus lab

### 121 FRENCH III

This course is designed for students who have completed (or almost completed) the high school French core program, for those who have completed 102, or those who are placed into the course through the Placement Test. All major grammar points are covered, with an emphasis on both written and oral expression.

PREREQUISITE: French 102 or placement by the Department

Three hours a week plus lab

### 122 FRENCH IV

This course is a continuation of French 121.

PREREQUISITE: French 121 or permission of the instructor  
Three hours a week plus lab

### 211 FRENCH V

This course is a detailed review of all areas of French grammar. It is designed for students who have completed the high school French Immersion Program or French 122, or who have been identified through the Placement Test.

Three hours a week plus lab and conversation class.

### 212 FRENCH VI

This course is a continuation of French 211.

Three hours a week plus lab and conversation class

### 221 LANGUE ET LECTURES I

This course is designed for students who have completed the high school French Immersion Program, or who have completed 122, or who are placed into the course through the Placement Test. This course entails a detailed and accelerated study of all areas of French grammar, accompanied by analysis of short texts.

Three hours a week plus one hour conversation class

### 222 LANGUE ET LECTURES II

This course is a continuation of French 221.

PREREQUISITE: French 221 or placement by the Department  
Three hours a week plus one hour conversation class

NOTE: Students who have taken French 221-222 will not be permitted to take French 231-232.

## UPPER-LEVEL COURSES

NOTE: Only three or four upper-level courses per semester are offered. For courses offered each year check the timetable.

### 241 FRENCH COMPOSITION AND ANALYSIS I

This course is designed for students who have completed French 222 or 232, or who have been placed into it through the Placement Test. The aim of this course is to improve writing skills through an advanced analysis of both French grammar and short literary and critical texts. Various writing tasks such

as the portrait, description, narration, letter-writing, and critical analysis of literary texts are practiced.

Three hours a week plus one hour conversation class

### 242 FRENCH COMPOSITION AND ANALYSIS II

This course is a continuation of French 241.

PREREQUISITE: French 241 or permission of the instructor.  
Three hours a week plus one hour conversation class

### 251 INTRODUCTION TO FRENCH LITERATURE

This course is a survey of the dominant movements and major authors of French literature. It comprises lectures in simple French and readings of the representative passages chosen for their literary importance and their accessibility.

Three hours a week

### 252 LE FRANÇAIS DES AFFAIRES

This course is oriented towards French oral and written communication in the business setting. The world of business is examined from the angle of its vocabulary related to job searches, the C.V., administrative and commercial correspondence, as well as communication as it is used in and outside of the workplace.

Three hours a week

### 261 INTRODUCTION À L'ÉDUCATION EN FRANÇAIS AU CANADA

See Education 213

While the progression of courses is normally from the 300-level to the 400-level, there is no difference in the level of difficulty, and the available timetable in any given year may involve taking 400-level courses before 300-level courses.

### 313 LITTÉRATURE FRANÇAISE CONTEMPORAINE I

This course is a study of the leading writers and movements and the historical and social changes which influenced them up to the outbreak of the Second World War.

Three hours a week

### 314 LITTÉRATURE FRANÇAISE CONTEMPORAINE II

This course deals with the post-war literary scene up to contemporary literature. Well-known authors are reviewed, and some are given in-depth study.

Three hours a week

### 321 XIXe SIECLE: 1800-1850

This course consists of a study of what has traditionally been known as the Romantic period (1800-1850) in French literature, illustrated by authors such as Chateaubriand, Musset, Hugo, Nerval, and Sand. However, other literary figures of the period such as Stendhal, Balzac, Gautier, Mérimée, whose works (by turns realist, fantastic, or a hybrid mixture of diverse influences) resist easy classification, are also studied.

Three hours a week

### 322 XIXe SIECLE: 1850-1900

This study of French literature focuses on the second half of the nineteenth-century. The main themes and trends of realism, naturalism and symbolism are studied through texts by authors such as Flaubert, les Goncourt, Baudelaire, Rimbaud, and Zola.

Three hours a week

### 333 XVIIIe SIECLE: L'ÂGE DES LUMIÈRES I

This course provides an introduction to the French literary

world of the XVIIIth century, from 1715 to 1750, with emphasis on the historical and political context which led to the age of Enlightenment, as well as on the study of various works of prose and drama produced by famous authors of the time, such as Montesquieu, Diderot, Marivaux and l'Abbé Prévost.  
Three hours a week

### 334 XVIIIe SIECLE: L'AGE DES LUMIERES II

As a continuation of 331, this course focuses on the literary productions of the second half of the century, with emphasis on the critical and philosophical aspects of the works selected, as well as on the development of a pre-romantic sensibility towards the end of that period.  
Three hours a week

### 338 INTRODUCTION à la SOCIÉTÉ QUÉBÉCOISE

This course treats the history and more specifically the culture of Québec. Students examine social productions of Québec throughout history: politics, the family, language, the arts, literature, the educational system, ideologies, fêtes, etc. The course is accompanied by a multimedia presentation including a multitude of images, videos, and films.  
Three hours a week

### 339 THÉÂTRE CANADIEN-FRANÇAIS

This course proposes an introduction to theatrical production in French Canada from its origins to the present day. Questions to be discussed include: the representation of history, cultural appropriations, dominant themes, the mixing of genres, time and space, discourse analysis, theatrical language, etc.  
Three hours a week

### 343 XVIIe SIECLE: LE GRAND SIECLE I

This course is a study of the major writers associated with the concept of Classicism. The focus is on the first half of the seventeenth century.  
Three hours a week

### 344 XVIIe SIECLE: LE GRAND SIECLE II

This course focuses on writers in the Age of Louis XIV.  
Three hours a week

### 401 RENAISSANCE

This course focuses on French literature of the XVIth century, with emphasis on the historical and political contexts which have led to the development of Humanism in France, as well as on the study of various works of prose and poetry produced by authors of the time such as Rabelais, Marguerite de Navarre, DuBellay and Montaigne.  
Three hours a week

### 402 LEMOYEN-AGE

This course focuses on French literature from the IXth century to the XVth century, with emphasis on the historical and political contexts which led to the development of literary and cultural discourses in Old French. As well, various works of prose and poetry produced by the authors of the period are studied.  
Three hours a week

### 403 LA NOUVELLE FRANÇAISE

This course comprises a study of the French short story across the centuries, including such authors as Cazotte, Sade, Gautier, Balzac, Maupassant, Flaubert, Mauriac, Camus, and Yourcenar. The readings are coupled with a theoretical attempt to define the genre such as nouvelle, conte, nouvelle contée.  
Three hours a week

### 421 LE ROMAN CONTEMPORAIN I

This course examines the French novel by exploring the various literary and philosophical movements of the contemporary era (existentialism, the new novel, and beyond). These trends are illustrated through readings of representative authors.  
Three hours a week

### 422 LE ROMAN: DES DEBUTS JUSQU'A 1900

This course comprises a survey of the representative works of major French novelists from Madame de la Fayette to Zola. The texts studied are used to illustrate the various historical, philosophical, and literary movements over the past three centuries.  
Three hours a week

### 432 LITTERATURE ET CINEMA

This course consists of the study of the relation between French-language literary texts and their film adaptation, ranging from the seventeenth century to the modern day. Various questions of the inter-textual relationship are explored, including aspects specific to each genre.  
Three hours a week

### 433 LA CRITIQUE LITTÉRAIRE

This course provides an overview of various critical schools and methods whose object is the study of literary texts. Among the approaches studied are narratology, psychoanalysis, sociocriticism, deconstruction, and structuralism. The study of these methodologies is combined with practical applications to literary texts.  
Three hours a week

### 434 THE AUTOBIOGRAPHICAL GENRE IN FRENCH LITERATURE

This course examines French literary works classified as autobiographical, including essays, memoirs, letters, and diaries. It takes as its focus representative authors starting from the Renaissance up to the present day. The texts studied illustrate historical and cultural movements through several centuries of French literature.

### 441 LITTÉRATURE CANADIENNE-FRANÇAISE I: DE LA NOUVELLE-FRANCE AU XIXe SIÈCLE

This course proposes a study of the emergence of writing in New France and of the status of the novel in the cultural life of the nineteenth century, specifically the conditions of writing, and the relationship between the novel and the ideologies of the era. It includes a study of works which are thematically and stylistically significant.  
Cross-listed with English (cf. English 323)  
Three hours a week

### 442 LITTÉRATURE CANADIENNE-FRANÇAISE II: XXe SIECLE

This course proposes a reading of Québec novels representative of the most important social and literary movements in the 20th century: the *roman de la terre*, the urban novel, the psychological novel, the novel of the Révolution tranquille, and the contemporary novel. The evolution of literary forms is studied as a function of the ideological shifts in Québec society throughout the 20th century.  
Cross-listed with English (cf. English 324)  
Three hours a week

### 443 CULTURE ET LITTERATURE ACADIENNES I

This course comprises a critical reflection on Acadian literature and culture, with a particular emphasis on the oral

tradition. Many aspects of Acadian culture are considered, including how the Deportation of 1755 is represented in historical documents and literature, the works of contemporary authors, and the Acadian culture of Prince Edward Island.  
Three hours a week

#### **444 CULTURE ET LITTÉRATURE ACADIENNES II**

This course comprises a critical reflection on modern Acadia, from the 1970s to the present day. It looks at many aspects of Acadian culture, including novels, songs, and poetry, and the emerging importance of the visual arts.  
Three hours a week

#### **446 TRADUCTION: ANGLAIS-FRANÇAIS**

This course covers a wide range of everyday material, e.g., government documents, letters, news items, advertising material, and literary extracts in English. Close attention will be paid to the style of language appropriate to each different type of translation.

**PREREQUISITE:** At least two upper-level French courses and an English composition course, or permission of the instructor.  
Three hours a week

#### **447 TRADUCTION: FRANÇAIS-ANGLAIS**

This course covers a wide range of everyday material, e.g., government documents, letters, news items, advertising material, and literary extracts in French. Close attention will be paid to the style of language appropriate to each different type of translation.

**PREREQUISITE:** At least two upper-level French courses and an English composition course, or permission of the instructor.  
Three hours a week

#### **451-452 DIRECTED STUDIES**

Centered around an author or a topic, this course is specifically designed to enable students to express themselves and to do research on their own. Students will be given topics to research and to present to the class.  
(See Academic Regulation 9 for Regulations Governing Directed Studies.)

### **REQUIREMENTS FOR A MAJOR IN GERMAN AND A MAJOR IN SPANISH**

In exceptional circumstances and under the supervision of the Department, a student is allowed to major in German or to major in Spanish if he/she shows a high level of interest and competency in the subject and intends to cover the minimum requirement of 42 semester hours.

This would be done under the approval of a Departmental Committee and the Dean of Arts after all courses taken or intended to be taken, at UPEI or another Canadian or foreign institution, have been considered.

A major consists of a minimum of 42 semester hours of Spanish or 42 semester hours of German.

#### **ELECTIVES**

Students must include at least 12 semester hours in a modern language or modern languages other than Spanish (in the case of a major in Spanish) or other than German (in the case of a major in German).

Students should discuss these courses or other alternatives with the Chair of Modern Languages as early as possible.

### **REQUIREMENTS FOR A MINOR IN GERMAN**

A minor in German consists of 21 semester hours of courses in the following sequence:

1. 12 semester hours:

German 101/102 Introductory

German 201/202 Intermediate

2. At least 9 semester hours at the 300 or 400 level in German, at least 6 semester hours must be taken at UPEI at the upper level.

### **GERMAN COURSES**

#### **101 INTRODUCTION TO GERMAN I**

(offered in both semesters)

Course for students with no prior knowledge of German. It will pave the way towards competence in the oral and written usages of the modern German colloquial idiom.

Three hours a week plus lab

#### **102 INTRODUCTION TO GERMAN II**

(offered in both semesters)

Continuation of the program designed for beginners. The ultimate aim is to provide the student with the practice and knowledge necessary to handle questions pertaining to his daily life and realm of work.

**PREREQUISITE:** German 101

Three hours a week plus lab

#### **201 INTERMEDIATE GERMAN I**

Continuing in the vein established in the previous semesters, the course will start out with a vocabulary of about 1000 words and will promote further oral and written fluency in contemporary German to enable the student to establish social and professional contacts with a German milieu. Work in the language laboratory forms an integral part of the course.

**PREREQUISITE:** German 102 or Grade 12 German

Three hours a week

#### **202 INTERMEDIATE GERMAN II**

By the end of this course the student will be in command of all important structures of spoken and written German, and the active vocabulary will consist of about 2000 lexical units.

**PREREQUISITE:** German 201

Three hours a week

#### **301 THE GERMAN NOVELLE I**

This is the first of two courses comprising the study of the history of the German Novelle, and views representative works by Goethe, Tieck, Brentano, Hoffman, and Kleist as being characteristic of the genre, of their authors, and of the literary periods to which they belong. At the same time the student will continue to study the German language through translation, composition, and oral practice.

**PREREQUISITE:** German 202 or permission of the instructor

Three hours a week

#### **302 THE GERMAN NOVELLE II**

Completion of the study of the Novelle by focusing on examples of the genre taken from various Realistic writers, from Hauptmann, Kafka and Thomas Mann. Written and oral practice of the language continued.

**PREREQUISITE:** German 301

Three hours a week



**311 THREE 19TH CENTURY DRAMATISTS**

Kleist, Grillparzer, and Hebbel are viewed as outstanding contributors to dramatic theory and practice of nineteenth-century German drama.

PREREQUISITE: German 202 or equivalent, and permission of the instructor, or German 302

Three hours a week

**312 MODERN GERMAN DRAMA**

Representative dramas by Hauptmann, Hofmannsthal, Kaiser, and Brecht are studied, taking into consideration their artistic merit and their contribution to the development of modern drama.

PREREQUISITE: As for German 311

Three hours a week

**451-452 DIRECTED STUDIES**

Centred around an author or a topic, this course is specifically designed to enable students to express themselves and to do research on their own. Students will be given topics to research and to present to the class.

(See Academic Regulation 9 for Regulations Governing Directed Studies.)

**REQUIREMENTS FOR A MINOR IN SPANISH**

A minor in Spanish consists of 21 semester hours of courses in the following sequence:

1. 12 semester hours:

Spanish 101/102 Introductory

Spanish 201/202 Intermediate

2. At least 9 semester hours at the 300 or 400 level in Spanish, at least 6 semester hours must be taken at UPEI at the upper level.

**REQUIREMENTS FOR A CERTIFICATE OF PROFICIENCY IN CONVERSATIONAL SPANISH**

Studies leading to a Certificate of Proficiency in Conversational Spanish are designed for individuals with no background in Spanish. The program accommodates people wanting to learn Spanish so that they can communicate proficiently with people in another culture, increase professional qualifications, or gain new skills and expertise. Courses at the 100- and 200-level focus on basic language skills in listening, speaking, reading, and writing. Courses at the 300-level emphasize oral linguistic competence through discussion of cultural and socio-political issues in the Hispanic world.

A Certificate of Proficiency in Conversational Spanish consists of:

1. 18 semester hours of courses in the following sequence:

101-102 Introductory Spanish

201-202 Intermediate Spanish

303-304 Advanced Spanish

2. After completion of the required course work, success in an oral examination of linguistic competence in Spanish and knowledge of civilization and culture pertaining to the Hispanic world.

**SPANISH COURSES****101-102 INTRODUCTORY SPANISH**

Spanish 101 is intended for students with no knowledge of Spanish. Spanish 102 is a continuation of 101. These courses give students solid grounding in the fundamentals of the Span-

ish language by engaging them, in both classroom and language laboratory settings, in communicative use of the four language skills: listening, speaking, reading and writing. By the end of Spanish 102, students obtain a comprehensive outline of Spanish grammar and are able to sustain a conversation on a variety of daily topics.

Three hours a week plus lab

**201-202 INTERMEDIATE SPANISH**

These courses are intended for students who have successfully completed Introductory Spanish. They enhance students' linguistic proficiency, allowing them to handle a variety of social situations. Students also develop cultural and historical understanding of Spain and Latin America. By the end of Spanish 202, students have insight into the grammatical structures of the language, are able to sustain conversations in real-life situations, and are able to discuss aspects of the Hispanic world.

PREREQUISITE: Spanish 102 or permission of the instructor

Three hours a week plus lab

**203 INTENSIVE STUDY ABROAD**

This is an intensive second-year level language course offered in cooperation with the University of Salamanca, Spain. Over a three-week period students attend 60 hours of language classes designed to consolidate grammar and common idiomatic expressions, and to increase active vocabulary. In addition, students take part in daily two-hour oral-culture sessions. Students are also encouraged to participate in activities of the university community and in weekend field trips.

PREREQUISITE: Spanish 102

Six hours a week, in a condensed format

**301 COMPOSITION AND ORAL PRACTICE I**

This course aims to develop a high degree of competence in written and oral Spanish. Two hours a week are devoted to "composition," including grammar, vocabulary, translation, stylistics, and original expression. The third hour is devoted to oral work in a small "conversation" class. (Also offered in Salamanca and Uruguay)

PREREQUISITES: Spanish 202 and permission of the instructor

**302 COMPOSITION AND ORAL PRACTICE II**

This course is a continuation of Spanish 301. The course focuses on reading and composition, and is intended to give students the opportunity to acquire and use new vocabulary, resolve persistent grammatical difficulties, and learn techniques for the development of a good writing style. Requirements include completion of an anthology of readings in Spanish, and regular short essay assignments. (Also offered in Salamanca and Uruguay)

PREREQUISITES: Spanish 301 and permission of the instructor

**303 ASPECTS OF SPANISH CIVILIZATION AND CULTURE**

This course offers a general view of the development of civilization and culture in Spain from its beginnings to the present. It is organized to introduce students to the major political and social movements in Spanish history and the principal trends in the arts that have given Spain an idiosyncratic culture within the broader context of Western Civilization. A variety of language models, including classroom discussions, set the stage for assimilation of the conversational function of the language. The course is conducted in Spanish and is intended to complement language studies as well as provide a foundation for subsequent courses in Hispanic literature.

PREREQUISITE: Spanish 202 or permission of the instructor

### 304 ASPECTS OF SPANISH-AMERICAN CIVILIZATION AND CULTURE

This course provides an overview of the beginnings of civilization and culture in Latin America from the Pre-Colombian civilizations of the Mayas, the Aztecs and the Incas to modern times. Five periods are studied in detail: the Pre-Conquest, the Conquest, Colonial Life, Independence Movements, and Modern Times. These historical periods also integrate artistic, cultural and literary movements. The course is conducted in Spanish and is intended to complement language studies as well as provide a foundation for subsequent courses in Hispanic literature.

**PREREQUISITE:** Spanish 202 or permission of the instructor  
Three hours a week

### 312 IBERO-AMERICAN LITERATURE

This is a course on Contemporary Ibero-American Literature (from 1810 to the present) with emphasis on the study of the different stylistic trends of this period. Selected works representative of the three traditional literary genres are analyzed in class. Students are also introduced to the basic concepts of theoretical and methodological approaches in the study of literature: narratology, post-structuralism, feminism, and phenomenological hermeneutics. The course is conducted in Spanish and is intended to complement language studies as well as provide a foundation for subsequent courses in Hispanic Literature.

**PREREQUISITE:** Spanish 202 or permission of the instructor  
Three hours a week

### 313 SPANISH PENINSULAR LITERATURE

This course introduces the literary tradition of Spain through consideration of the characteristics of its major literary periods: the Renaissance, the Baroque Age, Romanticism, and the Modern Era. Students are introduced to the basic concepts within theoretical and methodological approaches in the study of literature: narratology, post-structuralism, feminism, and phenomenological hermeneutics. The course is conducted in Spanish and is intended to complement language studies as well as provide a foundation for subsequent courses in Hispanic Literature.

**PREREQUISITE:** Spanish 202 or permission of the instructor

### 401 THE STRUCTURE OF SPANISH

This advanced Spanish grammar course aims to perfect students' ability to write and speak correctly and fluently. This course provides an introduction to the formal analysis of the language, covering topics in basic grammatical construction, Spanish morphology (the analysis of word structure), Spanish syntax (the analysis of sentence structure), and Semantics (the study of sentences and word meanings). Central issues in phonological, morphological, and syntactic variations are analyzed from geographical and social points of view. (Also offered in Uruguay)

**PREREQUISITES:** Spanish 302 and permission of the instructor

### 402 PRACTICAL TRANSLATION

This course is designed for students who have an adequate command of the language, but who have an interest in a professional orientation. Translations from English to Spanish and Spanish to English include materials from diverse subjects such as business, sciences, politics, arts, theatre, and literature. (Also offered in Uruguay)

**PREREQUISITES:** Spanish 302 and permission of the instructor

### 405 THE LEGACY OF THE SPANISH MYSTICS

This course provides a brief introduction to the study of the mystical tradition that reached Spain in the 16th century and the influence it has had on contemporary women writers. The works of Saint Therese of Jesus and those of St. John of the Cross are studied in detail. Students are introduced to the latest critical trends in literary and feminist theory. Classes are in the form of lectures and seminars, and are conducted in English.

Cross-listed with Women's Studies 405 and English 369

**PREREQUISITE:** Spanish 202 or permission of the instructor

No prerequisite for WST 405 or Eng 369

Lecture/Seminar: Three hours a week in Spanish.

**NOTE:** Students taking this course as a Spanish credit must submit their written assignments in Spanish. The instructor will provide a weekly tutorial for Spanish students, conducted in Spanish.

### 415 CERVANTES' DON QUIXOTE AND THE FORMATION OF THE MODERN NOVEL

This course studies Don Quixote in the context of Cervantes' life and times. It examines the novel's social, political, and historical context; its reception in seventeenth-century Spanish society; the narrative structure and its determinants of gender and class; the intertextuality with major classical works of the Renaissance; and the metafictional, self-reflexive characteristics of the text. A variety of literary theory approaches are studied. The course is generally given in Spanish.

**PREREQUISITES:** Spanish 202 and permission of the instructor

### 451-452 DIRECTED STUDIES

Centered around an author or a topic, this course is specifically designed to enable students to express themselves and to do research on their own. Students will be given topics to research and to present to the class. (See Academic Regulation 9 for Regulations Governing Directed Studies.)

## MODERN LANGUAGES

Whenever circumstances warrant it, the Department offers courses in languages other than French, German or Spanish. In the past it has offered introductory courses in RUSSIAN, ITALIAN, JAPANESE, CHINESE, SCOTTISH GAELIC, AND IRISH.

### 101 INTRODUCTION TO [A SELECTED MODERN LANGUAGE] I

This course provides an introduction to the language in question, through the study of pronunciation, vocabulary and grammar. It includes numerous oral drills, frequent written exercises, short oral presentations and simple readings.

Three hours a week

### 102 INTRODUCTION TO [A SELECTED MODERN LANGUAGE] II

This course is a continuation of Modern Languages 101. It provides further study of vocabulary and grammar and introduces aspects of civilization.

Three hours a week.

## Music

[www.upei.ca/music/](http://www.upei.ca/music/)

### Music Faculty

F. Alan Reesor, Professor Emeritus  
 Gregory B. Irvine, Associate Professor, Chair  
 Frances M. Gray, Professor  
 Karem J. Simon, Professor  
 Sung Ha Shin-Bouey, Associate Professor  
 Andrew M. Zinck, Associate Professor  
 G. David Shephard, Lecturer  
 Stephen Bouey, Auxiliary  
 Jim Dickson, Auxiliary  
 Kay Diviney, Auxiliary  
 Mark Parsons, Auxiliary  
 Dale Sorensen, Auxiliary

### BACHELOR OF MUSIC PROGRAMS

In addition to the standard University of Prince Edward Island entrance requirements, candidates for the Bachelor of Music and Bachelor of Music Education programs are expected to have obtained a minimum equivalency of RCM (Royal Conservatory of Music) Grade VIII in any instrument or voice and RCM Grade II Theory, as shown in an audition, theory and ear test, and interview.

A personal interview, audition and theory test with faculty of the Music Department will be arranged prior to registration for each student wishing to enter a Music Program.

Students in the Bachelor of Music Program are advised, on choosing an arts or academic elective, to elect an area in which they are prepared to continue at least to the 300 level.

### BACHELOR OF MUSIC

The Bachelor of Music Program is designed to provide students with sufficient flexibility to reflect their interests. The first two years are common for all students. During years three and four, students may focus on Theory, History or Applied Music. Upon graduation, students may wish to continue studies at the graduate level in Theory, Composition, Music History, or Performance. Graduation with a Bachelor of Music will not qualify a student for music teacher certification on Prince Edward Island.

### BACHELOR OF MUSIC EDUCATION

The Bachelor of Music Education Program is a five-year degree designed to qualify graduates for the teaching of music as specialists in elementary and secondary school music. Upon the completion of this program, a student will qualify for a Prince Edward Island Teaching Certificate 5. Graduates of this program may apply for entrance to a post-degree Bachelor of Education Program at UPEI, which, on the basis of one years' advanced standing, can be completed in one year. Students in the Bachelor of Music Education Program are advised, on choosing arts or science electives, to elect an area in which they are prepared to continue at least to the 300 level, to provide them with a secondary teaching area.

### BACHELOR OF ARTS WITH A MAJOR IN MUSIC

The sole prerequisite for entrance into the B.A. program with a major in Music is the equivalent of RCM Grade II Theory

as shown in the Preliminary Music Theory and Ear Tests. The program is designed for those students who wish to study music in a more general Arts curriculum. It is strongly recommended that the student have some music background.

### CERTIFICATE IN HIGHLAND BAGPIPES

This certificate is designed for students who wish to specialize in the craft and artistry of Highland bagpiping, within the context of a liberal education. The certificate is awarded only in the context of the concurrent conferral of a Bachelor of Arts with a Major in Music, and upon successful completion of eight courses (Music 107, 108, 207, 208, 307, 308, 407, and 408) of individualized instruction in Highland Bagpipes. In addition to meeting entrance requirements for the Bachelor of Arts with a Major in Music, students seeking admission to the certificate program must successfully complete an audition in Highland Bagpipes at a level equivalent to the Senior Certificate of the Institute of Piping.

### COURSES FOR NON-MUSIC MAJORS

Rudiments of Music 103, Understanding Music 104, Music for Film and Stage 203, and Popular Music of the Modern Era 204 may be offered to any student of the University, without prerequisite, although some music reading ability is recommended. Students courses may count as electives on their degrees.

#### Year I

(common to both Bachelor of Music and Bachelor of Music Education Programs)

	Semester hours of credit
Music 113-114 Theory .....	6
Music 115 Sight Singing and Dictation .....	2
Music 116 Keyboard Harmony .....	1
Music 123-124 History.....	6
Music 131-132 Major Instrument or Voice .....	6
Music 143-144 Choral Techniques .....	4
Arts and/or Science Electives .....	6
<b>Total.....</b>	<b>31</b>

**NOTE: ENSEMBLE REQUIREMENTS:** All students enrolled in a music program are required to satisfactorily complete the requirements for participation in a minimum of six full-year ensembles for a Bachelor of Music Degree as follows:

- Brass, woodwind & percussion majors—2 years Concert Choir and 4 years Wind Symphony
- Piano majors—2 years Concert Choir and 4 years Collaborative Piano (or serving as a pianist in a large ensemble)
- Voice majors—4 years Concert Choir and 2 years Diction Lab Placement is at the discretion of faculty.

Unless the ensemble requirement is fulfilled, graduation will be denied.

#### Year II

(common to both Bachelor of Music and Bachelor of Music Education Programs)

	Semester hours of credit
Music 213-214 Theory .....	6
Music 215 Sight Singing and Dictation .....	2
Music 216 Keyboard Harmony .....	1
Music 223-224 History.....	6
Music 231-232 Major Instrument or Voice .....	6
Arts and/or Science Electives at 100-200 level (German recommended).....	9
<b>Total .....</b>	<b>30</b>

NOTE: Ensembles required (see note at end of Year I).

### Year III

#### Bachelor of Music

	Semester hours of credit
Music 313-314 Theory .....	6
Music 331-332 Major Instrument or Voice .....	6
Theory and History Electives .....	6
Music Electives .....	6
Arts and/or Science Electives .....	6
<b>Total</b> .....	<b>30</b>

NOTE: Ensembles required (see note at end of Year I)

### Year III

#### Bachelor of Music Education

	Semester hours of credit
Music 251 Philosophy of Music Education .....	2
Music 313-314 Theory .....	6
Music 331-332 Major Instrument or Voice .....	6
Music 353-354 Elementary Music Education Methods ....	4
Music Education Electives .....	3
Education 474 Technology in Education.....	3
Arts and/or Science Electives .....	6
<b>Total</b> .....	<b>30</b>

NOTE: Ensembles required (see note at end of Year I).

### Year IV

#### Bachelor of Music

	Semester hours of credit
Music 413 Orchestration.....	3
Music 431-432 Major Instrument or Voice .....	6
Music Electives .....	12
Arts and/or Science Electives .....	9
<b>Total</b> .....	<b>30</b>

### Year IV

#### Bachelor of Music Education

	Semester hours of credit
Music 431-432 Major Instrument or Voice .....	6
Music 453-454 Secondary Music Education Methods ....	4
Music 462 Teaching Internship I .....	3
Music Education Electives .....	3
Music Electives (not from Music Education Electives).....	6
Education 415 The Inclusive Classroom .....	3
Arts and/or Science Electives .....	6
<b>Total</b> .....	<b>31</b>

### Year V

#### Bachelor of Music Education

	Semester hours of credit
Music 455-456 Conducting .....	4
Music 464 Teaching Internship II .....	3
Music Education Electives .....	10

#### For Early Year Students:

Education 402	Meeting the Needs of the Young Learner
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#### OR

Education 463	Perspectives on Culture & Society in Education .....	3
Education 432-433	Language Arts in Early Years I & II .....	6

#### OR

Education 434-435	Language Arts in Middle Years I & II.....	6
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#### For Middle Year Students

Education 417	Meeting the Needs of the Adolescent Learner
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#### OR

Education 463	Perspectives on Culture & Society in Education .....	3
Education 434-435	Language Arts in the Middle Years I & II.....	6

#### For Senior Year Students

Education 417	Meeting the Needs of the Adolescent Learner
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#### OR

Education 463	Perspectives on Culture & Society in Education .....	3
Education Subject Methods I & II .....		6
Arts and/or Science Electives .....		3
<b>Total</b> .....		<b>29</b>

NOTE: Ensembles required (see note at end of Year I)

\*Students electing Subject Methods I & II must have 15-18 hrs in a method discipline other than music. Students not meeting this requirement should elect Education 401

## BACHELOR OF ARTS WITH A MAJOR IN MUSIC

	Semester hours of credit
<b>Year I</b>	
Music 113-114 Theory .....	6
Music 115 Sight Singing and Dication.....	2
Music 116 Keyboard Harmony .....	1
Music 123-124 History.....	6
Arts and/or Science Electives .....	15
<b>Total</b> .....	<b>30</b>

NOTE: Students in the BA with a major in Music program will be required to take part in at least one ensemble for each semester they are in the program. This is equal to a minimum of four full-year ensembles for a BA Major in Music degree, two of which must be in large ensembles. Unless the ensemble requirement is fulfilled, graduation will be denied.

	Semester hours of credit
<b>Year II</b>	
Music 213-214 Theory .....	6
Music 215 Sight Singing and Dictation .....	2
Music 216 Keyboard Harmony .....	1
Music 223-224 History.....	6
Arts and/or Science Electives (15).....	
or	
Arts and/or Science Electives (9) and Music Electives (6) .....	15
<b>Total</b> .....	<b>30</b>

NOTE: Ensembles required (see note at end of Year I).

	Semester hours of credit
<b>Year III</b>	
Music 313-314 Theory .....	6
6 hours of: (Please see Comment below)	
Music *231-232, *315-316, *317-318, 325, *331-332, 413, 415-416, 423-424, *431-432, *433-434, *491-492, *493-494.....	6
Arts and/or Science Electives .....	18
<b>Total</b> .....	<b>30</b>

NOTE: Ensembles required (see note at end of Year I).

\*Prerequisite: Satisfactory audition or permission of the Chair.

COMMENT: With permission of the Chair, students may elect to take a maximum of six (6) semester hours credit from the following in lieu of the Music electives listed for Years III



and IV: 243-244, 245-246, 343-344, 345-346, 347-348, 353-354, 443-444, 445-446, 447, 453-454.

Semester hours of credit

#### Year IV

12 hours of: (Please see Comment at end of Year III)

Music *231-232, *315-316, *317-318, 325, *331-332, 413, 415-416, 423-424, *431-432, *433-434, *491-492, *493-494.....	12
Arts and/or Science Electives .....	18
<b>Total</b> .....	<b>30</b>

**NOTE:** Ensembles required (see note at end of Year I)

**PLEASE NOTE:** AT LEAST TWO-THIRDS (2/3) OF THE NON-MUSIC ELECTIVES MUST BE ARTS COURSES.

\*Prerequisite: Satisfactory audition or permission of the Chair.

### BACHELOR OF ARTS WITH A MAJOR IN MUSIC, IN CONJUNCTION WITH CERTIFICATE IN HIGHLAND BAGPIPES

#### Year I

Semester hours of credit

Music 107-108	Highland Bagpipes.....	6
Music 113-114	Theory .....	6
Music 115	Sight Singing and Dictation .....	2
Music 116	Keyboard Harmony .....	1
Music 123-124	History.....	6
Arts and/or Science Electives .....		9
<b>Total</b> .....		<b>30</b>

**NOTES:** (1) **Electives:** Students in the BA with a major in Music, certificate in Highland Bagpipes program complete 60 semester hours of credit in electives. Of these, 24 semester hours are Music electives, and 36 semester hours are to be drawn from non-Music courses in Arts and/or Science. At least two-thirds (2/3) of the non-Music electives must be Arts courses.

Courses available as Music electives are: \*315-316, \*317-318, 325, 413, 415-416, 423-424, 433-434, \*491-492, \*493-494. With permission of the Chair, students may elect to take a maximum of six (6) semester hours of credit in fulfilling their Music electives from among 243-244, 245-246, 343-344, 345-346, 347-348, 353-354, 443-444, 445-446, 447, 453-454.

\*Prerequisite: Permission of the Chair

(2) **Ensembles:** Students are required to take part in at least one ensemble for each semester they are in the program. This is equal to a minimum of four full-year ensembles, two of which must be in large ensembles. Unless the ensemble requirement is fulfilled, graduation will be denied.

#### Year II

Semester hours of credit

Music 207-208	Highland Bagpipes.....	6
Music 213-214	Theory .....	6
Music 215	Sight Singing and Dictation .....	2
Music 216	Keyboard Harmony .....	1
Music 223-224	History.....	6
Arts and/or Science Electives .....		9
<b>Total</b> .....		<b>30</b>

**NOTES:** See notes at end of Year I regarding electives and ensembles

#### Year III

Semester hours of credit

Music 307-308	Highland Bagpipes.....	6
Music 313-314	Theory .....	6
Music Electives .....		9
Arts and/or Science Electives .....		9
<b>Total</b> .....		<b>30</b>

**NOTES:** See notes at end of year I regarding electives and ensembles.

#### Year IV

Semester hours of credit

Music 407-408	Highland Bagpipes.....	6
Music Electives .....		15
Arts and/or Science Electives .....		9
<b>Total</b> .....		<b>30</b>

**NOTES:** See notes at end of Year I regarding electives and ensembles.

### COURSES FOR NON-MUSIC MAJORS

103	Rudiments of Music
104	Understanding Music
105	Studio Minor
205	Studio Minor
305	Studio Minor
405	Studio Minor

### ELECTIVES FOR MUSIC MAJORS

#### Theory:

315-316	Composition
317-318	Form and Analysis
412	Music Cognition
413	Orchestration
415-416	Composition
493-494	Directed Studies

#### History:

325	Studies in Film Music
423-424	Canadian Music
493-494	Directed Studies

#### Applied Music:

335	Chamber Music I
336	Recital Performance I
433-434	Literature and Pedagogy of Major Instrument or Voice
435	Chamber Music II
436	Recital Performance II
491-492	Directed Studies in Applied Music

#### Music Education:

243-244	Choral Techniques
245-246	Percussion Techniques
251	Philosophy of Music Education
343-344	Choral Techniques
345-346	Woodwind Techniques
347-348	String Techniques
353-354	Elementary Music Education Methods
443-444	Choral Techniques
445-446	Brass Techniques
447	Jazz Techniques
453-454	Secondary Music Education Methods
455-456	Conducting
462	Teaching Internship I
464	Teaching Internship II
493-494	Directed Studies

## MUSIC COURSES

### 103 RUDIMENTS OF MUSIC

This is an introductory course in music theory designed to take the novice - one with little or no theory background - through the rudiments of the language, vocabulary, and notation of music. Among the topics covered are the staff, clefs, scale structure, transposition, triads, meter, rhythm, and intervals. This course may not be taken by music majors for credit, but may be taken as preparation for Music 113. It does carry credit towards the BA, BSc, BBA and BScN degrees. Some music reading skill is recommended.

3 hours credit

### 104 UNDERSTANDING MUSIC

This course provides non-music students with an introduction to intelligent listening to music and critical thinking about musical experiences. Through examples drawn from a variety of musical sources (comprising live, recorded, and videotaped performances of Western and non-Western music), students are initiated into some of the mysteries of musical composition and given a deeper understanding of music as a socio-cultural practice. Music rudiments are kept to a minimum; rather, the emphasis is on what listeners, composers, and performers can bring to musical experiences.

3 hours credit

### 105 STUDIO MINOR

This course will not be counted toward the credits required for Music degrees. The course will be open to students not in the music program, contingent upon a satisfactory audition. In all cases, the Studio Minor will be offered subject to the individual professors having the necessary time available. This course may entail a one-half-hour lesson per week over two semesters, or a one-hour lesson per week in one semester.

3 hours credit

### 107 HIGHLAND BAGPIPES

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: A successful audition

3 hours credit

### 108 HIGHLAND BAGPIPES

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 107

3 hours credit

### 113 THEORY

This course briefly reviews the basic rudiments of music theory and introduces the principles of diatonic harmony.

PREREQUISITE: A minimum grade of 80% in Music 103 or in the Preliminary Music Theory Test

3 hours credit

### 114 THEORY

This course is a continuation of Music 113.

PREREQUISITE: Music 113

3 hours credit

### 115 SIGHT SINGING AND DICTATION

This course is designed to nurture the basic musicianship skills required to recognize music aurally and either to transcribe it into written notation or to sing it at sight. Meter, rhythm patterns, contour, key relationships, and intervals are examined to improve dictation skills; and the moveable doh system

with hand-signs is used to improve score reading skills, musical memory, and inner hearing.

PREREQUISITE: A minimum grade of 80% in Music 103 or in the Preliminary Music Theory Test

NOTE: A passing grade must be achieved in both Sight Singing and Dictation skills.

2 hours credit over two semesters

### 116 KEYBOARD HARMONY

Students who have keyboard skills at the RCM Grade VIII level or higher are introduced to the skills necessary to be able to harmonize melodies at the keyboard and to play from figured bass. Students who do not have RCM Grade VIII equivalency are instructed in functional piano.

1 hour credit over two semesters

PREREQUISITE: A minimum grade of 80% in Music 103 or in the Preliminary Music Theory Test

1 hour credit over two semesters

### 123 MUSIC OF THE MIDDLE AGES AND EARLY RENAISSANCE ERAS

This course provides a survey of Western art music from the Middle Ages to the mid-sixteenth century. Selected compositions and composers are examined in detail, with reference to relevant socio-cultural and historical contexts.

3 hours credit

### 124 MUSIC OF THE LATE RENAISSANCE AND BAROQUE ERAS

This course provides a survey of Western art music from the mid-sixteenth century to the mid-eighteenth century. Selected compositions and composers are examined in detail, with reference to relevant socio-cultural and historical contexts.

PREREQUISITE: Music 123

3 hours credit

### 131 MAJOR INSTRUMENT OR VOICE

Individual instruction is given on all standard orchestral and band instruments (woodwinds, percussion, brass), as well as in voice, piano, and organ.

PREREQUISITE: A successful audition

3 hours credit

### 132 MAJOR INSTRUMENT OR VOICE

This is a continuation of Music 131.

PREREQUISITE: Music 131

3 hours credit

### 143 CHORAL TECHNIQUES

Instruction is given in principles of choral conducting. Students consider the physical and mental needs of the voice as a musical instrument. Repertoire from the fourteenth century to the present will be selected as conducting exercises to emphasize the fundamental principles of conducting.

PREREQUISITE: Non-music majors must pass a vocal audition.

2 hours credit

### 144 CHORAL TECHNIQUES

This course is a continuation of Music 143.

PREREQUISITE: Music 143

2 hours credit

### 205 STUDIO MINOR

This course is a continuation of Music 105.

PREREQUISITE: Music 105

3 hours credit

**207 HIGHLAND BAGPIPES**

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 108

3 hours credit

**208 HIGHLAND BAGPIPES**

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 207

3 hours credit

**213 THEORY**

This course introduces the elements of chromatic harmony and modulation.

PREREQUISITE: Music 114

3 hours credit

**214 THEORY**

This course is a continuation of Music 213.

PREREQUISITE: Music 213

3 hours credit

**215 SIGHT SINGING AND DICTATION**

This course is a continuation of Music 115.

PREREQUISITE: Music 115

2 hours credit over two semesters

**NOTE:** A passing grade must be achieved in both Sight Singing and Dictation skills.

**216 KEYBOARD HARMONY**

Students who have keyboard skills at the RCM Grade VIII level or higher continue to work on the skills necessary to be able to harmonize melodies at the keyboard and to play from figured bass, and are taught the skills necessary to transpose at sight and to read 4-part scores at the keyboard. Students who do not have RCM Grade VIII equivalency continue instruction in functional piano.

PREREQUISITE: Music 116

1 hour credit over two semesters

**223 MUSIC OF THE PRE-CLASSIC AND CLASSIC ERAS**

This course provides a survey of Western art music from the mid-eighteenth to the early nineteenth century. Selected compositions and composers are examined in detail, with reference to relevant socio-cultural and historical contexts.

PREREQUISITE: Music 124

3 hours credit

**224 MUSIC OF THE ROMANTIC ERA**

This course provides a survey of Western art music of the nineteenth century. Selected compositions and composers are examined in detail, with reference to relevant socio-cultural and historical contexts.

PREREQUISITE: Music 223

3 hours credit

**231 MAJOR INSTRUMENT OR VOICE**

This course is a continuation of Music 132.

PREREQUISITE: Music 132

3 hours credit

**232 MAJOR INSTRUMENT OR VOICE**

This course is a continuation of Music 231.

PREREQUISITE: Music 231

3 hours credit

**243 CHORAL TECHNIQUES**

(Not offered every year)

This course provides a continuation of Music 144, with more demanding repertoire. It concentrates on changing tempo, changing meter, and cuing problems.

PREREQUISITE: Music 144

2 hours credit

**244 CHORAL TECHNIQUES**

(Not offered every year)

This course is a continuation of Music 243.

PREREQUISITE: Music 243

2 hours credit

**245 PERCUSSION TECHNIQUES**

This course provides group instruction in percussion instruments, including snare drum, tympani, and mallet instruments. It introduces materials and procedures used in teaching these instruments.

2 hours credit

**246 PERCUSSION TECHNIQUES**

This course is a continuation of Music 245.

PREREQUISITE: Music 245

2 hours credit

**251 PHILOSOPHY OF MUSIC EDUCATION**

(Offered in alternating years)

This course introduces students to philosophical concepts in music education as well as to key debates and advocacy rationales used in improving and promoting music in the schools. In addition to providing an introduction to historical and contemporary trends in music education, the course aims to develop students' critical thinking through research, debates, discussion, and writing.

2 hours credit

**305 STUDIO MINOR**

This course is a continuation of Music 205.

PREREQUISITE: Music 205

3 hours credit

**307 HIGHLAND BAGPIPES**

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 208

3 hours credit

**308 HIGHLAND BAGPIPES**

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 307

3 hours credit

**313 TWENTIETH-CENTURY MUSIC I**

This course provides a survey of Western art music in the first half of the twentieth century. Selected compositions and composers are examined in detail, with reference to relevant socio-cultural and historical contexts. In addition to repertoire study and score analysis, individual composition assignments help to acquaint the student with the techniques and idioms of twentieth-century compositional practice.

PREREQUISITE: Music 214 and 224

3 hours credit

**314 TWENTIETH-CENTURY MUSIC II**

This course provides a survey of Western art music in the

second half of the twentieth century, as well as emerging trends in the current century. Selected compositions and composers are examined in detail, with reference to relevant socio-cultural and historical contexts. In addition to repertoire study and score analysis, individual composition assignments help to acquaint the student with the techniques and idioms of twentieth-century compositional practice.

PREREQUISITE: Music 313

3 hours credit

### 315 COMPOSITION

This course is an introductory course in composition which includes analysis of contemporary works. Students write compositions in smaller forms and structures for voices and instruments.

PREREQUISITE: Permission of the Chair

3 hours credit

### 316 COMPOSITION

This course is a continuation of Music 315.

PREREQUISITE: Music 315

3 hours credit

### 317 FORM AND ANALYSIS

This course involves the detailed analysis and study of works, large and small forms, representing a variety of structures from 1650 to the present.

PREREQUISITE: Permission of the Chair

3 hours credit

### 318 FORM AND ANALYSIS

This course is a continuation of Music 317.

PREREQUISITE: Music 317

3 hours credit

### 325 STUDIES IN FILM MUSIC

This course introduces students to the ways in which music contributes to the cinematic experience. Through a series of case studies involving analysis of videos and accompanying musical scores, students explore the techniques of film music composition and develop the analytical skills necessary to consider music in a multi-media context.

PREREQUISITE: Music 214, 215 and 224

3 hours credit

### 331 MAJOR INSTRUMENT OR VOICE

This course is a continuation of Music 232.

PREREQUISITE: Music 232

3 hours credit

### 332 MAJOR INSTRUMENT OR VOICE

This course is a continuation of Music 331.

PREREQUISITE: Music 331

3 hours credit

### 335 CHAMBER MUSIC I

This course develops chamber music performance skills and competencies through the study of music for the genre selected. Ensembles are formed before the academic year. Each ensemble meets for two hours each week, one of which is with instruction. Public performances are encouraged and at least two must be presented in order to complete the course satisfactorily.

PREREQUISITE: Permission of instructor

Two hours a week for two semesters

3 hours credit

### 336 RECITAL PERFORMANCE I

This course is open to students who wish to pursue a concentration in performance. Students are required to present a public recital consisting of a minimum of 30 minutes of music.

PREREQUISITE: 80% average in Music 231-232 and 70% average in Music courses in the previous academic year

1 hour credit

### 345 WOODWIND TECHNIQUES

(Offered in alternating years)

This course provides group instruction in clarinet, saxophone, flute, oboe, and bassoon. Students familiarize themselves with materials used in teaching these instruments.

2 hours credit

### 346 WOODWIND TECHNIQUES

(Offered in alternating years)

This course is a continuation of Music 345.

PREREQUISITE: Music 345

2 hours credit

### 347 STRING TECHNIQUES

(Not offered every year)

This course provides group instruction in violin, viola, cello, and bass. It focuses on materials and procedures used in teaching these instruments.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

2 hours credit

### 348 STRING TECHNIQUES

(Not offered every year)

This course is a continuation of Music 347.

PREREQUISITE: Music 347

2 hours credit

### 353 ELEMENTARY MUSIC EDUCATION METHODS

(Offered in alternating years)

Students examine several approaches to teaching, including those of Orff, Kodaly, Dalcroze and Comprehensive Musician-ship. They examine standard texts and audio-visual resources and use them in class projects.

PREREQUISITE: Music 215

2 hours credit

### 354 ELEMENTARY MUSIC EDUCATION METHODS

(Offered in alternating years)

This course is a continuation of Music 353.

PREREQUISITE: Music 353

2 hours credit

### 405 STUDIO MINOR

This course is a continuation of Music 305.

PREREQUISITE: Music 305

3 hours credit

### 407 HIGHLAND BAGPIPES

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 308

3 hours credit

### 408 HIGHLAND BAGPIPES

This course consists of individual instruction in Highland bagpipes.

PREREQUISITE: Music 407

3 hours credit



**412 MUSIC COGNITION**

See Psychology 412

**413 ORCHESTRATION**

This course introduces the techniques of orchestration for large ensembles (band and orchestra) and small ensembles.

PREREQUISITE: Music 314

3 hours credit over two semesters

**415 COMPOSITION**

This course provides instruction in the composition of works in larger forms for solo instruments, chamber ensembles, and large ensembles. Students are expected to complete several works.

PREREQUISITE: Music 316

3 hours credit

**416 COMPOSITION**

This course is a continuation of Music 415.

PREREQUISITE: Music 415

3 hours credit

**423 CANADIAN MUSIC I**

This course introduces the music of Canada from the colonial era to the end of World War I, within the context of the socio-cultural, political, and economic history of the country.

PREREQUISITE: Music 224

3 hours credit

**424 CANADIAN MUSIC II**

This course introduces the music of Canada from the end of World War I to the present, within the context of the socio-cultural, political, and economic history of the country.

PREREQUISITE: Music 423

3 hours credit

**431 MAJOR INSTRUMENT OR VOICE**

This course is a continuation of Music 332.

PREREQUISITE: Music 332

3 hours credit

**432 MAJOR INSTRUMENT OR VOICE**

This course is a continuation of Music 431.

PREREQUISITE: Music 431

3 hours credit

**433 LITERATURE AND PEDAGOGY OF MAJOR INSTRUMENT OR VOICE**

Students examine literature in their major field and investigate the teaching problems related to their major instrument or voice. Students teach at least one private student for the year.

PREREQUISITE: Music 232

3 hours credit

**434 LITERATURE AND PEDAGOGY OF MAJOR INSTRUMENT OR VOICE**

This course is a continuation of Music 433.

PREREQUISITE: Music 433

3 hours credit

**435 CHAMBER MUSIC II**

This course is a continuation of Music 335 in which chamber music performance skills are advanced further. Ensembles are formed before the academic year. Each ensemble meets for two hours each week, one of which is with instruction. Public performances are encouraged and at least two must be presented

in order to complete the course satisfactorily.

PREREQUISITE: Music 335 and permission of instructor

Two hours a week for two semesters

3 hours credit

**436 RECITAL PERFORMANCE II**

This is a continuation of Music 336. Students are required to present a public recital consisting of a minimum of 50 minutes of music.

PREREQUISITE: Music 336, 80% average in Music 331-332 and 70% average in Music courses in the previous academic year.

2 hours credit

**444 CHORAL TECHNIQUES**

This course is a continuation of Music 443.

PREREQUISITE: Music 443

2 hours credit

**445 BRASS TECHNIQUES**

(Offered in alternating years)

This course provides group instruction in trumpet, trombone, French horn, euphonium, and tuba. It focuses on materials and procedures used in teaching these instruments.

2 hours credit

**446 BRASS TECHNIQUES**

(Offered in alternating years)

This course is a continuation of Music 445.

PREREQUISITE: Music 445

2 hours credit

**447 JAZZ TECHNIQUES**

(Not offered every year)

In this course, students examine all of the components of the jazz/stage band and are introduced to the styles, techniques, and special effects needed to develop a school jazz ensemble.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors, or permission of the Chair

3 hours credit

**453 SECONDARY MUSIC EDUCATION METHODS**

(Offered in alternating years)

This course examines music in the junior and senior high schools with emphasis on methods and materials for general music, choral, and instrumental classes. The teaching of musicianship through performance is examined, as is the growing trend toward integrating performance, analysis, and composition in the secondary schools.

PREREQUISITE: Music 215

2 hours credit

**454 SECONDARY MUSIC EDUCATION METHODS**

(Offered in alternating years)

This course is a continuation of Music 453.

PREREQUISITE: Music 453

2 hours credit

**455 CONDUCTING**

(Offered in alternating years)

This course involves the study of instrumental conducting with an emphasis on techniques and repertoire for the modern wind band. It focuses on basic conducting techniques through more advanced technical problems, as well as rehearsal techniques and score study.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

2 hours credit

**456 CONDUCTING**

(Offered in alternating years)

This course is a continuation of Music 455.

PREREQUISITE: Music 455

2 hours credit

**462 TEACHING INTERNSHIP I**

This course is the first preservice-teaching component of in-school teaching experience for music education students. In school settings, students begin to develop teaching skills, to implement lesson and rehearsal plans, and to consider the role of classroom methods, learning outcomes, and evaluation procedures. Preservice-teaching commences immediately following the April examinations, and continues for six consecutive weeks.

PREREQUISITE: Music 353-354 or Music 453-454

3 hours credit

**464 TEACHING INTERNSHIP II**

This course is the second preservice-teaching component of in-school teaching experience for music education students. In school settings, students further develop their teaching skills, lesson planning, rehearsal techniques, and their ability to focus on learning outcomes while becoming reflective practitioners. Preservice-teaching commences immediately following the April examinations, and continues for six consecutive weeks.

PREREQUISITE: Music 462

3 hours credit

**491 DIRECTED STUDIES IN APPLIED MUSIC**

This course is a continuation of Music 432. An emphasis is placed on a high level of performance in the major instrument or voice.

PREREQUISITE: Music 432 and permission of the Chair

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

**492 DIRECTED STUDIES IN APPLIED MUSIC**

This course is a continuation of Music 491.

PREREQUISITE: Music 491 and permission of the Chair

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

**493 DIRECTED STUDIES**

This course allows advanced research in a particular area of music such as history, theory, or music education.

NOTE: Students must be at least at the 3rd year level of a B.Mus. or B.A. (Music) program, must possess a special expertise or interest in one facet of musical study, and must apply in writing to the professor concerned and to the Chair of the Department.

PREREQUISITE: Permission of the Chair

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

**494 DIRECTED STUDIES**

This course is a continuation of Music 493.

PREREQUISITE: Music 493 and permission of the Chair

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

# Nursing

[www.upei.ca/nursing/](http://www.upei.ca/nursing/)

**Nursing Faculty**

Kimberley A. Critchley, Associate Professor, Dean

Janet Bryanton, Associate Professor

Rosemary J. Herbert, Associate Professor

Donna A. Murnaghan, Associate Professor

Barb Campbell, Assistant Professor

Mary Jean McCarthy, Assistant Professor

Jo-Ann MacDonald, Assistant Professor

Melanie Thomson, Assistant Professor

Gloria McInnis-Perry, Adjunct Professor

## THE BACHELOR OF SCIENCE IN NURSING PROGRAM

The mission of this School is to generate, advance, and disseminate knowledge for excellence in nursing; to create an academic environment which encourages creative and critical inquiry; to prepare competent practitioners grounded in the principles of Primary Health Care; and to provide leadership to a changing system of health care.

Nursing is a unique health profession which integrates studies in the social sciences and the life sciences. Its practitioners must be competent in critical thinking, problem-solving, and psychomotor skills. Their practice is based on research findings and the fundamental beliefs of caring, and is guided by a code of ethics. The goal of nursing is to promote wellness and to provide health care for individuals, families, groups, and communities.

The curriculum of the School of Nursing is based on the concepts and principles of Primary Health Care. Primary Health Care is defined by the World Health Organization (1978) as "essential health care made universally accessible to individuals and families in the community by means acceptable to them, through their full participation and at a cost that the community and country can afford."

In keeping with the basis in Primary Health Care nurses collaborate with clients, other health care providers, and people from other sectors of society in promoting wellness. Nursing roles range from direct caregiver to formulator of healthy public policy and include advocate, leader, educator, researcher, and program developer.

## DEGREE REQUIREMENTS

The following regulations govern students' progression through the program:

### PROFESSIONAL CONDUCT

1 a) Nursing students are expected to be safe, ethical practitioners in all nursing practice situations. Student performance must be in accordance with the legal, ethical, moral and professional standards identified in the profession's Code of Ethics (CNA, 2002), the Standards for Nursing Practice (AN-PEI, 1999), and the UPEI School of Nursing clinical course objectives. Nursing students are also expected to behave in a professionally appropriate manner, regardless of the setting.

b) The Dean may prohibit a student from attending a clinical placement or dismiss a student from the nursing program if there is reasonable evidence that the student's professional

behaviour, level of clinical competency, or physical or psychological health might be detrimental to clients.

### CLINICAL/LABORATORY PERFORMANCE

2. Although clinical/laboratory components of nursing courses may be evaluated by a pass-fail system, students must pass the clinical/laboratory component for successful completion of the course.

3. Attendance at all activities related to clinical/laboratory components of nursing courses is mandatory. Students who are repeatedly absent from clinical/laboratory sessions without just cause will be removed from the course by the Dean and assigned a grade of "F".

4. Students must successfully complete designated nursing courses that have a clinical component in each semester before progressing to subsequent nursing courses with a clinical component in a subsequent semester.

5. Students who are absent from nursing courses that have a clinical component for more than twelve months must reapply to UPEI through the Office of the Registrar. If readmitted, they will be permitted to register for subsequent nursing courses with a clinical component, **only** with the permission of the Dean. The Dean may require the student to complete preparatory remedial work before granting this permission to register.

### ACADEMIC PERFORMANCE

6. A student may withdraw voluntarily from the clinical component of a course only once during the program. Special consideration may be given for a student with extenuating circumstances.

7. The minimal grade for successful completion of any course with a Nursing acronym is 60%. Supplementals will not be permitted in these courses.

8. The minimal grade for successful completion of all other nursing and non-nursing courses is 50%.

9. Students must obtain an overall average of at least 60% in all courses successfully completed in each academic year.

10. Students may not take any required course specifically identified under the heading "Bachelor of Science in Nursing Program" more than twice.

11. Students who fail two nursing courses (courses with a nursing number) will be dismissed from the program.

12. Classroom attendance is mandatory for all nursing courses. Attendance in classes is a student obligation and an un-excused absence is not recognized as a student privilege by the School of Nursing. In the case of repeated absences from classes, without just cause, the instructor may stop evaluating student work and assign a grade of "F".

13. Any student who has completed a lab or class on medication or intravenous therapy must write a Mathematics Competency Test, and achieve a grade of 85%. Calculators are not permitted during the test. Math competency exams will be written in N101, 102, 213, 223, and 323. One supplemental test per course will be permitted on the date specified in the course syllabus. Remedial help is mandatory prior to writing a supplemental test. It is the student's responsibility to arrange help sessions

with nursing lab instructors prior to the date of the supplemental test. The remedial help must be verified by the signatures of both the student and nursing lab instructor before a supplemental test is written. If a student fails to complete the remedial help process, a supplemental test opportunity is forfeited and the student will be given a failing grade in the course.

If a student is not successful in a supplemental test, faculty, in consultation with the Dean of Nursing, reserves the right to assign a failure in the course. The decision to fail the student will be made on a case-by-case basis, with consideration given to the student's academic and clinical performance in the program. Documentation of a failed math competency exam will be placed in the student's file.

Should a student fail more than two supplemental math competency exams throughout the program, this normally will be cause for dismissal from the program

### STUDENT DISMISSALS

14. Students who have been dismissed from the nursing program as a result of a clinical failure are **not eligible** for readmission to the program. Students dismissed for reasons other than clinical failures are eligible to apply to the program after eight months following the date of dismissal. Re-application must be made to the Registrar's Office. Re-admission is not automatic and the Dean may require students who are re-admitted to complete preparatory remedial work before returning to the program.

### TIME LIMIT

15. Except with special permission of the Dean, students must complete their BScN degree within seven calendar years from the date of their first registration in the program.

#### \*Please see table on page 175.

Except with special permission from the Dean, registration in nursing courses which have a clinical/laboratory component is restricted to students registered in the School of Nursing.

#### \*NOTES:

1. Within their electives, students will be required to complete the following semester hours of credit:

- a. 6 in English, of which 3 must be English 101
- b. 3 in statistics

2. Students will then be free to choose their remaining 9 semester hours of electives keeping in mind that no more than forty-eight (48) semester hours of credit may be taken at the introductory level in the degree program.

3. For course descriptions of Bio 121 and Bio 122, see Biology.

4. For course descriptions of Psych 101 and Psych 102, see Psychology.

5. For course descriptions FN 101 and FS 341, see Family and Nutritional Sciences.

6. For course descriptions VPM 101 and VBS 212, see Veterinary Medicine.

### NURSING COURSES

#### 101 THE NATURE OF NURSING

This course is an introduction to the discipline of nursing. Students are introduced to the philosophy of primary health care and the framework for nursing at UPEI. Clinical experi-

BACHELOR OF SCIENCE IN NURSING PROGRAM		Weekly Lecture	Contact	Tutorial	Lab/Seminar	Clinical	Semester Hours of Credit
<b>First Year Required:</b>	<b>Course</b>						
BIO 121 (Note 3)	Human Anatomy and Physiology I	3			3		3
BIO 122 (Note 3)	Human Anatomy and Physiology II	3			3		3
VPM 101 (Note 6)	Intro. Microbiology for Nursing Students	3			2		3
NURS 101	Nature of Nursing	3			2	2.5	3
NURS 102	Nursing in Health Care	3			2	7.5	6
FN 101 (Note 5)	Nutrition for Living	3					3
PSY 101 (Note 4)	Introduction to Psychology I	3			1		3
PSY 102 (Note 4)	Introduction to Psychology II	3					3
Electives (Notes 1 & 2)							3
<b>TOTAL</b>							<b>30</b>
<b>Second Year Required:</b>							
Either PSY 201 OR FS 341 (Note 5)	Developmental Psychology	3	1				3
VBS 212 (Note 6)	Human Development & the Family						
NURS 203	Pathophysiology for Nursing Students	3			3		3
NURS 213	Health Assessment	3			3		3
NURS 223	Nursing of Young Families	3			3	11	6
	Nursing of Individuals and Families in Wellness and Illness	3			3	13	6
NURS 232 (formerly (Note 3) Bio 232)	Introductory Pharmacology	3					3
Electives (Notes 1 & 2)							6
<b>TOTAL</b>							<b>30</b>
<b>Third Year Required:</b>							
NURS 303	Issues in Nursing and Health Care	3					3
NURS 304	Nursing Research Methods	3					3
NURS 306	Nursing of the Childbearing Family		1.5		1.5		3
NURS 313	Developing Partnerships with Clients in the Community	3				16	6
NURS 323	Partnerships with Clients and Families Living with Chronic Illness	3			2	17	6
NURS 305	Health Teaching	3					3
Electives (Notes 1 & 2)							6
<b>TOTAL</b>							<b>30</b>
<b>Spring Term Required:</b>							
NURS 310	Integrated Clinical Experience				2	297 hrs/9 wks	6
<b>Fourth Year Required:</b>							
NURS 401	Nursing and Population Health	3	1.5			22.5	9
NURS 402	Advanced Nursing Focus	2				322 hrs/9 wks	6
NURS 403	Nursing Leadership and Primary Health Care	3					3
NURS 404	Conceptual Models and Nursing Theories	3					3
Electives (Notes 1 & 2)							3
<b>TOTAL</b>							<b>30</b>



ences occur in community settings with well elderly clients. Students learn beginning skills in communication, assessment and psychomotor techniques through active involvement in classroom discussions, labs, and tutorials.

PREREQUISITE(S): none

Semester hours of credit: 3

Hours per week: Lecture: 3 Lab: 2 Other: 2.5 Community/clinical conference

### 102 NURSING IN HEALTH CARE

Students are introduced to the theoretical concept of caring for clients within a primary health care context. Using primary health care as a framework, nursing concepts are explored and strategies for nursing care considered. Students begin to develop a conceptual framework to guide their nursing practice while working with clients in both hospital and long term care settings.

PREREQUISITE(S): Nursing 101, Biology 121

Semester hours of credit: 6

Hours per week: Lecture: 3 Seminar: 2 Other: 7.5 Hospital

### 203 HEALTH ASSESSMENT

This course provides the student with knowledge and skills for holistic assessment of individuals. Students learn data collection techniques (interviewing skills, critical thinking skills, and the physical examination techniques of inspection, palpation, percussion, and auscultation). The focus is on the well individual.

PREREQUISITE(S): Nursing 102, Biology 121 and Biology 122

Semester hours of credit: 3

Hours per week: Lecture: 3 Lab: 3

### 213 NURSING OF YOUNG FAMILIES

The focus of this course is on caring for healthy children and families in the community and/or caring for children in hospital who have an acute illness or an acute episode of a chronic illness. Students are introduced to the concepts of family-centred care and empowerment and examine structure, function, and tasks of families at various stages of their development. Determinants of health are used as the framework for exploring factors which influence the health of children and families. Common childhood illnesses are also discussed.

PREREQUISITES: Nursing 102, Biology 121, Biology 122, and VPM 101

Semester hours of credit: 6

Hours per week: Lecture: 3 Lab/Seminar: 3 Other: 11.5 Community and/or Hospital

### 223 NURSING OF INDIVIDUALS AND FAMILIES IN WELLNESS AND ILLNESS

In this course the student focuses on the experience of illness and the impact of illness and hospitalization on the patient. The primary focus is the individual patient; however, the individual is considered within the context of the family. Each student has two six week clinical rotations; one rotation involves working with either healthy children in a community setting or with ill children in a hospital setting. six week rotation involves working with adult patients who are experiencing an acute illness or an acute episode of a chronic illness. Students learn to apply the principles of primary health care to nursing practice in the acute care setting.

PREREQUISITES: Nursing 203, Nursing 213

Semester hours of credit: 6

Hours per week: Lecture: 3 Lab/Seminar: 3 Other: 13 Hospital and/or Community

### 232 (formerly Biology 232) INTRODUCTORY PHARMACOLOGY

This course is an introduction to the discipline of pharmacology and the response of the human body to pharmacological agents used to manage disease and promote wellness. The principal objective is to provide an introduction to the pharmacokinetics and pharmacodynamics of each major class of drugs used in nursing practise. As well, clinical case studies are included so the student gains knowledge of nursing assessments of drug efficacy, side effects and drug interactions, special considerations for geriatric and pediatric patients, drugs used in public health, emergencies and over-the-counter medications, and non-pharmacological ways to manage or prevent disease.

PREREQUISITES: Biology 122, Nursing 203, and 213. Exceptions are made with permission of the Dean

Semester hours of credit: 3

Hours per week: Lecture 3

### 291 SPECIAL TOPICS

#### 303 ISSUES IN NURSING AND HEALTH CARE

In this course students examine ethical, legal, political, and economic issues in a changing health care system and issues related to the profession and to patient care. Students apply principles of organizational theory and ethical decision making models in analysing issues in nursing and health care. This course offers a study of the professional practice of nursing and the values upon which to analyse current issues in Canadian nursing. Strategies for resolving issues in nursing will be emphasized.

PREREQUISITE: Nursing 101 and permission of the instructor if not currently enrolled in the third year of the program.

Semester hours of credit: 3

Hours per week: Lecture: 3

#### 304 NURSING RESEARCH METHODS

This course is an introduction to the methodology used in the conduct of both quantitative and qualitative research. Research concepts, the research process, and analysis, interpretation and utilization of research findings are studied through an examination of the literature in nursing and related disciplines. Emphasis is placed on the novice professional's role as an informed consumer of research, as a generator of potential research questions, and as a collaborator in research relevant to practice.

PREREQUISITE: A course in statistics and permission of the instructor if not currently enrolled in the third year of the program.

Semester hours of credit: 3

Hours per week: Lecture: 3

#### 305 HEALTH TEACHING

In this course, students are introduced to theories and principles of teaching and learning within a primary health care context. The course focuses on the nurse's role as health educator and change agent in promoting healthier lifestyles and enhancing wellness through the use of an empowering approach. Students have an opportunity to apply theory and to develop teaching skills through participation in a variety of community-based teaching activities throughout the semester.

PREREQUISITE: Nursing 101 and permission of instructor if not currently enrolled in the third year of the program.

Semester hours of credit: 3

Hours per week: Lecture/Teaching practice: 3

**306 NURSING OF THE CHILDBEARING FAMILY**

This course focuses on theories, issues, and trends related to the care of the childbearing family. In keeping with a family-centered care philosophy, pregnancy, childbirth, and postpartum are viewed as normal life processes with family members as partners in care. The roles of the nurse as advocate, care provider, and educator are considered in relation to the services of primary health care with emphasis on promotive, preventive, and supportive services. Students apply the theory and content from this course to their clinical practice in Nursing 310 and Nursing 313.

PREREQUISITE: Nursing 323

Semester hour of credit: 3

Hours per week: 1.5 hours tutorial/seminar

**310 INTEGRATED CLINICAL EXPERIENCE**

This course provides a consolidated clinical experience in which students can integrate theory and practice on a daily basis. Clinical experiences prepare students for the final year of study. Placements are arranged in a variety of settings with clients across the life span.

PREREQUISITE(S): Nursing 306, 313, 323

Semester hours of credit: 6

Hours per week: Lab: 2 Other: 297 hours over 9 weeks in hospital and/or community following the end of the second semester

**313 DEVELOPING PARTNERSHIPS WITH CLIENTS IN THE COMMUNITY**

This course focuses on promoting and maintaining health and providing support and assistance to individuals, families, and groups in the home and community. Students work in situations of increasing complexity, assessing health, providing and evaluating interventions, and building partnerships and supportive relationships. Students become more aware of community agencies and resources and begin to participate actively in the referral process. The course involves extensive travel throughout the province.

PREREQUISITE: Nursing 323

Semester hours of credit: 6

Hours per week: Lecture: 3 Lab: 2 Other: 16 Community

**323 PARTNERSHIPS WITH CLIENTS AND FAMILIES LIVING WITH CHRONIC ILLNESS**

This course encourages students to develop partnerships with clients and families to enhance the quality of life of those experiencing increasingly complex chronic illnesses. The principles of primary health care pertaining to accessibility, intersectoral collaboration and public participation for clients and their families with chronic illness will be examined in depth. Application of these principles to the population of adults experiencing increasingly complex illnesses in acute medical/surgical and mental health settings will be emphasized.

PREREQUISITE: Nursing 223, Nursing 232, and VBS 212

Semester hours of credit: 6

Hours per week: Lecture /Seminar: 3 Lab: 2 Other: 17 Hospital

**391 SPECIAL TOPICS****401 NURSING AND POPULATION HEALTH**

This course provides theoretical and clinical opportunities to examine and apply concepts and skills related to population health. Emphasis is placed on the determinants of health, populations at risk for both physical and psychosocial disruptions in health, strategies to promote the health of populations and the role of the nurse in an interdisciplinary and intersectoral approach to health promotion. A unit on epidemiology

is included. Students work with community members in the development of a program to promote the health of the community. Students are assigned to work with a preceptor and gain experience in one or two of a wide variety of settings in rural and urban communities.

PREREQUISITE: Nursing 310

Semester hours of credit: 9

Hours per week: Lecture: 3 Tutorial: 1.5 Other: 22.5 Community

**402 ADVANCED NURSING FOCUS**

This course provides a final opportunity for students to synthesize their knowledge, skills, and professional values in a selected nursing practice setting. Emphasis is on the complexity of comprehensive nursing care and the significance of health promotion measures. Students select an area of focus in consultation with a faculty member and a clinical preceptor. Placement is dependent on the availability of appropriate clinical experience. Students work with selected clients (individuals, families, and/or aggregates) to enhance their current level of health and maximize their active participation within various facets of health care.

PREREQUISITE: Nursing 401

Semester hours of credit: 6

Hours per week: Lecture/Seminar: 2 Other: 322 hours over 9 weeks in hospital and/or community

**403 NURSING LEADERSHIP AND PRIMARY HEALTH CARE**

This course extends the student's ability to examine theoretical and practice concepts in nursing leadership/management and primary health care. Students discuss concepts in health care organization(s) and management and the implications of those concepts when analysing leadership styles in a clinical setting. Students explore leadership roles assumed by nurses and examine challenges confronting nursing leaders in an era of change. Emphasis is placed on strategies to enhance nursing influence on the evolving Canadian health care system. Models of partnership, decision making, collaboration and communication and the importance of team work are stressed.

PREREQUISITE: Nursing 310 or permission of the instructor if not currently enrolled in the fourth year of the program.

Semester hours of credit: 3

Hours per week: Lecture: 3

**404 CONCEPTUAL MODELS AND NURSING THEORIES**

In this course, students are introduced to the works of selected nurse theorists. Students develop skills in critical analysis and application of conceptual models and theories to practice.

PREREQUISITE: Nursing 310

Semester hours of credit: 3

Hours per week: 3

Lecture: 3

**Philosophy**

[www.upei.ca/philosophy/](http://www.upei.ca/philosophy/)

**Philosophy Faculty**

Verner Smitheram, Professor Emeritus

Tony Couture, Associate Professor, Chair

Pamela Courtenay-Hall, Associate Professor

Neb Kujundzic, Associate Professor

Malcolm Murray, Associate Professor, Chair

David Bulger, Adjunct Professor

## REQUIREMENTS FOR A MAJOR IN PHILOSOPHY

Students must complete a minimum of 42 semester hours in Philosophy with at least six courses (18 hours) at the 300 or 400 level.

**NOTE:** All courses are 3 hours.

Certain Philosophy courses at the 300 and 400 level have a History of Philosophy course as a prerequisite. The History of Philosophy courses are: 211, 213, 262, 381, and 422.

1. At least one introductory course from among:
  - 101 Introduction to Philosophy
  - 102 Introduction to Ethics and Social Philosophy
  - 105 Technology, Values, and Science
2. Six courses central to the discipline of Philosophy:
  - 111 Critical Thinking
  - 221 Social Philosophy
  - 222 Political Philosophy
  - 251 Formal Logic
  - 303 Ethical Theory I
  - 373 Philosophy of Language
3. Seven other Philosophy courses, including at least one Directed Studies (431/432)

## REQUIREMENTS FOR A MINOR IN PHILOSOPHY

1. A minor in Philosophy consists of twenty-one semester hours in Philosophy
2. Required courses are: Philosophy 101 (Introduction); 111 (Critical Thinking); 202 (Contemporary Moral Issues) or 303 (Ethical Theory I); and one history of Philosophy course from among 211, 213, 381.
3. Courses should be selected in consultation with the Chair.

## PHILOSOPHY COURSES

### 101 INTRODUCTION TO PHILOSOPHY

This course introduces philosophical inquiry and explores questions such as: What are the principles of rational inquiry? Are there different types of knowledge? How is it possible to know something, and what can one know? How do religious beliefs differ from other types of beliefs? What are some of the traditional arguments regarding the existence of God?

Lectures: Three hours a week

### 102 INTRODUCTION TO ETHICS AND SOCIAL PHILOSOPHY

This general course introduces values in personal situations and community conflicts, and emphasizes classical sources such as Plato. Possible questions include: Which way of life would make living most worthwhile for each of us? What is the good life? What is a just society? How does one evaluate different lifestyles and values?

Lectures: Three hours a week

### 105 TECHNOLOGY, VALUES, AND SCIENCE

This course explores the connections among technology, human values, and science that are manifested in society, economic systems, and relationships between humans and the natural world. The study of the connections reveal the vast impact that science and technology have on our understanding of the world and our views on the future as well as on personal identity and the human body. It exposes students to critical examination of objectivity in scientific research, progress in

technology and science, scientific risk assessment, and genetic engineering. No particular background in science is assumed in this course.

Lectures: Three hours a week

### 111 CRITICAL THINKING

This course helps students identify and evaluate various types of arguments couched in ordinary language. Different types of errors of reasoning are critically evaluated, such as argument from authority, begging the question, faulty causal correlation, appeal to emotions, inadequate sample, and deceptive use of statistics. The course aids the student in recognizing occurrences of these fallacies, and the conditions for logical error and weak argumentation in general. Emphasis is placed on the identification of weak arguments and the construction of strong arguments. Examples for critique and counter argument are derived mainly from the popular media.

Lectures, discussion and group presentation.

Three hours a week

### 202 CONTEMPORARY MORAL ISSUES

Specific moral issues of contemporary concern such as abortion, euthanasia, welfare, and capital punishment form the basic content of the course. Although some basic ethical theory is discussed, the course's primary concern is with applied ethics (as opposed to ethical theory as taught in Philosophy 303). Students learn to distinguish justifiable ethical arguments from those more problematic.

Lectures and seminars: Three hours a week

### 203 ENVIRONMENTAL PHILOSOPHY

This course explores the contours of contemporary environmental thought and the diversity of approaches to environmental ethics. Emphasis is on critically understanding historical, cultural and ideological diversity while exploring the moral contours of human-nature interactions, both locally and globally. Topics may include the question of values in nature; environmental movements; aboriginal and postcolonial perspectives; social justice as related to the environment; spirituality; sustainability and consumption; the privatization of environmental morality; inhabiting vs. residing; place, art and environmental education.

Lecture: Three hours a week

### 211 ORIGINS OF WESTERN PHILOSOPHY

This course traces the development of philosophical thought from the Pre-Socratics to the Neo-Platonists and Christian thinkers of late antiquity. The great questions posed by these early philosophers concerning the origins of the universe, the ultimate nature of reality, the frequent conflict between human nature and moral/social obligation, together with their bold answers, are examined thoroughly.

Lectures and seminars: Three hours a week

### 213 EXISTENTIALISM

Themes studied in this course may include consciousness, subjectivity, authenticity, fact versus interpretation, the role of faith and emotions in a meaningful life, intersubjectivity and community, freedom, alienation, noncognitivism, anti-theory, and moral responsibility. Writers such as Nietzsche, Kierkegaard, Sartre, de Beauvoir, and Camus are the primary focus of discussion.

Lectures: Three hours a week

### 214 PHILOSOPHY OF HUMOUR

This course emphasizes the overlapping aspects of philosophy and humour, as well as the role of humour in culture and valuing life. What is comedy? What is humour? What is laughter?

What is the difference between laughing at people and laughing with them? Students explore the three traditional theories of humour (Superiority theory, Incongruity theory and Relief theory) as found in thinkers such as Plato, Hobbes, Kant, Schopenhauer, Spencer, and Freud. Students discuss Lenny Bruce's autobiography as a case study in problematic humour and free speech controversies.  
Lectures: Three hours a week.

## 221 SOCIAL PHILOSOPHY

This course explores a series of basic questions about the nature of social existence. It emphasizes the concept of a "social contract," and analyzes historical development in Western philosophers such as Hobbes, Locke, Hume and Rousseau. It discusses twentieth century development, such as the philosophy of John Rawls.

Lectures: Three hours a week

## 222 POLITICAL PHILOSOPHY

This investigation of the philosophical problems of life in communities focuses primarily on the concept of rights. What is a right? Are there any inalienable rights? How are rights justified? When is discourse in terms of rights appropriate and inappropriate? Students consider the history of human rights and international differences regarding rights, with special attention to the development of women's rights.

Lectures: Three hours a week

## 235 SKEPTICISM, AGNOSTICISM, ATHEISM, BELIEF

See Religious Studies 235

## 242 PHILOSOPHIES OF LOVE AND SEXUALITY

This course explores philosophical issues related to love and sexuality as constructed and experienced in particular cultural and historical contexts in Anglo-American culture. Topics may include analysis of love and sexuality as portrayed in music, literature, film and art; kinds of love; conceptions of self and community underlying different accounts of love; sexual activity as expressive, communicative, sacred, profane, athletic, goal-oriented; the commodification of sex; competing conceptions of sexual health and sexual liberation; conservative, liberal, radical and feminist perspectives; ethical issues in intimate relationships, families, sex-trade work and pornography.

Lecture: Three hours a week

## 243 INTRODUCTION TO FEMINIST ETHICS

This course introduces students to feminist perspectives in moral philosophy and ethical analysis. Core topics include: historical overview, the difference that feminist and postcolonial perspectives have made in Western moral theory; the ethics of care/ethics of justice debate and beyond; selected issues in feminist ethics; selected topics for ethical analysis (e.g., the politics of appearance, sexuality and violence, women and families, women and work, health care, reproductive technologies, environmental issues).

Cross-listed with Women's Studies (cf. Women's Studies 243)

PREREQUISITE: Successful completion of a first- or second-year course in Philosophy or in Women's Studies, or permission of the instructor

Lectures: Three hours a week

## 251 FORMAL LOGIC

This course is an introduction to the theory and techniques of classical and modern logic. Students are exposed to the basic concepts of classical propositional and quantificational logic and methods of testing inference. As well, students are exposed

to several logical systems that purport to extend classical logic.  
Lectures and seminars: Three hours a week

## 262 PLATO AND ARISTOTLE

This course examines theories of knowledge and beliefs about the fundamental structure of the cosmos in relation to aspects of the human condition found in the works of the two most influential ancient philosophers, Plato and Aristotle. Students study selected primary texts such as the *Meno*, the *Symposium*, the *Republic* and the *Timaeus* of Plato and the *Physics* and the *Metaphysics* of Aristotle.

Cross-listed with Classics (cf. Classics 262)

PREREQUISITE: One of Philosophy 101, 102, 211, or a course in Classics

Lectures and seminars: Three hours a week

## 264 RELIGION AND PHILOSOPHY IN CHINA

See Religious Studies 261

## 301 PHILOSOPHY OF SCIENCE

Science involves a set of attitudes, a system of beliefs, and a group of activities oriented to explaining the natural world. This course examines both the classical positivist accounts of scientific theory and practice and the more recent accounts of development and change in the global scientific culture.

PREREQUISITE: Six hours in Philosophy or at least third-year Arts or Science status, or permission of the instructor.

Lectures and seminars: Three hours a week

## 303 HISTORY OF ETHICAL THEORY TO 1900

This course offers an historical and critical examination of influential ethical theories proposed by philosophers ranging from Aristotle to Nietzsche. The focus is on the philosophical justification for morality, and not on applied issues.

PREREQUISITE: One of Philosophy 202, 304, 404, or permission of the instructor.

Lectures: Three hours a week

## 304 BIO-MEDICAL ETHICS

This course explores questions in health care that require philosophical clarification and appraisal in addition to medical knowledge. Topics such as reproductive decision-making, contract motherhood, allocation of scarce resources, conditions for the withdrawal of treatment, rights to health care, euthanasia, AIDS, eugenics and consent are discussed. The emphasis is on evaluating competing arguments.

PREREQUISITE: One of Philosophy 102, 202, 303 or permission of the instructor based on experience in the health care field

Lectures and seminars: Three hours a week

## 322 RELIGIOUS ETHICS EAST AND WEST

See Religious Studies 322

## 343 TOPICS IN FEMINIST PHILOSOPHY

This course introduces students to selected topics, literatures and methods in feminist philosophical analysis, with an emphasis on understanding the distinctive contributions to knowledge that feminist perspectives and methods bring. Possible topics include: Feminist philosophies of science; history of feminist philosophy; feminist perspectives on the family; feminist perspectives on love and sexuality.

Cross-listed with Women's Studies (cf. Women's Studies 343)

PREREQUISITE: Successful completion of three first- or second-year courses in Philosophy or in Women's Studies, or permission of the instructor

Lectures and seminars: Three hours a week



**351 PHILOSOPHY OF LAW**

This course is designed to acquaint students with important philosophical concepts underlying the notion of legality and justice. These include the concepts of equality and inequality, legal obligation, punishment, and rights. Various traditional theories of law will be examined from that proposed by Plato in the *Republic* and Aristotle's *Politics* through Aquinas to John Locke, Jean-Jacques Rousseau, Jeremy Bentham and John Stuart Mill. Contemporary theories of H.C.A. Hart, Gregory Vlastos and John Rawls may be examined as well.

**PREREQUISITE:** Six hours in Philosophy or permission of the instructor

Lectures: Three hours a week

**353 PHILOSOPHIES OF COMMUNICATION**

This course explores the history of thinking about communication, including technologies such as printing, relevant disciplines such as journalism, human rights, and the role of media as agents of social change. Topics include the history of free expression, censorship, the emergence of the public sphere, techniques for influencing public opinion, communication and war, propaganda and truth. Thinkers such as Condorcet, Godwin, J.S. Mill, Ellul, McLuhan, Habermas, Chomsky, Matelart, and contemporary theorists may be discussed.

Lecture: Three hours a week

**354 PHILOSOPHY OF MIND**

This course examines basic problems in philosophical psychology, such as the mind/body problem, intentionality, artificial intelligence, functionalism, the nature of consciousness, and virtual realities. Thinkers such as J. Searle, D. Dennett, J.J.C. Smart, J. Fodor, P. Churchland, F. Dretske, and K. Sterelny may be discussed.

**PREREQUISITE:** Six hours in philosophy; or permission of the instructor.

Lectures: Three hours per week

**361 PHILOSOPHY AND LITERATURE**

An examination of the ways in which similar basic human concerns are expressed and developed in philosophy and literature. The course focuses on the use of literature in learning philosophy, with particular attention to the novel as a vehicle for bringing philosophy to the masses and the connections between literature and social change. It also explores the history of theories of literature and popular culture, including work by Habermas, McLuhan, Camus, Sartre, Rorty and Kundera.

Cross-listed with English (cf. English 313)

Lectures: Three hours a week

**362 PHILOSOPHY OF RELIGION**

An examination of the nature of religion and the logic of religious belief. Some of the traditional and recent arguments for and against belief in God will be critically evaluated. The differences between rational and non-rational approaches to religion will be considered, especially as these illustrate the differences between Western and Eastern philosophies and religions. Special emphasis will be given to concepts of "God" and the problems posed by religious language.

Cross-listed with Religious Studies (cf. Religious Studies 362)

**PREREQUISITE:** Six hours in Philosophy or permission of the instructor

Lectures and seminars: Three hours a week

**363 PHILOSOPHY OF BIOLOGY**

Students explore how biology informs our philosophical conceptions of nature and our place in it. Topics include evolutionary theory, human nature, adaptation, development, units

of selection, function, species, altruism, the human genome project, conceptions of progress, and creationism.

Lecture: Three hours a week

**371 COMMUNITY-BASED ETHICAL INQUIRY I**

This course will engage students in work placements and dialogue in ethical inquiry with community leaders in one of the following areas (set by the instructor at the start of the year): Agriculture and globalization; Poverty and illiteracy in PEI; World hunger and international aid; Environmental problems and issues of sustainability on PEI. Students will explore the nature of moral experience and ethical inquiry while gaining on the ground work experience, so that class discussions will be informed by first-hand understanding of the issues, as well as by recent and classic ethical texts. This course will be led by a faculty member in collaboration with recognized community leaders in the field.

**PREREQUISITE:** Successful completion of a first or second year course in philosophy, or permission of the instructor.

Seminar/field work: Averaged across the semester, 1.5 hours per week unpaid field placement in a relevant setting, supervised by a mentor.

Three semester hours of credit

**372 COMMUNITY-BASED ETHICAL INQUIRY II**

This course will continue the field learning and dialogue in ethical inquiry begun in Philosophy 371. Students will further their investigations of ethical issues in the theme set in Philosophy 371 through course readings, guest lectures, workshops, site lectures, and continued (though reduced) practicum hours. This course will be led by a faculty member in collaboration with recognized community leaders in the field.

**PREREQUISITE:** Successful completion of Philosophy 371 or permission of the instructor.

Seminar/field work: Averaged across the semester, one hour per week unpaid field placement in a relevant setting, supervised by a mentor.

Three semester hours of credit

**373 PHILOSOPHY OF LANGUAGE**

This course introduces philosophical problems concerning language and provides a grounding in analytic philosophy. Students discuss truth and meaning, reference, speech acts, interpretation and translation, and metaphor. Questions such as the following are examined: What are the relationships among language, mind, and the world? How does language colour our thoughts about reality? Does each language bring with it a distinct conceptual system?

**PREREQUISITE:** Six hours in Philosophy

Lectures and seminars: Three hours a week

**381 MODERN PHILOSOPHY—DESCARTES TO KANT**

This is a study of the important themes which transformed Western thinking in the period from 1630 to 1800. Students explore the rise of modern science and its challenges to earlier views of knowledge, faith, cosmology, morality, and society in selected primary texts. Early thinkers such as Descartes, Berkeley, Hobbes, Locke, Leibniz, and Spinoza and Enlightenment figures such as Hume, Rousseau, D'Holbach and Kant are studied.

**PREREQUISITE:** One History of Philosophy course and one of Philosophy 101 or 102 (six hours total)

Lectures and seminars: Three hours a week

**383 RADICAL PHILOSOPHY**

This course explores attempts by philosophers, in the 19th and 20th centuries, to create alternative social movements that are

highly critical of existing social organizations and the state form of life. It provides an historical introduction to Marxism, anarchism and feminist social theory. Texts are selected from Godwin, Marx, Engels, Proudhon, Kropotkin, Emma Goldman and Simone de Beauvoir.

Lectures: Three hours a week

### 384 ON LIBERTY AND LIBERALISM

This course explores classics of liberal thought and focuses primarily on John Stuart Mill's *On Liberty*. It discusses the history of ideas about free speech, individuality, Enlightenment, justice and obligations to others in an open society. Contemporary liberal philosophers, such as John Rawls, Ronald Dworkin, Iris Young, or Richard Rorty, will be studied.

Lectures: Three hours a week

### 403 20th CENTURY ETHICAL THEORY

This course extends the history and discussion of ethics begun in Philosophy 303 with writings from the early 1900's to the present. Modern advancements on utilitarianism, virtue ethics, contractarian ethics, and Kantianism are discussed; and new theories such as intuitionism, emotivism, feminist ethics, evolutionary ethics, and relativism, are introduced.

PREREQUISITE: Philosophy 303, or Philosophy 221, or fourth year standing in Philosophy, or permission of the instructor.

Lectures: Three hours a week

### 422 20th CENTURY BRITISH AND AMERICAN PHILOSOPHY

This course is a critical examination of the development of analytical philosophy in Britain and America in the 20th Century with a focus on the relations between logic, science, language, and conceptualization. Logical Positivism, the linguistic turn, and pragmatism are examined through readings from such authors as G.E. Moore, B. Russell, Wittgenstein, A.J. Ayer, W. James, Quine, and Rorty.

PREREQUISITE: Philosophy 373, and one other Philosophy course, or permission of the instructor.

Lectures: Three hours a week

### 427 THEORIES OF JUSTICE

This course explores the basic ethical concepts of the right and the good by focussing on two recent classics in political philosophy: Robert Nozick's *Anarchy, State, and Utopia* and Michael Walzer's *Spheres of Justice*. The contrasts between libertarian and socialist ideas of society, individual rights and communitarian thinking, the nature of the state, equality, cultural relativism, and liberal pluralism are considered. Contemporary secondary literature about Nozick and Walzer may also be studied.

PREREQUISITE: Philosophy 221, and two courses in the history of philosophy.

Lectures and seminars: Three hours a week

### 428 CRITICAL THEORY

This course introduces the philosophy developed by the Frankfurt School in the early 20th century. The works of Max Horkheimer, Theodor Adorno, and Herbert Marcuse are discussed, and special emphasis is placed on Jurgen Habermas and his book, *Structural Transformation of the Public Sphere*. Students consider issues such as the idea of a critical theory, enlightenment and rationality, ideology and culture, the development of the media, as well as contemporary criticisms of the Frankfurt School.

PREREQUISITE: Philosophy 303, and two courses in the history of philosophy.

Lectures and seminars: Three hours a week

### 431-432 DIRECTED STUDIES

Student and teacher will jointly investigate problems or authors chosen by the student in consultation with the chair and approved by the Dean. Without prejudice to other choices, the Department is prepared to offer Directed Studies in the following areas beyond the regular course offerings:

Chomsky  
Classical Anarchism  
Communitarianism versus Liberalism  
Environmental Philosophy  
Epistemology  
Ethical Issues in Agriculture and Globalization  
Feminist Epistemologies  
Foundations of Cognitive Science  
Game Theory  
Habermas  
History of Contractarianism  
Metaphysics  
Michel Foucault  
Morality and Self-Interest  
Philosophy of Logic  
Philosophy of Science Fiction

(See Academic Regulation 9 for Regulations Governing Directed Studies)

## Physics

[www.upei.ca/physics/](http://www.upei.ca/physics/)

### Physics Faculty

James Polson, Associate Professor, Chair  
Douglas C. Dahn, Associate Professor  
Derek W. Lawther, Associate Professor  
Sheldon Opps, Associate Professor  
William Whelan, Adjunct Professor

## REQUIREMENTS FOR A MAJOR IN PHYSICS

Candidates for the BSc with a major in physics must fulfill the general requirements set by the University Senate and the Departmental requirements listed below. It is suggested that students progress through these requirements in the order given below. However, the courses may be taken in a different sequence provided that the pertinent prerequisites are fulfilled.

Semester hours of credit

### First Year

Physics 111-112.....	6
Mathematics 151-152.....	6
Chemistry 111-112.....	6
Computer Science 151 (or Engineering 231) .....	3
Electives (Biology 111-112 are highly recommended) .....	9

### Second Year

Physics 202.....	3
Physics 211.....	3
Physics 221.....	3
Physics 272 .....	3
Mathematics 251-252.....	6
Mathematics 261 .....	3
Electives.....	9

### Third and Fourth Years

Physics 372 .....	3
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Physics 381.....	3
Physics—At least six courses taken from among Physics 311, 322, 332, 382, 391, 402, 411, 421, 422, 431, 441, 451, 472, 481. At least one of the courses chosen must be at the 400 level.....	18
Electives (Mathematics 301 is highly recommended).....	36
<b>Total</b> .....	<b>120</b>

**NOTE:** Students who intend to major in Physics are advised to consult the Department before registration. The Departmental requirements and the prerequisites indicated in the Physics courses should normally be followed. In exceptional cases these may be discussed with the Department.

## REQUIREMENTS FOR HONOURS IN PHYSICS

The Honours program in Physics is intended to provide research experience at the undergraduate level. It is designed for students who are interested in continuing their studies at the graduate level in Physics or related fields, or who are planning careers where research experience would be an asset.

The Honours program comprises a total of 126 semester hours of course credit, including a research project worth 12 semester hours. A total of at least 60 semester hours of Physics is required (16 courses plus project).

### COURSE REQUIREMENTS

The normal University requirements must be met in addition to the Departmental requirements listed below. Biology 111-112 are highly recommended electives.

	Semester hours of credit
<b>First Year</b>	
As for Major.....	30
<b>Second Year</b>	
As for Major.....	30
<b>Third and Fourth Years</b>	
Physics 311 .....	3
Physics 322 .....	3
Physics 372 .....	3
Physics 381.....	3
Physics 402 .....	3
Physics 411 .....	3
Physics 421 .....	3
Physics 441.....	3
Physics 490 .....	12
Mathematics 301.....	3
Electives, at least two of which must be Physics electives chosen from the following: Physics 332, 382, 391, 422, 431, 451, 461, 462, 472, 481 .....	27
<b>Total</b> .....	<b>126</b>

### ENTRANCE REQUIREMENTS

For admission to the program, students must normally have a minimum average of 70% in all previous courses. First-class or high second-class standing in all previous Physics courses is expected. Permission of the Department is required.

Acceptance will be contingent upon the student's finding a project advisor, approval of the research project topic, and the Department's assessment of the student's suitability for the program. Students interested in doing Honours should consult the Department Chair as early as possible, normally before the beginning of the student's third year, and no later than January

31 of the third year. Before registering for Physics 490, the student must have been accepted into the Honours program, and the project topic must be approved by the Department. To graduate with Honours in Physics, the student must maintain a minimum average of 75% in all Physics courses combined. Students must also maintain a minimum overall average of 70% in each of the four years of study.

## PROJECT PHYSICS 490—ADVANCED RESEARCH AND THESIS

This is a 12 semester hour course required of all Honours Physics students. An independent research project or study is done under the supervision of a faculty advisor. Some or all of this work may be done in the summer months. Before registering for Physics 490, the student must have been accepted into the Honours program, and the project topic must be approved by the Department. The objective of this course is to provide research experience for the student who intends to pursue further studies at the graduate level, or who is planning a career where research experience in Physics or related areas would be an asset.

## REQUIREMENTS FOR A BSC WITH A MAJOR IN PHYSICS FOR ENGINEERING DIPLOMA STUDENTS

Students enrolled in the Engineering Diploma program may wish to take additional Physics courses and work towards a Bachelor of Science degree. Students intending to enter this program should consult the Physics Department for detailed advice on course selection.

	Semester hours of credit
<b>First Year</b>	
Physics 111-112.....	6
<b>Second Year</b>	
Physics 202 (for students enrolled in the Engineering Diploma Program, this may be replaced by Engineering 321).....	3
Physics 211 .....	3
Physics 221.....	3
<b>Third and Fourth Years</b>	
Physics 381.....	3
Physics—At least eight additional courses taken from the following: Physics 202 (if not already counted above), 272, 311, 322, 332, 372, 382, 391, 402, 411, 421, 422, 431, 441, 451, 472, 481, and Engineering 332, 341, 342. At least <b>one</b> of the courses chosen must be at the 400 level .....	24

The student must also complete all the requirements for the Engineering Diploma, and take sufficient courses (including Engineering courses) to satisfy the general requirements for a University degree. A total of 120 semester hours of credit is required.

## PHYSICS CO-OPERATIVE EDUCATION PROGRAM

The Physics Co-op program is an integrated approach to university education which enables students to alternate academic terms on campus with work terms in suitable employment. The success of such programs is founded on the principle that students are able to apply theoretical knowledge from course studies in the workplace and return to the classroom with practical workplace experience.

The Physics Co-op program is a five-year program, consisting of eight academic and a minimum of four work terms, which is available for students in both the Major and Honours Physics Programs. Students who successfully complete all the requirements of the program will have the notation entered on their transcripts and on the graduation parchment.

### ACADEMIC COURSE REQUIREMENTS

Academic course requirements for the Physics Co-op Major and Physics Co-op Honours are identical to those for the conventional degrees. The first two years (academic terms 1 to 4) are the same as the conventional degree. In the final four academic terms (spread over three years), students must complete the 300 and 400-level courses required for their degrees. Some of these courses are offered in alternate years; however, over the three years all these alternating courses will be available for students to choose from.

Students admitted to the co-op program should consult with the department concerning their course selection.

### ADMISSION REQUIREMENTS

Students interested in entering the Physics Co-op Program must submit an official transcript and a curriculum vitae to the Physics Co-op Program Director. Applications are made during the second year of study, but special application cases will be considered. The applicant must be a full-time student in either a major or honours physics program at the time of application and must normally have a cumulative average of at least 70% in the required physics courses. Students will be admitted to the program based on their interest, aptitude and assessed ability, to combine successfully the academic requirements with the special work term requirements of the Physics Co-op Program. Students not admitted may reapply at the next opportunity.

### CONTINUANCE REQUIREMENTS

Once admitted to the program, students must continue in full-time enrollment between work terms. An academic review of students' performance will take place at the end of each semester. Students in the Honours program are required to maintain an average grade of 75% in all Physics courses combined and must also maintain a minimum overall average of 70% in each of the four years of study. Students in the Physics Co-op Major program are normally required to maintain an average grade of 70% in all Physics courses combined. It is also required that students achieve satisfactory performance on previous work terms, as outlined below in Program Requirements. Students who fail to meet these standards or who fail a course(s) will be placed "on notice" for the next academic semester. Students who do not meet these standards for two consecutive academic semesters may be dismissed from the program.

### WORK TERM REQUIREMENTS

The University will make every effort to locate work term positions for Physics Co-op students in suitable areas of employment, but cannot guarantee work terms. In the event that a placement outside the university is unsuccessful, the option to complete the work term within the Physics Department will be considered.

Satisfactory fulfilment of Physics Co-op work terms requires:

1. The completion of a minimum of four work terms in approved, academically-related, paid employment situations of 12 to 16 weeks duration;
2. Completion of one spring work term in year three and one

fall work term in year five, and two out of three possible summer work terms;

3. A satisfactory employer evaluation for each co-op work term;
4. The satisfactory completion of a written report at the end of the work term;
5. Fulfilment of other requirements specified by the Department of Physics, such as the participation in seminars and workshops.

Students are required to apply by early December for a first work term starting in May of the following year, or in early April for a first work term starting the following January. A notation will be placed on students' academic transcripts following completion of each work term.

### WITHDRAWAL CONDITIONS

Students may be required to withdraw from the Physics Co-op Program if:

1. They are dismissed from, discontinue, or fail an approved co-op work term position due to a fault on their part;
2. They fail to submit or successfully complete a work term report;
3. They do not satisfy the continuance requirements including the required course grade average necessary for continuance in the Physics Co-op Program;

### REGISTRATION

Students are required to register for all work terms at the Registrar's Office. Work terms will officially be designated on students' transcripts as pass or fail.

### MINOR IN PHYSICS

Students in the Minor Program in Physics must complete a total of 21 semester hours of Physics including:

Physics 111	3 hours
Physics 112	3 hours
Physics 221	3 hours

Four additional Physics courses (12 hours) at the 200 level or above, at least one of which must be chosen from among the core courses Physics 202, 211, or 272.

Students intending to do a Minor in Physics are advised to take Mathematics 151-152 instead of 112.

### PHYSICS COURSES

#### 111 GENERAL PHYSICS I

This course emphasizes the fundamentals of mechanics and is intended as a first course in physics for all students requiring at least one semester of physics to complete their degree programs. Topics include vectors, kinematics, Newton's laws of motion, gravitation, rotational motion, torque, static equilibrium, conservation of energy and momentum, and mechanics of fluids.

**PREREQUISITE:** Proficiency in High School algebra, trigonometry and graphing is expected. High School Physics is recommended. It is required that Mathematics 112 or Mathematics 151 be taken at least concurrently.



Three hours lecture, three hours laboratory or tutorial per week

### 112 GENERAL PHYSICS II

This course is a continuation of Physics 111 and is intended for, but not restricted to, those students who wish to pursue further studies in the physical sciences or engineering. Topics include heat and thermodynamics, wave motion, sound and light, electricity and magnetism.

**PREREQUISITE:** Physics 111, and Mathematics 151 or permission of the instructor. Three hours lecture, three hours laboratory or tutorial per week

**NOTE:** Students may obtain credit for Physics 122 or 112 but not both.

### 122 PHYSICS FOR LIFE SCIENCES

This course is a continuation of Physics 111 intended for students in the life sciences, introducing additional physics concepts with emphasis on their application to biology. Topics include viscosity, diffusion, heat, properties of waves, acoustics and hearing, optics and vision, and basic electricity and magnetism.

**PREREQUISITE:** Physics 111 and either Mathematics 112 or Mathematics 151, or permission of the instructor.

Three hours lecture, three hours laboratory or tutorial per week

**NOTE:** Students may obtain credit for Physics 122 or 112 but not both.

### 202 MECHANICS

Using a more advanced treatment than in the 100-level physics courses, this course gives the student a deeper understanding of the principles of mechanics. Topics include: vector kinematics, Newton's laws, momentum, work and energy, rotational motion, central force motion, and the harmonic oscillator.

**PREREQUISITE:** Physics 112 and Mathematics 251, or permission of the instructor. It is recommended that Mathematics 252 be taken at least concurrently.

Three hours lecture per week

### 211 ELECTRICITY AND MAGNETISM

This course develops basic concepts in electricity and magnetism. Topics include electric fields and potentials, capacitance, DC circuits, magnetic fields, electromagnetic induction, inductance, and an introduction to Maxwell's equations and electromagnetic waves.

**PREREQUISITE:** Physics 112 or permission of the instructor. Mathematics 251 must be taken at least concurrently.

Three hours lecture, three hours laboratory per week

### 221 MODERN PHYSICS

This course is a survey of the fundamental concepts of modern physics intended for both physics majors and other science majors. Topics include: relativity, photons and matter waves, the photoelectric effect, Compton scattering, the uncertainty principle, quantum tunnelling, the hydrogen atom, line spectra, orbital and spin angular momentum, magnetic dipole moments, x-rays, the laser, electron energy bands in solids, nuclear properties, radioactive decay, fission, fusion, quarks, leptons, and the Big Bang.

**PREREQUISITE:** Physics 112 and Mathematics 152, or permission of the instructor.

Three hours lecture per week

### 251 INTRODUCTORY ASTRONOMY I

This course introduces students to basic astronomical concepts. Specific topics include the history of astronomy; celestial mechanics; charting the sky; time and the calendar; the Earth,

Moon, and the dynamics of the Earth-Moon system; and the formation and structure of the solar system.

**PREREQUISITE:** Grade XII Academic Mathematics or permission of the instructor

Three hours lecture, field observations to be arranged

### 252 INTRODUCTORY ASTRONOMY II

This course builds on Physics 251 to explore further the universe as a whole. Topics of study include astronomical instruments; properties and energy production of our Sun; methods of measuring stellar distances; the structure, energy, and evolution of stars; interstellar matter and the structure of the Milky Way galaxy; other galaxies; cosmology; and some other related topics of interest.

**PREREQUISITE:** Physics 251 or permission of the instructor. Three hours lecture, field observations to be arranged.

### 261 ENERGY, ENVIRONMENT AND THE ECONOMY

This course is directed to both science and non-science students who wish to improve their understanding of this major technological issue. Topics include: the basic concepts necessary to understand photosynthesis, nuclear power, acid deposition, the greenhouse effect, ozone depletion and pollution. Particular emphasis is placed on Canadian and PEI examples, and on the implications for Third World development.

**PREREQUISITE:** Permission of the department. Three hours lecture (seminars and/or field visits to be arranged)

### 272 ELECTRONICS AND INSTRUMENTATION

This course is a practical introduction to analog electronics, and to electronic techniques useful in the sciences. Topics include alternating current circuits, transistors, operational amplifier circuits, feedback, noise, and an introduction to computer data acquisition.

**PREREQUISITE:** Physics 112 and Mathematics 152, or permission of the instructor.

Two hours lecture, three hours laboratory, one hour tutorial per week

### 311 WAVE MOTION AND OPTICS

This course begins with the mathematical description of wave motion, and proceeds to a survey of physical optics. Topics include: interference, diffraction, the Fourier Transform and its application to optical problems, and diffraction theory of image formation.

**PREREQUISITE:** Physics 202 or 211, Mathematics 252. Three hours lecture, three hours laboratory a week

### 322 QUANTUM PHYSICS I

This course introduces some of the fundamental methods of quantum mechanics. Topics include the postulates and mathematical formalism of quantum mechanics, the Dirac description of quantum mechanics, applications to a variety of one-dimensional problems such as quantum tunnelling, and the harmonic oscillator.

**PREREQUISITE:** Physics 211, Physics 221 and Mathematics 252

Three hours lecture per week

### 332 BIOPHYSICS

This course provides students with an understanding of the current applications of physics in the fields of biology and medicine. Topics include: animal mechanics; blood flow, volume and pressure; hearing; vision; membrane transport; physics of nerves and muscles; bioelectric and biomagnetic fields; effects

and applications of electromagnetic radiation; imaging; and radiation therapy.

Cross-listed with Biology (cf. Biology 352)

**PREREQUISITE:** Third-year standing in the Faculty of Science, including Biology 112, and Physics 122 or Physics 112. Otherwise, permission of the instructor is required.

Three hours lecture per week

### 372 STATISTICAL PHYSICS I

This course provides students with an introduction to the statistical description of macroscopic systems and focuses on both statistical and classical thermodynamics. Topics include the microcanonical and canonical ensembles, the perfect quantum and classical gas, black body radiation, the Einstein and Debye description of solids, and the laws of thermodynamics and some of their consequences and applications.

**PREREQUISITE:** Physics 112 and Mathematics 252, or permission of the instructor

Three hours lecture per week

### 381 MATHEMATICAL PHYSICS

This course is an introduction to some of the mathematical methods commonly used in the physical sciences and engineering, with an emphasis on applications in physics. Topics include: vector analysis in curvilinear coordinates, tensor analysis (with applications in fluid mechanics), introduction to complex variables, Fourier series, calculus of variations and applications.

Cross-listed with Mathematics (cf. Mathematics 381).

**PREREQUISITE:** Math 252 and either Physics 112 or Physics 122

Three hours lecture and two hours tutorial per week

### 382 COMPUTATIONAL PHYSICS

This course is designed to provide students with direct experience in the use of advanced computer-based techniques for modelling physical systems. A variety of computational techniques is applied to problems in classical, quantum, and statistical physics. Emphasis is placed on simulation methods such as Monte Carlo methods, molecular dynamics techniques, and numerical integration of stochastic differential equations.

**PREREQUISITE:** Physics 202 or Physics 221, Mathematics 252, and Computer Science 151 or Engineering 231

Three hours lecture, one hour laboratory per week

### 391 RADIATION DETECTION AND MEASUREMENT

This course provides students with an understanding of the theory and operation of radiation detectors. Topics include: radiation sources; the interaction of ionizing radiation with matter; the principles of operation and use of gas-filled, scintillation and semiconductor diode detectors; spectroscopy techniques and the use of related electronics; and shielding.

**PREREQUISITE:** Physics 221 or permission of the instructor

Three hours lecture per week

### 402 STATISTICAL PHYSICS II

This course builds upon the material presented in Statistical Physics I and covers the basic elements of equilibrium statistical mechanics. Topics include an introduction to the grand canonical ensemble, thermodynamic equilibrium, stability, fluctuations, phase transitions, quantum statistics, and interacting systems. A variety of applications to systems such as ideal gases, Bose gases, Fermi gases, and paramagnets is included.

**PREREQUISITE:** Physics 322 and Physics 372

Three hours lecture per week

### 411 ELECTROMAGNETIC THEORY

This is an advanced course designed to provide a solid grounding in electromagnetic theory. Topics include: electrostatics, solutions to electrostatic problems, dielectric materials, magnetostatics, magnetic properties of materials, Maxwell's equations, electromagnetic wave propagation, and electromagnetic radiation.

**PREREQUISITE:** Physics 211 and 381

Three hours lecture per week

### 421 QUANTUM PHYSICS II

This course further develops the fundamental concepts and methodology of quantum mechanics. Topics include angular momentum, the hydrogen atom, spin, matrix mechanics, and time-independent and time-dependent perturbation theory.

**PREREQUISITE:** Physics 322 and Physics 381

Three hours lecture per week

### 422 ADVANCED TOPICS IN QUANTUM PHYSICS

This is an advanced course in which important physical problems are solved using the basic methods of quantum mechanics. Topics include the quantum mechanics of atoms and molecules, scattering theory, and an introduction to relativistic quantum mechanics.

**PREREQUISITE:** Physics 421

Three hours lecture per week

### 431 SOLID STATE PHYSICS

This is an introductory course in Solid State Physics, which covers the basic physics of crystalline solids. Topics include: crystal structures; structure determination by x-ray diffraction; crystal bonding; lattice vibrations and phonons; the free and nearly-free electron models; and the energy band structures of metals, insulators and semiconductors.

**PREREQUISITE:** Physics 322

Three hours lecture per week

### 441 EXPERIMENTAL PHYSICS

This advanced laboratory course introduces students to all phases of an experimental project, from design, planning, and setup of the apparatus, to detailed analysis and formal presentation of the results. Students choose a small number of in-depth experiments to perform.

**PREREQUISITE:** Physics 211 or Physics 272, and at least Third Year standing in a Science program

One hour lecture, six hours laboratory per week

### 451 ADVANCED MECHANICS

The Lagrangian and Hamiltonian formulations are presented as alternatives to the conventional treatment of Newton's laws and are applied to classical problems such as harmonic and anharmonic oscillators, the two-body central force problem, and rigid body motion.

**PREREQUISITE:** Physics 202 and Physics 381 or Mathematics 301

Three hours lecture per week

### 461-462 DIRECTED STUDIES

These courses are either reading courses, or research projects, which require the students to investigate a specific topic to a much greater depth than is possible in the department's usual course offerings.

**PREREQUISITE:** Physics Majors with at least third-year standing, or permission of the department.

Three semester hours of credit (See Academic Regulation 9 for Regulations Governing Directed Studies.)

**463-464 SPECIAL TOPICS**

These courses take advantage of unusual opportunities such as the availability of a visiting researcher to teach a course related to his/her field of expertise, or a course offer on an experimental basis, etc.

**PREREQUISITE:** Physics Majors with at least third-year standing, or permission of the department.

Three semester hours of credit

**472 DYNAMICAL SYSTEMS**

See Mathematics 472

**PREREQUISITE:** Math 261, Math 301

**490 ADVANCED RESEARCH AND THESIS**

The objective of this course is to provide research experience for the student who intends to pursue further studies at the graduate level, or who is planning a career where research experience in Physics or related areas would be an asset. An independent research project is done under the supervision of a faculty advisor. The research results are reported in thesis format and are presented orally at a department seminar.

**PREREQUISITE:** Acceptance into the Honours Physics program.

Twelve semester hours of credit.

## Political Studies

[www.upei.ca/politicalstudies/](http://www.upei.ca/politicalstudies/)

**Political Studies Faculty**

David Milne, Professor Emeritus

Gil Germain, Associate Professor, Chair

Barry Bartmann, Professor

Henry Srebrnik, Professor

Peter McKenna, Associate Professor

David Bulger, Adjunct Professor

David L. Cook, Adjunct Professor

**POLITICAL STUDIES PROGRAM**

The Department offers courses covering four fields in Political Studies: Canadian Politics, Political Theory, Comparative Politics, and International Politics. Courses in these fields are indicated in the listing below.

**INTRODUCTORY COURSES**

The Department offers two introductory courses as normal entries to the discipline. While not required, either of these courses will be counted toward a major in Political Studies.

**Introductory Politics**

101 Introductory Politics I Government and Politics in Liberal Democracies

102 Introductory Politics II Political Ideologies in Liberal Democracies

**Canadian Politics**

201 Canadian Politics I: Government  
202 Politics and Government of Prince Edward Island  
211 Law, Politics and the Judicial Process I  
212 Law, Politics and the Judicial Process II  
262 Canadian Politics II: Environment and Processes  
301 Federalism and Federation  
302 Canadian Federalism  
311 Canadian Public Administration  
314 Canadian Public Policy  
315 Canadian Foreign Policy

321 Quebec Society and Politics  
322 Canadian Provincial Politics: A Comparative Perspective  
353 The Politics of Canadian-American Relations  
401 Law, the Courts and the Constitution I  
402 Law, the Courts and the Constitution II  
411 Political Parties and Elections in Canada

**Political Theory**

253 Introduction to Political Theory  
331 Twentieth-Century Political Thought  
332 Postmodernism and Contemporary Political Thought  
335 Utopia  
431 Political Thinkers  
432 Politics and the Mass Media  
433 Politics and the Environment

**Comparative Politics**

221 Political Economy and Social Change in the Developing World  
343 Comparative Politics of South Asia  
351 The Political Culture of the United States  
352 The Political System of the United States  
354 Contemporary British Politics  
362 Comparative Politics of Latin America and the Caribbean  
363 The Comparative Politics of the Middle East  
371 Political Development in Central and Eastern Europe  
372 The Politics of Russia and Its Borderlands  
414 Public Policy in Small Island Jurisdictions  
422 Ethnic Nationalism in Comparative Perspective  
441 Comparative European Politics I  
442 Comparative European Politics II  
445 The Political Economy of East and Southeast Asia  
451 Contending Approaches in Comparative Politics

**International Politics**

231 War and Peace  
282 Introduction to International Politics  
391 Comparative Foreign Policy  
392 International Political Economy  
393 International Theory  
436 European Intellectual History Since 1789  
461 Seminar in the History of Canadian External Relations  
471 International Organizations  
472 International Law  
475 International Human Rights  
481 Small States and Micro-states in the International System  
482 The Politics of European Integration

## REQUIREMENTS FOR A MAJOR IN POLITICAL STUDIES

To obtain a major in Political Studies, students must complete the following requirements: each of the core courses; one further course from each of the following fields: Canadian Politics, Comparative Politics, and International Politics; and an additional nine electives in the discipline. Majors will normally complete Political Studies 253 (Introduction to Political Theory) by the end of their second year of study; they must do so no later than the end of their third year of studies. A major program must contain a minimum of eight courses at the 300 or 400 level. The four required core courses cover four areas in the discipline: Introduction to Political Theory (253),

Canadian Politics (262), International Politics (282), and Comparative Politics (451).

The purpose of the core-course requirement is to ensure that every graduate of the Department has a solid grounding in fields integral to the discipline. In addition, the core courses promote the development of analytical skills and lay the foundations for more effective work in advanced-level courses. All majors and prospective majors are advised to consult with the Department Chair at the beginning of each term. This consultation is intended to ensure that each student's program satisfies the Department's requirements and satisfies the student's needs.

## REQUIREMENTS FOR A MINOR IN POLITICAL STUDIES

To obtain a minor in Political Studies, students must complete the following requirements: 21 semester hours in the discipline at the 200 level and above, distributed over at least three of the four fields (Canadian Politics, Political Theory, Comparative Politics, and International Politics). At least three courses (nine semester hours) must be from the 300 level or above. Those taking a minors program in Political Studies should also meet with the Department Chair at the beginning of each term to review their program.

## RECOMMENDED ELECTIVES FOR MAJORS

Beyond the core courses, majors are encouraged to consult their faculty advisor in order to build a well-balanced program of study. Furthermore, majors are reminded that Political Studies is but one of several social sciences and is closely related in its concerns to many other academic disciplines. Individual programs should emphasize appropriate electives in Anthropology, Economics, History, Philosophy, Psychology, Sociology, Religious Studies, Business Administration or other related disciplines.

## SPECIAL TOPICS

**209**—A lecture course in which contemporary topics or issues are explored in an introductory/general manner

**309**—A lecture course in which contemporary topics or issues are explored in an intermediate manner

**409**—A lecture course in which contemporary topics or issues are explored in an advanced manner

## DIRECTED STUDIES

Courses offered under Directed Studies 491-492 permit intensive study and specialized research under the supervision of faculty. Areas of special interest of the regular faculty are listed at the end of the course descriptions.

## SUMMER SESSIONS

The Department has a tradition of inviting distinguished visiting Professors to teach courses in the summer session not offered in the regular program. These courses broaden coverage in each area of the discipline. Majors are advised to take advantage of these offerings. Titles for these courses are available at registration.

**NOTE:** Most courses in the program are offered in alternate years. Please consult the timetable for availability of these

courses or check with the Department. All courses are three hours a week unless otherwise indicated.

## POLITICAL STUDIES COURSES

### INTRODUCTORY COURSES

#### **101 INTRODUCTORY POLITICS I: GOVERNMENT AND POLITICS IN LIBERAL DEMOCRACIES**

This course is a comprehensive introduction to politics. Initially students explore the nature of political activity and basic concepts such as political culture, the nation-state, the various roles of government, and the international system. The course examines differences among democratic, authoritarian and totalitarian political systems just as it introduces students to such contemporary ideologies as liberalism, conservatism, socialism and nationalism.

Lecture/Seminar: Three hours a week

#### **102 INTRODUCTORY POLITICS II: POLITICAL IDEOLOGIES IN LIBERAL DEMOCRACIES**

This course introduces students to a comparative analysis of the political systems of major nations, among them Canada, the United States, the United Kingdom, France, Germany, Russia, China, Brazil, India, Japan, and South Africa. Among the topics covered are political parties and electoral systems; interest groups and public opinion; and decision-making and public policy formulation in the areas of commerce, education, health and welfare.

Lecture/Seminar: Three hours a week

### CORE COURSES

These courses provide Political Studies majors with grounding in all areas integral to the discipline. Non-majors may register in these courses only with permission of the Department. Majors in Political Studies must complete all core courses (253, 262, 282 and 451). Note that majors will normally complete 253 (Political Theory) by the end of their second year of studies. Students not concentrating in the discipline will be admitted to Political Studies 253 only with the permission of the instructor.

#### **253 INTRODUCTION TO POLITICAL THEORY**

This course offers students a thematic overview of the history of Western political thought. The meaning and relevance for politics of issues such as justice, leadership, law, democracy, freedom, and the common good are reviewed through a careful reading of major ancient and modern thinkers, including Plato, Machiavelli, Hobbes, Locke, and Nietzsche.

PREREQUISITE: None

Seminar: Three hours a week

#### **262 CANADIAN POLITICS II: ENVIRONMENT AND PROCESSES**

This course introduces non-constitutional aspects of Canadian politics: political culture, nationalism, regionalism, and bi-culturalism. It also treats electoral politics, interest group activities and the role of the mass media.

PREREQUISITE: Political Studies 201 or permission of the instructor

Lecture: Three hours a week

#### **282 INTRODUCTION TO INTERNATIONAL POLITICS**

This course examines the evolution and structure of the contemporary global system and considers the perennial questions of peace and stability in a world of independent



politics. It treats the diverse capabilities, roles and relationships of state and non-state actors, and considers major patterns of change in the post-war world. Principal attention is directed to recurring theoretical concerns in the study of international politics. Both lectures and readings make generous use of case studies and contemporary issues.

**PREREQUISITE:** Political Studies 231 or permission of the instructor

Lecture: Three hours a week

#### **451 CONTENDING APPROACHES IN COMPARATIVE POLITICS**

This course gives students a theoretical overview of the field of comparative politics, the different treatments of recurring questions in the discipline, and the historical and geographic frameworks within which contemporary politics have developed. The course is retrospective in its critical examination of various models and classification schemes.

**PREREQUISITE:** At least one course from the Comparative stream or permission of the instructor

Cross-listed with Women's Studies (cf. Women Studies 461)

**Note:** Some background in the empirical literature of comparative politics is essential.

Seminar: Three hours a week

#### **CANADIAN POLITICS**

##### **201 CANADIAN POLITICS I: GOVERNMENT**

This course introduces and surveys the basic constitutional components of Canadian politics: Parliament (including the Crown, the House of Commons, the Senate, Cabinet, courts, and the bureaucracy), federalism (including the distribution of legislative authority, inter-governmental decision making, and fiscal federalism), and the Charter of Rights and Freedoms. Constitutional principles and actual practices of government are discussed.

Lecture: Three hours a week

##### **202 POLITICS AND GOVERNMENT OF PRINCE EDWARD ISLAND**

This course examines the evolution of Prince Edward Island's political parties, electoral system, pressure groups, and political culture. The politics of Prince Edward Island are compared to those of other Canadian provinces. The provincial government's development programs are examined in the broader framework of federal-provincial relations.

Lecture/Seminar: Three hours a week

##### **211 LAW, POLITICS AND THE JUDICIAL PROCESS I**

This course is designed to acquaint interested students with the nature of law. It has a Canadian focus with special reference to Prince Edward Island. The areas covered in this semester include sources of law, interests protected by the law, and fundamental legal and political concepts. Major areas of concentration are constitutional and civil law.

Lecture: Three hours a week

##### **212 LAW, POLITICS AND THE JUDICIAL PROCESS II**

In this course, students examine various areas of civil law. The politics of Prince Edward Island are used to illustrate the relationships between legal and political systems.

Lecture: Three hours a week

##### **302 CANADIAN FEDERALISM**

This is a seminar course on the theory and practice of divided political authority. The aim is to understand the logic and attraction of federalism as a political theory and the problems

of working out that idea in Canadian government, politics, and society. This course examines the constitution as a fundamental contract for shared rule between Ottawa and the provinces and traces federalism in intergovernmental relations and public policy. The course concludes with an overview of the important approaches and schools of thought in this field.

**PREREQUISITE:** One of Political Studies 201, 262, 301 or permission of the instructor

Seminar: Three hours a week

##### **311 CANADIAN PUBLIC ADMINISTRATION**

This course introduces the study of public administration. It examines the theories, practices, and politics that shape decision-making and management in the Canadian public sector. Among the topics explored are theories of decision-making, organization, motivation, and democracy influencing public administration; the policy-making and political role of public servants; the growth and expansion of the Canadian state; and the evolution of financial and personnel management systems.

**PREREQUISITE:** One of Political Studies 201, 202, 262 or permission of the instructor

Lecture: Three hours a week

##### **314 CANADIAN PUBLIC POLICY**

This course examines the evolution, nature, instruments, and consequences of Canadian public policy, particularly that of the Federal Government. In the first half of the course, students discuss the tools and frameworks used in public policy research and analysis and review the broad structure of Canadian public policy. In the second half of the course, students research areas or issues in Canadian public policy and present their findings in seminars and essays.

**PREREQUISITE:** None

Seminar: Three hours a week

##### **315 CANADIAN FOREIGN POLICY**

This course examines Canada's growing involvement in the post-1945 international environment. It focuses on the determinants of Canadian foreign policy, the major actors involved, and the various constraints on decision-makers. Particular attention is paid to key issues, themes, and foreign policy initiatives over the last forty years.

**PREREQUISITE:** Political Studies 201 or 262

Three hours a week

##### **321 QUEBEC SOCIETY AND POLITICS**

This course introduces students to the complexities of nationalism and ethnicity in modern Quebec politics. Making use of the political science literature on ethnicity, nationalism and the concept of the plural society, the course analyzes the politics of language and language policy within the context of the overall relationship between the majority francophone and minority anglophone/allophone communities. Students also consider the relations between francophones and aboriginal nations within Quebec and their consequences for Quebec independence and territorial integrity. The course concludes with an assessment of the future status of Quebec within or outside the Canadian federation.

**PREREQUISITE:** Political Studies 201, 262, 302 or permission of the instructor

Seminar: Three hours a week

##### **322 CANADIAN PROVINCIAL POLITICS: A COMPARATIVE PERSPECTIVE**

This seminar examines similarities and differences in politics and government among Canada's provinces and territories. Areas of comparison include political culture, governmental

institutions, parties, and public policy.

**PREREQUISITE:** Political Studies 201, 202, 262 or permission of the instructor

Seminar: Three hours a week

### **353 THE POLITICS OF CANADIAN-AMERICAN RELATIONS**

This course examines the important areas of cooperation and contention between Canada and the United States. Discussions focus on such issues as attempts to protect Canadian culture from American influences, the politics surrounding trade between the two countries, and the creation and operation of joint agencies.

**PREREQUISITE:** One of Political Studies 201, 262, 351, 352 or permission of the instructor

Seminar: Three hours a week

### **401 LAW, THE COURTS AND THE CONSTITUTION I**

In this course, students read and analyze some important constitutional decisions in Canada. This intensive examination of legal cases shows the complexities of federal-provincial jurisdiction in Canada and the ways in which courts have tried to deal with them. Students become familiar with the necessary “policy-making” role of the courts and see the practical effects that constitutional judgments have had on the powers of provincial and federal governments in this country. Enrolment is limited to a maximum of twenty-one qualified students. Although background in Canadian government and politics is desirable, students with preparation in cognate disciplines and with a strong interest in law are encouraged to enrol.

Seminar: Three hours a week

### **402 LAW, THE COURTS AND THE CONSTITUTION II**

In this course, students apply the knowledge acquired in Political Studies 401 to a series of constitutional conflicts. In courtroom simulations students gain insight into the methods, rationality and conflicts of constitutional review. Particular attention is paid to human rights issues, especially those raised by the Canadian Charter of Rights and Freedoms. The course concludes with critical analyses of the role of the courts in distributing power in our federal system, the kind of knowledge required for such adjudication and the strengths and weaknesses of existing practice.

**PREREQUISITE:** Political Studies 401 or permission of the instructor

Seminar: Three hours a week

### **411 POLITICAL PARTIES AND ELECTIONS IN CANADA**

This course analyzes the development of political parties, party systems, elections, and voting behaviour in Canada. It examines both national and provincial parties and elections. It studies and evaluates Canadian practices in the context of democratic theories of representation and participation.

**PREREQUISITE:** Political Studies 262 or permission of the instructor

Seminar: Three hours a week

### **COMPARATIVE POLITICS**

#### **221 POLITICAL ECONOMY AND SOCIAL CHANGE IN THE DEVELOPING WORLD**

This course provides an overview of the legacy of colonization and the consequences of imperial domination in the developing world. It examines crises of state legitimacy resulting from

cultural and ethnic tensions within fragmented political systems. The course analyzes authoritarianism, militarism, clientism, and patrimonialism as recurrent problems blocking transitions to democracy.

Lecture/Seminar: Three hours a week

#### **343 COMPARATIVE POLITICS OF SOUTH ASIA**

This describes political developments since independence in the arc of South Asian countries from Afghanistan to Myanmar. It focuses on state-building in post-colonial societies, regional alliances and rivalries, and the salience of culture, ethnicity, and religion. The course concentrates on the politics of Afghanistan, Pakistan, India, Sri Lanka, Bangladesh, Myanmar, the Maldives, and the Himalayan States.

**PREREQUISITE:** Political Studies 221 or permission of the instructor.

Seminar: Three hours a week

#### **351 THE POLITICAL CULTURE OF THE UNITED STATES**

This course examines the evolution of the American Republic. Topics include the nature of American pluralism and civil society; the allocation of power and resources among a diversity of ethnic, religious and gender groups; civil liberties and civil rights; the changing demography and political economy of the urban landscape; the political cultures of different regions and states; and environmental issues affecting Americans.

**PREREQUISITE:** Political Studies 262 or permission of the instructor

Seminar: Three hours a week

#### **352 THE POLITICAL SYSTEM OF THE UNITED STATES**

This course focuses on the fundamentals of American government and politics. It examines institutional structures such as Congress, the Presidency and the Supreme Court, and the separation of powers among these branches of government as reflections of liberal democratic theory and constitutional practice. The course studies such topics as American federalism and states' rights; elections and voting behaviour; and the role of political parties, interest groups, and the media.

**PREREQUISITE:** Political Studies 262 or permission of the instructor

Seminar: Three hours a week

**NOTE:** Political Studies 351 and 352 may be taken in any sequence.

#### **354 CONTEMPORARY BRITISH POLITICS**

This course introduces students to both the foundations of the British political system and to the issues which have dominated public debate in Britain for the last generation. Early seminars explore the constitutional evolution of the British legal and political cultures and the most critical developments in the evolution of British political parties. Later seminars critically examine such contentious issues as devolution, the Northern Ireland question, the ideological and electoral shifts in the British party system, changing strategies in economic management, Britain's relations with Europe and such constitutional issues as electoral reform, the future of the House of Lords, and the campaign for a Bill of Rights.

**PREREQUISITE:** None

Seminar: Three hours a week

#### **361 COMPARATIVE POLITICS OF AFRICA**

This course offers a comparative view of the political systems

of sub-Saharan African states. It examines discontinuities between indigenous and externally-imposed political structures; mass-elite cleavages and ethnic rivalries in deeply divided societies; and the economic peripheralization and debt crisis facing many of these nations today.

**PREREQUISITE:** Political Studies 221 or permission of the instructor

Seminar: Three hours a week

### **362 COMPARATIVE POLITICS OF LATIN AMERICA AND THE CARIBBEAN**

This course examines the political systems of Caribbean, Central and South American states. It explores the emergence of new social and economic hierarchies and the development of highly complex plural societies. It also analyzes ideological conflicts, civil strife, and non-democratic paradigms of governance, and concludes with case studies of countries such as Jamaica, Mexico and/or other selected states.

**PREREQUISITE:** Political Studies 221 or permission of the instructor

Seminar: Three hours a week

### **363 THE COMPARATIVE POLITICS OF THE MIDDLE EAST**

This course offers a comparative study of the political cultures, political economy, governments, and political parties in selected Middle Eastern states. Particular attention is given to the historical and political origins of the contemporary state system, patterns of modernization, revolutionary change, the impact of Islamic and nationalist movements and the Palestine question.

**PREREQUISITE:** Political Studies 221 or permission of the instructor

Seminar: Three hours a week

### **371 POLITICAL TRANSITION IN CENTRAL AND EASTERN EUROPE**

This course deals primarily with political transitions in the former Communist countries of central and eastern Europe. It begins with an historical overview of the region, which has in this century witnessed authoritarian, fascist, Marxist-Leninist and democratic regimes, both indigenous and imposed. The course examines the efforts made since 1989 to transform these polities from command economies into market societies, and from single-party regimes into liberal-democratic states. It considers impediments to democracy, including the lack of minority rights, secessionist movements, religious traditionalism, and economic fragility.

**PREREQUISITE:** Political Studies 102 or permission of the instructor

Seminar: Three hours a week

### **372 THE POLITICS OF RUSSIA AND ITS BORDERLANDS**

This course examines regime changes and ideological shifts in Russia and other states that have emerged following the breakup of the Soviet Union. It focuses on theoretical questions regarding the nature of the post-Communist state and its relationship to the economy and civil society. It studies the political cultures and institutions within the multi-ethnic Russian Federation as well as successor states in the Caucasus and central Asia, including Armenia, Azerbaijan, Georgia, and Kazakhstan. It also examines secessionist movements in Chechnya, Dagestan, and elsewhere in the post-Soviet states.

Seminar: Three hours a week

### **414 PUBLIC POLICY IN SMALL ISLAND JURISDICTIONS**

This course examines the determinants or causes of public policy in small island jurisdictions, with particular emphasis on the impact of "islandness" and size on the patterns, goals, instruments, and consequences of public policy. Students familiarize themselves with various models for understanding the causes of public policy and with selected frameworks for comparing policy across jurisdictions. These models and frameworks are applied to selected island jurisdictions in seminar discussions and research papers.

**PREREQUISITE:** Fourth-year standing or permission of the instructor.

Seminar: Three hours a week

### **422 ETHNIC NATIONALISM IN COMPARATIVE PERSPECTIVE**

This course examines the global dimensions of ethnic nationalism and the "clash of civilizations" both in the developing and advanced industrial states. Following an examination of the theoretical literature on ethnicity and politics, specific case studies focus on multi-ethnic countries such as Bosnia-Herzegovina, Cyprus, Ireland, Fiji, Mauritius and Trinidad/Tobago. Particular attention is paid to historical developments in these countries and to the institutional mechanisms and governmental strategies that have evolved to cope, often unsuccessfully, with ethnic divisions.

**PREREQUISITE:** Political Studies 221 or permission of the instructor

Seminar: Three hours a week

### **441 COMPARATIVE EUROPEAN POLITICS I**

This course is a comparative study of the political cultures, governmental institutions and electoral politics of European democracies. Although principal attention is given to Britain, France, Germany and Italy, the course also examines such topics as the politics of the welfare state in the Nordic countries, linguistic and confessional cleavages in Belgium and the Netherlands, the restoration of democratic governments in the Mediterranean states and the transition from Communism to liberal democracy in Central and Eastern Europe.

Seminar: Three hours a week

### **442 COMPARATIVE EUROPEAN POLITICS II**

In contrast to the case study approach this advanced course focuses on the thematic comparative analysis of European democracies. Among the themes considered are the role of the state, executive-legislative relations, ideologies, political parties and pressure groups and problems of ethnic minorities.

**PREREQUISITE:** Political Studies 441 or permission of the instructor

Seminar: Three hours a week

### **445 POLITICAL ECONOMY OF EAST AND SOUTHEAST ASIA**

Students are introduced to selected theoretical perspectives on international political economy and apply them to region building in East and Southeast Asia using relevant case studies. The emergence of the region as a force in international economic and political arenas is examined by focusing on the development of the Association of Southeast Asian Nations, Asian Development Bank, and the Asia Pacific Roundtable. The region's relationship with other groupings such as the Asia-Pacific Economic Cooperation Forum and the European Union also is considered.

**PREREQUISITE:** None

Seminar: Three hours a week

**INTERNATIONAL POLITICS****231 WAR AND PEACE**

What are the roots of war and what are the prospects for its end? Arms races, the balance of power, liberation wars, and nuclear proliferation are among the topics considered. Case studies include the World Wars, the Arab-Israeli wars, the Falklands war, and the two Persian Gulf wars. Finally, students explore prospects for world peace in the light of the end of the Cold War. In addition to lectures, there will be open class discussions and video presentations.

Lecture: Three hours a week

**391 COMPARATIVE FOREIGN POLICY**

This course emphasizes comparative analysis of foreign-policy formulation in both developed and developing countries. Seminars focus on major powers, selected middle powers and small states. The use of case studies illuminates major theoretical concerns in foreign-policy analysis.

PREREQUISITE: Political Studies 282 or permission of the instructor

Seminar: Three hours a week

**392 INTERNATIONAL POLITICAL ECONOMY**

The objective of the course is to provide students with an understanding of international political economy as a critical and analytical approach to the problems of world politics. Seminars focus on the politics of money, the debt crisis, international trade, energy and resource management, technology transfers and international investment. Although many of these issues are particularly significant in the content of North-South relations, the course also examines economic relations among advanced industrialized states including the emerging market economies in the former Communist world. The course explores the evolution of the contemporary international economy, and probes the impact of global economic institutions and regulations on the foreign policies of states.

PREREQUISITE: Political Studies 282 or permission of the instructor

Seminar: Three hours a week

**393 INTERNATIONAL THEORY**

This course examines the principal theoretical debates in the literature of international relations theory in the post-war period. Students first concentrate on the impact of realism in international theory and move on to explore those currents of theory which have challenged realist analysis. Particular attention is given to systems theories, economic explanations of international relations, decision-making theory, game theory, and theories of regional integration.

PREREQUISITE: Political Studies 282

Seminar: Three hours a week

**436 EUROPEAN INTELLECTUAL HISTORY SINCE 1789**

See History 485

**461 SEMINAR IN THE HISTORY OF CANADIAN EXTERNAL RELATIONS**

See History 431

PREREQUISITE: Political Studies 282

Majors wishing to credit this course toward the international politics field requirement must secure the permission of the Political Studies department.

**471 INTERNATIONAL ORGANIZATIONS**

This seminar analyzes the role of both inter-governmental and

non-governmental organizations in the international system. Students examine theoretical approaches to international organization as well as the structures and functions of particular global and regional bodies. The focus of the course is the United Nations system and particularly the challenges facing the U.N. in a post-Cold War world.

PREREQUISITE: Political Studies 282 or permission of the instructor

Seminar: Three hours a week

**472 INTERNATIONAL LAW**

This course examines the sources of international law, the changing nature of international legal principles, and the development of the institutional apparatus for the application of international law. Throughout the course, students weigh the effectiveness of international law as a reflection of the values of a developing international community and as a contribution to world order.

PREREQUISITE: Political Studies 282 or permission of the instructor

Seminar: Three hours a week

**475 INTERNATIONAL HUMAN RIGHTS**

This course examines the language and legal instruments of human rights, the international human rights agenda since 1945, and the arguments for and against states incorporating a human rights component into their external relations. Particular attention is paid to key issues, such as genocide, women, and transnational corporations, along with how states seek to punish governments that violate the rights of their citizenry.

PREREQUISITE: Political Studies 282 and 393

Seminar: Three hours a week

**481 SMALL STATES AND MICRO-STATES IN THE INTERNATIONAL SYSTEM**

This course examines the ongoing proliferation of small states and micro-states in the international system. It gives particular attention to problems of legitimacy and status, and to the constraints of small size in undertaking effective diplomacy, ensuring security and achieving some measure of economic autonomy.

PREREQUISITE: Political Studies 282 or permission of the instructor

Seminar: Three hours a week

**482 THE POLITICS OF EUROPEAN INTEGRATION**

Seminars focus on the principal theoretical schools of integration literature and their relevance to various strategies for advanced co-operation in Europe. Among the topics considered are problems of policy making and institutional development in the European Union, the terms of the Single Europe Act, and the debate over enlargement, the scale and depth of integration in an expanding continental community.

PREREQUISITE: Political Studies 282 or permission of the instructor

Seminar: Three hours a week

**POLITICAL THEORY****331 20th CENTURY POLITICAL THOUGHT**

This seminar provides an overview of the major trends in 20th century political thought. Special focus is placed on the political implications of various critiques of modern rationality. The writings of conservatives such as Leo Strauss and Eric Voegelin are contrasted against the more radical critiques of modernity offered by prominent Continental Thinkers such as Theodor Adorno and Max Horkheimer.



**PREREQUISITE:** Political Studies 253 or permission of the instructor

Seminar: Three hours a week

### 332 POSTMODERNISM AND CONTEMPORARY POLITICAL THOUGHT

This seminar asks the question: What does it mean to act and think “after modernity?” The question is addressed through readings of those contemporary social and political theorists who were among the first to announce the death of the modern order and to articulate the contours of a new “postmodern” order. Issues to be investigated include the disintegration of the human subject, the retribalizing of the human community, and the impact of the communications revolution on political processes.

**PREREQUISITE:** Political Studies 253 or permission of the instructor

Seminar: Three hours a week

### 335 UTOPIA

This course explores utopian thought and its relation to Western society. The history of utopian literature and imagery is examined through a reading of the genre’s leading proponents, including Plato, More, Bacon, Swift, Butler, Orwell, and Huxley. Questions pertaining to the political context of utopian literature, evolving historical trends in utopian thought, and the relationship between the utopian impulse and the human condition are entertained as well.

**PREREQUISITE:** None

Seminar: Three hours a week

### 431 POLITICAL THINKERS

This seminar explores in depth the work of one or more political thinkers including theorists whose contribution to the discipline requires extensive treatment, as well as those significant thinkers often neglected in standard survey courses in political theory: Plato, Hegel, Rousseau, Kant, Nietzsche, Arendt, Voegelin, Strauss, Habermas, and Foucault are among those who may be considered.

**PREREQUISITE:** Political Studies 253 or permission of the instructor

Seminar: Three hours a week

### 432 POLITICS AND THE MASS MEDIA

Students review the theory and practice of modern communication primarily as it affects Canadian politics. Principal themes examined include theories of mass communication, ideology and the media, media ownership, the political economy of the media, public regulation, and the political impact of the media. The writings of major communications thinkers such as Innis, McLuhan, and Chomsky are considered.

**PREREQUISITE:** None

Seminar: Three hours a week

### 433 POLITICS AND THE ENVIRONMENT

This seminar examines the cluster of issues that surround the pairing of politics with the environment. It begins with an overview of environmentalism as an emerging ideology of the late 20th century. Included in this overview is an examination of contending claims regarding the extent of humanity’s threat to the environment, and a review of varying solutions to that perceived threat. The seminar concludes with a critical look at environmental issues as a political phenomenon, and assesses the prospects for continued political action in support of the environment into the future.

**PREREQUISITE:** Political Studies 253 or permission of the instructor

Seminar: Three hours a week

### 491-492 DIRECTED STUDIES

This is a research or reading program available principally to Political Studies majors. The student undertakes advanced work in an area such as Canadian Politics, Political Theory, Comparative Politics, and International Politics and is supervised by a member of the Department in either semester. (See Academic Regulation 9 for Regulations Governing Directed Studies).

## Psychology

[www.upei.ca/psychology/](http://www.upei.ca/psychology/)

### Psychology Faculty

Thomy Nilsson, Professor Emeritus  
Fiona Papps, Assistant Professor, Chair  
Annabel J. Cohen, Professor  
Philip B. Smith, Professor  
Scott Greer, Associate Professor  
Terrance Q. Percival, Associate Professor  
Catherine L. Ryan, Associate Professor  
Michael Arfken, Assistant Professor  
Jason Doiron, Assistant Professor  
Michael Lantz, Assistant Professor  
Colleen MacQuarrie, Assistant Professor  
Stacey Nairn, Assistant Professor  
Eric Richards, Assistant Professor  
Vickie A. Johnston, Lecturer

## REQUIREMENTS FOR A MAJOR IN PSYCHOLOGY

Student may declare a major in Psychology at any time. Majors are expected to take four required courses, Psychology 101-102, Psychology 271 (or equivalent Statistics course), and Psychology 272, in their first two years. A formal review of each student’s performance is conducted upon completion of the four core courses. Continuation of the program will be based upon a 70% average with no mark below 60% in the four core courses.

### BACHELOR OF ARTS

Students pursuing a Bachelor of Arts degree with a major in Psychology must take at least fourteen semester courses (42 semester hours - see Note #7). In selecting these 14 courses, students must satisfy the following course selection criteria:

1. Majors are required to take:

Psychology 101	Introduction to Psychology—Part I
Psychology 102	Introduction to Psychology—Part II
Psychology 271	Statistics for the Behavioral Sciences I
Psychology 272	Introduction to Psychological Research

2. Majors are required to take at least one (1) course in six (6) of the seven areas listed below.

3. Majors must take at least two (2) courses selected at the 300-level or above.

4. Majors must take at least one (1) course selected at the 400-level (See note #6).

### NOTE 1:

Completion of Psychology 271-272 satisfies the Research Methods and Statistics area requirement. (see Note #6)

**NOTE 2:**

Criteria (3) and (4) may be met in the process of satisfying criterion (2). That is, a course may satisfy both an area and a level requirement.

**NOTE 3:**

Other courses may satisfy an area requirement at the discretion of the Chair (e.g. Directed Studies courses).

**NOTE 4:**

Other electives may be drawn from all other courses in Psychology including Directed Studies Courses (Psychology 431-432), cross-listed courses offered by other Departments, and summer session courses in Psychology.

**NOTE 5:**

As of **September 2007**, students intending to become Psychology majors are expected to take Psychology 278 and 279 rather than 271 and 272. Students who completed 271 or an equivalent statistics course and 272 before September 2007 will substitute those courses for 278 and 279. Students who completed 271 or an equivalent statistics course but not 272 before September 2007 may take the final offering of 272 in the 2007-2008 academic year. Subsequently, students with credit for 271 or an equivalent statistics course who want to become majors will either forfeit their credit for 271 and take 278 and 279 or retain their credit for 271 and earn a transfer credit from another university for a course equivalent to 272. Students proceeding with credit for a non-Psychology statistics course equivalent to 271 will take a different Psychology course to meet the minimum requirement for fourteen semester courses in Psychology.

**NOTE 6:**

Special Topics courses in Psychology do not satisfy criterion #4 unless permission of the Chair has been granted. Psychology 480 and 490 do not satisfy criterion #4.

**NOTE 7:**

Psychology 480 and 490 are Honours Thesis courses and do not satisfy this requirement.

**Behavioral Neuroscience**

- 212 Drugs and Behaviour
- 311 Physiological Psychology
- 312 Brain and Behaviour
- 313 Introduction to Neuropsychology
- 321 Learning and Motivation: Basic Processes
- 403 Issues in Developmental Psychopharmacology

**Clinical and Applied**

- 352 Abnormal Psychology
- 353 Childhood Psychological Disorders
- 362 Ergonomics
- 393 Health Psychology
- 453 Human Services: Integrating Theory and Practice
- 461 Psychological Assessment
- 462 (formerly 452) Psychotherapy

**Critical and Historical Perspectives**

- 301 "Psychology" from the Ancient to the Modern World
- 302 The Emergence of Modern Psychology
- 333 Ecopsychology
- 391 Psychology of Women
- 392 Men's Experience
- 435 Gender and Sexuality
- 436 Media, Sex, and Power

**463 Critical Issues for Contemporary Psychology****Developmental**

- 201 Developmental Psychology—General
- 303 Psychology of Aging
- 305 Adolescent Development and Adjustment
- 308 Child Development
- 309 Adult Development

**Humanistic, Personality and Social**

- 222 Psychology of Personal Experience
- 242 Introduction to Social Psychology
- 291 Contemporary Psychoanalytic Thought
- 331 Creativity
- 351 Theories of Personality
- 441 Holistic Psychology - Part I
- 442 Holistic Psychology - Part II

**Perception and Cognition**

- 211 Sensation and Perception
- 361 Vision
- 381 Human Learning and Memory
- 382 Cognitive Psychology
- 383 Psycholinguistics
- 412 Music Cognition

**Research Methods and Statistics**

- 271 Statistics for the Behavioral Sciences I
- 272 Introduction to Psychological Research
- 322 Advanced Research Methods in Social Psychology
- 371 Advanced Statistics
- 373 Developmental Research Methods
- 374 Qualitative Research Methods

**BACHELOR OF SCIENCE**

Students pursuing a Bachelor of Science degree with a major in Psychology will complete the Psychology course requirements as described above for the Bachelor of Arts degree. Students seeking a BSc will also be required to complete a minimum of eight semester courses (24 semester hours) of course work in the Faculty of Science. Credit in each of the following courses is required:

1. Biology 111 and 112
2. Mathematics 112, **OR** Mathematics 151 and 152
3. Chemistry 111 and 112 **OR** Physics 111 and 122 (or 112)
4. Information Technology 111
5. Two courses which have laboratory components at the 200-level or above in one of Biology, Chemistry, Physics, or Foods and Nutrition. Both courses must be in the same discipline area.

**PREREQUISITES**

The Psychology Department strongly recommends that English 101 be completed before taking 300 and 400 level Psychology courses. Psychology 101 and 102 are prerequisites for all other courses offered by the Department. Psychology 271 or equivalent and 272 are prerequisites for all 300-400 level courses in Psychology except where extra-departmental requirements are accepted (e.g. Psychology 362). Under exceptional circumstances, Third and Fourth Year students

not majoring in Psychology may apply to the course instructor for a waiver of these prerequisites to 300-400 level courses. Prospective majors are expected to take Psychology 271 and 272 during their second year since these courses are required for entrance into the majors program. Courses not specifically listed as “Both semesters” are generally offered during only one semester of each year. Check the timetable to be certain.

## FACULTY ADVISOR

Each Psychology major will be assigned a professor to serve as his/her Faculty Advisor. Your Advisor can help make you familiar with the Psychology program and offer assistance in course selection and career planning. Your Advisor will also be a person who will become familiar with you and your interests on an ongoing basis. It is recommended that you consult regularly with your Faculty Advisor to develop a course of study that will best prepare you for your future career plans.

## RELATED COURSES OF STUDY

The Psychology Department also encourages its majors to take a wide variety of electives in the Sciences, Social Sciences and Humanities, in recognition of the value of a general education. Specific areas of study recommended because they both broaden the student's basis of knowledge and relate particularly well to the discipline of Psychology include Sociology & Anthropology (because Psychology is a social science), Biology (because Psychology is also a biological science), and Philosophy (because the roots of the discipline are in philosophy and because contemporary psychological issues continue to reflect philosophical issues). Specific electives are, of course, a matter of the student's choice but we encourage serious consideration of the above mentioned suggestions. Those who wish further guidance should consult with their Faculty Advisor.

## REQUIREMENTS FOR HONOURS IN PSYCHOLOGY

### COURSE REQUIREMENTS

Eighteen (18) semester courses (54 semester hours) in Psychology which must include Psychology 101-102, Psychology 271-272, Psychology 480 (Honours Literature Review) and Psychology 490 (Honours Thesis). Students pursuing a Bachelor of Arts degree with Honours in Psychology must complete all of the requirements for a BA with a major in Psychology. Students pursuing a Bachelor of Science degree with Honours in Psychology must complete all of the requirements for a BSc with a major in Psychology. To graduate with an Honours degree requires a total of 42 semester courses (126 semester hours).

### THE HONOURS THESIS

The Honours Thesis will consist of a paper written in the format specified by the Canadian Psychological Association. The thesis will most typically report a small research project, but other alternatives include: (a) a review paper that includes an original theoretical overview of the topic, or (b) a critique of the theory, research, or practice of psychology. The thesis is evaluated by a committee of at least three faculty members including the student's supervisor. There is an oral defence of the thesis. The deadlines for Honours applications are August 15, December 1, and May 1 annually.

### ADMISSION REQUIREMENTS

1. A student must be a Psychology major.

2. A student must have an overall average of at least 70% in all prior courses. To remain in the program, a student must maintain an overall average of 70% in all courses and an average of 75% in Psychology courses.

3. A student must formally apply to the Department of Psychology for admission. The first step is to contact the Honours Co-ordinator or another member of the Psychology faculty who will advise the student of the steps in the application process. This initial contact will normally occur during the first half of the Third Year. Students will be required to fill out an application form, and to provide an updated transcript.

Students will be expected to have selected an area of study, and to provide a preliminary proposal for an Honours Thesis before proceeding with the formal application process. Admission to the program will be competitive, and because the demand for the program will likely exceed the resources, not all applicants who meet the formal requirements will be accepted. The completed Honours application should be submitted to the prospective Honours Thesis supervisor, who will then submit it to the Department for review.

## OTHER INFORMATION ABOUT THE HONOURS PROGRAM

Because of the extra course requirements and the extra time consumed by the process of producing an Honours Thesis, early planning is important. Students may be required to pay part or all of the expenses to produce the Honours Thesis. The Department of Psychology intends to provide some financial support for students, but the amount will depend on (a) the funding the Department receives, and (b) the number of students in the program.

## PSYCHOLOGY COURSES

### 100S INTRODUCTORY PSYCHOLOGY

A general introductory survey of theory and research on basic psychological processes (research methodology in psychology, biological basis of behaviour, sensation and perception, learning and motivation, memory and cognition) and the application of these processes to the individual in a social context, including developmental psychology, personality theory and testing, emotion, personal adjustment and problems in living, therapies, and social psychology.

Six semester-hours

**NOTE:** This course is equivalent to 101-102 offered during the regular academic year.

### 101 INTRODUCTION TO PSYCHOLOGY: Part I

A general introductory survey of theory and research on basic psychological processes: research methodology in psychology, biological basis of behaviour, sensation and perception, learning and motivation, memory and cognition.

Three hours a week

### 102 INTRODUCTION TO PSYCHOLOGY: Part II

An introduction to psychological theory in the form of application of the basic processes (Psychology 101) to the individual in a social context. Areas include developmental psychology, personality theory and testing, emotion, personal adjustment and problems in living, therapies, and social psychology.

**PREREQUISITE:** Psychology 101

Three hours a week

**201 DEVELOPMENTAL PSYCHOLOGY**

(offered in both semesters)

This survey course examines human development across the life span through physical, cognitive, and socio-emotional domains. The course includes discussions surrounding applications of developmental theory in various contexts, including public policy, education, counselling, and health domains. Lectures, in-class assignments, and research papers are designed to encourage students to evaluate developmental change critically and to apply their knowledge to their communities.

PREREQUISITE: Psychology 101-102

Three hours a week

**NOTE:** Credit **will not** be allowed for Psychology 201 if a student has already received credit for Family Science 341.

**211 SENSATION AND PERCEPTION**

This course explains how we become aware of the world around us through the senses of vision, audition, touch, taste, and smell. Starting with various physical events, it proceeds to the conversion of these events into neural impulses, which carry information to the brain. It examines how that information is organized by our neural system to produce various sensory attributes such as objects/colour, sound/speech, texture/pain, flavour, and odor. Principles and theories of how the basic attributes are combined to produce the conscious experiences in our mind are addressed.

PREREQUISITE: Psychology 101-102

Three hours a week

**212 DRUGS AND BEHAVIOUR**

This introduction to psychopharmacology examines drugs which act on the nervous system and their subsequent impact on behaviour. Topics include basic neurophysiology and mechanisms of drug addiction, tolerance and withdrawal. Discussion focuses on the effects and underlying mechanisms of several drug types including antidepressants, antipsychotics, alcohol, cocaine, hallucinogens, nicotine, and caffeine.

PREREQUISITE: Psychology 101-102

Three hours a week

**222 PSYCHOLOGY OF PERSONAL EXPERIENCE**

(offered in both semesters)

This course introduces students to the basic concepts and ideas in Humanistic and Existential psychologies, and involves applying and integrating psychological theory to personal experience. Students learn about theorists such as Jung, Rogers, Maslow, May, and Frankl, and the ways in which meaning, purpose, choice, and consciousness are fundamental to existence. The development of humanistic psychology from phenomenological and existential approaches is considered, and the differences from experimental psychologies are discussed. As ways of comprehending our lives, themes of personal ('self') and interpersonal ('self-in-relation') experience will be explored within a larger sociocultural context. Topics may include: being/becoming, intentionality, authenticity, values, growth, agency, identity, anxiety, and transcendent experience. Since this course focuses on finding ways for students to apply psychological insights to their every day lives, experiential learning, personal reflection and class discussion will be emphasized. Active class participation is therefore essential for this course, and may involve journals, small group work, written responses to the readings, or other opportunities for personal reflection, both inside and outside of class.

PREREQUISITE: Psychology 101-102

Three hours a week

**242 INTRODUCTION TO SOCIAL PSYCHOLOGY**

(offered in both semesters)

This course focuses on the ways in which an individual's thoughts, feelings, and actions are influenced by the social environment. It provides an introduction to major theories, principles, methods and findings of the discipline. Topics include social perception and cognition, attitudes and attitude change, gender, attraction, aggression, helping, conformity, obedience, group interaction, and cultural influences. Through a variety of assignments students are encouraged to attend to the operation of social psychological principles in daily living. The course includes both lectures and participation in group experiences.

Cross-listed with Sociology (cf. Sociology 282)

PREREQUISITE: Psychology 101-102 and/or Sociology 101-102

Three hours a week

**251 THINKING CRITICALLY ABOUT PSYCHOLOGICAL RESEARCH**

Designed for non-Psychology majors, this course develops their abilities as consumers of psychological research. Students apply critical thinking strategies within the context of psychological research, developing skills to evaluate claims made about psychological phenomena in the popular media and professional literature. Concepts explored include correlation and causation, falsifiability, operational definitions, experimental control, evaluating testimonials, placebo effects, probability, and multiple causation.

PREREQUISITES: Psychology 101-102. This course is not open to students who already have earned credit for Psychology 271 or 272, or who are currently enrolled in Psychology 271 or 272.

**NOTE:** This course cannot be counted as one of the 14 courses required to earn a major in Psychology.

**262 PSYCHOLOGY OF RELIGION**

See Religious Studies 262

PREREQUISITE: Psychology 101-102

**271 STATISTICS FOR THE BEHAVIOURAL SCIENCES I**

(offered first semester)

This course is an introduction to applied statistics as used by behavioural scientists in measurement, data analysis, and design of experiments. This course stresses both an understanding of the rationale governing the selection of appropriate designs or techniques as well as practical experience in calculation. Topics include: scaling, measures of central tendency and variability, probability, statistical inference and hypothesis testing, means tests (z and t), correlational techniques, chi-square and other non-parametric techniques, and analysis of variance.

PREREQUISITE: Psychology 101-102 and enrolment in the School of Nursing, or permission of instructor

Three hours a week

**NOTE:** Credit **will not** be allowed for Psychology 271 if a student has received credit for any of the following courses: Mathematics 221, Mathematics 231, Education 481, Psychology 278, Psychology 279 and Sociology 332.

**272 INTRODUCTION TO PSYCHOLOGICAL RESEARCH**

This course introduces basic professional skills needed to understand the results of psychological research and to pursue such research. It presents various ways, including experiments, of doing research in psychology, and provides opportunities to try out various methods in laboratory and field projects.



This preparatory course for advanced psychology examines limitations of methods and ethical issues in research.

**PREREQUISITE:** Psychology 101-102, and enrolment in the School of Nursing, or permission of the instructor

Three hours a week class, two hours a week laboratory

**NOTE:** Offered for the final time Spring 2008. Credit will not be allowed for Psychology 272 if a student has received credit for Psychology 278.

### **278 STATISTICS AND RESEARCH DESIGN I** (offered in first semester)

The first in a two-part series, this course considers paradigms of knowledge and research, introducing students to skills in interpreting and applying descriptive statistics and in basic quantitative and qualitative research design. Students learn how to find and evaluate reports of psychological research. Statistical concepts and applications addressed include frequency tables, graphs, measures of central tendency and variability, z scores, correlation, and probability. Students explore research methods of interviews, observation, and questionnaires. Ethical issues in research are introduced. Laboratory and field projects introduce students to SPSS and to research methodologies.

**PREREQUISITE:** Psychology 101-102

Three hours a week class; one hour a week laboratory

**NOTE:** Credit **will not** be allowed for Psychology 278 if a student has received credit for any of the following courses: Psychology 271, Psychology 272, Mathematics 221, Mathematics 231, Education 481, and Sociology 332.

### **279 STATISTICS AND RESEARCH DESIGN II** (offered second semester)

Building on Psychology 278, this course further explores paradigms of knowledge and research, introducing students to skills in interpreting and applying inferential statistics and in research design. Students learn about framing research questions and developing hypotheses. Statistical concepts and applications include significance, confidence intervals, regression, t tests, analysis of variance, and chi square. Students consider research methods in quasi-experimental and experimental design. Approaches to collecting and analyzing data from qualitative designs are investigated. Students develop skills in written and oral presentation of research, and ethical issues are further explored. Laboratory and field projects further apply SPSS and various research methodologies.

**PREREQUISITE:** Psychology 101-102, 278

Three hours a week class; one hour a week laboratory

**NOTE:** Credit **will not** be allowed for Psychology 279 if a student has received credit for any of the following courses: Psychology 271, Psychology 272, Mathematics 221, Mathematics 231, Education 481, and Sociology 332.

### **291 CONTEMPORARY PSYCHOANALYTIC THOUGHT**

This course is devoted to exploring the work of Sigmund Freud, with special attention paid to his theory of mind and its emphasis on the unconscious and sexuality. We also consider some of Freud's case studies, his emphasis on narrative, his controversial theory of women, and an overview of his considerable legacy in psychology, psychiatry, and Western culture, including some examples of his reception in music, film, and art.

**PREREQUISITES:** Psychology 101 and 102

### **301 "PSYCHOLOGY" FROM THE ANCIENT TO THE MODERN WORLD**

Students begin by considering the question "What is history?"

and the issues of historiography. Special attention is paid to the early Greek philosophers and the foundational ideas of Socrates, Plato, and Aristotle. The emphasis on a 'soul' by early Christian writers is examined, and various philosophies of mind from the seventeenth and eighteenth centuries are discussed. Emphasis is placed on the social and political context in the construction of knowledge, and an appreciation of this context is fostered through the reading of original texts.

**PREREQUISITE:** Psychology 101-102, 271-272, 278-279

Three hours a week

### **302 THE EMERGENCE OF MODERN PSYCHOLOGY**

This course begins with Darwin and the 'naturalization' of the mind. The focus for the course is the founding of psychology as a separate discipline, and how earlier developments in philosophy and experimental science led to the emergence of the field. The origins of psychology in North America are contrasted with the development of German psychology, and the impact of the different social and cultural contexts is explored. Students examine twentieth century psychology, including the social and historical construction of 'normal' and 'abnormal,' the role of psychological testing in the professionalization of psychology, and a summary of the field's major systems of thought.

**PREREQUISITE:** Psychology 101-102, 271-272, 278-279;

Psychology 301 is strongly recommended

Three hours a week

### **303 PSYCHOLOGY OF AGING**

This course is designed to examine the psychology of aging from a variety of perspectives, theories, and research themes applicable to the later part of adulthood. Situating the psychology of aging within the broader discipline of gerontological studies, this course examines historical and current conceptions of aging along with contemporary research topics ranging across the physical to the psycho-social domains of aging. Lectures, in-class assignments, and research projects are designed to engage students in a critical analysis of gerontological concepts, research directions, and practices.

**PREREQUISITE:** Psychology 101-102, 201, 271, 272, 278-279 or permission of instructor

Three hours a week

### **305 ADOLESCENT DEVELOPMENT AND ADJUSTMENT**

This course examines both the research and theoretical perspectives in areas that are integral to an understanding of the period of adolescence and of adolescents themselves. We address the following areas: puberty and psychobiology; the development of cognition and social cognition; the formation of identity, including career options, and the development of sexuality and a system of values, factors that influence the formation of identity, such as the family, the peer group, and the media, the school experience; and issues in adolescent development such as some aspects of psychopathology, juvenile justice, and the problems encountered by indigenous youth.

**PREREQUISITE:** Psychology 101-102, 271-272, 278-279

Three hours a week

### **308 CHILD DEVELOPMENT**

This course explores children's development in depth by focussing on the various domains of change from birth to adolescence. Themes of change and stability throughout childhood are examined using analytical and descriptive theories of development. Implications of developmental approaches are examined for practice and public policy domains. Lectures, in-class assignments, and research projects

are designed to encourage students to assess critically these developmental changes and to apply that understanding to other contexts.

PREREQUISITE: Psychology 201, 272, 278-279

Three hours a week.

NOTE: Students who have taken either 304 or 341 will not be eligible to enroll in 308 without the instructor's permission.

### 309 ADULT DEVELOPMENT

The purpose of this course is to better understand adult development by focussing on themes of change and stability from young adulthood through to older adulthood. Students use analytical and descriptive theories of adult development to explore how adults negotiate physical, cognitive, social, and emotional aspects of development. Lectures, in-class assignments, and research projects are designed to encourage students to evaluate critically the contemporary research in adult development and to apply their understanding of adult development to a wide array of contexts and policy environments.

PREREQUISITE: Psychology 201, 272, 278-279

Three hours a week

### 311 PHYSIOLOGICAL PSYCHOLOGY

This course focuses on the nervous system as the basis of all experience and behaviour. It examines how a biological perspective of the brain developed, how neuroanatomy defines brain function, how neurons transmit information, how body movement is controlled, and how touch, pain, sleep and arousal work.

PREREQUISITE: Psychology 101-102, 212, 271-272, 278-279 or Biology 204; or permission of instructor (Biology 112 or 102 is recommended but not essential.)

Three hours a week, two hours a week laboratory

### 312 BRAIN AND BEHAVIOUR

This course builds on Psychology 311 to explore how far human behaviour can be explained in terms of brain physiology. Topics include: the operation of basic motivational mechanisms that regulate breathing, temperature, hunger and thirst; arousal, sleep and sexual behaviour; emotion, brain pathology and mental disorder; learning and memory.

PREREQUISITE: Psychology 101-102, 271-272, 278-279, 311 or Biology 221; or permission of instructor

Three hours a week class, two hour laboratory a week

### 313 INTRODUCTION TO NEUROPSYCHOLOGY

This course explores current concepts of the function of the human forebrain as revealed through cortical damage and degenerative diseases. The course addresses basic principles of cortical organization and function and how these relate to issues of localization of function, hemispheric dominance, and sex differences in brain and behaviour. These principles are then applied to discussions of the cause and diagnosis of specific language, memory, and sensory dysfunctions resulting from developmental disorders, head trauma, and degenerative diseases.

PREREQUISITE: Psychology 101-102, 212 or 311, 271-272 or permission of instructor

Three hours a week class, one hour a week laboratory

### 321 LEARNING AND MOTIVATION: BASIC PROCESSES

This course provides a survey of learning theories presented by Thorndike, Pavlov, Hull, Skinner and others. It will concentrate on some of the controversial issues between the S-R and cognitive approaches, and explore some of the findings

relating to the fundamental principles of learning, motivation, reinforcement, incentives, effects of punishment and the problem of generalization and discrimination in learning. The applicability of some of the basic principles discovered in the animal laboratory to the everyday behaviour of people will also be examined.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week class, two hour laboratory

### 322 ADVANCED RESEARCH METHODS IN SOCIAL PSYCHOLOGY

This seminar course is designed to expand your knowledge concerning advanced research methods used in social psychology. In this course, students will think critically about experimental research methods in social psychology and acquire hands-on experience designing and conducting social psychological research in collaboration with others (specific topics will vary from year to year). In addition, students will develop their skills in orally presenting research proposals/ results and extend their skills in writing APA format research papers.

PREREQUISITES: PSY 101, 102, 271, 272, 278-279 & 242

(permission of the instructor is required, enrolment is limited).

Three hours a week

### 331 CREATIVITY

This course examines the nature of creativity as viewed from the psychoanalytic, cognitive problem solving, and humanistic existential perspectives. Topics include personality correlates of creative people, criteria and methods for judging creativity, the creative process, and the facilitation of creative potential. Small group participation is required.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week

### 333 ECOPSYCHOLOGY

This seminar-style course examines the important role of the human relationship with nature in order to better understand psychological experience and ecological issues. It explores a variety of factors that may contribute to human disconnection from nature (such as technology, consumerism, psychological views of health and of the self) and ways of developing more sustainable relationships and deepening personal connections with nature (such as direct experience in nature, environmental restoration and activism, nature-based worldviews and psychotherapies, and systems theory). Some "field work" is required.

PREREQUISITE: Psychology 101, 102, 271, 272, 278-279 or permission of the instructor. Other well-qualified students with backgrounds in subjects related to environmental studies are invited to seek permission of the instructor.

Three hours a week seminar, one hour a week laboratory

### 351 THEORIES OF PERSONALITY

The purpose of the course is to survey, compare and evaluate different approaches to the study of personality. Relevant personality theory and research will be reviewed within a broad framework including the perspectives of the psychodynamic, behaviour theory, cognitive, and humanistic approaches. The processes of personality organization and disorganization will be examined from different theoretical perspectives. The emphasis will be placed on current personality theory and its relevance to the student as a person as well as its relevance to other psychological theories.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week

**352 ABNORMAL PSYCHOLOGY**

A critical review of theories and research in psychopathology and psychotherapy. Special emphasis will be placed on a discussion of what constitutes abnormality and normality, and on the various models of deviance developed by the psychoanalytic, learning, existential-phenomenological and social-interpersonal approaches. Attention will be directed to a study of how these models are generated and the social consequences of designating an individual deviant.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week

**353 CHILDHOOD PSYCHOLOGICAL DISORDERS**

This course examines developmental, behavioural, emotional, and social disorders in childhood. Those considered include autism, mental disability, conduct disorders, childhood depression, fears and anxieties, problems in social relationships, and health-related problems. Students explore the implications of various models for understanding the definitions, origins, and treatments of disorders.

PREREQUISITE: Psychology 101-102, 201, 271-272, 278-279,

352

Three hours a week

**361 VISION**

This course explains how we see the world around us. It considers principles and theories of how visual information is processed, how this information is combined to produce conscious visual images, and the neural correlates of these experiences. Starting with the properties of light and the optics of the eye, the course proceeds to the conversion of light into neural impulses, which carry information to the brain. It examines how that information is organized to produce sensations of brightness, colour, shape and motion. In addition, the examination of more advance topics will be included (e.g., visual attention, visual object recognition, visual development, and face perception).

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor. Psychology 211 and Psychology 311 recommended.

Three hours of class

**362 ERGONOMICS**

This course in applied psychology explains how to take into account human abilities and requirements in regard to tasks, equipment, facilities, and environment with an emphasis on improving satisfaction, performance, efficiency, and safety. Included for study are examples of jobs, tools, information, and buildings. An individually-designed project provides an opportunity for students to apply ergonomic principles.

PREREQUISITE: Psychology 101-102, 271-272, 278-279, or Engineering 121 or permission of instructor

Three hours a week

**371 ADVANCED STATISTICS**

A more advanced course in applied statistics as used by behavioural scientists in designing and analyzing experiments and field studies. The major concentration of the course is analysis of variance and linear regression. In addition students are introduced to a variety of topics in multivariate statistics, including multiple regression and correlation, discriminant analysis, Hotelling's  $T^2$  and multivariate analysis of variance.

PREREQUISITE: Psychology 101-102, 271-272, 278-279.

Students majoring in areas other than psychology may enroll provided they have completed an introductory statistics course

Three hours a week, two hours a week laboratory

NOTE: Psychology 371 and Mathematics 312 may not be double

credited without the permission of the Dean and the Chair of the Department in which the second credit is being sought.

**373 DEVELOPMENTAL RESEARCH METHODS**

This advanced methods course familiarizes students with a variety of methodologies and ethical issues involved in conducting developmental research with children, adolescents, and adults. The course focuses on the special procedures, techniques, and analyses used by developmentalists to study and understand stability and change in human development. Students will conceptualize and carry out projects that have the potential to answer developmentally relevant research.

PREREQUISITE: Psychology 101-102, 201, 271, 272, 278-279, or permission of the instructor

Three hours a week classroom; two hours a week laboratory

**374 QUALITATIVE RESEARCH METHODS**

The purpose of this course is to help students gain a theoretical, practical and critical understanding of qualitative research methodology, and to teach skills for the execution of research projects based upon qualitative data. Qualitative research is research that focuses upon understanding, rather than predicting or controlling phenomena. Nine different paradigms of qualitative research methodology, their implications, and applications, are examined in this course. These paradigms are: data display, grounded theory, phenomenology, ethnography, psychobiography and historiography, psychoanalytic approaches, narrative psychology, hermeneutics and textual deconstruction, and social constructivism. Political and ethical issues are also highlighted in order to problematize and promote more critically informed inquiry.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Lecture/Tutorial: Three hours a week

**381 HUMAN LEARNING AND MEMORY**

This course provides a survey of contemporary approaches to the problem of human learning and memory. It involves an examination of theories and research relating to the structure and content of human memory, information encoding, and retrieval processes. A variety of related topics including mental imagery, mnemonics, the structure of intelligence tests, and the effects of drugs on memory may also be included.

Laboratory exercises will involve work with human subjects.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week class, two hours a week laboratory

**382 COGNITIVE PSYCHOLOGY**

This course examines recent developments in cognitive psychology with special emphasis on the study of thinking, problem solving and decision making. Its topics include theories and research in inductive and deductive reasoning, information processing approaches to thinking and problem solving, and the implications of the cognitive perspective for our understanding of intelligence, creativity and mental development. A lab will provide students with the opportunity to perform problem solving demonstrations, test representative phenomena, analyze their own data, and examine the results in terms of current theories.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week class, two hours a week laboratory

**383 PSYCHOLINGUISTICS**

This course reviews the psychology of language from the perspectives of sensation, perception, cognition, and interpersonal processes. Topics include the nature of speech production and perception, the nature of grammatical and

lexical knowledge, semantics and pragmatics, language acquisition, the social bases of human communication, and computer systems for language understanding.

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor

Three hours a week class, one hour a week laboratory

### 391 PSYCHOLOGY OF WOMEN

This course will focus on women's development throughout the life span. Topics will include: views of the nature of women, biological influences, the socialization process and its consequences at the individual, interpersonal relationship, and societal levels, as well as recent alternative views of the psychology of women.

Cross-listed with Women's Studies (cf. Women's Studies 391)

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor

Three hours a week

### 392 MEN'S EXPERIENCE

The purpose of this seminar course is to examine men's experience and development, including issues raised by contemporary feminism and the men's movement. It explores the following areas: the importance of gender, and ideas about what masculinity is; the psychological, biological and sociocultural factors that influence men's experience; and the implications of male gender roles for diverse aspects of men's lives (such as work, sports, sexuality, relationships, parenting, aggression).

Cross-listed with Women's Studies (cf. Women's Studies 392)

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor

Three hours a week

### 393 HEALTH PSYCHOLOGY

This course examines how psychological, social, and biological factors interact to influence health and illness. Students explore the systematic application of psychology to health promotion and maintenance, illness prevention and treatment, the determinants of health and illness, health care systems, and health policy.

PREREQUISITE: Psychology 101-102, 271-272, 278-279

Three hours a week

### 403 ISSUES IN DEVELOPMENTAL PSYCHOPHARMACOLOGY

(offered in alternating years)

This is an advanced course in drugs and behaviour focusing primarily on issues of developmental differences in drug action and drug effects. Because many drug effects are determined by the maturity of the brain, some time is spent on developmental aspects of neuroanatomy and neurophysiology. A large part of the course focuses on factors which determine, or contribute to, developmental deficits/effects consequent to early (pre- and perinatal) drug exposure. Within this developmental framework, current pharmacological models, and debates surrounding pharmacological-based causes and treatments of disorders, such as hyperactivity and Alzheimer's disease, are discussed.

PREREQUISITE: Psychology 101-102, 212, 271-272, 278-279 and permission of instructor

Three hours a week

### 412 MUSIC COGNITION

This course focuses on the mental processes underlying music perception, performance and composition. Following a discussion of basic hearing mechanisms, students examine

research on perception of musical elements (e.g., tone, interval, triad, harmony and rhythm) and then proceed to broader issues (e.g., musical memory, meaning, aesthetics and intelligence). Music cognition is also compared to other kinds of cognition. Students conduct experimental research.

**NOTE:** While students with musical background would be especially interested in this course, there is no need for prior formal training or knowledge of music.

Cross-listed with Music (cf. Music 412)

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor

Three hours a week class, one hour a week laboratory

### 431 DIRECTED STUDIES

These courses may take at least two different forms: (1) Directed Readings in Psychology, (2) Directed Research in Psychology. This course satisfies the required 400 level criterion in #4 of Bachelor of Arts.

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor. See **NOTE** following 432

Three hours a week

**Directed Readings** is a course of supervised readings for individual students on advanced or specialized topics. Selected topics in the student's area of interest are submitted to and discussed with a faculty member. Reading will involve critical evaluation of the literature. Students will be evaluated on the basis of either oral or written performance.

**Directed Research** provides an opportunity for students, with the help of a faculty supervisor, to design and carry out research in Psychology. Students will be expected to write up their study according to the accepted format for publication. This course is recommended for students who intend to do post-graduate work in Psychology. (See Academic Regulation 9 for Regulations Governing Directed Studies.)

### 432 SPECIAL TOPICS

Special topics in Psychology. Except in unusual circumstances and where written permission of the chair has been received, this course does not satisfy the required 400 level criterion in #4 of Bachelor of Arts.

PREREQUISITE: Psychology 101-102, 271-272, 278-279 or permission of instructor. See **NOTE** below.

Three hours a week

**Special Topics** are courses offered by individual members of the Psychology faculty, or visiting instructors, which provide advanced instruction in specialized areas of study, and supplement the general program of courses in Psychology. Examples of special topics courses which have been offered are: Thinking in Sound, Developmental Research Methods, Behaviour Modification. Any such courses to be offered in a given year will be announced prior to Fall Registration through the Registrar's Office.

PREREQUISITE: Psychology 101-102, 271-272, 278-279 and permission of instructor May be repeated when topics vary.

**NOTE:** Students planning to take either of the above courses should meet with a professor in the Psychology Department well in advance of registration to discuss the nature, design and content of the course. No one will be allowed to register for the course unless he/she has made arrangements with a professor in the Department. In accordance with present Senate regulations, no student shall take a total of more than 12 semester hours of Directed Studies courses in any one Department.



**435 GENDER AND SEXUALITY**

This course provides a critical examination of gender and sexuality. It explores the individual, interpersonal, and societal constructions of gender and sexuality within varying biological, cultural, and historical contexts; and uses psychological theory and research to analyze experiences and representations of gender and sexuality. Cross-listed with Women's Studies (cf. Women's Studies 435) **PREREQUISITE:** Psychology 101-102, 271-272, 278-279, 391 or 392, and permission of the instructor  
Three hours a week seminar

**436 MEDIA, SEX, AND POWER**

In late capitalist societies, popular media have become important vehicles for the production and circulation of shared knowledges and experiences about gender, sexualities, race and class. This process is instrumental in the construction of power relations organized around these categories. This series of seminars explores the role of the media in the social construction of these power relations, using the framework offered by critical psychology. Various forms of media are used in the exploration of the social construction of power relations: body-building magazines, film, magazine problem pages, day-time talk shows, fanzines and e-zines, teen-drama, public health campaigns, advertisements in women's and men's magazines, the internet, and pornography. **PREREQUISITES:** When this course is taken for credit towards a **Major in Psychology**, the prerequisites are: Psychology 101-102, 271-272, 278-279, 301 or 302 or 391 or 392 or permission of the instructor.

When this course is taken for credit towards a **Major in Women's Studies**, the prerequisites are: WST 101 OR WST 102, and at least TWO other Women's Studies course, at least one of which is 300 level or above, OR Permission of the Instructor.

**441 HOLISTIC PSYCHOLOGY—Part I**

This is an inquiry into a psychology of the wholeness of the person. This part of the course is an attempt to understand the personal world through a critical examination of the problems of becoming a person in our time. The approach to be taken is problem-centred with the person as a focal point. Each student is encouraged to formulate questions by which his/her inquiry will be guided. Extensive reading lists on humanistic themes will be provided. Possible topics include alienation, values, meanings, and identity. **PREREQUISITE:** Psychology 101-102, 222, 271-272, 278-279 or permission of instructor; enrolment is limited  
Three hour block

**442 HOLISTIC PSYCHOLOGY—Part II**

In this second half of the course, the emphasis will be placed on integration of various viewpoints in psychology and related disciplines. A search of perspective and insights through readings, dialogue and group discussion. Some recurrent topics will be: symbolic processes, creativity, psychology of science, the meeting of Eastern and Western psychologies. **PREREQUISITE:** Psychology 101-102, 222, 271-272, 278-279, 441 or permission of instructor; enrolment is limited  
Three hour block

**453 HUMAN SERVICES: INTEGRATING THEORY AND PRACTICE**

This course focuses on the connections between theories about human behaviour, cognition, and emotion, and the experience of clients and workers in human service settings.

Students participate in service provision at an assigned agency and independently study and write about theoretical perspectives in psychology relevant to their field placement. Discussions include ethical issues in human services. **PREREQUISITE:** Psychology 101-102, 271-272, 278-279 and permission of instructor  
One hour a week class, three to four hours field placement

**461 PSYCHOLOGICAL ASSESSMENT**

This course provides an introduction to the theory and practice of psychological assessment with an emphasis on psychometric issues. The major approaches within the process are examined within multiple contexts such as clinical, school, and forensic settings. Students also gain experience in the application of fundamental assessment-related skills such as active listening, interviewing, and test administration. **PREREQUISITE:** Psychology 101-102, 271-272, 278-279, 352, or permission of the instructor  
Three hours a week

**462 (formerly 452) PSYCHOTHERAPY**

This course provides an introduction to the theory and practice of psychological treatment of mental health problems. In addition to learning about the dominant contemporary approaches to psychotherapy, students are expected to continue to build on the fundamental skills introduced in Psychology 461 as they relate to psychotherapy. **PREREQUISITE:** Psychology 101-102, 271-272, 278-279, 352, 461 or permission of instructor  
Three hours a week

**463 CRITICAL ISSUES FOR CONTEMPORARY PSYCHOLOGY**

This course focuses on the way the major systems of psychology engage in explanation and description. Students review psychology's main theoretical systems, including psychoanalysis, behaviorism, cognitive psychology, and humanistic psychology, and then examine specific critical issues within the field. Topics may include consciousness, emotion, the self, psychotherapy, neuroscience, gender, sexuality, and postmodernism. **PREREQUISITE:** Psychology 101-102, 271-272, 278-279 Psychology 301 and 302 are recommended.  
Three hours a week

**HONOURS COURSES****480 HONOURS LITERATURE REVIEW**

Under the supervisor's direction, the student seeks out and studies reports of previous research and theoretical essays that relate to the conducting of a research project for an Honours degree in Psychology. Evaluation is based on the student's written review of the literature. **PREREQUISITE:** Acceptance into the Psychology Honours Program.  
Six semester hours of credit

**490 HONOURS THESIS**

This is a course that offers selected students the opportunity to conduct a research project and to write a thesis on that subject under the direction of a faculty supervisor. The topic of this project is established through consultation with one or more faculty members who have agreed to supervise the student in pursuing an Honours degree. The thesis is to be written in the professional format specified by the Canadian Psychological Association. The thesis is evaluated by a committee of at least three faculty members including the

student's supervisor.

**PREREQUISITE:** Psychology 480

Six semester hours of credit

## Public Administration

**Co-ordinator**

Susan G. Graham

### THE PROGRAM

The University of Prince Edward Island, through the Faculty of Arts, offers an interdisciplinary program of studies leading to a Certificate and a Diploma in Public Administration. The program is intended for working federal, provincial, and municipal public servants who wish to prepare themselves for higher administrative and management positions. Others with similar interests may apply. Every effort is made to schedule the compulsory and elective courses for the program at times convenient for those employed.

### ADMISSION:

Admission requirements to the Certificate and Diploma Programs are as for the Faculty of Arts.

### OBJECTIVES

The UPEI Public Administration program has three basic objectives:

- to develop, along with specific skills, an understanding of the interpersonal and interorganizational roles of an individual within the public service;
- to assist in the training and development of individuals for policy and administrative positions in the public service; and
- to equip individuals with knowledge and techniques for efficient and effective decision making.

### CERTIFICATE PROGRAM

The Certificate program is designed and intended for advancement to the middle management in the public service. To qualify for a Certificate, a student must complete ten (10) three semester hours courses for a total of thirty (30) semester hours. Eight (8) of the three semester hour courses are compulsory and two (2) are chosen from the list of approved electives.

#### COMPULSORY CERTIFICATE COURSES

Organizational Behaviour	Business 271
Introductory Microeconomics	Economics 101
Introductory Macroeconomics	Economics 102
Academic Writing	English 101
Professional Writing	English 381
Canadian Politics I : Government	Political Studies 201
Law Politics and the Judicial Process I	Political Studies 211
Canadian Public Administration	Political Studies 311

### DIPLOMA PROGRAM

The Diploma program is designed and intended for more advanced Public Administration education. To qualify for a Diploma, a student must complete an additional ten (10) three semester hour courses beyond the Certificate. Six (6) of the additional three semester hour courses are compulsory and four (4) are chosen from the list of approved electives. In addition, candidates for the Diploma in Public Administration

must satisfy the Co-ordinator that they have completed a public service work experience of four months, full-time, in a public administration environment.

### COMPULSORY DIPLOMA COURSES

Human Resource Management	Business 361
Communications	Business 461
Organizational Theory and Change	Business 471
Canadian Economic Problems	Economics 304
Canadian Federalism	Political Studies 302
Canadian Public Policy	Political Studies 314

### APPROVED ELECTIVES

Electives from the following list may be selected for either the Certificate or the Diploma requirement but an elective **cannot** be used for both Certificate and Diploma.

#### Certificate and Diploma Electives

Management Information Systems	Business 241
Industrial Relations	Business 372
Business Law I: Introduction	Business 401
Business Law II: Advanced	Business 402
Prince Edward Island in the 20th Century	History 489
The Canadian Experience	Canadian Studies 301 and 302
Public Finance	Economics 412
Politics and Government of Prince Edward Island	Political Studies 202
Law, Politics and the Judicial Process II	Political Studies 212
Canadian Provincial Politics: A Comparative Perspective	Political Studies 322
Public Policy in Small Island Jurisdictions	Political Studies 414

#### Any one of the following statistics courses:

Introductory Statistics I	Mathematics 221
Statistics for Behavioural Sciences I	Psychology 271
Methodology and Research I	Sociology 331
Management Science I	Business 251

The substitution of one university credit course not now in the listing of elective courses which is directly related to the present work of the applicant may be permitted with the approval of the program co-ordinator.

## Radiography

[www.upei.ca/~science/radiography.html](http://www.upei.ca/~science/radiography.html)

### Queen Elizabeth Hospital School of Radiography Faculty

Clara Morrison, R.T.R., ACR, Co-ordinator  
Colin F. Foley, M.D., F.R.C.P.(c), Medical Director  
Linda MacMillan, R.T.R., ACR, Instructor  
Theresa Callaghan, R.T.R., ACR, Instructor  
Cindy Fisher, R.T.R., Instructor

**NOTE:** For academic regulatory purposes in the Radiography program, Radiography students' Dean is the Dean of Science, and the Radiography Program Co-ordinator has the authority of a Department Chair.

### THE BACHELOR OF APPLIED SCIENCE IN RADIOGRAPHY PROGRAM

In 1997, in cooperation with the QEH School of Radiography,

the University of Prince Edward Island and the Queen Elizabeth Hospital (QEH) in Charlottetown entered an articulation agreement to enable the offering by the University of a Bachelor of Applied Science in Radiography. Students admitted to the program are subject to all of the Academic Regulations of the University, whether while taking courses offered by the University of Prince Edward Island or taking courses offered by the Queen Elizabeth Hospital. The QEH has its own regulations governing the behaviour of staff and students while on QEH premises.

## COURSE SEQUENCING

### NOTES:

1. Radiography courses must be taken in the prescribed sequence.
2. Students are required to maintain satisfactory certification in CPR, as required by the QEH, throughout their program.

### COURSE CREDIT TOTALS First Year (required courses for admission to the program)

Biology 111/112	Introduction to Organisms	6
	Introduction to Cell & Molecular Biology	
Physics 111/112	General Physics	6
or Physics 111/122	or Physics for Life Sciences	
Chemistry 111/112	General Chemistry	6
Mathematics 112	Calculus for Life Sciences (alternatively, Math 151/152)	3
Psychology 101/102	Introduction to Psychology	6
English	Preferably 101 (highly recommended)	3
<b>Total</b>		<b>30</b>

### Second Year (after admission to the program)

QEH Orientation	Compulsory	0
QEH 201/202	Anatomy & Physiology I & II	6
QEH 211/212	Radiographic Technique I & II	6
QEH 221	Patient Care I	2
QEH 231	Radiography Physics	3
QEH 241	Radiographic Imaging	3
QEH 242	Digital Imaging	2
QEH 272	Image Quality	3
QEH 282	Apparatus	3
IT 111	Introduction to Microcomputers	3
Mathematics 221	Introductory Statistics I	3
<b>Total</b>		<b>34</b>

### Third Year

QEH 321	Radiographic Technique III	3
QEH 331	Pathology I	3
QEH 353	Specialized Imaging	2
QEH 364	Quality Management	3
QEH 391	Clinical Radiography I	3
Group II Elective	Philosophy 101, or 102 or any course above the first year level in the Faculty of Arts	3
4 Free Electives		12
<b>Total</b>		<b>29</b>

### Fourth Year

English Elective (101 if not taken yet)		3
Family Science 261	Communications	3
Nursing 303	Issues in Nursing & Health Care	3
Family Science 331	Introduction to Research Methods	3
Group I Elective	Any Psychology course above first year level	3
QEH 402	Sectional Anatomy	2

QEH 412	Patient Care II	2
QEH 422	Radiation Protection	2
QEH 432	Pathology II	3
QEH 492	Clinical Radiography II	3
<b>Total</b>		<b>27</b>

1. In order for students to progress to the next year of the program, the student must obtain a weighted average of 60% or higher over all courses taken in the previous academic year.

2. In order for any student to advance to the next semester of the program, the student must obtain a grade of at least 50% in each course taken in the previous semester. A passing grade will only be given when each component of multi-component courses, as identified by the instructors, has been completed successfully.

3. Attendance in all activities related to clinical/laboratory components of Radiography courses is mandatory. A student who is absent repeatedly from clinical/laboratory sessions may be required by the Dean to withdraw from a course. The Program Co-ordinator may prohibit a student from attending a clinical session if there is reasonable evidence that the student's physical or psychological health may be detrimental to patients or patient care.

4. Once admitted to the program, students must complete all of the required Radiography (QEH) courses in the following two academic years. Any exceptions are by special permission of the Dean. No Radiography (QEH) credit more than five years old will be accepted towards the degree of Bachelor of Applied Science in Radiography.

5. Because Radiography has a strong clinically-based component, radiographic course work does not necessarily fit within the formal academic calendar. Certain second semester Radiography courses may continue until the summer months, with completion as late as August. Students are encouraged to consult with the School of Radiography.

## RADIOGRAPHY POST-DIPLOMA DEGREE PROGRAM

### ADMISSION REQUIREMENTS

The admission requirements are a minimum of three years full-time, consecutive, equivalent work experience with a diploma in radiography from an accredited institution. Completing an additional 60 semester hours (20 courses) at UPEI will fulfill the degree requirements.

Students who have courses equivalent to any of the prescribed courses will be required to substitute other courses in place of these. In such cases, students must consult with the Dean of Science who will make the appropriate decisions.

### COURSE SEQUENCING

#### Year 1

Business 101	Introduction to Business	3
English 101	Academic Writing	3
English elective	English 381 is recommended	3
Information Technology 111		
	Introduction to Microcomputers	3
Math 112 or Math 151/152		
	Calculus	3 or 6
Psychology 101	Introduction to Psychology: Part I	3
Psychology 102	Introduction to Psychology: Part II	3
QEH 331	Pathology I	3

QEH 363	Advanced Imaging	3
QEH 364	Quality Management	3
<b>Sub Total</b>		<b>30 or 33</b>
<b>Year 2</b>		
Business 271	Organizational Behaviour	3
Family Science 261	Communications	3
Family Science 331	Introduction to Research Methods	3
Math 221	Introductory Statistics I	3
Nursing 303	Issues in Nursing and Health Care	3
Group I Elective	Any Psychology course at the 200 level or above	3
Group II Elective	Philosophy 101, or 102 or any course at the 200 level or above	3
Three Free Electives (if Math 112 is chosen; two electives if Math 151/152 are chosen)		6 or 9
<b>Sub Total</b>		<b>27 or 30</b>
<b>Total</b>		<b>60</b>

## RADIOGRAPHY COURSES

### NOTES:

1. Radiography courses **must be taken** in the program sequence.

2. No Radiography course may be taken unless the student has first completed the **Program Orientation**, offered by the QEH after admission and prior to the beginning of the program.

### 201/202 ANATOMY AND PHYSIOLOGY I & II

These courses provide students with a comprehensive review of skeletal anatomy, and with a review of the organ systems involved with the regulation, control and the continuity of the human organism.

LECTURES/DEMONSTRATIONS: 3 hours

Three hours of credit

### 211/212 RADIOGRAPHIC TECHNIQUE I & II

These courses provide students with the theory and practical skills necessary to produce diagnostic radiographs of all body parts with and without contrast media. Students learn to operate radiographic equipment, position patients, set technical factors, prepare and administer and/or assist with administration of contrast media, deliver radiation within the diagnostic range as prescribed by physicians, and use radiation protective devices.

LECTURES/LABORATORIES: 4 hours, plus approximately 6 hours a week of "hands on" clinical experience.

Three hours of credit

### 221 PATIENT CARE I

This course places emphasis on the technical and interpersonal skills needed in meeting the physical and emotional needs of patients. Students learn techniques of therapeutic communication; clinical, legal and ethical responsibilities; infection control, and medical assistance in certain areas.

LECTURES/LABORATORIES: 2 hours

Two hours of credit

### 231 RADIOGRAPHIC PHYSICS

This course begins with fundamental physics principles such as the atom, properties of photons, electricity, magnetism, and

electromagnetism and discuss how they apply to radiography. The circuitry and equipment required to produce radiation is covered. It concludes with knowledge of the x-ray tube, its safe use and how radiation is actually produced.

LECTURES/LABORATORIES: 4 hours

Three hours of credit

### 241 RADIOGRAPHIC IMAGING

This course provides students with knowledge of the theory and practice behind the production of a diagnostic radiographic image and the materials used to preserve the image. Topics include fundamentals of the photographic process, recording material, film, cassettes, processing solutions, processing equipment, image quality, artefacts, and quality control pertaining to processing and sensitometry.

LECTURES/LABORATORIES: 3 hours

Three hours of credit

### 242 DIGITAL IMAGING

This course introduces students to the principles of digital image acquisition and processing with its applications in radiography. Topics include a comparison of film based radiography to digital radiography, structure of a digital image, digital image quality and a comparison of storage and flat panel digital radiography.

LECTURES/LABORATORIES: 2 hours

Two hours of credit

### 272 IMAGE QUALITY

This course provides students with background in the operation of the x-ray tube and with in-depth knowledge of the factors that determine a good quality image.

LECTURES/LABORATORIES: 3 hours

Three hours of credit

### 282 APPARATUS

This course builds on information acquired in Radiographic Physics, QEH 231, and provides an in-depth knowledge of filtration, beam restriction, automatic exposure controls, and accessory X-ray equipment. An overview of grids and mobiles is provided. Emphasis is placed on the study of fluoroscopy.

LECTURES/LABORATORIES: 4 hours

Three hours of credit

### 321 RADIOGRAPHIC TECHNIQUE III

This course is a continuation of Radiographic Technique II, QEH 212, and focuses on the clinical aspects of body systems. Emphasis is placed on invasive, therapeutic, and specialized contrast procedures performed in an imaging department.

The course also familiarizes students with procedure protocols, and contrast media preparation with indications and contraindications.

LECTURES/LABORATORIES: 3 hours

Three hours of credit

### 331 PATHOLOGY I

This course examines the terminology used in the study of disease. Emphasis is placed on means of recognizing signs and symptoms of specific diseases in which radiography offers a major contribution in reaching a diagnosis. The radiographic appearance of these diseases and the effect played in diagnosis by the correct selection of technical factors are considered.

LECTURES/DEMONSTRATIONS: 3 hours

Three hours of credit

### 353 SPECIALIZED IMAGING

This course provides students with the theoretical background



and fundamental principles of operation for several advanced digital modalities, including computed tomography, digital fluoroscopy, digital subtraction, and bone mineral densitometry.

LECTURES/LABORATORIES: 2 hours

Two hours of credit

### QEH 363 ADVANCED IMAGING

This course is for practising technologists within the Radiography Diploma Conversion program. It concentrates on recent advanced modalities in diagnostic imaging, and includes digital imaging, computed tomography, and digital fluoroscopy, as well as an introduction to bone mineral densitometry and magnetic resonance imaging.

LECTURES/LABORATORIES: 3 hours

Three hours of credit

### 364 QUALITY MANAGEMENT

This course examines the principles of total quality management, including a review of pertinent radiographic equipment and quality-control testing procedures. A laboratory component allows students to become familiar with the testing equipment and to understand corrective action that may be required.

LECTURES/LABORATORIES: 3 hours

Three hours of credit

### 391 CLINICAL RADIOGRAPHY I

In this course, students perfect their skills in clinical Radiography. Students perform Quality Control tests and assist QC technologists with audits and miscellaneous projects.

CONTACT HOURS: 3 ½ days a week for approx. 7 weeks.

Three hours of credit

### 402 SECTIONAL ANATOMY

This course places emphasis on the physical relationships among anatomic structures. Teaching materials provide a learning aid for students to better understand anatomy in sectional images. Students learn to recognize and identify cross-sectional anatomy that is needed for technology advances in diagnostic imaging.

LECTURES/LABORATORIES: 3 hours

Two hours of credit

### 412 PATIENT CARE II

This course is a continuation of Radiography 221, and focuses on patients with special needs such as infection, altered body image, unconsciousness, and critical illness or terminal illness. Students learn basic nursing skills, the pharmacology of common drugs and reactions, and basic first aid.

LECTURES/LABORATORIES: 3 hours

Two hours of credit

### 422 RADIATION PROTECTION

This course provides students with a comprehensive review of the biological risks associated with ionizing radiation, and instruction in the methods and practices which ensure that radiation doses are held to the lowest practical levels.

LECTURES/SEMINARS: 2 hours

Two hours of credit

### 432 PATHOLOGY II

This course is a continuation of Pathology I, and emphasizes the characteristics and radiographic significance of pathological conditions and their impact on producing a radiographic examination.

LECTURES/DEMONSTRATIONS: 3 hours

Three hours of credit

### 492 CLINICAL RADIOGRAPHY II

This course provides final clinical preparation for writing national certification examinations. In addition to time spent in a clinical setting at the QEH, students complete two weeks of clinical experience at another hospital.

CONTACT HOURS: approximately 15 weeks

Three hours of credit

## Religious Studies

[www.upei.ca/religiousstudies/](http://www.upei.ca/religiousstudies/)

### Religious Studies Faculty

Edward Y.J. Chung, Associate Professor, Chair

Philip G. Davis, Professor

Peter Koritansky, Assistant Professor

Joe Velaidum, Assistant Professor

Kevin J. Arsenault, Adjunct Professor

Callum Beck, Adjunct Professor

Lorraine Buck, Adjunct Professor

## THE RELIGIOUS STUDIES PROGRAM

The Department of Religious Studies offers courses of general interest on religion as well as Major and Minor programs. Religion is one of the vital elements of human existence. Religious inspirations and aspirations help to shape the personal, cultural and social life of human beings; in turn, religious systems reflect and respond to the historical and social settings in which they find themselves. No understanding of human life is complete without some consideration of the basic questions of truth and meaning posed by religions and the rich variety of answers professed and lived within the religious traditions of the world.

## REQUIREMENTS FOR A MAJOR IN RELIGIOUS STUDIES

Forty-two semester hours in Religious Studies are required for the Major. These must include both courses from group A, at least one course each from groups B and F, and at least two courses (one of which must be at the 300 level) from each of groups C, D, and E. The remaining hours of credit may be chosen from among all Religious Studies offerings, including cross-listed courses.

## REQUIREMENTS FOR A MINOR IN RELIGIOUS STUDIES

Twenty-one semester hours in Religious Studies are required for the Minor. These must include both courses from group A, and at least one course from each of groups B, C, D, and E. At least two courses in total must be at the 300 or 400 level. The remaining hours of credit may be chosen from among all Religious Studies offerings, including cross-listed courses.

## THE CATHOLIC STUDIES PROGRAM

Within the Department of Religious Studies, the Centre for Christianity and Culture offers a Minor program in Catholic Studies. From the fourth century to the present, the Catholic tradition has had a profound impact on all aspects of Western culture and civilization, from learning and the arts to moral values and social structures. The Minor in Catholic Studies offers an academic and scholarly exploration, open to students of all backgrounds, of Catholicism's rich heritage and its contemporary engagement with both Western and global issues.

## REQUIREMENTS FOR A MINOR IN CATHOLIC STUDIES

- a. Four core courses: 171, 276, 277, and either 263 or 273
- b. One additional Scripture course, chosen from 263, 264, 273, 363, 364, 371, 372
- c. One course on Catholic Life, chosen from 278, 373, 374
- d. One course Catholic Thought, chosen from 274, 275, 279, 375, 383, 384

At least two courses in total should be at the 300 level

## THE CHRISTIAN STUDIES PROGRAM

In partnership with the Centre for Christianity and Culture, the Department of Religious Studies offers a Minor program in multi-denominational Christian Studies. Christianity is not only the single most powerful influence on the history and development of Western civilization and culture, but the largest and most widespread religion in the world today. The Minor in Christian Studies offers an academic and scholarly exploration, open to students of all backgrounds, of the fundamental Christian teachings and values, and of Christianity's continuing role in the shaping of the contemporary world and its issues.

## REQUIREMENTS FOR A MINOR IN CHRISTIAN STUDIES

- a. Three core courses: 202, 232, and 264
- b. Two courses in Christian Thought and Life, chosen from 278, 283, 383, 384
- c. One course on Christianity and Modernity, chosen from 234, 235, 302, 385
- d. One course on Christianity & the World, chosen from 101, 322, 323, 352

At least two courses in total should be at the 300 level.

## RELIGIOUS STUDIES COURSES

### A. General Introductions

- 101 Religions of the World: Western Traditions
- 102 Religions of the World: Eastern Traditions

### B. Thematic Introductions

- 103 Myths of Love, Sex and Marriage
- 104 Myths of Hate and Evil

### C. Western Religious History

- 171 Introduction to Catholic Studies
- 202 The Christian Religious Tradition
- 243 The Jewish Religious Tradition
- 244 The Islamic Religious Tradition
- 263 Understanding the New Testament
- 264 Biblical Foundations of Christian Thought
- 273 Understanding the Old Testament
- 274 Foundations of Catholic Thought
- 275 Catholicism and Modernity: From Trent to John Paul II
- 278 The Sacraments and Catholic Spirituality
- 283 The Christian Life: Post-Reformation Perspectives
- 284 Introduction to Medieval Theology and Philosophy
- 301 Occultism and the Esoteric Tradition
- 302 New Religious Movements
- 312 Jesus and the Gospels
- 315 The Prophets and Wisdom Literature
- 363 From Adam to Moses: The Pentateuch

- 364 The Hidden Bible: Jesus and the Non-Canonical Gospels
- 371 John and the Johannine Literature
- 372 Paul and the Pauline Tradition
- 383 The Triumph of Christianity
- 384 Orthodoxy and Heresy in Ancient Christianity

### D. Eastern Religions and Comparative Religion

- 221 Buddhism East and West
- 242 The Hindu Religious Tradition
- 251 Japanese Religion and Culture
- 261 Religion and Philosophy in China
- 279 Catholicism in Dialogue with other Religions
- 321 Women in Eastern Religions
- 322 Religious Ethics East and West
- 323 Interreligious Dialogue: Paths, Principles & Issues
- 352 Mysticism in Buddhism and Christianity

### E. Religion and Modernity

- 232 Christianity and the Moral Imagination
- 234 The Interactions between Religion and Science
- 235 Skepticism, Agnosticism, Atheism and Belief
- 262 Psychology of Religion
- 276 Catholic Moral Thought
- 277 Catholic Social Teaching
- 303 Neo-Paganism in Modern Culture
- 373 The Dignity of the Human Person in Contemporary Catholicism
- 374 Catholicism and the Arts
- 375 Faith and Reason in Modern Catholic Thought
- 385 Modern Christian Thought

### F. Advanced Seminar

- 401 Theory and Method in the Study of Religion

### Special Topics and Directed Studies

- 288, 388, and 488 Special Topics
- 451 and 452 Directed Studies

### Other

- 111 Introduction to Biblical Hebrew
- 112 Introduction to Biblical Hebrew II
- 271 Classical Mythology (see Classics 121)
- 272 Medieval Art (see Fine Arts 212)
- 331 History of Christianity to Reformation (see History 321)
- 332 History of Christianity to Present (see History 322)
- 351 Religion and Society (see Sociology/Anthropology 421)
- 362 Philosophy of Religion (see Philosophy 362)

## RELIGIOUS STUDIES COURSES

### 101 RELIGIONS OF THE WORLD: WESTERN TRADITIONS

This course is an introduction to the major living religions of the West: Judaism, Christianity and Islam. Attention is directed to the ways in which each defines and promotes human fulfilment. Various audio-visual materials complement the lectures to convey an awareness of the spiritual and cultural dimensions of religion.  
Three hours a week

### 102 RELIGIONS OF THE WORLD: EASTERN TRADITIONS

This course is an introduction to the major living religions of the East: Hinduism, Buddhism, Confucianism, and Taoism. Attention is directed to the ways in which each defines and promotes human fulfilment. Various audio-visual materials complement the lectures to convey an awareness of the

spiritual and cultural dimensions of religion.  
Three hours a week

### **103 MYTHS OF LOVE, SEX, AND MARRIAGE**

This course explores the great mythologies of love. The historical significance of religion and love is discussed, leading to a better understanding of our current religious values and secular presuppositions. Recurring themes drawn from various Western religious traditions may include the topics of fidelity, marriage, divine love, human love, sexuality, and personal identity.

Cross-listed with Women's Studies (Women's Studies 103)

Three hours a week

### **104 MYTHS OF HATE AND EVIL**

This course explores the great mythologies of hate and evil. The historical development of this topic in Western literature is discussed, leading to a better understanding of our current religious and secular presuppositions of hatred and evil. Recurring themes may include scapegoating, the Devil, theodicy, heresy, violence, immorality, and religious intolerance.

Three hours a week

### **171 INTRODUCTION TO CATHOLIC STUDIES**

This course provides an introduction to the central aspects of Catholic faith and life, their formulation in the contemporary world, and their sources in Catholic Tradition and Scripture.

Three hours a week

### **202 THE CHRISTIAN RELIGIOUS TRADITION**

This course begins with an examination of the basic teachings of the Christian religion, particularly the nature of God, Christ, the Church, and the process of salvation. The course explores the characteristic doctrines and practices of Orthodox, Roman Catholic and Protestant churches, with special consideration of their roles in Canadian society and culture. Smaller groups like the Hutterites, Mennonites, and Quakers may also receive attention.

Three hours a week

### **221 BUDDHISM EAST AND WEST**

This course is an introduction to Buddhism, the most influential and popular religion in East Asia. There is special emphasis on the historical development of its major doctrines, practices, and institutions in India, and their transformation in East Asia (China, Japan and Korea). The course studies the recent spread of schools such as Zen in Europe and North America, and also investigates their impact on Western religion and thought.

PREREQUISITE: Religious Studies 102 or permission of the instructor

Three hours a week

### **232 CHRISTIANITY AND THE MORAL IMAGINATION**

This course explores the place of morality in Christian thought and life, the basis and content of Christian moral teaching, and Christian approaches to contemporary moral and ethical issues.

Three hours a week

### **234 THE INTERACTION BETWEEN SCIENCE AND RELIGION**

This course focuses on the current and historical interactions between science and religion. Readings from scientists, philosophers of science, theologians, and scholars of religion are included in this investigation of the interaction, conflict,

and continuing dialogue between science and religion.

This course aims to provide a better understanding of the current relationship between these two forces and a greater appreciation of their long history.

Three hours a week

### **235 SKEPTICISM, AGNOSTICISM, ATHEISM, BELIEF**

This course is an historical examination of the meaning of existence for several theologians, religious thinkers, philosophers, and scientists, and the importance or irrelevance that religious faith and values hold in their systems of thought and various historical circumstances. The historical meanings of skepticism, agnosticism, atheism and belief are studied alongside various contemporary issues, such as the problems posed by science and technology. Writers with both philosophical and theological perspectives are considered.

Cross-listed with Philosophy (cf. Philosophy 235)

Three hours a week

### **242 THE HINDU RELIGIOUS TRADITION**

This course explores the development of Hinduism from its origins in the Indus Valley Civilization and the arrival of the Indo-Aryans through to the maturation of Hindu culture and civilization. The course covers myths of the Hindu gods and goddesses, approaches to personal and social life, karma and reincarnation, yoga, meditation and the quest for absolute truth. The influences of Islam and European colonialism on Hinduism, and Hindu influences on modern Western religion and thought, also receive attention.

Three hours a week

### **243 THE JEWISH RELIGIOUS TRADITION**

This course follows the development of Judaism from biblical times to the present day. After considering the religious beliefs and practices of the ancient Israelites, Jews and Samaritans, the course examines the character of Jewish life and community as it was formed by the laws of the Torah, the commentaries of the Talmud, and the spirituality of Kabbalism and Hasidism. The course also explores the shaping of modern Judaism by such factors as emancipation, the Holocaust, and the establishment of the state of Israel.

Three hours a week

### **244 THE ISLAMIC RELIGIOUS TRADITION**

Beginning with the establishment of Islam as a religion and a community under Muhammad, the course follows the spread of Islamic culture and civilization, and gives a thorough introduction to the main Islamic teachings and their basis in the Qur'an and Hadith. Finally, it covers some current issues such as relations with the modern West, the Palestinian-Israeli conflict, and contemporary "Islamist" movements.

PREREQUISITE: Religious Studies 101 is recommended.

Three hours a week

### **251 JAPANESE RELIGION AND CULTURE**

This course is an introduction to Japanese religion and culture. It examines the role of the "New Religions" as well as the transformation of the older traditions (Shinto, Buddhism, Confucianism) in Japanese society. The course also explores the impact of Western thought and modern developments on traditional Japanese religion and the balance between tradition and modernity in Japan.

PREREQUISITE: Religious Studies 102 is recommended

Three hours a week

### **261 RELIGION AND PHILOSOPHY IN CHINA**

This course is an introduction to Chinese religion and

philosophy. It examines the so-called “Three Teachings” in China: Confucianism, Taoism, and Buddhism. Most of the course deals with the basic philosophical concepts, moral values and religious beliefs of these major traditions. Attention is directed also to their impact on traditional China, as well as on other East Asian countries, including Japan and Korea. The course concludes by considering the contemporary situation of each tradition in response to recent economic, social and political changes.

Cross-listed with Philosophy (cf. Philosophy 264)

PREREQUISITE: Religious Studies 102 is recommended  
Three hours a week

## **262 PSYCHOLOGY OF RELIGION**

Psychological theories and insights are used to explain and inquire into the nature of religious phenomena.

Cross-listed with Psychology (cf. Psychology 262)

Three hours a week

## **263 UNDERSTANDING THE NEW TESTAMENT**

This course is an exploration of the content of New Testament writings, especially the canonical gospels and major Pauline epistles. The emphasis is on understanding these writings in their original socio-historical contexts, and on methods of interpretation.

Three hours a week

## **264 BIBLICAL FOUNDATIONS OF CHRISTIAN THOUGHT**

This course examines the doctrinal and moral teachings of the Bible, which have shaped the development of Christian thought and practice. Topics include the nature of God, Christ, and the Trinity; creation and nature; humanity, male and female; sin, suffering, and the problems of evil; and salvation, social justice, and eschatology.

Three hours a week

## **271 CLASSICAL MYTHOLOGY**

See Classics 121

## **272 MEDIEVAL ART**

See Fine Arts History 212

## **273 UNDERSTANDING THE OLD TESTAMENT**

This course is an introduction to the three main units of the Old Testament—Law, Prophets, Sapiential Books—with special attention given to the biblical world and principles of biblical interpretation through the study of selected passages.

Three hours a week

## **274 FOUNDATIONS OF CATHOLIC THOUGHT**

This course is an examination of several papal encyclicals and pastoral letters fundamental to Catholic teaching, which are read in the context of traditional, philosophical, and theological concerns.

PREREQUISITES: Religious Studies 171 or permission of the instructor

Three hours a week

## **275 CATHOLICISM AND MODERNITY: FROM TRENT TO JOHN PAUL II**

This course surveys the central concerns raised within the Catholic Church as a result of the rise of modern secular principles, from the early 16th century through to the 21st. Special attention is devoted to questions on the Church in modern society and church/state relations.

PREREQUISITES: Religious Studies 171 or permission of the instructor

Three hours a week

## **276 CATHOLIC MORAL THOUGHT**

This introduction to Catholic moral theology explores the foundational questions regarding the person as a moral agent, natural law, conscience, freedom, responsibility, Church magisterium, and the beatitudes.

Three hours a week

## **277 CATHOLIC SOCIAL TEACHING**

A survey of the evolving Catholic social teaching regarding economic justice, the rights of workers, a just global economic order, issues of peace and war, the status of women and a preferential option for the poor. Discussion focuses on papal encyclicals, pastoral letters, and the statements of Bishops' conferences.

## **278 THE SACRAMENTS AND CATHOLIC SPIRITUALITY**

This course examines Catholic spirituality, beginning with a study of the liturgy, the sacraments, sacramentals, and major Catholic spiritual writers.

PREREQUISITES: Religious Studies 171, 202 or permission of the instructor

Three hours a week

## **279 CATHOLICISM IN DIALOGUE WITH OTHER RELIGIONS**

This course is an introduction to Catholic ecumenical dialogue in a contemporary setting. The course focuses on these discussions and their practical implications between Catholics and other Christian communities, as well as the broader ecumenism within the major world religions since the 1980s.

PREREQUISITE: Religious Studies 171 or permission of the instructor

Three hours a week

## **283 THE CHRISTIAN LIFE: POST-REFORMATION PERSPECTIVES**

This course explores some classic and contemporary approaches to the core issues of Christian living: the role of Scripture; salvation and regeneration; worship and devotion; prayer and sacraments; and ethical decision-making. Emphasized are Lutheran, Calvinist, Wesleyan, and a selection of modern perspectives.

PREREQUISITE: Religious Studies 202 or permission of the instructor

Three hours a week

## **284 INTRODUCTION TO MEDIEVAL THEOLOGY AND PHILOSOPHY**

This course introduces major medieval thinkers and ideas, their sources in Neoplatonism and Aristotelianism, and their influences upon later philosophers and theologians. Topics may include the problem of evil, the relationship between faith and reason, the idea of salvation, and the certainty of human knowledge.

Three hours a week

## **288 SPECIAL TOPICS**

This is a course in which topics or issues in Religious Studies are explored and analyzed at an introductory level.

## **301 OCCULTISM AND THE ESTOTERIC TRADITION**

This course investigates the most influential occult theories



and practices in the modern West, and the extent of their influence on larger social trends. The following topics figure prominently in the course material: traditional magic and witchcraft, Spiritualism, Theosophy, occult elements in Nazism, the Golden Dawn (including Aleister Crowley), radical feminist witchcraft and Goddess spirituality, and Satanism.

**PREREQUISITE:** Three hours in Religious Studies or permission of the instructor  
Three hours a week

### 302 NEW RELIGIOUS MOVEMENTS

This course investigates various marginal or unorthodox religious movements which have existed in Europe and North America during the past two centuries. After an introductory discussion of the ways in which religious groups can be classified, the course is devoted to examining the origins, beliefs and practices of movements such as Jehovah's Witnesses, the Latter-Day Saints (Mormons) and the Unification Church (Moonies).

**PREREQUISITE:** Three hours in Religious Studies or permission of the instructor  
Three hours a week

### 303 NEO-PAGANISM IN MODERN CULTURE

This course explores the growth of religious and quasi-religious movements that seek a spiritual alternative to both the Judaeo-Christian tradition and scientific, secular modernity. The focus is on those individuals and groups that draw on the Western esoteric tradition to construct an idealized view of ancient "paganism" as the model for constructing a better future.

**PREREQUISITE:** Religious Studies 301 or permission of the instructor.

### 312 JESUS AND THE GOSPELS

This is a course devoted to the historical study of the Gospels. First, each Gospel is investigated individually in order to address its own particular issues and emphases, and its context in first-century Christianity. The course turns to the modern critical study of the life and teachings of Jesus and the scholarly attempt to ascertain what can be known historically about this central figure in Western civilization.

**PREREQUISITES:** Religious Studies 263 or 273 or permission of the instructor  
Three hours a week

### 315 THE PROPHETS AND WISDOM LITERATURE

This course is a thematic examination of some of the most influential books in the Hebrew Bible (Old Testament). The first half of the course is devoted to the wisdom literature of Job, Proverbs and Ecclesiastes, and the issues they confront: the meaning of life, the problem of pain, and how to live a successful life. The second half explores some of the key passages in Israel's prophetic corpus. Issues such as social justice, the Messianic prophecies, and the prophetic consciousness are examined. As well, critical topics such as the authorship of key books and the prophetic movement in Israel and surrounding nations is considered.

**PREREQUISITE:** Religious Studies 273 or permission of the instructor.  
Three hours a week

### 321 WOMEN IN EASTERN RELIGIONS

This course is a general survey of the status of women in Eastern religions, particularly Hinduism, Buddhism, Confucianism, Taoism, and Shinto. The positions that these traditions take on the status of women are illustrated.

The course examines how these traditions may have helped generate or reinforce culturally specific perspectives on women. The approach is textual and descriptive.

Cross-listed with Women's Studies (cf. Women's Studies 321)

**PREREQUISITE:** Religious Studies 102 or permission of the instructor

Three hours a week

### 322 RELIGIOUS ETHICS EAST AND WEST

This course is a study of religious ethics focusing on two major traditions: Confucianism, an "ethical humanism" that emphasizes wisdom, and Christianity, a "prophetic religion" that emphasizes revelation. Specific ethical doctrines (e.g., suffering and sin, human nature, good and evil, love/jen, moral self-cultivation, ideal human life and society) are compared from cross-cultural perspectives.

Cross-listed with Philosophy (cf. Philosophy 322)

**PREREQUISITE:** Religious Studies 101 and 102 or permission of the instructor.

Three hours a week

### 323 INTERRELIGIOUS DIALOGUE: PATHS, PRINCIPLES, AND ISSUES

This lecture-seminar course explores interreligious dialogue, a growing topic in comparative religion. The major models, methodological questions, practical issues, and their ongoing developments are discussed from Western, Eastern, and comparative perspectives: e.g., Jewish-Christian-Islamic dialogue, ecumenical dialogue, Hindu-Christian dialogue, Buddhist-Christian dialogue, and Confucian-Christian dialogue. Various readings are selected from the current scholarship on relevant topics, theories, and ideas.

**PREREQUISITES:** Religious Studies 101 and 102 or permission of the instructor.

Three hours a week

### 331 HISTORY OF CHRISTIANITY TO THE REFORMATION

An examination of the growth and development of Christianity from the time of Jesus up to the Reformation. Special emphasis on the relationship between the growth of the Church and the broader historical context within which it occurred.

Cross-listed with History (cf. History 321)

Three hours a week

### 332 HISTORY OF CHRISTIANITY FROM THE REFORMATION TO THE PRESENT

An examination of some of the principal developments within Christianity from, and including, the Reformation until the present. Special emphasis on the relationship between these developments and the broader historical context within which they occurred.

Cross-listed with History (cf. History 322)

Three hours a week

### 351 RELIGION AND SOCIETY

See Sociology/Anthropology 421

### 352 MYSTICISM IN BUDDHISM AND CHRISTIANITY

This course is an introduction to mysticism in two major traditions: Buddhism and Christianity. Some of the major Buddhist doctrines and practices are compared with those of Christianity. Special attention is given to notions of mystical experience, I-Thou relationship, God/Emptiness, sainthood/buddhahood, and self-transformation. The approach is textual

and comparative, using cross-cultural perspectives.  
**PREREQUISITE:** Religious Studies 101 and 102 or permission of the instructor  
 Three hours a week

### **362 PHILOSOPHY OF RELIGION** See Philosophy 362

#### **363 THE PENTATEUCH**

This course examines the first five books of the Hebrew Bible, known as the Pentateuch or Torah. Current research in Pentateuchal studies necessitates the re-examination of previously held beliefs concerning traditions, theological premise, authorship, and purpose. The Pentateuch touches on numerous topics such as morality, the treatment of women and other oppressed persons, social justice, cultic worship, and covenant. Of particular interest are theological reflections on God's control over the created order and the expected response of God's people.  
 Three hours a week

#### **364 APOCRYPHA: JESUS AND THE NONCANONICAL APOSTLES**

This course explores the noncanonical gospels, among which are fragments of lost Gospels, the Apocryphal Acts of the Apostles, Acts of Philip, the Apocalypse of Peter, the Apocalypse of Paul, and many more. The earliest forms of the New Testament, as they emerged in Rome and Alexandria towards the close of the second century, included gospels and revelations which would be rejected later as "Apocrypha." It is important to see where this line in Christianity was drawn between Apocrypha and the accepted body of the New Testament.  
 Three hours a week

#### **371 JOHN AND THE JOHANNINE LITERATURE**

This course explores how the Fourth Evangelist depicts several of the gospel's characters and, in particular, their relationship with Jesus. Emphasis is on understanding the Gospel of John in its original socio-historical context and its interpretation in the early church.  
**PREREQUISITES:** Religious Studies 171, 263 or permission of the instructor  
 Three hours a week

#### **372 PAUL AND THE PAULINE TRADITION**

This course surveys Pauline literature with a discussion of such themes as Paul's background and conversion, his teaching concerning the parousia, the resurrection of Christ and the faithful, hope, justification, the cross, love, community, ethics, and Israel.  
**PREREQUISITES:** Religious Studies 171, or 263, or permission of the instructor  
 Three hours a week

#### **373 THE DIGNITY OF THE HUMAN PERSON IN CONTEMPORARY CATHOLICISM**

This course examines what it means to be human in light of Christian faith. It explores the relationship between God and the human person from a variety of viewpoints: human origins, the purpose of life, the problem of evil and the human condition, sin, grace, and the role of gender.  
**PREREQUISITES:** Religious Studies 171 or permission of the instructor.  
 Three hours a week

#### **374 CATHOLICISM AND THE ARTS**

This course studies selected topics in Catholic literature, film,

music, and other arts.

**PREREQUISITES:** Religious Studies 171 or permission of the instructor.  
 Three hours a week

#### **375 FAITH AND REASON IN MODERN CATHOLIC THOUGHT**

This course studies major Catholic debates on the relation between faith and reason. Particular attention is directed to a reading of Pope John Paul's encyclical, Faith and Reason; 19th- and early 20th-century background; and its setting in the contemporary university.  
**PREREQUISITES:** Religious Studies 171 or permission of the instructor  
 Three hours a week

#### **383 THE TRIUMPH OF CHRISTIANITY**

This course examines the development of Christianity from its Jewish origins to its position of supremacy in the Roman Empire in the fourth century. The course explores Christian-Jewish relations and polemics from the New Testament to the Talmud, Christian-pagan relations and polemics including the works of Celsus, Porphyry and the apologists, and rivals to Christianity such as Gnosticism, Mithraism, and the mysteries of Isis. In conclusion, the relative status of Christianity, Judaism and paganism under Constantine and his successors is considered.  
**PREREQUISITE:** Religious Studies 101 or 171 or 202 or permission of the instructor  
 Three hours a week

#### **384 ORTHODOXY AND HERESY IN ANCIENT CHRISTIANITY**

This course looks at early Christian identity formation, the meanings and conditions of the terms Orthodoxy and Heresy, the way Scripture was interpreted, and cases for religious identity. Primary literature will be read, in particular, of those early Christians later labelled heretical: Marcion, Valentinus, Sethian Gnosticism, as well as other works such as The Gospel of Thomas, The Gospel of Mary, and The Apocryphon of James.  
**PREREQUISITES:** Religious Studies 101 or 171 or 202 or permission of the instructor

#### **385 MODERN CHRISTIAN THOUGHT**

This course explores the rich heritage of Christian theological, religious, and philosophical thought on various modern themes, such as objectivity, technology, postmodernism, and secularization. Discussions centre on the historical developments of Christian thought in the modern era and their various meanings both within and outside Christian intellectual thought.  
**PREREQUISITES:** Religious Studies 101, or 103, or permission of the instructor.  
 Three hours a week

#### **388 SPECIAL TOPICS**

This is a course in which topics or issues in Religious Studies are explored and analyzed at an intermediate undergraduate level.

#### **401 THEORY AND METHOD IN THE STUDY OF RELIGION**

This course explores various methods, theories, and research tools employed in the academic study of religion.  
**PREREQUISITE:** At least four previous courses in Religious Studies, two of which must be at the 200-level or above.  
 Three hours a week

#### 451-452 DIRECTED STUDIES

This is a course in selected topics in Religious Studies offered by visiting professors, or by way of supervised reading, or other special circumstances approved by the Chair and the Dean. Suggested topics include modern research on Jesus; biblical prophetic and apocalyptic literature; Jewish messianism and early christology; interreligious dialogue; Christianity in Asia; shamanism and folk religion in Asia; the thought of Paul Tillich and Karl Barth; the Ecumenical Movement (Protestant, Catholic, Jewish); religion, politics and the economy. (See Academic Regulation 9 for Regulations Governing Directed Studies.)

#### 488 SPECIAL TOPICS

This is a course in which topics or issues in Religious Studies are explored and analyzed at an advanced undergraduate level.

## Sociology and Anthropology

#### Sociology and Anthropology Faculty

Satadal Dasgupta, Professor Emeritus  
 Godfrey Baldacchino, Associate Professor  
 Jean Mitchell, Associate Professor  
 Thomas Trenton, Associate Professor  
 Richard Wills, Associate Professor  
 Benet Davetian, Assistant Professor  
 Joseph P. Kopachevsky, Assistant Professor  
 Udo Krautwurst, Assistant Professor  
 Judy Lynn Richards, Assistant Professor  
 Antonio Sorge, Assistant Professor

### PROGRAMS IN SOCIOLOGY AND ANTHROPOLOGY

The Department of Sociology and Anthropology offers three major programs and three honours programs:

1. A major in Sociology
2. A major in Anthropology
3. A joint major in Sociology/Anthropology
4. An honours in Sociology/Anthropology
5. An honours in Sociology
6. An honours in Anthropology

The Department of Sociology and Anthropology offers one minor program:

1. A minor in Anthropology

### PREREQUISITE COURSES

A. The following sequences will qualify a student for admission into the Sociology Major, the joint Sociology/Anthropology Major, the Sociology Honours, and the joint Sociology/Anthropology Honours.

**EITHER** Sociology 101 and 102, OR Sociology 101 and Anthropology 102, OR Anthropology 101 and 102 will qualify a student for admission into all 200-400 level Sociology or Sociology/Anthropology courses unless specified otherwise.

B. The following sequences will qualify a student for admission into the Anthropology Major, the Anthropology Minor, the joint Sociology/Anthropology Major, the Anthropology Honours, and the joint Sociology/Anthropology Honours.

**EITHER** Anthropology 101 and 102, OR Anthropology 101 and 103, OR Sociology 101 and Anthropology 102, OR Sociology 101 and 102 will qualify a student for admission into all 200-400 level Anthropology or Sociology/Anthropology courses unless specified otherwise. It is strongly recommended that students considering a major or Honours in Anthropology take Anthropology 101 and 102.

C. Completion of English 101 is strongly recommended before taking any Anthropology, Sociology, or Sociology/Anthropology course at the 200 level. English 101, or permission of the instructor, is a prerequisite for any course at the 300 or 400 level.

D. A combined average of 60% in any of the above sequences of 100 level courses is a prerequisite for all Sociology, Anthropology or Sociology/Anthropology courses at the 200 to 400 levels.

**NOTE:** Introductory courses cannot be taken as electives within any of the programs offered by the Sociology and Anthropology Department.

### DEPARTMENT PROGRAMS

The following are the departmental requirements for each program:

### REQUIREMENTS FOR A MAJOR IN SOCIOLOGY

- a. Two introductory courses (see prerequisite courses A)
- b. Four core courses (Sociology 301, Sociology 302, Sociology 331 and Sociology 332)
- c. Eight electives, of which
  1. two must be at the 400 level in Sociology or Sociology/Anthropology
  2. and three must be at the 300-400 level in Sociology or Sociology/Anthropology
  3. the three remaining electives can be at the 200, 300 or 400 level in Sociology or Sociology/Anthropology
- d. 1. Prospective majors have to complete the prerequisite 101/102 introductory courses with a combined average of 60.  
 2. When applying for a major the student must have a combined average of 65 in a minimum of four or more Departmental courses at or above the 200 level.  
 3. It is strongly recommended that students take 200 level courses in their second year.  
 4. It is recommended that students apply for a major at the end of their second year or at the beginning of their third year.  
 5. Each major will be assigned a faculty advisor.

### REQUIREMENTS FOR A MAJOR IN ANTHROPOLOGY

- a. Two introductory courses (see prerequisite courses B)
- b. Three core courses (Anthropology 321, Anthropology 332, and Anthropology 361)
- c. Nine electives, of which
  1. two must be area courses
  2. two must be 400 level courses in Anthropology or Sociology/Anthropology

3. three must be 300-400 level courses in Anthropology or Sociology/Anthropology
4. the remaining two electives can be at the 200, 300 or 400 level in Anthropology or Sociology/Anthropology
- d. 1. Prospective majors have to complete the prerequisite 101/102 introductory courses with a combined average of 60.
2. When applying for a major the student must have a combined average of 65 in a minimum of four or more Departmental courses at or above the 200 level.
3. It is strongly recommended that students take 200 level courses in their second year.
4. It is recommended that students apply for a major at the end of their second year or at the beginning of their third year.
5. Each major will be assigned a faculty advisor.

### REQUIREMENTS FOR A JOINT MAJOR IN SOCIOLOGY/ANTHROPOLOGY

- a. Two introductory courses (see prerequisite courses A or B)
- b. Six core courses (Sociology 301, Sociology 302, Sociology 332, Anthropology 332, Anthropology 361, and either Sociology 331 or Anthropology 321)
- c. At least nine electives, of which
  1. four must be Sociology/Anthropology courses, including two area courses
  2. four must be at the 300-400 level
- d. 1. Prospective majors have to complete the prerequisite 101/102 introductory courses with a combined average of 60.
2. When applying for a major the student must have a combined average of 65 in a minimum of four or more Departmental courses at or above the 200 level.
3. It is strongly recommended that students take 200 level courses in their second year.
4. It is recommended that students apply for a major at the end of their second year or at the beginning of their third year.
5. Each major will be assigned a faculty advisor.

### REQUIREMENTS FOR HONOURS IN SOCIOLOGY/ANTHROPOLOGY

#### COURSE REQUIREMENTS

For an Honours in Sociology/Anthropology, which is a combined Honours in Sociology and Anthropology, the student will take **fifty-seven** semester hours of courses as listed below:

- a. Two introductory courses (see prerequisite courses A or B)
- b. Twenty-one semester hours of required courses as follows:
  1. Sociology 301 (Sociological Theory I), Sociology 302 (Sociological Theory II), Sociology 331 (Methodology and Research I), and Sociology 332 (Methodology and Research II).
  2. Anthropology 321 (Field Methods), Anthropology 332 (Social Organization), and Anthropology 361 (Anthropological Theory).
- c. A six semester hour research course: Sociology Anthropology 490 (Honours Research).
- d. Twenty-four semester hours of elective courses, of which
  1. two must be area courses, and
  2. four must be at the 300-400 level.

To graduate with an Honours degree in Sociology/Anthropology a student requires a total of 42 semester courses (126 semester hours).

### RESEARCH COMPONENT

The Honours research course (Sociology/Anthropology 490) constitutes the research component of the Honours program. The course involves supervised reading and research on specific topics. The student is required to write a substantial Honours essay or research report, which will be assessed by a three-member committee consisting of the supervisor and at least one additional member of the Department of Sociology and Anthropology.

### ADMISSION REQUIREMENTS

Students intending to join the program must apply to the Department of Sociology and Anthropology. Applicants must be registered in, or have completed, the combined Sociology/Anthropology major program. Applications are normally submitted during the sixth semester.

To be eligible to apply for admission to the program, students must have an average of 70% in all prior courses and an average of 75% in all previous Sociology and Anthropology courses taken. To continue in the Honours program, students must maintain an overall average of 70% in all courses and an average of 75% in Sociology and Anthropology courses.

Admission to the program will be competitive, and because the demand for the program will likely exceed the resources available at the department, not all applicants who meet the formal admission requirements will be accepted in the Honours program.

### REQUIREMENTS FOR HONOURS IN SOCIOLOGY

- a. Two introductory courses (see prerequisite courses A)
- b. Twelve semester-hours of required Sociology courses as follows: Sociology 301, Sociology 302, Sociology 331, and Sociology 332
- c. A six-semester-hour research course—Sociology Anthropology 490
- d. Twenty-one semester-hours of Sociology or Sociology Anthropology elective courses as follows:
  1. two of either Anthropology 321; Anthropology 332; Anthropology 361
  2. Sociology/Anthropology 442
  3. one other Anthropology or Sociology/Anthropology course at the 300 or 400 level

To graduate with an Honours degree in Sociology, a student requires a total of 42 credits (126 semester-hours).

### REQUIREMENTS FOR HONOURS IN ANTHROPOLOGY

- a. Two introductory courses (see prerequisite courses B)
- b. Twelve semester-hours of required anthropology courses as follows: Anthropology 321; Anthropology 332; Anthropology 361; Anthropology 402
- c. A six-semester-hour research course - Sociology Anthropology 490
- d. Twenty-one semester-hours of anthropology or sociology anthropology elective courses as follows:
  1. two must be area courses;
  2. three must be at the 300 level; and
  3. two must be at the 400 level (excluding SAN490)
- e. Twelve semester-hours of Sociology or Sociology/Anthropology as follows:
  1. one of Sociology 301; Sociology 302; Sociology 331; Sociology 332



2. three other Sociology or Sociology/Anthropology courses at the 300-400 level

To graduate with an Honours degree in Anthropology, a student requires a total of 42 credits (126 semester-hours).

## REQUIREMENTS FOR A MINOR IN ANTHROPOLOGY

- \*a. Two introductory courses (see prerequisite courses B)
- b. Five additional Anthropology or Sociology/Anthropology courses, one must be at the 400 level; two must be at the 300-400 level; and two must be area courses.
- c. To qualify for a minor, students are required to have an overall average of 65% in all courses required for the minor with no mark below 60%.

\*For Sociology majors, this requirement is replaced by Anthropology 201 and Anthropology 202.

**NOTE:** A minor in Anthropology is not available to students with a joint major in Sociology/Anthropology.

\* Sociology Minor only applies to students who were registered at UPEI before September, 2006.

- \*a. Students qualifying for a minor in Sociology are required to have an overall average of 65% in all courses required for the minor with no mark below 60%
- \*b. Anthropology majors qualifying for a minor in Sociology are required to take Sociology 201 and Sociology 242 as replacements for Sociology 101 and 102.
- \*c. The minor in Sociology is not available to students with a joint major in Sociology/Anthropology.

## COURSES

The Department offers the following courses in Sociology, Anthropology and Sociology/Anthropology:

### Sociology

- 101 Introduction to Sociology I
- 102 Introduction to Sociology II
- 201 Deviance and Control
- 202 Criminology
- 209 Special Topics
- 211 Marriage and the Family
- 242 Social Problems
- 271 Self and Society
- 282 Social Psychology
- 301 Sociological Theory I (**core course**)
- 302 Sociological Theory II (**core course**)
- 305 Demography
- 309 Special Topics
- 311 Small Groups
- 331 Methodology and Research I (**core course**)
- 332 Methodology and Research II (**core course**)
- 362 Urban Sociology
- 371 Canadian Society
- 372 Collective Behaviour and Social Movements
- 381 Sociological Theory Construction
- 391 The Organizational Society
- 392 Media and Society
- 401 Intermediate Level Quantitative Data Analysis for Social Scientists
- 409 Evaluation
- 412 Sociology of Health
- 422 The Sociology of Knowledge

- 432 Comparative Sociology
- 452 Social Class and Stratification
- 461 Directed Studies

### Anthropology

- 101 Introduction to Cultural Anthropology I
- 102 Introduction to Cultural Anthropology II
- 103 Introduction to Physical Anthropology and Archaeology
- 201 Cultural Anthropology
- 202 Evolution of Humankind and Culture
- 209 Special Topics
- 211 Introduction to Archaeology
- 291 Introduction to Forensic Anthropology
- 309 Special Topics
- 310 Identity and Popular Culture
- 321 Field Methods (**core course**)
- 332 Social Organization (**core course**)
- 352 Kinship and Family
- 361 Anthropological Theory (**core course**)
- 382 Understanding Folklore
- 401 Medical Anthropology
- 402 Issues in Contemporary Anthropology
- 431 Directed Studies

### Sociology/Anthropology

- 208 Introduction to Social-Cultural Analysis
- 212 Peoples of South Asia (**area course**)
- 222 Native Canadians (**area course**)
- 232 Black Society in the Americas (**area course**)
- 241 Japanese Culture and Society (**area course**)
- 242 Peoples of Oceania (**area course**)
- 251 Peoples of Africa (**area course**)
- 252 Social Gerontology
- 259 Special Topics
- 261 Sex, Gender, and Society
- 262 Minority and Ethnic Groups in Canada
- 306 Demography of Aging
- 312 Rural Society
- 331 The Community
- 341 Technology, Society, and the Environment
- 342 Peasant Societies
- 359 Special Topics
- 371 Evolution of the Brain and Social Behaviour
- 411 Environmental Change, Society, and Culture
- 412 Globalization
- 421 Religion and Society
- 442 Social and Cultural Change
- 456 Visual Culture
- 481 Directed Studies in Sociology and Anthropology
- 490 Honours Research

## SOCIOLOGY COURSES

### 101 INTRODUCTION TO SOCIOLOGY I

This course introduces many of the main concepts within the field of sociology such as culture, socialization, norms, social roles, values, deviance, and social structure. In addition, students are taught how to recognize and begin to understand the social relationships and interactions between the individual, social groups, and society, as well as the basic research methods and theoretical perspectives of modern sociology.

Three hours a week

### 102 INTRODUCTION TO SOCIOLOGY II

This course utilizes the basic concepts and perspectives in sociology to examine critically and to interpret the kinds

of interaction experienced in social institutions such as the economy, the polity, the family, education, and religion. Various patterns and processes of modern life are also examined, e.g., patterns of inequality (class, race, ethnic, gender), urbanization, aging, health, population, globalization, social movements, collective behaviour, social change, and complex organizations.

PREREQUISITE: Sociology 101

Three hours a week

**NOTE: REGULAR PREREQUISITES:** For all courses from Sociology 201 to Sociology 452 (inclusive), prerequisites are Sociology 101-102, or Anthropology 101-102, or Sociology 101-Anthropology 102. A combined average of 60% in any of the above sequences of 100 level courses is a prerequisite for any Sociology, Anthropology, or Sociology/Anthropology courses at the 200 to 400 levels.

### 201 DEVIANCE AND CONTROL

An objective analysis of different sociological approaches to the meaning of deviance and to the nature of social control. The causes and consequences of social deviance are critically examined utilizing the following theories: social disorganization, functionalism, anomie and opportunity, value-conflict, interactionism, labelling, and critical conflict. Ideologies associated with each approach are compared. Substantive areas include: crime and delinquency, suicide, drug use, as well as various forms of sexual, occupational, and institutional deviance.

REGULAR PREREQUISITES

Three hours a week

### 202 CRIMINOLOGY

This course examines the historical and contemporary structure and functions of the Canadian criminal justice system, including legislation, policing, courts, corrections, and parole. Various forms of law breaking are studied such as youth offences, conventional street crime, family violence, white collar and corporate crime, and organized and political crime. Topics include social, cultural, and demographic correlates of crime; patterns of victimization; the role of the community and of society's institutions; and various theoretical explanations used in criminology

REGULAR PREREQUISITES

Three hours a week

### 209 SPECIAL TOPICS

Course code for Special Topics offered by the Department of Sociology at the second year level.

REGULAR PREREQUISITES

### 211 MARRIAGE AND THE FAMILY

After an introductory treatment of its origins and development, the family is considered in terms of its position in Canadian society. An analysis is made of the social factors affecting modern marriage and leading to the emergence of new family forms, e.g. the single-parent family.

REGULAR PREREQUISITES

Three hours a week

### 242 SOCIAL PROBLEMS

A sociological approach to the nature and definition of social problems, their causal explanations, and their solutions. A critical comparison of scientific theories, including their underlying ideologies, covers various perspectives: deviant behaviour, social pathology, social and cultural disorganization, value conflict, labelling, and class conflict.

Topics are selected from: alcoholism and drug addiction, the criminal justice system, poverty, racism, sexism, sexual variance, familial instability, aging, mental disorder, alienation, political and religious dissent, overpopulation, environmental crisis, underdevelopment, and inter-group conflict.

REGULAR PREREQUISITES and Sociology 201 is recommended as preliminary to Sociology 242, but is not required.

Three hours a week

### 271 SELF AND SOCIETY

This course presents students with the concepts and theories used in the study of social definitions of the Self and its relationship to social institutions and structures. Emphasis is placed on ideas regarding personality, communication, motivation, and the interpersonal forces at play in face-to-face and group processes. The course is based on a study of the "symbolic interactionist" paradigm, as well as important new sociological research emerging in the area of cross-cultural interaction.

REGULAR PREREQUISITES and permission of the instructor

Three hours a week

### 282 SOCIAL PSYCHOLOGY

See Psychology 242.

### 301 SOCIOLOGICAL THEORY I

This course examines the social and political contexts in which sociology was formally constituted as an academic discipline. It also offers an interpretive analysis of some of the major ideas, systems of explanation, and modes of analysis generated by the early sociologists.

REGULAR PREREQUISITES and permission of the instructor

Three hours a week

### 302 SOCIOLOGICAL THEORY II

This course offers critical assessments of the varieties, structures, and directions of modern social theories, with major emphasis on their relevance and usefulness for understanding contemporary social systems.

REGULAR PREREQUISITES, Sociology 301 and permission of instructor

Lectures and seminars: Three hours a week

### 305 DEMOGRAPHY

This course is an introduction to the study of human population. It exposes students to the essential theory and methods of analysis of populations, while focusing on the major elements of all population systems - composition, distribution, demographic processes, change - and the interrelationships among these elements. Students are introduced to a number of "population problems", and to the role of demographics and of population policy in modern society.

REGULAR PREREQUISITES

Three hours a week

### 309 SPECIAL TOPICS

Course code for Special Topics offered by the Department of Sociology at the third year level.

REGULAR PREREQUISITES

### 311 SMALL GROUPS

Students combine the use of theory and practical techniques to learn about and to participate in the processes that are unique to small groups. Micro-level theories, such as symbolic

interactionism and systems theory, are employed to examine small groups as social systems. In addition, students learn how to apply theory to elementary, everyday relationships among individuals in small groups.

**REGULAR PREREQUISITES**

Three hours a week

**331 METHODOLOGY AND RESEARCH I**

An examination and practical experience in current data-gathering techniques including experimental and quasi-experimental designs, surveys and interviewing, the use of available documents, and participant observation. Also covered are large scale sampling techniques, coding and procedures, composite and simple measures, and panel analysis.

**REGULAR PREREQUISITES** and permission of the instructor

Three hours a week

**332 METHODOLOGY AND RESEARCH II**

An introductory course in the sociological inquiry process giving the student a working knowledge of applied techniques in sociological data manipulation and analysis. Topics include measurement of sociological phenomena, association, elaboration of relationships between two or more variables, path and space analysis, and the logic and methods of hypothesis development and testing in sociological research.

**REGULAR PREREQUISITES**, Sociology 331 or

Anthropology 321 and permission of instructor

Three hours a week

**362 URBAN SOCIOLOGY**

A critical review of major theoretical and methodological approaches to the study of urban communities. Specific topics include: the nature of urbanization, city growth patterns, urban life styles, suburbia, ethnic and racial urban groups, transportation problems, urban power structures, some world cities, and cities of the future. Emphasis is on Canadian urban development, particularly the role of developers, financial institutions, and government in shaping the nature of Canadian cities and in creating various urban problems.

**REGULAR PREREQUISITES**

Seminar: Three hours a week

**371 CANADIAN SOCIETY**

A sociological analysis of the overall structural and dynamic character of contemporary Canadian society. Several macro-level explanatory theories, such as functional and conflict, on the nature of Canadian society provide a framework for an integrated study of the following issues: the Canadian identity, regionalism, various elites, the class structure and class conflict, Quebec's status, Canadian-American relations, and Canadian nationalism.

**REGULAR PREREQUISITES**

Three hours a week

**372 COLLECTIVE BEHAVIOUR AND SOCIAL MOVEMENTS**

A sociological analysis of the various forms of collective norm-challenging social action, for example, crowds, mobs, and social movements, their structural sources, their political content and their implications for social change.

**REGULAR PREREQUISITES**

Seminar: Three hours a week

**391 THE ORGANIZATIONAL SOCIETY**

Modern organizations are analyzed from a sociological perspective. The major theories of organization; the prevailing

organizational forms; modern bureaucracy. Special attention is paid to the relationship of the organization to the person.

**REGULAR PREREQUISITES**

Three hours a week

**392 MEDIA AND SOCIETY**

This course looks at how media play significant cultural and political roles in contemporary societies. Drawing upon various media, including television, film, and the Internet, the course examines the social, economic, and political organization of media; the content of media messages; and the role the media plays in preserving and reforming social values at the local and global levels. Students are given an opportunity to do supervised research on a variety of popular cultural forms.

**REGULAR PREREQUISITES**

Three hours a week

**401 INTERMEDIATE-LEVEL QUANTITATIVE DATA ANALYSIS FOR SOCIAL SCIENTISTS**

Students engage in sociological inquiry at an intermediate level. Using statistical computer software, such as SPSS and SAS, as a tool to aid in their inquiries, students learn to code, manipulate, analyse, and interpret data from a variety of data sources. Students learn also to carry out multi-variate data analyses (including learning how to store and retrieve their data), and how to use graphic presentations effectively.

**REGULAR PREREQUISITES** and Soc 331 and Soc 332 or

Anth 321 and Soc 332 and permission of the instructor

**409 EVALUATION**

This course is an introduction to the theories, methods and models of evaluation. The major focus of the course is on policy and program evaluation with an emphasis on the purpose, design, data collection/analysis, and application of results of evaluation research. The student gains some practical experience in the field of evaluation.

**REGULAR PREREQUISITES** and Soc 331, and one of the following: Soc 332, Psy 271, Psy 272, Math 221, Math 312, and Education 481; and permission of the instructor

Three hours a week

**412 SOCIOLOGY OF HEALTH**

Students adopt a salutogenic (health promotion and illness prevention) approach to examine the relationship between social factors (lifestyle, environment, and organization of the health care system) and health. Health is posited as a multi-dimensional construct. The implications of adopting a mainstream theoretical view of the relationship between social factors and health are investigated, i.e., how adopting a certain theoretical perspective can help to explain further or to hinder our understanding of the effect of social factors on health.

**REGULAR PREREQUISITES** and two 300-400 level

courses in Sociology, Sociology/Anthropology, and

Anthropology, and permission of the professor

Three hours a week

**422 THE SOCIOLOGY OF KNOWLEDGE**

This course examines the relations between knowledge systems and social structure. It analyzes the ways in which all kinds of knowledge in society (both mundane and intellectual, commonsense and technical) originate, develop, and are subsequently distributed and used as the basis of social action. It explores the thesis that the subject matter of human studies - concepts, explanations, ideologies and myths - bear the imprint of the particular prejudices and interests of their creators as products of the social-cultural structure.

REGULAR PREREQUISITES and permission of the instructor

Seminar: Three hours a week

#### **432 COMPARATIVE SOCIOLOGY**

This course provides students with the opportunity to acquire a multinational and multidisciplinary understanding of a chosen topic in Comparative Sociology, which is the study of a given social phenomenon across national and cultural boundaries and/or different periods of time. Offered in the form of a seminar, themes are selected from year to year, and may include such topics as civility, sociology of emotions and the body, youth culture, socialization, childhood, and courtship.

REGULAR PREREQUISITES and permission of the instructor

#### **452 SOCIAL CLASS AND STRATIFICATION**

A study of the historical and contemporary structures of inequality in industrial societies, and a critical examination of the major theoretical and ideological justifications for such inequalities.

REGULAR PREREQUISITES and permission of the instructor

Seminar: Three hours a week

#### **461 DIRECTED STUDIES**

Offered as a seminar in which selected topics are studied in depth and/or as a directed reading course within the specialized area selected by the student in consultation with one or more members of the Department and approved by the Dean.

REGULAR PREREQUISITES and departmental permission; generally restricted to the majors in Sociology at Third and Fourth Year levels.

(See Academic Regulation 9 for Regulations Governing Directed Studies)

### **ANTHROPOLOGY COURSES**

#### **101 INTRODUCTION TO CULTURAL ANTHROPOLOGY I**

This course, through an examination of cultural practices in various areas of the world, introduces students to the field of cultural anthropology.

PREREQUISITE: None

Three hours a week.

#### **102 INTRODUCTION TO CULTURAL ANTHROPOLOGY II**

This course provides a survey of the development, contributions, and contemporary socio-cultural issues of selected non-Western peoples and cultures. In addition, the course addresses how contact with non-Western cultures over the last 5 centuries has played a substantial role in developing modern Western thought.

PREREQUISITE: Anthropology 101

Three hours a week

#### **103 INTRODUCTION TO PHYSICAL ANTHROPOLOGY AND ARCHAEOLOGY**

This course introduces the various subfields of anthropology: physical anthropology, archaeology, linguistics, and cultural anthropology. It includes some examination of human evolution and cultural development.

Three hours a week.

#### **201 CULTURAL ANTHROPOLOGY**

Methods and theories in cultural anthropology, including a

survey and analysis of culture, its uniformities and varieties; comparative study of primitive cultures in terms of family, clan, political organization, economic systems, religion, art, folklore, and social customs; processes of social change.

PREREQUISITE: None

Three hours a week

#### **202 EVOLUTION OF HUMANKIND AND CULTURE**

This course is a survey of the origin of humankind and their culture from the earliest times to the end of the stone age; prehistoric humans and their primate ancestors; the development of modern human populations; and principles of evolutionary theory and prehistory of the old world during the stone age.

PREREQUISITE: None

Three hours a week

#### **209 SPECIAL TOPICS**

Course code for Special Topics offered by the Department of Anthropology at the second year level.

REGULAR PREREQUISITES

**NOTE: REGULAR PREREQUISITES:** For all courses from Anthropology 211 to Anthropology 402 (inclusive), prerequisites are Sociology 101-102, or Anthropology 101-102, or Sociology 101-Anthropology 102. A combined average of 60% in any of the above sequences of 100 level courses is a prerequisite for any Sociology, Anthropology, or Sociology/Anthropology courses at the 200 to 400 levels. With the approval of the Chair advanced students may use Anthropology 201 and 202 as prerequisites for further courses in Anthropology.

#### **211 INTRODUCTION TO ARCHAEOLOGY**

This course describes how archaeologists discover, reconstruct and interpret cultures of the past. Topics include: the development of archaeology as a discipline; the framework of archaeological enquiry; the techniques of site identification, survey, and excavation; the methods used in artifact analysis; dating methods; and the theoretical approaches underlying the interpretation of archaeological remains.

REGULAR PREREQUISITES or permission of the Chair

Three hours a week

#### **291 INTRODUCTION TO FORENSIC ANTHROPOLOGY**

This course is an overview of forensic anthropological methods and practices in the study of death, crime, and other relevant medico-legal concepts. Identification of the variation in human remains (gender, age, and ancestry, etc.) is of primary concern, but trauma, causes of death, decomposition, and the cultural contexts of death and crime are also examined.

REGULAR PREREQUISITES

#### **309 SPECIAL TOPICS**

Course code for Special Topics offered by the Department of Anthropology at the third year level.

REGULAR PREREQUISITES

#### **310 IDENTITY AND POPULAR CULTURE**

REGULAR PREREQUISITES

See Women's Studies 311

#### **321 FIELD METHODS**

This course explores the different research methods used in cultural anthropology. In the evaluation of these methods, the course combines readings with field experience.



## REGULAR PREREQUISITES

Seminar: Three hours a week

### 332 SOCIAL ORGANIZATION

An advanced course on structure and organization in human society from the perspective of social anthropology. The principal focus is on the principles and theories of social organization in simple as well as complex societies. Emphasis will be placed on cross-cultural comparisons of social structure and social organization.

REGULAR PREREQUISITES and two area courses are strongly recommended, but not required

Three hours a week

### 352 KINSHIP AND FAMILY

A cross-cultural examination of marriage, family, descent groups and kin-like groups with the fundamental objective of understanding the primary and natural features of human values and organization, and their variations

Cross-listed with Women's Studies (cf. Women's Studies 352)

REGULAR PREREQUISITES

Three hours a week

### 361 ANTHROPOLOGICAL THEORY

History, construction, and evaluation of anthropological theory; anthropological theory as a response to changing social-cultural conditions.

REGULAR PREREQUISITES

Three hours a week

### 382 UNDERSTANDING FOLKLORE

The course begins with a survey of the history and approaches to the study of folklore as an aspect of culture with emphasis on Canadian examples. Students then analyze folklore with emphasis on structures and cultural contexts. Study of local data is encouraged.

REGULAR PREREQUISITES or permission of the instructor

Three hours a week

### 401 MEDICAL ANTHROPOLOGY

This course provides an overview of medical anthropology and its approaches to understanding human illness and healing systems in a cross-cultural context. Students examine theoretical and applied approaches to topics which include: ethno- medical systems; biomedical models; symbolism in the healing process; the interrelationships of gender, class, and race in the cultural construction of illness and well being. The impact of colonialism and globalization, infections and inequalities, as well as cross-cultural conceptualizations of the body, are also considered.

REGULAR PREREQUISITES and Anthropology 361 or any two 300-400 level courses; or permission of the instructor

Three hours a week

### 402 ISSUES IN CONTEMPORARY ANTHROPOLOGY

This course examines selected issues of an interdisciplinary nature which have contributed to the emergence and development of current interpretative theories in anthropology. Students explore issues relating to the concepts of culture and hybridity; representation and power; colonialism and postcolonialism. Feminist anthropology and recent ethnographies are of central interest as are issues related to modernity, memory, and identity.

REGULAR PREREQUISITES and Anthropology 361 or any two 300-400 level courses; or permission of the instructor.

Three hours a week

## 431 DIRECTED STUDIES

Offered as a seminar in which topics are studied in depth and/or as a directed reading course within the specialized area selected by the student in consultation with one or more members of the Department and approved by the Dean.

REGULAR PREREQUISITES and Departmental permission; generally restricted to majors in Anthropology at Third and Fourth Year levels.

(See Academic Regulation 9 for Regulations Governing Directed Studies)

## SOCIOLOGY/ANTHROPOLOGY COURSES

**NOTE: REGULAR PREREQUISITES:** For all courses from Sociology/Anthropology 208 to Sociology/Anthropology 456 (inclusive), prerequisites are Sociology 101-102, or Anthropology 101-102, or Sociology 101-Anthropology 102. A combined average of 60% in any of the above sequences of 100 level courses is a prerequisite for any Sociology, Anthropology or Sociology/Anthropology courses at the 200 to 400 levels.

### 208 INTRODUCTION TO SOCIAL-CULTURAL ANALYSIS

This course introduces students to the basic theoretical and methodological tools necessary for critical and analytical thinking. Explored are major anthropological and sociological concepts, with reference to selected readings and current events. Emphasis is placed on identifying assumptions and using both theory and research in the analysis of socio-cultural behaviour.

REGULAR PREREQUISITES

Three hours a week

### 212 PEOPLES OF SOUTH ASIA

A survey of the peoples of south Asia; an integrated description and analysis of their cultural history and present-day economics, social, political and religious ways of life.

REGULAR PREREQUISITES

Three hours a week

### 222 NATIVE CANADIANS

A survey of the major cultural areas of the aboriginal North Americans, including a description and analysis in detail of selected cultures, their material culture, social organization and religious systems.

REGULAR PREREQUISITES

Three hours a week

### 232 BLACK SOCIETY IN THE AMERICAS

This course introduces the social history and culture of Black society in the Americas, with special emphasis on the U.S.A., Canada, and the Caribbean. The course explores the macro-processes and social relations which have shaped Black society since it was first established in the Americas, and which continue to influence its current position, mould its culture, and define its politics in this hemisphere.

REGULAR PREREQUISITES

Three hours a week

### 241 JAPANESE CULTURE AND SOCIETY

This course examines the major features and dynamics of Japanese civilization. Following a survey of influences which have shaped Japanese society, more detailed attention will be given to the topics of economic development, religion and philosophy, the family and other social systems, race and gender relations, and international relations. Special attention is given to the theme of Japanese uniqueness.

**REGULAR PREREQUISITES**

Three hours a week

**242 PEOPLES OF OCEANIA**

This course provides an introduction to the peoples and the complex cultures of the Pacific Islands (Oceania) in the areas known as Melanesia, Polynesia and Micronesia. Topics include gender, social stratification, leadership and exchange, conflict and war, ritual and symbolism as well as the relationship between tradition and modernity. The course examines the past and the present and the ways in which contact, colonization, the introduction of Christianity, and the cash economy shaped and continue to shape life in the Island Pacific.

**REGULAR PREREQUISITES**

Three hours a week

**251 PEOPLES OF AFRICA**

A survey of the principal cultures of sub-Saharan Africa with an emphasis on social and cultural change as a result of colonialism, urbanization and nationalization.

**REGULAR PREREQUISITES**

Seminar: Three hours a week

**252 SOCIAL GERONTOLOGY**

This is an introduction to the study of aging which provides an overview of the field of social gerontology, the variation of individual aging within societies and the social structures of aging. Special emphasis will be given to social gerontology in the context of the Maritime Provinces.

**REGULAR PREREQUISITES** or permission of the instructor

Three hours a week

**259 SPECIAL TOPICS**

Course code for Special Topics offered by the Department of Sociology/Anthropology at the second year level.

**REGULAR PREREQUISITES****261 SEX, GENDER, AND SOCIETY**

This course examines gender (the social concept of masculinity and femininity) and compares it to current views about sex (the biological distinction of female and male). Several sociological and/or anthropological issues are examined, such as the biological bases and evolutionary development of sexual differences; abortion; homosexuality; sexual violence; and affirmative action. Cross-cultural information is introduced throughout the course.

Cross-listed with Women's Studies (cf. Women's Studies 261)

**REGULAR PREREQUISITES**

Three hours a week

**262 MINORITY AND ETHNIC GROUPS IN CANADA**

An analysis of minority and ethnic groups within Canadian pluralism from a comparative and theoretical perspective. Emphasis is on French-Canadians, Indians, Inuit, Blacks, Hutterites, selected other immigrant groups, and the status of women in Canadian society.

**REGULAR PREREQUISITES**

Three hours a week

**306 DEMOGRAPHY OF AGING**

Students examine the relationship between demographic forces and our aging population. Considered are the effects of: migration on forming an aged ethnic population, social policies as related to the economics and health of an aged population, mortality levels as related to aging as a women's issue, and baby

boom and echo fertility levels. Demographic theories will be used to understand better these and other demographic forces.

**REGULAR PREREQUISITES**

Three hours a week

**312 RURAL SOCIETY**

A basic course in the sociology of rural life, with the social system concept as a theoretical framework; emphasis on Canadian rural society and comparison with the rural societies of other countries. The implications of social structure and function for action programs directed to development of rural societies and welfare of rural people.

**REGULAR PREREQUISITES**

Three hours a week

**331 THE COMMUNITY**

An analysis of the modern community in the light of early and contemporary theory. Several models of community are considered and the significance of these for the individual and the total society is explored.

**REGULAR PREREQUISITES**

Three hours a week

**341 TECHNOLOGY, SOCIETY AND THE ENVIRONMENT**

This course explores the interaction between technology, science, society, and the environment in the past and present, and examines the potential implications of such interaction in the future.

**REGULAR PREREQUISITES**

Seminar: Three hours a week

**359 SPECIAL TOPICS**

Course code for Special Topics offered by the Department of Sociology/Anthropology at the third year level.

**REGULAR PREREQUISITES****371 EVOLUTION OF THE BRAIN AND SOCIAL BEHAVIOUR**

This course examines the evolutionary factors underlying human behaviour as well as the behaviour of other species. It examines case materials in order to evaluate the existing theories concerning the development of behaviour from the proto-human period to the present.

**REGULAR PREREQUISITES**

Seminar: Three hours a week

**411 ENVIRONMENTAL CHANGE, SOCIETY, AND CULTURE**

This course studies diverse forms of environmental changes as they affect, or could affect, various societies and cultures. Natural phenomena such as climate change, hurricanes, floods, earthquakes, volcanoes, pandemics, and ecological transformations are considered with varying degrees of human-societal action, using a wide range of sociological-anthropological concepts and theories.

**REGULAR PREREQUISITES** and any two 300-400 level courses in Sociology, Anthropology, or Sociology/Anthropology

Seminar: Three hours a week

**412 GLOBALIZATION**

Students in this course study globalization as an ongoing, dynamic process as it affects societies, cultures, environments, communities, organizations, groups, and individuals. Debates over these effects are addressed by various theoretical perspectives, including structural-functionalism, conflict

analysis, interactionism, cultural studies, and postmodernism. Issues include technological advances, free-market capitalism, cultural homogenization, national policies and programs, international relations, global institutions and organizations, social inequality, demographic trends, asocial problems, social conflicts, and opposition to globalization.

REGULAR PREREQUISITES and any two 300-400 level courses in Sociology, Anthropology, or Sociology/Anthropology

Seminar: Three hours a week

#### **421 RELIGION AND SOCIETY**

This course examines religion as an institution in society. The principal functions of religion both for the person and for the whole society are explored; and the major processes and changes in modern religion are examined.

Cross-listed with Religious Studies (cf. Religious Studies 351)

REGULAR PREREQUISITES and any two 300-400 level courses in Sociology, Anthropology, or Sociology/Anthropology

Three hours a week

#### **442 SOCIAL AND CULTURAL CHANGE**

Introduction to the study of various processes and theories of social and cultural change including innovation, acculturation and directed social change.

REGULAR PREREQUISITES

Three hours a week

#### **456 VISUAL CULTURE**

This course addresses in a critical manner the importance of visual representation in Western thought. Topics include: analysis of stereotypes of non-Western people as portrayed in print and information media, advertising, ethnographic documentary production, and the entertainment industry. Students will also examine the export of Western visual culture to non-Western cultures.

REGULAR PREREQUISITES and any three 300-400 level courses in Sociology, Anthropology, or Sociology/Anthropology

Three hours a week

#### **481 DIRECTED STUDIES IN SOCIOLOGY AND ANTHROPOLOGY**

This inter-disciplinary course is offered for advanced students as a seminar in which selected topics are studied in depth and/or as a directed reading course within a specialized area selected by the student in consultation with one or more members of the Department and approved by the Dean.

REGULAR PREREQUISITES and departmental permission; generally restricted to majors in Sociology/Anthropology at third and fourth year levels

(See Academic Regulation 9 for Regulations Governing Directed Studies)

#### **490 HONOURS RESEARCH**

The course involves supervised reading and research on specific topics. The student is required to write a substantial honours essay or research report which is assessed by a three-member committee consisting of the supervisor and at least on additional member of the Department of Sociology and Anthropology.

Six semester hours of credit

## **Theatre Studies**

### **Co-ordinator**

Greg Doran, English

Theatrical performance is one of the most significant art forms in the history of civilization; it exemplifies the link between the study of literature and the larger community. Unlike most forms of studied literature, drama is intended to be performed for and experienced by an audience. Dramatic literature exists between scholarly and practical realms. As a result, it requires the acquisition of both analytic and practical skills. UPEI's Minor in Theatre Studies offers students the opportunity to develop both their analytic skills and the practical skills required for theatrical production. The Minor in Theatre Studies will provide its students with the foundational skills on which they can pursue their interest in the Theatre

### **REQUIREMENTS FOR A MINOR IN THEATRE STUDIES**

A Minor in Theatre Studies consists of twenty-one (21) semester hours of credit taken from the list of approved courses. English 195, Theatre 244, Theatre 344, and Theatre 444 are compulsory for the Minor. Prospective students should note, however, that Theatre 444 requires students to make a significant contribution to a Theatre Studies production, or another production approved by the Coordinator of Theatre Studies. Theatre 444 will, typically, be only offered in the Winter Term of the academic year. Students enrolled in Theatre 444 will be under the direct supervision of the Coordinator of Theatre Studies, or an approved supervisor. In addition, students must select three elective courses. Students using any of the approved courses to complete the Minor in Theatre Studies may not also use them to complete a Major.

### **THEATRE STUDIES CORE COURSES**

#### **English 195 INTRODUCTION TO DRAMA**

See English 195

#### **244 INTRODUCTION TO THEATRE STUDY**

This course introduces students to the foundational elements of the theatre. It provides students with a variety of performance skills, including voice, movement, and character development. Students also study performance theories, such as those of Stanislavski and Viola Spolin, and theatrical elements. Using a selection of plays from a variety of historical periods, students gain practical experience in developing the core practical skills associated with drama production and performance.

Cross-Listed with English (English 244)

PREREQUISITE: Permission of the Instructor

Three hours a week

#### **344 ADVANCED THEATRE STUDIES**

This course introduces students to the advanced elements of the theatre, and builds on the foundational skills acquired in Theatre 244. The course explores advanced character development, directing, design, dramaturgy, performance theories (such as those of Michael Bloom and Peter Brook), and theatrical elements. Using a selection of plays from a variety of historical periods, students gain practical experience in developing the skills of advanced drama production.

Cross-Listed with English (English 344)

**PREREQUISITES:** Theatre 244 and permission of the Instructor  
Three hours a week

#### 434 SPECIAL TOPICS IN THEATRE STUDIES

**PREREQUISITE:** One of Theatre 244, 344, or 444, or the permission of the Coordinator of Theatre Studies. For course information, please contact the Coordinator of Theatre Studies.

Three hours a week

#### 444 THEATRE PRACTICUM

This course provides students with a laboratory where they can put the skills and theories learned in Theatre 244 and 344 into practice in a production situation. Students are expected to make a significant contribution to this production, which is either under the direction of the Co-ordinator of Theatre Studies or is a supervised placement with a professional or semi-professional theatre company.

**PREREQUISITES:** THEATRE 244, THEATRE 344, and the permission of the Co-ordinator of Theatre Studies.  
Three hours of credit

### ELECTIVES

**NOTE:** Students who are in the Majors or Honours English programs must take at least one elective outside the English Department.

#### English

English 255	Introduction to Shakespeare
English 303	Contemporary Drama
English 315	English-Canadian Drama
English 341	Modern Drama
English 355	Shakespeare's Comedies and Histories
English 357	Renaissance Drama
English 367	Restoration and Eighteenth-Century Drama
English 455	Advanced Studies in Shakespeare

#### Classics

Classics 212	Ancient Tragedy
Classics 222	Ancient Comedy

#### Fine Arts Studio

111	Studio Arts
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#### Modern Languages (French)

339	Théâtre Canadienne-Français
344	XVIIe Siecle: Le Grand Siecle II

#### Modern Languages (German)

311	Three 19th Century Dramatists
312	Modern German Drama

#### Music

203	Music for Film and Stage
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### DIRECTED STUDIES

With the approval of the Co-ordinator, the Dean of Arts, and the relevant Department, a student may credit three hours of Directed Studies in any subject towards the Minor in Theatre Studies.

## University 100

#### Co-ordinator

Vickie A. Johnston, Co-ordinator  
Lesley-Anne Bourne, Lecturer

### UNIVERSITY 100\*

University 100 is a course for First Year students. It provides an introduction to the university, to university studies, to the varieties and methods of intellectual inquiry, and an opportunity to develop communications and research skills.

### NATURE AND GOALS OF THE COURSE

University 100 is a six semester-hour course restricted to students in their first year of university studies. The course is taught in sections of no more than 25 students in order to permit individual attention. Various teaching techniques are used, including lectures, discussions, individual research, film and video tapes, and frequent written exercises. Various occupational and personality inventories are employed to assist students in forming career plans and developing self-awareness. Specifically, the course has the following goals:

1. To develop oral and written communication skills;
2. To develop study and research skills;
3. To introduce effective critical thinking and argumentation;
4. To introduce the varieties of knowledge and methods of inquiry;
5. To encourage the development of self-knowledge and self discovery;
6. To develop an awareness of the university both past and present.

Generally, the course seeks to afford entering students the opportunity to obtain the maximum benefits from university education by developing both practical studentship skills and a broad perspective which will help them to realize their potentials.

### UNIVERSITY 101\*

A World Wide Web Based Introduction to University Studies  
University 101 is a course for beginning students designed to provide an introduction to the University and to university studies. It is offered exclusively as a distance education course using the World Wide Web. It introduces university level communication skills, critical thinking, library research methods, and a variety of studentship skills designed to enhance successful integration into university studies. It is a shorter version of the University 100 course.  
Three hours a week.

### UNIVERSITY 103\*

University 103 is a three semester-hour course for First Year students. A condensed version of University 100, it provides an introduction to the University, to university studies, to the variety and methods of intellectual inquiry, and to academic and career opportunities, and an opportunity to



develop communication, research, and study skills. Interactive teaching and learning are stressed.

Three hours a week

**\*NOTE:** Students may receive credit for **only one of**:  
University 100, 101, OR 103.

## UNIVERSITY 193: CAREER AND LEARNING PORTFOLIO DEVELOPMENT

This course is designed to review and clarify a student's learning and career objectives, and to document and demonstrate experiential learning. The course leads to the creation of a substantial Career and Learning Portfolio that will serve as the basis for a document that will develop throughout the individual's educational and employment careers, and serve as a guide to the student's life-long learning. Three credit hours

## University Writing Minor

### Co-ordinator

Sharon Myers, History

The University Writing Minor is a cross-disciplinary program designed to give special emphasis to writing throughout a student's education. In this age of information and knowledge-based economies, the Writing Minor will help prepare students to be effective communicators, active participants in civic and cultural life. The Minor has four primary goals: first, to enhance learning through writing across the disciplines; second, to ensure continuous development of student writing throughout the educational experience; third, to promote awareness of the rhetorical function of language across the disciplines; fourth, to provide students with a means of indicating a writing emphasis in their education for purposes of graduate school and future employment.

### REQUIREMENTS FOR A MINOR

A Minor in University writing consists of twenty-one semester hours of credit taken from the list of approved Writing Intensive (WI) courses.\* Nine semester hours (three WI courses) are compulsory for the Minor: English 286, English 381 and the core course, Writing 404. The remaining twelve semester hours are fulfilled by taking four WI elective courses after the prerequisite courses, English 101 and the second English course as specified in Academic Regulation 1(g), have been taken.

A maximum of 3 semester hours from the major subject may be credited towards the Minor, but only if at least three semester hours of credit in the major subject additional to those required for the Major are taken.

WI elective courses are designated by the Coordinating Committee and published before the registration period begins for each semester. Students are strongly encouraged to consult the Co-ordinator before registering.

Electives must be in at least two disciplines.

### COMPULSORY WRITING MINOR COURSES

English 286	Linguistics II: The Grammar and Vocabulary of English
English 381	Professional Writing
Writing 404	Communication and Rhetoric in Context

## WRITING MINOR ELECTIVES

Course offerings are determined on a semester-by-semester basis. See current offerings consult the UPEI web pages, or communicate directly with the Co-ordinator.

### \* WRITING-INTENSIVE COURSES

Writing-intensive (WI) courses at UPEI use writing as a major means of developing thinking and learning in the disciplines. Such courses integrate a significant amount of writing (and opportunities for revision) into the work of the course, providing a variety of formal and informal occasions for students to write and learn the goals, assumptions and key concepts of a course.

Formal writing opportunities allow students to learn the formats characteristic of a discipline, such as a research report, a critical essay, an essay examination, or a laboratory report. Formal writing is used primarily as a means for demonstrating learning outcomes.

Informal writing opportunities allow students to use writing as an instrument of learning through write-to-learn strategies, such as journals, letters, logs, lists, questions, short in-class responses to readings, lectures, and discussion. Informal writing enhances the quality and depth of the learning process.

Although no definitive quantity of writing can be stipulated for a WI course because of disciplinary differences, writing opportunities, both formal and informal, should account for a minimum of 50% of the grade weight. In addition, apart from informal writing and examinations, at least 10-15 pages of writing should be assigned (e.g., reports and essays); and, on at least one occasion, students should be allowed opportunities for revision, with critical comments on drafts, before a final grade is awarded.

### 404 COMMUNICATION AND RHETORIC IN CONTEXT

This course examines rhetorical effects in language in a variety of contexts. It offers a comprehensive examination of the history of rhetoric, how words are used to talk about other words, questions about truth, and the connections between persuasion and power. The goal of the course is to explore a rhetorical understanding of language and other communicative practices in context.

**PREREQUISITE(S):** English 101 and any course that satisfies the second English requirement for graduation  
Three hours a week

## Women's Studies

[www.upei.ca/womenstudies/](http://www.upei.ca/womenstudies/)

### Co-ordinator

Ann Braithwaite, Women's Studies

### Co-ordinating Committee

Susan Brown, History  
Doreley Coll, Modern Languages  
Pamela Courtenay-Hall, Philosophy  
Jane Magrath, English  
Jean Mitchell, Sociology/Anthropology  
Sharon Myers, History  
Fiona Papps, Psychology  
Jim Sentance, Economics  
Lori Weeks, Family and Nutritional Sciences

Women's Studies is an interdisciplinary program that explores scholarship and theories about gender and other social identities. Through core and cross-listed courses students examine identity as a category of analysis, investigate the construction of social differences, and explore the impact that these considerations have on knowledge production. Women's Studies involve the critical examination of feminist theories and research, the posing of new questions, and the expansion of human knowledge.

## REQUIREMENTS FOR A MAJOR IN WOMEN'S STUDIES

Students pursuing a Major in Women's Studies must complete 42 credit hours (14 courses) in the Women's Studies Program. These credit hours must be composed of the 3 required core courses in Women's Studies (101 or 102, 302, 403); a minimum of 7 courses from List A—Women's Studies electives and cross-listed courses; and a maximum of 4 courses from List B—Women's Studies approved electives, with no more than 3 courses from any one discipline (the 3 core courses in WS are not included in this limit).

### REQUIRED COURSES

WS 101	Gender, Equality, and Difference <b>OR</b>
WS 102	Gender in Transnational Perspective
WS 302	Constructing Difference and Identity
WS 403	Theorizing Feminisms

### LIST A COURSES

WS 205	Sex and Culture
WS 206	Bad Girls and Transgressive Women
WS 211	Selected Topics in Women's Studies
WS 221	Writings by Women (English 221)
WS 242	Philosophies of Love & Sexuality (Philosophy 242)
WS 243	Introduction to Feminist Ethics (Philosophy 243)
WS 261	Sex, Gender and Society (Sociology/Anthropology 261)
WS 311	Identity and Popular Culture
WS 343	Topics in Feminist Philosophy (Philosophy 343)
WS 351	Housing and Society (Family Science 352)
WS 352	Kinship and Family (Anthropology 352)
WS 381	Women, Economics and the Economy (Economics 381)
WS 385	Women in 19th Century Canada (History 385)
WS 386	Women in 20th Century Canada (History 386)
WS 391	Psychology of Women (Psychology 391)
WS 392	Men's Experiences (Psychology 392)
WS 405	The Legacy of the Spanish Mystic (Spanish 405)
WS 412	Feminism and the Body
WS 435	Gender and Sexuality (Psychology 435)
WS 436	Media, Sex, and Power (Psychology 436)
WS 451	Older Women's Experiences of Family Life (Family Science 451)
WS 453	Gender in European History (History 453)
WS 456	Visual Culture (Sociology and Anthropology 456)
WS 466	Advanced Topics in Gender and Sexuality (English 466)
WS 473	18th Century English Society and Culture (History 473)
WS 491	Directed Studies

### LIST B COURSES—WOMEN'S STUDIES APPROVED ELECTIVES

From year to year, and as courses are modified or changed in

participating departments, the list of acceptable Women's Studies area electives will change. Students should check with the coordinator of the Women's Studies Program for an up-to-date list before registering.

ANTH 401	Medical Anthropology
ENG 333	L.M. Montgomery
FSC 242	Dynamics of Family Living
HIST 363	Modern Irish History
HIST 382	19th Century American Society and Culture
HIST 426	A History of the Canadian Working Classes
PHIL 202	Contemporary Moral Issues
PHIL 203	Environmental Philosophy
PHIL 222	Political Philosophy
PHIL 383	Radical Philosophy
PST 221	Political Economy and Social Change in the Developing World
PST 332	Postmodernism and Contemporary Political Thought
PST 451	Contending Approaches in Comparative Politics
PSY 302	The Emergence of Modern Psychology
PSY 463	Critical Issues for Contemporary Psychology
RS 103	Myths of Love, Sex, and Marriage
RS 321	Women in Eastern Religions
S-AN 242	Peoples of Oceania
S-AN 252	Social Gerontology
S-AN 442	Social and Cultural Change

## REQUIREMENTS FOR A MINOR IN WOMEN'S STUDIES

A minor in Women's Studies will be recognized when a student has successfully completed twenty-one semester hours of courses in Women's Studies, including 101 or 102, 302, and 403. Courses must be selected from List A offerings only.

### WOMEN'S STUDIES CORE COURSES

#### 101 GENDER, EQUALITY, AND DIFFERENCE

This course provides an interdisciplinary, multicultural introduction to the discipline of Women's Studies, with a focus on the concepts of equality and difference. It explores how these concepts have been thought about and debated, and how they have informed theories about a variety of social identities. It looks at their implications for a number of issues, including bodies and body politics, sex, work, family, sports, health, and popular culture. Three hours a week.

#### 102 GENDER IN TRANSNATIONAL PERSPECTIVE

This course provides an interdisciplinary, multicultural introduction to the discipline of Women's Studies with an emphasis on gender and other social identities in a transnational perspective. It explores how differences in time and place influence how identities are constructed, reproduced, and challenged, and considers the implications of these differences in a number of issues central to transnational theorizing, such as bodies and body politics, human rights immigration, displacements and diasporas, and representation. Three hours a week

#### 205 SEX AND CULTURE

This course examines theories of sex and sexuality, and investigates how they are central to the construction and function of contemporary North American culture. It explores how boundaries between 'approved of' and 'disapproved of' sexual behaviours reflect larger social and cultural concerns,

and challenges students to think beyond the more usual either/or ways of identifying sexuality. Topics covered include the social construction of heterosexuality, changing definitions of lesbian/gay/bisexual, challenges posed by intersexed and transgendered people, sex work, sado/masochism, pornography, monogamy, intergenerational sex, internet and 'cybersex,' and the 'feminist sex wars.'

PREREQUISITE: None

Three hours a week

### 206 BAD GIRLS AND TRANSGRESSIVE WOMEN

This course introduces students to the multiple and varied ways of conceptualizing the idea of 'transgression,' exploring what kinds of events, people, and objects are thought to constitute social, political, and cultural transgressions at various times and places. It examines how ideas about transgression have been differently defined for different groups of people, asking how gender, sexuality, race, class, age, and abilities have been central to social definitions of--and anxieties about--transgressions. It also focuses on how people have used ideas about transgression to productively push against the limits of their own social positions. Examples of types of transgressions explored include gender bending, body-building, fat liberation, and 'passing' of all kinds.

PREREQUISITE: None

Three hours a week

### 211 SELECTED TOPICS IN WOMEN'S STUDIES

This combined lecture-seminar course on a selected topic in Women's Studies varies from semester to semester depending on the faculty member teaching the course.

NOTE: This course may be repeated up to four times, as long as there is a different topic each time.

PREREQUISITE: None

Three hours a week

### 302 CONSTRUCTING DIFFERENCE AND IDENTITY

This course examines some of the differences between and among women, exploring how claims to various identities and politics have transformed Women's Studies. It analyzes essentialist assumptions about identity categories such as race, sex, gender, and sexuality, and examines their social construction and contemporary interconnections at the institutional level.

PREREQUISITE: Women's Studies 101

Three hours a week

### 311 IDENTITY AND POPULAR CULTURE

This course introduces students to approaches to the study of popular culture and cultural studies, asking what is meant by the term "pop culture" and exploring it as a site of struggle and negotiation for a variety of identity groups. It explores both how social identities (gender, race, sexuality, and class) are constructed and represented in popular cultural objects and practices, and examines how those can make a difference to how people then interact with and in that pop culture. Course materials are drawn from advertising, popular events and trends, news items, film, TV, fan culture, zines, pornography, and the new communications technologies.

Cross-listed as English 314 and Anthropology 310

PREREQUISITE: None

Three hours a week

### 403 THEORIZING FEMINISMS

This course explores a variety of feminist theoretical approaches, focusing especially on Anglo-American second-

and third-wave feminisms. It provides comparative and critical analyses of how a number of different feminist theories have attempted to understand and explain gender divisions within society, examining the differences between, for example, liberal, radical, cultural, lesbian, psychoanalytic, Marxist, socialist, postmodern, third-wave, and post-feminist approaches.

PREREQUISITE: Women's Studies 101 and 302, or permission of the instructor

Three hours a week

### 412 FEMINISM AND THE BODY

This course introduces students to a range of feminist theoretical and cultural accounts of the body. It explores a variety of representations and definitions of the body. Through a variety of interdisciplinary readings and materials, it investigates the centrality of definitions of the body to understandings of the self, identity, and embodiment. It also examines how different perceptions of the body have been central to conceptualizations of sex, gender, race, and sexuality, and looks at some of the social and political consequences of these different perceptions.

PREREQUISITE: At least one Women's Studies course, or permission of the instructor

Three hours a week

### 491-492 DIRECTED STUDIES

These advanced courses for qualified students (see Academic Regulation 9) provide for supervised independent or group study of specialized topics in Women's Studies. The topics offered must be approved by the Co-ordinator of Women's Studies and the Dean of the Faculty.

PREREQUISITE: At least three Women's Studies courses or approval of the instructor

Three hours a week

## Veterinary Medicine

[www.upei.ca/avc/](http://www.upei.ca/avc/)

### ACADEMIC REQUIREMENTS—DVM

#### REGULATIONS

#### Course Load and Course Prerequisites

Except in rare circumstances, each student will take a full course load each year. Students must pass prerequisite courses prior to enrolling in courses which require a listed prerequisite.

#### Materials in Exams

No materials of any kind, other than pencils and pens, may be brought into an examination room without explicit permission of the course coordinator.

#### Pass-Fail Option

The pass-fail option for courses (Academic Regulation 10c) will apply in the DVM Program only in certain specified courses at the recommendation of the course coordinator and upon approval of the AVC Curriculum Committee and AVC Dean's Council.

#### Grading in Year 4

Internal courses (rotations) in year 4 are graded according to the following 4 point scale:

1. Exceptional Performance - consistently exceeds course (rotation) expectations.

2. Satisfactory Performance - consistently meets course (rotation) expectations.
3. Marginal Performance - consistently underperforms in course (rotation) expectations.
4. Failing Performance - consistently fails to meet course (rotation) expectations.

### Challenge for Credit by Examination

Challenge for credit by examination is normally not permitted in the DVM Program. Students who are able to demonstrate to the satisfaction of the relevant chair that they have previously taken an **equivalent course at the Atlantic Veterinary College**, may challenge for credit by examination as outlined in Academic Regulation 15.

### Advancement and Probation

#### Years 1 - 3

In order to advance to the next semester a student must:

1. achieve a grade of at least 50% in all courses taken for credit, regardless of the total number of credits taken. In any multicomponent course a passing grade will be assigned only if each component identified by the course coordinator (e.g., laboratory and didactic sections) has been successfully completed.
2. achieve a weighted average of at least 65%. However, a student with a weighted average of at least 55% but under 65% in first semester of year 1, and at least 60% but under 65% in all other semesters, will be placed on academic probation and allowed to advance. The following criteria will apply to a student on academic probation:
  - a. the student will be permitted only one probationary period (up to a maximum duration of 2 semesters) in the DVM program.
  - b. failure to achieve a weighted average of at least 65% by the end of the probationary period will result in academic dismissal.
  - c. return to a weighted average of under 65% after coming off probation will result in academic dismissal.
  - d. except with permission of the Dean, or designate, a student cannot advance to year 4 without a weighted average of at least 65%.

#### Year 4

In Year 4 a student:

1. must achieve a "Marginal Performance" or better in all courses taken for credit regardless of the total number of credits taken. In any multi-component course, a passing grade will be assigned only if each component identified by the course coordinator (e.g. patient management and knowledge-based sections) has been successfully completed.
2. with a "Failing Performance" in a rotation will be required to successfully repeat the failed rotation. The performance assessment attained in the repeated rotation will be recorded on the student's transcript. Students who are unsuccessful when repeating the rotation will be dismissed from the program.
3. with "Failing Performance" in a second rotation, after successfully repeating a first failed rotation, will be dismissed from the program.

4. with "Marginal Performance" for 9 or more rotation credit hours (9 or more weeks) will be dismissed from the program.

### Academic Dismissal

1. The following will result in academic dismissal:

- a. failure to achieve a grade of 50% in any course taken for credit.
- b. failure to achieve a weighted average of: (i) at least 55% in semester 1 of year 1, and (ii) at least 60% in any semester (other than semester 1 of year 1) in years 1-3.
- c. failure to achieve a weighted average of at least 65% by the end of a probationary period in year 1-3 or return to a weighted average of under 65% after coming off probation in years 1-3
- d. "Failing Performance" in a single rotation that is not successfully repeated
- e. "Failing Performance" in a second rotation after successfully repeating a first failed rotation in year 4.

### Petition for Readmission

1. Dismissed students may petition the Dean for readmission to the program. Dismissed students who are successful in their petition for readmission in years 1 - 3 will normally be required to:
  - a. repeat all courses in the semester in question if dismissed for failing one or more courses.
  - b. repeat all courses in the academic year in question if dismissed for failing to attain a weighted average of at least 60% in years 1 - 3 or at least 65% in year 4.
  - c. reenter the program at the beginning of the academic year in which they were first placed on probation if dismissed for failing to achieve the required weighted average of at least 65% at the end of a two semester probationary period.
2. Dismissed students who are successful in their petition for readmission in year 4 will normally be required to repeat year 4.

### SUPPLEMENTAL EXAMINATION

A supplemental examination provides an opportunity for a student who failed a course to be re-examined in that course.

With the exclusion of certain specified courses (see list below), a student who fails a course in years 1 - 3 of the DVM program will be granted a supplemental examination if the following criteria are met:

- a. a student will be granted only two (2) supplemental examinations in the DVM program.
- b. to be eligible for a supplemental examination the overall course grade, including performance in the final examination, must be at least 40%.
- c. the maximum grade attainable in a course or course component (as specified by the course coordinator) in which a supplemental examination is written shall be 50%.



- d. if the maximum grade of 50%, attainable in a course in which a supplemental examination is written, contributes to a weighted average that will allow the student to remain in the program.

The scope of the supplemental examination is at the discretion of the course coordinator and will be communicated to the student in advance. In order to pass the supplemental examination, the student must achieve a grade of at least 60% in that exam.

A student who fails a course in semester 1, and is granted a supplemental examination, will normally be required to write the examination before being permitted to continue with courses in semester 2 of the DVM program. A student who fails a course in semester 2 of the DVM program, and is granted a supplemental examination, will normally be expected to write the examination no later than the end of the third week of May.

Supplemental examinations are **not** offered in the following courses:

- a. Clinical rotations in Year 4. Normally, a student failing a rotation in Year 4, will be required to successfully repeat the failed rotation. The performance evaluation attained in the repeated rotation will be recorded on the student's transcript
- b. VCA 340 Surgical Exercises in Companion Animals, VHM 122 Clinical Orientation, VHM 341 Large Animal Surgery I, VHM 342 Large Animal Surgery II

#### **CLASS ATTENDANCE POLICY (First to Third Year) Lectures and laboratories**

1. Attendance in lectures and laboratories is a student obligation and an un-excused absence is not recognized as a student privilege by the Atlantic Veterinary College. In any course, or course component, attendance may be made mandatory at the instructor's discretion. Instructors must inform students at the beginning of a course, or course component, of student attendance requirements for successful completion of the course, and of penalties for not meeting those requirements. In the case of repeated absences from classes, the instructor may request from the appropriate Chair and Dean that the student be withdrawn from the course and assigned a grade of F.

2. When possible, a request to be excused from lectures or laboratories should be made in person to the instructor prior to the anticipated absence. The instructor has ultimate authority for ruling on requests for absences. In emergency situations, the Associate Dean of Academic Affairs may be contacted to assist the student with arrangements for making up missed classes. It is unreasonable for students to expect individual instruction if they have not availed themselves of group activities.

#### **Examinations**

1. Students are expected to write examinations at the scheduled examination times. Students unable to write a scheduled term examination due to unavoidable circumstances (e.g., illness, compassionate reasons) should contact the course Co-ordinator directly to request deferral of the examination. In emergency situations, the Associate Dean of Academic Affairs may be contacted to intervene on behalf of the student.

2. In the case of missed final examinations academic regulations 13b (Special Examinations and missed Final

Examinations), and 10e (Incomplete Courses) in the UPEI calendar apply.

3. In all cases of missed examinations course Co-ordinators should complete the form "*Record of Missed Examinations and Senior Rotations*" and forward a copy to the office of the Associate Dean of Academic Affairs so that a central record may kept of all absences.

4. In the case of illness, a doctors' certificate may be required at the discretion of the course Co-ordinator or Associate Dean of Academic Affairs.

#### **FOURTH YEAR ROTATIONS**

1. Attendance in Fourth Year Rotations is mandatory. In total, eight personal days are allowed during the fourth year. Examples of personal days include, but are not limited to: job interviews, personal or family illness, attendance at conferences, etc.

2. All absences require permission of the rotation Co-ordinator and duty clinician.

3. In all cases of missed rotation days, course Co-ordinators should complete the form "*Record of Missed Examinations and Senior Rotations*" and forward a copy to the office of the Associate Dean of Academic Affairs so that a central record may be kept.

4. Make-up is normally not required for absences comprising 15% of the rotation duration. The Associate Dean of Academic Affairs will notify rotation Co-ordinators of total absences in excess of the eight personal days and coordinate make-up.

#### **IMMUNIZATION**

The Atlantic Veterinary College has a mandatory rabies vaccination policy which requires that all students be vaccinated or sign a waiver declining vaccination. The Rabies vaccination program is administered by the UPEI Health Centre on behalf of the Atlantic Veterinary College. The Atlantic Veterinary College shares the cost of the Rabies vaccination program with its students.

#### **COURSE SUPPLIES**

Students requiring course materials or supplies over and above what is normally provided by the Atlantic Veterinary College may be responsible for the additional costs that are incurred.

#### **ANIMAL USE**

The humane use of animals in teaching is a normal part of the Atlantic Veterinary College (AVC) curriculum and a necessary component of the veterinary medical education. Examples of such uses include, but are not limited to, dissection of cadavers in Macroscopic Anatomy; post-mortem examination of animals in the Diagnostic Laboratory; handling, restraint, and physical examination of animals in Clinical Orientation; and performing surgery and invasive diagnostic procedures in Medical and Surgical Exercises laboratories. All teaching animal use at the Atlantic Veterinary College is approved by the UPEI Animal Care Committee and conforms to the principles and guidelines of the Canadian Council on Animal Care (CCAC).

## DOCTOR OF VETERINARY MEDICINE PROGRAM

### First Year

Course		Weekly Contact		
		Lecture	Lab	Credit
VBS 101	Macroscopic Anatomy I	2	5	4
VBS 111	Microscopic Anatomy I	1	2	2
VBS 121	Physiology I	2	0	2
VBS 131	Animal Behavior and Animal Welfare	1	2	2
VBS 141	Integration of Structure and Function I	0	5	2
VHM 101	Introduction to Veterinary Medicine	2	0	2
VHM 111	Animal Production Systems	2	3	3
VPM 111	Immunology	2	1	2
		<b>12</b>	<b>18</b>	<b>19</b>

### Semester 2

Course		Weekly Contact		
		Lecture	Lab	Credit
VBS 102	Macroscopic Anatomy II	2	5	4
VBS 112	Microscopic Anatomy II	1.4	1.7	3
VBS 122	Physiology II	2	0	2
VBS 142	Integration of Structure and Function II	0	3	1
VHM 112	Principles of Veterinary Epidemiology	2	1	2
VHM 122	Clinical Orientation	1	3	2
VPM 122	Parasitology	2	2	3
VPM 152	General Pathology	2	2	3
		<b>12.4</b>	<b>17.7</b>	<b>20</b>

### Second Year

Course		Weekly Contact		
		Lecture	Lab	Credit
VBS 241	Veterinary Pharmacology & Toxicology I	3	2	4
VCA 252	Principles of Diagnostic Imaging	1	1	1
VHM 231	Veterinary Public Health	2	1	2
VHM 241	Principles of Health Management	1	1	1
VPM 201	Bacteriology and Mycology	3	4	5
VPM 211	Virology	2	2	3
VPM 221	Systemic Pathology I	2	2	3
		<b>14</b>	<b>13</b>	<b>19</b>

### Semester 4

Course		Weekly Contact		
		Lecture	Lab	Credit
VBS 242	Veterinary Pharmacology and Toxicology II	2	1	2
VCA 212	Principles of Medicine	2	0	2
VCA 242	Principles of Anaesthesiology and Surgery	3	2	4
VHM 222	Principles of Theriogenology	2	0	2
VPM 222	Systemic Pathology II	2	2	3
VPM 242	Clinical Pathology	2	2	3
VPM 262	Aquaculture and Fish Health	2	2	3
		<b>15</b>	<b>9</b>	<b>19</b>

### Third Year

### Semester 5

Course		Weekly Contact		
		Lecture	Lab	Credit
VCA 311	Cardiorespiratory Diseases of Small Animals	2	0	2
VCA 321	Musculoskeletal Diseases of Small Animals	2	0	2
VCA 331	Neurologic and Ophthalmologic Diseases of Small Animals	2	0	2
VCA 340	Surgical Exercises in Companion Animals	0	2	0
VCA 341	Diagnostic Radiology	1	1	1
VCA 342	Medical Exercises in Companion Animals	0	1	0
VHM 321	Theriogenology	2	2	3
VHM 331	Large Animal Medicine I	2	1	2
VHM 341	Large Animal Surgery I	2	2	3
VHM 371	Health Management of Swine	2	1	2
		<b>15</b>	<b>10</b>	<b>17</b>

### Elective(s)

VBS 351	Exotic Mammal Medicine	1	0	1
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### Semester 6

Course		Weekly Contact		
		Lecture	Lab	Credit
VBS 312	Clinical Pharmacology and Toxicology	1	1	1
VCA 312	Gastrointestinal, Hepatic, and Dental Diseases of Small Animals	2	0	2
VCA 322	Endocrine and Dermatologic Diseases of Small Animals	2	0	2
VCA 332	Renal, Genitourinary, Immunologic and Hemolympathic Diseases of Small Animals	2	0	2
VCA 340	Surgical Exercises in Companion Animals	0	2	2
VCA 341	Diagnostic Radiology	1	1	1
VCA 342	Medical Exercises in Companion Animals	0	1	1
VHM 332	Large Animal Medicine II	2	1	2
VHM 342	Large Animal Surgery II	2	2	3
VHM 372	Health Management of Dairy Cattle	2	1	2
VHM 382	Health Management of Beef Cattle, Horses and Small Ruminants	2	1	2
		<b>16</b>	<b>10</b>	<b>20</b>

### Elective(s)

VBS 352	Avian and Reptile Medicine	1	0	1
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### Fourth Year

Course		Weekly Contact		
		Lecture	Lab	Credit
VHM 411	Clinical Conference	0	2	2

## THE FOURTH-YEAR

The fourth year of the DVM program consists of at least 41 semester-hours of credit comprising one two-semester-hour didactic course (VHM 411) and elective clinical rotations.

Clinical rotations in Fourth Year must consist of at least 39 semester-hours of credit selected from among approved one- to three-credit-hour elective rotations. Fourth-year rotations require a minimum time commitment of 28 hours per week of each student, and emergency and out-of-hours duties may be required. Normally, one week of fourth-year rotation experience equates to one semester-hour of credit. Fourth-year rotation selections comprising the required 39 semester-hours of credit must meet the following criteria:

- 27 semester-hours of credit must consist of internal rotations offered by the AVC.
- 6 semester-hours of credit may consist of internal rotations offered by the AVC and/or external clinical experiences in institutional/specialist practices (VBS 490, VCA 490, VHM 490, VPM 490), and/or international veterinary medicine (VPM 410)
- 6 semester-hours of credit may consist of internal rotations offered by the AVC, and/or external clinical experiences in institutional/specialist practices (VBS 490, VCA 490, VHM 490, VPM 490), and/or international veterinary medicine (VPM 410), and/or external clinical experiences in general private practice (VCA 494 and VHM 494)
- A minimum of 20 of the 39 rotation weeks must involve primary patient care as designated for internal rotations (P), or as designated by chairs for external and community practice rotations
- All students must take a core consisting of 15 weeks of internal rotations as follows:
  - a. Radiology (VCA 440)—3 weeks
  - b. Companion Animal (VCA 400) or Large Animal (VCA 450) Anaesthesiology —3 weeks
  - c. Companion Animal (VCA 410) or Large Animal Medicine (VHM 440) or Large Animal Medicine and Theriogenology (VHM 410) or Large Animal Medicine and Surgery (VHM 460)\*—3 weeks
  - d. Companion Surgery (VCA 430) or Large Animal Surgery (VHM 450) or Large Animal Medicine and Surgery (VHM 460)\*—3 weeks
  - e. Diagnostic Services (VPM 450) or Morphologic Pathology (VPM 460)—3 weeks
- Either within the core, or in addition to the core, students must take at least 2 weeks in rotations that qualify as a large animal (LA) discipline and 2 weeks in rotations that qualify as a companion animal (CA) discipline.

**NOTE:** VHM 460\* can be counted as either a Large Animal Medicine or a Large Animal Surgery rotation, but not both. A maximum of 3 credit-hours will be assigned to an individual experience external to the AVC regardless of its duration. The expenses associated with external clinical experiences are the responsibility of the student. Students participating in an external clinical experience may receive a stipend to offset living and travel expenses, but cannot receive credit for experiences where they are salaried employees.

Students are required to select rotations from the following list of courses:

VBS 430 Clinics in Companion Animal Behaviour (P)(CA)  
 VBS 440 Exotic and Laboratory Animal Medicine (P)(CA)

VBS 490 External Clinical Experience-Institutional or Specialist Practice (P determined by Chair)  
 VBS 495 Special Topics in Biomedical Sciences  
 VCA 400 Clinics in Small Animal Anaesthesiology (P)(CA)  
 VCA 410 Clinics in Companion Animal Medicine I (P)(CA)  
 VCA 420 Clinics in Companion Animal Medicine II (P)(CA)  
 VCA 422 Clinical Nutrition in Companion Animals  
 VCA 430 Clinics in Companion Animal Surgery I (P)(CA)  
 VCA 432 Clinics in Companion Animal Surgery II (P)(CA)  
 VCA 434 Community Practice (P)(CA)(HM)  
 VCA 440 Clinics in Radiology I (P)(CA)  
 VCA 442 Clinics in Radiology II (P)(CA)  
 VCA 444 Equine Lameness (P)(HM)  
 VCA 450 Clinics in Large Animal Anaesthesiology and Pain Management (P)(HM)  
 VCA 460 Clinics in Dermatology (P)(CA)  
 VCA 470 Issues in Animal Welfare  
 VCA 475 Client Communications (CA)  
 VCA 480 Clinics in Companion Animal Cardiology (P)(CA)  
 VCA 482 Clinics in Ophthalmology (P)(CA)  
 VCA 490 External Clinical Experience-Institutional or Specialist Practice (P determined by Chair)  
 VCA 494 External Clinical Experience-General Private Practice (P determined by Chair)  
 VCA 495 Special Topics in Companion Animals  
 VHM 401 Career and Practice Management  
 VHM 402 Applied Epidemiology  
 VHM 403 Short Course in Applied Epidemiology  
 VHM 404 Aquaculture Health Management I (P)(HM)  
 VHM 405 Aquaculture Health Management II (P)(HM)  
 VHM 410 Clinics in Large Animal Medicine and Theriogenology (P)(HM)  
 VHM 420 Clinics in Theriogenology—General (P)(HM)  
 VHM 422 Clinics in Theriogenology—Equine (P)(HM)  
 VHM 431 Clinics in Farm Service - Ruminants and Swine I (P)(HM)  
 VHM 432 Clinics in Farm Service—Dairy (P)(HM)  
 VHM 434 Ecosystem Health  
 VHM 435 Clinics in Ambulatory Services—Equine I (P)(HM)  
 VHM 436 Clinics in Farm Services—Swine (P)(HM)  
 VHM 437 Clinics in Ambulatory Services—Equine II (P)(HM)  
 VHM 438 Ecosystem Health—Case Studies  
 VHM 440 Clinics in Large Animal Medicine I (P)(HM)  
 VHM 441 Clinics in Farm Service - Ruminants and Swine II (P)(HM)  
 VHM 443 Clinics in Farm Service—Feedlot Management (P)(HM)  
 VHM 445 Clinics in Farm Service—Ruminant Nutrition (P)(HM)  
 VHM 446 Clinics in Farm Service—Ruminant Mastitis (P)(HM)  
 VHM 447 Clinics in Farm Service—Ruminant Production Record Analysis (P)(HM)  
 VHM 448 Clinics in Farm Service—Ruminant Reproduction (P)(HM)  
 VHM 449 Clinics in Farm Service - Cow/Calf Management (P)(HM)  
 VHM 450 Clinics in Large Animal Surgery I (P)(HM)  
 VHM 452 Clinics in Large Animal Surgery II (P)(HM)  
 VHM 460 Clinics in Large Animal Medicine & Surgery (P)(HM)  
 VHM 464 Clinics in Large Animal Medicine II-I (P)(HM)  
 VHM 465 Clinics in Large Animal Medicine II-2 (P)(HM)

VHM 466	Clinics in Large Animal Medicine II-3 (P)(HM)
VHM 467	Swine Health Monitoring (P)(HM)
VHM 480	Clinics in Regulatory Medicine
VHM 482	Veterinary Acupuncture (P)
VHM 490	External Clinical Experience-Institutional or Specialist Practice (P determined by Chair)
VHM 492	Advanced Equine Dentistry and Health Care (P)
VHM 494	External Clinical Experience—General Private Practice (P determined by Chair)
VHM 495	Special Topics in Health Management
VPM 410	International Veterinary Medicine
VPM 421	Foreign Animal Diseases
VPM 422	Foreign Animal Diseases with Practicum
VPM 430	Clinical Virology
VPM 450	Diagnostic Services
VPM 460	Morphologic Pathology
VPM 472	Wildlife Health (P)
VPM 482	Aquaculture Diagnostic Services
VPM 490	External Clinical Experience—Institutional or Specialist Practice (P determined by Chair)
VPM 495	Special Topics in Pathology and Microbiology

## Biomedical Sciences

[www.upei.ca/biomedical/](http://www.upei.ca/biomedical/)

### Biomedical Faculty

Amreek Singh, Professor Emeritus  
 Susan D. Dawson, Associate Professor, Acting Chair  
 Luis A. Bate, Professor  
 John F. Burka, Professor  
 Russell Kerr, Professor  
 Tarek M. Saleh, Professor  
 David E. Sims, Professor  
 R. Andrew Tasker, Professor  
 Glenda M. Wright, Professor  
 Susan E. Dohoo, Associate Professor  
 Sandra McConkey, Associate Professor  
 Cai Song, Associate Professor  
 Michael R. van den Heuvel, Associate Professor  
 Cynthia L. Gaskill, Assistant Professor  
 Norma Guy, Assistant Professor  
 Collins Kamunde, Assistant Professor  
 Balaji Ramanathan, Assistant Professor  
 Catherine B. Chan, Adjunct Professor  
 Alastair Cribb, Adjunct Professor  
 Edwin DeMont, Adjunct Professor  
 James Johnston, Adjunct Professor  
 Michael Mayne, Adjunct Professor  
 Mikio Moriyasu, Adjunct Professor  
 David Reynold, Adjunct Professor  
 George Robertson, Adjunct Professor  
 Harold Robertson, Adjunct Professor  
 Michael Salter, Adjunct Professor  
 Don Stevens, Adjunct Professor  
 Yanwen Yang, Adjunct Professor  
 Jeff Zidichowski, Adjunct Professor

## BIOMEDICAL SCIENCES COURSES

### VBS 101 MACROSCOPIC ANATOMY I

This course provides a foundation in macroscopic (gross) anatomy, including radiographic anatomy, using the dog as the primary dissection model. Study of mammalian anatomy is followed by investigation of basic vertebrate structure based on fish. In addition to exploring the anatomy of these animals, this course prepares the student for the comparative anatomy

studies of the Macroscopic Anatomy II course.  
 Two hours of lecture and five hours of laboratory per week

### VBS 102 MACROSCOPIC ANATOMY II

The course reviews comparative macroscopic and radiologic anatomy of the horse, ruminant, pig, and fowl, with special emphasis on aspects of clinical and physiological significance. A ruminant, horse, and fowl are dissected. Lectures supplement information gained by dissection.  
 Two hours of lecture and five hours of laboratory per week

### VBS 111 MICROSCOPIC ANATOMY I

The course presents the student with an understanding of microscopic organization of basic tissues, blood vessels, lymphoid and respiratory systems of domestic animals.  
 One hour of lecture and two hours of laboratory per week

### VBS 112 MICROSCOPIC ANATOMY II

The course provides the student with an understanding of microscopic organization of various organ systems, embryonic development, and congenital anomalies of domestic animals.  
 One or Two hours of lecture and two hours of laboratory per week (variable)

### VBS 121 PHYSIOLOGY I

This course provides lecture instruction to acquaint students with system, cell and biochemical functions of importance in nervous, musculoskeletal, cardiovascular, and respiratory systems. These are related to major domestic species of importance in veterinary medicine.  
 Two hours of lecture per week

### VBS 122 PHYSIOLOGY II

The course employs lecture instruction to acquaint students with system, cell, and biochemical functions of importance in renal and body fluid, gastrointestinal, endocrine, reproductive and environmental regulatory systems.  
 Two hours of lecture per week

### VBS 131 ANIMAL BEHAVIOUR AND ANIMAL WELFARE

The normal and abnormal behaviour and bionomics of various domestic livestock, companion, and laboratory species are examined in this course. Issues of importance to general welfare of animals in production and research are reviewed.  
 One hour of lecture and two hours of tutorial or laboratory per week

### VBS 141 INTEGRATION OF STRUCTURE AND FUNCTION I

Using problems from small animal veterinary medicine, this course provides students with an opportunity to review and apply basic concepts from macroscopic and microscopic anatomy, and physiology, in an integrated fashion. Students practice the critical reasoning process through analysis of data, development of hypotheses, and their justification.  
 Five hours per week

### VBS 142 INTEGRATION OF STRUCTURE AND FUNCTION II

Using problems from large animal veterinary medicine, this course provides students with an opportunity to review and apply basic concepts from macroscopic and microscopic anatomy, and physiology, in an integrated fashion. The critical reasoning process is further developed and students are increasingly independent in meeting their learning objectives.  
 PREREQUISITE: VBS 141  
 Three hours of tutorial per week



**VBS 212 PATHOPHYSIOLOGY FOR NURSING STUDENTS**

This course is an overview of pathophysiological mechanisms of disease states. Concepts and processes of abnormal physiology in various body systems are presented using selected diseases as illustrations. Unique features of child and adult responses are presented.

**PREREQUISITE:** Biology 122, Nursing 203 and Nursing 213  
Three hours of lecture and three hours of laboratory per week

**VBS 241 VETERINARY PHARMACOLOGY AND TOXICOLOGY I**

This course provides veterinary students with a basic understanding of the principles of pharmacology and toxicology, including pharmacokinetics/toxicokinetics, biotransformation, pharmacodynamics, receptor action, mechanisms of toxicosis, and a basic understanding of some of the major classes of drugs and toxins important in veterinary medicine. The course emphasizes drugs affecting the autonomic and central nervous systems, the musculoskeletal system, and the immune and other systems. The toxins to be covered include those that act on the same systems as those listed for the drugs.

**PREREQUISITE:** Second year standing in the DVM program  
Three hours lecture and two hour tutorial per week

**VBS 242 VETERINARY PHARMACOLOGY AND TOXICOLOGY II**

This course provides veterinary students with a basic understanding of the major classes of drugs used in veterinary medicine for the treatment of conditions affecting the cardiovascular system, the respiratory system, the gastrointestinal system, the urogenital and other systems; and for the treatment of infection or infestation. The course discusses toxins that affect the same systems as those listed for the drugs. Industrial and home chemical exposures, food-related toxins, air- and water-borne toxins, metals, poisonous plants, and animal and insect toxins are also covered.

**PREREQUISITE:** Second year standing in the DVM program  
Two hours lecture and one hour tutorial per week

**VBS 312 CLINICAL PHARMACOLOGY AND TOXICOLOGY**

This course provides instruction in the principles of clinical pharmacology and clinical toxicology as they apply to species of veterinary interest. The lectures are taught on a systems basis and the tutorials are case-based discussions. Half of the course is devoted to principles of clinical pharmacology, and half is devoted to principles of clinical toxicology.

**PREREQUISITE:** Third year standing in the DVM program  
One hour lecture and one hour tutorial per week

**VBS 351 EXOTIC MAMMAL MEDICINE**

This elective course deals with the diagnosis and management of diseases in exotic mammals, including rodents, rabbits, ferrets, and hedgehogs.

1 hour of lecture per week

**VBS 352 AVIAN AND REPTILE MEDICINE**

This elective course deals with the diagnosis and management of diseases in birds and reptiles.

1 hour of lecture per week

**VBS 430 CLINICS IN COMPANION ANIMAL BEHAVIOUR**

This course is a one week rotation in the Clinical Behaviour Service of the Veterinary Teaching Hospital. The course focuses on the prevention and management of problem behaviour in species which are commonly kept as companion

animals. Students participate in the diagnosis and management of current cases, and in the review and presentation of prepared case material.

**PREREQUISITE:** Fourth year standing in the DVM program  
One week in duration

**VBS 440 EXOTIC AND LABORATORY ANIMAL MEDICINE**

In this course students acquire information about laboratory animal medicine as a career path and discuss the challenges and opportunities facing exotic animal and laboratory animal veterinarians. Students practice animal handling, physical examination, and routine procedures such as blood collection and administration of injections, and become familiar with common diseases of exotic pets and laboratory animals. Regulations and guidelines governing animal research and the role of the veterinarian in ensuring humane methods of experimentation are discussed, as are a variety of issues pertaining to animal facilities management.

**PREREQUISITE:** Fourth year standing in the DVM program  
One week in duration

**VBS 490 EXTERNAL CLINICAL EXPERIENCE—INSTITUTIONAL OR SPECIALIST PRACTICE**

This course provides for external clinical experiences related to the specialties of the Department of Biomedical Sciences not available at UPEI. Students may propose an elective or undertake one already approved by the Department. External clinical experiences are limited to academic institutions, non-academic institutions, and approved private practices, where evaluation of performance is routinely completed. In order for an institution or practice to qualify, certain criteria, as outlined in the Senior Rotation Handbook, must be met. All expenses are the responsibility of the student. This course is graded pass-fail.

**PREREQUISITES:** Fourth year standing in the DVM Program; and approval by the department Chair, or the Chair's designate, and the Associate Dean of Academic Affairs

**VBS 495 SPECIAL TOPICS IN BIOMEDICAL SCIENCES**

This course is initiated and offered at the discretion of the Department. Entry to the course, course content, and the conditions under which the course may be offered will be subject to the approval of the Chair of the Department, the AVC Curriculum Committee, and the Dean or designate.

**PREREQUISITE:** Fourth year standing in the DVM program  
One to three hours per week

## Companion Animals

[www.upei.ca/companion](http://www.upei.ca/companion)

**Companion Animals Faculty**

Darcy H. Shaw, Professor, Chair  
James B. Miller, Professor  
Caroline L. Runyon, Professor  
Hans C.J. Gelens, Associate Professor  
Sherri L. Ihle, Associate Professor  
Kip A. Lemke, Associate Professor  
David C. Seeler, Associate Professor  
Trina Bailey, Assistant Professor  
Etienne Côté, Assistant Professor  
Cheryl Cullen, Assistant Professor  
Peter Foley, Assistant Professor  
Leigh Lamont, Assistant Professor  
Peter Moak, Assistant Professor

LeeAnn Pack, Assistant Professor  
 Patricia L. Rose, Assistant Professor  
 Denis Barabe, Adjunct Professor  
 James A. Chalman, Adjunct Professor  
 Alice Crook, Adjunct Professor  
 Clayton A. MacKay, Adjunct Professor  
 James O. Noxon, Adjunct Professor

## COMPANION ANIMAL COURSES

### VCA 212 PRINCIPLES OF MEDICINE

In Principles of Medicine, students learn fundamental principles of disease states, pathophysiology of those principles, and indications for diagnostic methods used in examination of abnormal body functions.

Two hours of lecture per week

### VCA 242 PRINCIPLES OF ANAESTHESIOLOGY AND SURGERY

This course introduces students to fundamental principles of surgery and anaesthesia with broad species applications through both lecture and laboratory instruction. Emphasis is placed on basic concepts, including patient evaluation, relevant physiology and pharmacology, instrumentation and equipment, and guidelines for patient care in the perianaesthetic/perioperative periods. Students will begin to cultivate clinical skills necessary for anaesthetic and surgical case management that can be further developed in third and fourth years of the program.

PREREQUISITE: Second year standing in the DVM program  
 Three hours of lecture and two hours of laboratory per week

### VCA 252 PRINCIPLES OF DIAGNOSTIC IMAGING

This course introduces students to fundamental principles of diagnostic imaging across veterinary species through both lecture and tutorial instruction. Emphasis is placed on basic concepts central to performing radiographic procedures.

PREREQUISITE: Second year standing in the DVM program

1 hour of lecture and 1 hour of tutorial (alternate weeks)

### VCA 311 CARDIORESPIRATORY DISEASES OF SMALL ANIMALS

This course reviews diagnosis and management of diseases of the cardiovascular and respiratory systems in Companion Animals.

Two hours of lecture per week

### VCA 312 GASTROINTESTINAL, HEPATIC, AND DENTAL DISEASES OF SMALL ANIMALS

This course deals with the diagnosis and management of diseases of the digestive system of Companion Animals.

Two hours of lecture per week

### VCA 321 MUSCULOSKELETAL DISEASES OF SMALL ANIMALS

This course covers diagnosis and management of diseases of the musculoskeletal system of Companion Animals.

Two hours of lecture per week

### VCA 322 ENDOCRINE AND DERMATOLOGIC DISEASES OF SMALL ANIMALS

This course reviews diagnosis and management of diseases of the endocrine and dermatologic systems of Companion Animals.

Two hours of lecture per week

### VCA 331 NEUROLOGIC AND OPHTHALMOLOGIC DISEASES OF SMALL ANIMALS

This course discusses diagnosis and management of diseases of the neurologic system and eyes of Companion Animals.

Two hours of lecture per week

### VCA 332 RENAL, GENITOURINARY, IMMUNOLOGIC AND HEMOLYMPHATIC DISEASES OF SMALL ANIMALS

This course discusses diagnosis and management of diseases of the renal, urogenital, hemolympathic and immunologic systems of Companion Animals.

Two hours of lecture per week

### VCA 340 SURGICAL EXERCISES IN COMPANION ANIMALS

This course introduces and reinforces fundamental knowledge and skills related to anaesthesia and surgery as applied to companion animals.

PREREQUISITE: VCA 242

Four hours of laboratory per week in first or second semester

### VCA 341 DIAGNOSTIC RADIOLOGY

In this two-semester course, students develop basic skills needed to interpret radiographs of animals with clinical abnormalities.

PREREQUISITE: VCA 212

One hour of lecture and one hour of laboratory per week

### VCA 342 MEDICAL EXERCISES IN COMPANION ANIMALS

In this two-semester course, students develop basic skills needed to perform diagnostic tests and procedures on companion animals.

PREREQUISITE: VCA 212

Two hours of laboratory on alternate weeks

LECTURE HOURS: 1

### VCA 400 CLINICS IN SMALL ANIMAL ANAESTHESIOLOGY

This course is a clinical rotation in the Anaesthesia section of the Veterinary Teaching Hospital. With faculty supervision, students participate in the practice of clinical veterinary anaesthesiology.

PREREQUISITE: Fourth year standing in the DVM Program  
 Enrolment is limited

Three weeks in duration

### VCA 410 CLINICS IN COMPANION ANIMAL MEDICINE I

This course is a clinical rotation in the Small Animal Medicine section of the Veterinary Teaching Hospital. With faculty supervision, students participate in the practice of clinical veterinary medicine.

PREREQUISITE: Fourth year standing in the DVM Program  
 Enrolment is limited

Three weeks in duration

### VCA 420 CLINICS IN COMPANION ANIMAL MEDICINE II

In this second rotation through the Small Animal Medicine section of the Veterinary Teaching Hospital, students develop a more detailed knowledge of the principles and techniques used in Companion Animal Medicine.

PREREQUISITE: VCA 410

Enrolment is limited

Three weeks in duration

**VCA 422 CLINICAL NUTRITION IN COMPANION ANIMALS**

This course is a clinical rotation taught by veterinarians affiliated with Mark Morris Associates. Case-based discussions emphasize the role of dietary management of disease states as primary or adjunctive therapy. Currently hospitalized patients may be incorporated in case discussions.  
**PREREQUISITE:** Fourth year standing in the DVM program  
 One week in duration

**VCA 430 CLINICS IN COMPANION ANIMAL SURGERY I**

This course is a clinical rotation in the Small Animal Surgery section of the Veterinary Teaching Hospital. With faculty supervision, students participate in the practice of clinical veterinary surgery.  
**PREREQUISITE:** Fourth year standing in the DVM Program  
 Enrolment is limited  
 Three weeks in duration

**VCA 432 CLINICS IN COMPANION ANIMAL SURGERY II**

In this second rotation through the Small Animal Surgery Service of the Veterinary Teaching Hospital, students develop a more detailed knowledge of the principles and techniques used in Companion Animal Surgery.  
**PREREQUISITE:** VCA 430  
 Enrolment is limited  
 Three weeks in duration

**VCA 434 COMMUNITY PRACTICE**

This course is a clinical rotation involving the community practice aspects of the Veterinary Teaching Hospital. Under faculty and staff supervision, senior veterinary students will be responsible for primary care of non-referral/non-emergency medicine and surgery cases.

**PREREQUISITE:** Have to be enrolled in one of the following regular medicine rotations: VCA 410, or VHM 440, or VHM 460, or VHM 410; AND one of the following regular surgery rotations: VCA 430 or VHM 450 or VHM 460.

**Please note:** VHM 460 can be taken either as a large animal medicine or large animal surgery co-requisite but not both.

**VCA 440 CLINICS IN RADIOLOGY I**

This course is a clinical rotation in the Radiology section of the Veterinary Teaching Hospital. Students perform and interpret various examinations in diagnostic radiology and special procedures. Some experience in alternative imaging (ultrasound, nuclear scintigraphy) may be gained depending on clinical caseload.

**PREREQUISITE:** Fourth year standing in the DVM Program  
 Enrolment is limited  
 Three weeks in duration

**VCA 442 CLINICS IN RADIOLOGY II**

In this course students further develop interpretation skills and their ability to perform common radiographic procedures, including ultrasound.

**PREREQUISITE:** VCA 440

Enrolment is limited  
 Three weeks in duration

**VCA 444 EQUINE LAMENESS**

This course provides advanced training in diagnostic techniques used in the evaluation of the equine patient. Techniques covered include radiography, ultrasonography, nuclear medicine, endoscopy, and lameness evaluation,

including use of the treadmill. Additional techniques that may be covered include arthroscopy and laparoscopy.  
**PREREQUISITE(s):** Any ONE of the following courses - VHM 410, 435, 440, 450, 460, 462, or VCA 440 and permission of the course co-ordinators  
 Two weeks in duration

**VCA 450 CLINICS IN LARGE ANIMAL ANAESTHESIOLOGY AND PAIN MANAGEMENT**

This course is a clinical rotation in the anaesthesiology section of the Veterinary Teaching Hospital. With faculty supervision, students participate in the practice of clinical large animal anaesthesiology and pain management.

**PREREQUISITE:** Fourth year standing in the DVM program  
 Enrolment is limited  
 Three weeks in duration

**VCA 460 CLINICS IN DERMATOLOGY**

This course, given in the Veterinary Teaching Hospital, is a clinical rotation in the specialty of dermatology. Students participate in the diagnosis and therapy of diseases involving the skin of companion animals.

**PREREQUISITE:** Fourth year standing in the DVM Program  
 Enrolment is limited  
 Two weeks in duration

**VCA 470 ISSUES IN ANIMAL WELFARE**

This course fosters an awareness and understanding of issues of animal welfare, and prepares veterinary students to be active and informed participants in discussions of animal welfare and in the formulation of public policy in this area. This is accomplished through discussion and investigation of timely topics relating to animal welfare. Much of the material is presented through case-based discussions, in areas such as companion (including equine), food, and laboratory animal health and well-being. The rotation may include a day-long field trip.

One week in duration

**VCA 475 CLIENT COMMUNICATIONS**

This one-week clinical rotation will introduce students to communication theory, the impact of feelings, emotions, and values on communication, and to techniques that will aid in building relationships and eliciting information from clients. Through lectures, role plays, and videotaped real client interactions, students will learn about and practise skills to more effectively communicate with clients.

**PREREQUISITE:** Successful completion of the third year of the DVM program or permission of the instructor  
 Semester hours credit: 1

**VCA 480 CLINICS IN COMPANION ANIMAL CARDIOLOGY**

This course is a clinical rotation in the cardiology service of the Veterinary Teaching Hospital. With faculty supervision, students participate in the practice of clinical veterinary cardiology.

**PREREQUISITE:** Fourth year standing in the DVM program  
**CO-REQUISITE:** VCA 410  
 Enrolment is limited  
 Two weeks in duration

**VCA 482 CLINICS IN OPHTHALMOLOGY**

This is a clinical rotation in the ophthalmology service of the Veterinary Teaching Hospital. With faculty supervision, students participate in the practice of clinical veterinary ophthalmology.

**PREREQUISITE:** Fourth year standing in the DVM Program  
Enrolment is limited  
Two weeks in duration

#### **VCA 490 EXTERNAL CLINICAL EXPERIENCE— INSTITUTIONAL OR SPECIALIST PRACTICE**

This course provides a clinical experience that is not available to an individual student at UPEI. This 1-3 credit-hour experience is limited to academic institutions and approved private practices and non-academic institutions where evaluation of performance is routinely completed. In order to qualify as an approved private practice or non-academic institution, certain criteria as outlined in the senior rotation handbook must be met. All expenses incurred are the responsibility of the student. This course is graded pass-fail.  
**PREREQUISITE:** Fourth year standing in the DVM Program and approval of the departmental Chair and Associate Dean of Academic Affairs

#### **VCA 494 EXTERNAL CLINICAL EXPERIENCE— GENERAL PRIVATE PRACTICE**

This course provides an opportunity for clinical experience in general or community practice settings. This one- to three-credit-hour experience is limited to private practices that meet certain criteria as outlined in the senior rotation handbook. All expenses incurred are the responsibility of the student. This course is graded pass-fail.  
**PREREQUISITE:** Fourth-year standing in the DVM program and approval of the departmental Chair and Associate Dean of Academic Affairs

#### **VCA 495 SPECIAL TOPICS IN COMPANION ANIMALS**

This course is initiated and offered at the discretion of the Department. Entry to the course, course content, and the conditions under which the course may be offered will be subject to the approval of the Chair of the Department, the AVC Curriculum Committee, and the Dean or designate.  
**PREREQUISITE:** Fourth year standing in the DVM program  
One to three hours per week

## **Health Management**

[www.upei.ca/avc/healthmgmt](http://www.upei.ca/avc/healthmgmt)

#### **Health Management Faculty**

Lawrence E. Heider, Professor Emeritus  
Jeffrey Wichtel, Professor, Chair  
Ian R. Dohoo, Professor  
Larry Hammell, Professor  
Gregory Keefe, Professor  
Jeanne Lofstedt, Professor  
Robert Lofstedt, Professor  
Mary A. McNiven, Professor  
Timothy H. Ogilvie, Professor  
Gavin F. Richardson, Professor  
T. Jeffrey Davidson, Associate Professor  
Wendy Duckett, Associate Professor  
Daniel Hurnik, Associate Professor  
J.T. McClure, Associate Professor  
Laurie McDuffee, Associate Professor  
Arthur Ortenburger, Associate Professor  
Christopher Riley, Associate Professor  
Elizabeth Spangler, Associate Professor  
Henrik E. Stryhn, Associate Professor  
John VanLeeuwen, Associate Professor  
Heather Ayles, Assistant Professor  
Shawn McKenna, Assistant Professor

Kristine Reyher, Assistant Professor  
Maureen Wichtel, Assistant Professor  
Lewis Abbott, Adjunct Professor  
Herman Barkema, Adjunct Professor  
Tillman Benfey, Adjunct Professor  
Patrick Boerlin, Adjunct Professor  
John Bradley, Adjunct Professor  
William Browne, Adjunct Professor  
Michael Chadwick, Adjunct Professor  
Jette Christensen, Adjunct Professor  
Luc DesCoteaux, Adjunct Professor  
Randy Dingwell, Adjunct Professor  
Brent Dixon, Adjunct Professor  
David Horohov, Adjunct Professor  
Mark Jenkins, Adjunct Professor  
David Kelton, Adjunct Professor  
Thomas Landry, Adjunct Professor  
Jean Lavallee, Adjunct Professor  
Stephen LeBlanc, Adjunct Professor  
David Léger, Adjunct Professor  
Ken Leslie, Adjunct Professor  
Matthew Litvak, Adjunct Professor  
Sharon McGladdery, Adjunct Professor  
Margaret Morrison, Adjunct Professor  
Ryan O'Handley, Adjunct Professor  
Gilles Olivier, Adjunct Professor  
Javier Sanchez, Adjunct Professor  
Daniel Scholl, Adjunct Professor  
Anthony Shaw, Adjunct Professor  
Donald Sockett, Adjunct Professor  
George Somers, Adjunct Professor  
John Tait, Adjunct Professor  
Jennifer Taylor, Adjunct Professor  
Roger Uglow, Adjunct Professor  
Linda VanTil, Adjunct Professor  
Peter Wright, Adjunct Professor

## **HEALTH MANAGEMENT COURSES**

### **VHM 101 INTRODUCTION TO VETERINARY MEDICINE**

This course is an introduction to Veterinary Medicine. Students study the principles of veterinary ethics and jurisprudence, develop skills in client communication, and evaluate strategies for professional development. This course is graded pass-fail.  
Two hours of lecture per week

### **VHM 111 ANIMAL PRODUCTION SYSTEMS**

This course provides students with a basic understanding of major animal industries, with particular emphasis in nutrition, breeding, reproduction, housing, feeding, general management and marketing characteristics of each industry. In addition, major compounds of nutritional importance in nutrient metabolism, and the role of nutrients in the integration of biological and physiological processes in animals are discussed. Feedstuffs are evaluated in relation to nutrient requirements of various animal species.  
Two hours of lecture and three hours of laboratory/field experience per week

### **VHM 112 PRINCIPLES OF VETERINARY EPIDEMIOLOGY**

In this course students learn the basic principles and techniques used in veterinary epidemiology. Students apply quantitative reasoning to common problems in veterinary medicine including estimating the frequency of disease,



evaluating and interpreting diagnostic tests, predicting prognosis, evaluating risk factors for disease, and interpreting the veterinary literature.

Two hours of lecture and one hour of laboratory per week

#### **VHM 122 CLINICAL ORIENTATION**

In this course, students develop proficiency in the skills of approach, handling, restraint, and physical examination of normal domestic animals. Species of interest include companion animals, farm animals, aquatic, avian, and laboratory animals.

One hour of lecture and three hours of laboratory per week

#### **VHM 222 PRINCIPLES OF THERIOGENOLOGY**

In this course, students develop an understanding of applied reproductive physiology and control of the estrous cycle in the common domestic species. Artificial insemination and embryo transfer are discussed. Certain diseases and conditions affecting the reproductive system of domestic animals are introduced.

Two hours of lecture per week

#### **VHM 231 VETERINARY PUBLIC HEALTH**

In this course students learn about the role of the veterinarian in public health. Topics covered include risk management and risk communication, the safety of foods of animal origin, the responsibilities of the veterinarian in control of zoonotic diseases and occupational hazards in veterinary medicine. The emphasis of the course is divided between the role of the private practitioner in food safety and public health, and the role of the veterinarian in federal and provincial inspection and regulatory programs.

Two hours of lecture and a two-hour laboratory on alternate weeks

#### **VHM 241 PRINCIPLES OF HEALTH MANAGEMENT**

In this course, techniques used in the descriptive epidemiology of infectious diseases are presented along with the basic principles of veterinary economics. This material, plus material from VHM 112, then forms the basis of a series of lectures, case-based studies, and laboratories which introduce the basic principles of health management as applied to livestock populations. Laboratory sessions are used to extend the students' information processing skills and to reinforce principles presented in lectures. One hour of lecture and one hour of laboratory per week

#### **VHM 321 THERIOGENOLOGY**

In this course, students develop an understanding of the diseases and conditions affecting the reproductive system of domestic animals. Dystocia and obstetrical techniques are discussed. Students are also instructed in diagnostic methods used in theriogenology. Laboratory sessions present common techniques used in diagnosis, therapy, and obstetrics.

Two hours of lecture and two hours of laboratory per week

#### **VHM 331 LARGE ANIMAL MEDICINE I**

In this course, students learn about the more common disease states and conditions of the large domestic animal species. A problem oriented approach with the provision of case examples is utilized in teaching the course. For the common problems involving the individual animal, students will be provided information on patient profile, history, clinical signs and laboratory data. Following an assessment of each problem, information on diagnostic approach, therapy and prognosis will be provided.

Two hours of lecture and one two-hour laboratory on alternate weeks

#### **VHM 332 LARGE ANIMAL MEDICINE II**

This course discusses diseases not covered in Large Animal Medicine I. Students learn about additional disease states and conditions commonly found in large domestic animals. The individual animal is the subject of concern and the material is presented in a problem oriented approach.

Two hours of lecture and one two-hour laboratory on alternate weeks

#### **VHM 341 LARGE ANIMAL SURGERY I**

The common surgical diseases and indications for surgery in large domestic animals are presented in a context of humane and effective patient care. Specific procedures of the integumentary, gastrointestinal, and respiratory systems are described. Students are challenged to integrate and apply the material presented in VCA 222, and in this course, in a weekly laboratory.

Two hours of lecture and one two-hour laboratory per week

#### **VHM 342 LARGE ANIMAL SURGERY II**

This course is a continuation of VHM 341, and includes similar descriptions for conditions of the urogenital, musculoskeletal, cardiovascular and nervous systems. Correct assessment and treatment of the common types of trauma encountered in practice are also discussed.

Two hours of lecture and one two-hour laboratory per week

#### **VHM 371 HEALTH MANAGEMENT OF SWINE**

This course describes health management programs and analysis of production performance in swine. Diagnosis and treatment of important diseases affecting swine are presented. Other factors affecting health and productivity, including environment, feeding, and housing considerations are presented.

Two hours of lecture and one hour of practical activity per week

#### **VHM 372 HEALTH MANAGEMENT OF DAIRY CATTLE**

Health Management programs for dairy cattle are presented in this course. Production goals, and health management factors which are essential to meet these goals are discussed.

Two hours of lecture and one hour of practical work per week

#### **VHM 382 HEALTH MANAGEMENT OF BEEF CATTLE, HORSES, AND SMALL RUMINANTS**

Health Management programs for the above species of livestock will be presented. Production goals and health management factors essential to reach the goals will be discussed. Topics include nutrition, environmental quality, husbandry considerations, and preventive procedures.

Two hours of lecture and one hour of practical activity per week

#### **VHM 401 CAREER AND PRACTICE MANAGEMENT**

In this course students acquire the knowledge and skills for successful transition into a practice environment. Topics include resume preparation, interview skills, assessment of offers of employment or practice purchase, personal and business finance, and principles of veterinary practice management. Course delivery includes didactic lectures, facilitated discussions, and learning exercises.

**PREREQUISITE:** Fourth year standing in the DVM Program (May be offered to students prior to entering 4th year with permission of the course Co-ordinator)

One week in duration

**VHM 402 APPLIED EPIDEMIOLOGY**

This course provides students with the opportunity to work on a population-based problem of clinical relevance and to develop the problem solving, data management and information processing skills necessary to address the problem. The projects will utilize, whenever possible, existing data such as hospital records, APHIN health and production databases and other data sources. Students assemble the necessary data, carry out appropriate analyses, interpret results and prepare a report of their findings.

**PREREQUISITE:** Fourth year standing in the DVM Program  
Enrolment is limited

Three weeks in duration

**VHM 403 SHORT COURSE IN APPLIED EPIDEMIOLOGY**

This course provides students with the opportunity to work on population-based problems of clinical relevance, and to develop problem solving, data management and information processing skills necessary to address veterinary medicine related problems. The projects utilize, whenever possible, existing data such as hospital records, APHIN and/or ADLIC health and production databases, research data, and other data sources. Students may elect to analyse data that they have obtained from a research or clinical practice experience. With faculty supervision, students assemble the necessary data, carry out appropriate analyses, interpret results and prepare a report of their findings. This is an abbreviated form of VHM 402, with reduced expectations of students.

**PREREQUISITE:** Fourth year standing in the DVM program  
One semester hour of credit

40 hours per week and clinical rotation

**VHM 404 AQUACULTURE HEALTH MANAGEMENT I**

This course provides students with an opportunity to work on population-based problems of clinical relevance and to develop the problem-solving, data management, and information processing skills necessary to address current health and production problems of fish farms and lobster holding units.

**PREREQUISITE:** Fourth year standing in the DVM program  
One semester hour of credit and clinical rotation

**VHM 405 AQUACULTURE HEALTH MANAGEMENT II**

This course provides students with additional opportunity to work independently on population-based problems of clinical relevance and to develop advanced problem-solving, data management, and information processing skills necessary to address current health and production problems of fish farms and lobster holding units.

**PREREQUISITE:** VHM 433 or VHM 404, and permission of the instructor

One semester hour of credit and clinical rotation

**VHM 410 CLINICS IN LARGE ANIMAL MEDICINE AND THERIOGENOLOGY**

Students are involved in the management of clinical cases in the Veterinary Teaching Hospital and, together with faculty members, also participate in routine visits to dairy herds.

**PREREQUISITE:** Fourth year standing in the DVM Program  
Enrolment is limited

Three weeks in duration

**VHM 411 CLINICAL CONFERENCE**

This is a clinical seminar course with participation by students, house officers, and other professionals. Each student prepares

and presents a seminar based on a case-report format with in-depth discussion of the selected disease condition. A manuscript of the case report is required.

**PREREQUISITE:** Fourth year standing in the DVM Program  
Two hours per week

**VHM 420 CLINICS IN THERIOGENOLOGY—GENERAL**

In this course, students gain clinical experience in theriogenology involving farm and companion animals. With faculty supervision, students participate in herd visits and the management of cases that are presented to the Veterinary Teaching Hospital. Emergency and out-of-hours duties are required of students enrolled in this course. Students are required to give seminars at the end of the rotation.

**PREREQUISITE:** Fourth year standing in the DVM Program  
Enrolment is limited

Three weeks in duration

**VHM 422 CLINICS IN THERIOGENOLOGY—EQUINE**

In this course, students gain clinical experience in theriogenology with an emphasis on horses. With faculty supervision, students participate in herd visits, the management of a breeding farm, and in cases which are presented to the Veterinary Teaching Hospital. Emergency and out-of-hours duties are required of students enrolled in this course. Students are required to give seminars at the end of the rotation.

**PREREQUISITE:** Fourth year standing in the DVM Program  
Enrolment is limited

Three weeks in duration

**VHM 431 CLINICS IN FARM SERVICE—RUMINANTS AND SWINE I**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. This rotation emphasizes procedures and techniques for the prevention and control of diseases of swine, beef and dairy cattle and small ruminants necessary for food animal practice, including diagnostic techniques, administration of medications through various routes, and health management assessment (rectal palpation). Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and are exposed to the principles of health management of herds and flocks.

**PREREQUISITE:** Fourth year standing in the DVM program  
Enrolment is limited

Two weeks in duration

**VHM 432 CLINICS IN FARM SERVICE—DAIRY**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. This rotation emphasizes procedures and techniques for the prevention and control of diseases of dairy cattle. Students participate, with faculty supervision, in both the practice of clinical veterinary medicine and in planning and delivering programs to enhance production in dairy cows.

**PREREQUISITE:** VHM 431

Enrolment is limited

Three weeks in duration

**VHM 434 ECOSYSTEM HEALTH**

This course demonstrates the complexity of ecosystem decision making and the role of the veterinarian in the assessment, solution and possible management of ecosystem health issues. The field portion of the course involves an in-depth examination of one or several ecosystems and provides

an opportunity to apply principles and methods discussed in lectures and reviewed in the literature.

**PREREQUISITE:** Fourth year standing in the DVM program

Enrolment is limited

Two weeks in duration

### **VHM 435 CLINICS IN AMBULATORY SERVICES—EQUINE I**

In this course, students work with clinicians in the diagnosis and treatment of conditions of horses in an ambulatory setting. The rotation emphasizes individual equine problems. Students participate in the management of field cases under veterinary supervision.

**PREREQUISITE:** Fourth year standing in the DVM program

Enrolment is limited

Three weeks in duration

### **VHM 436 CLINICS IN FARM SERVICE—SWINE**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. This rotation emphasizes procedures and techniques for the prevention and control of diseases of swine. Students participate, with faculty supervision, in both the practice of clinical veterinary medicine and in planning and delivering programs to enhance swine production.

**PREREQUISITE:** Fourth year standing in the DVM program

Three weeks in duration

### **VHM 437 CLINICS IN AMBULATORY SERVICES—EQUINE II**

In this second rotation through the Equine Ambulatory Service of the Veterinary Teaching Hospital, students develop a more detailed knowledge of the principles and techniques used in the practice of equine medicine and surgery in an ambulatory setting.

**PREREQUISITE:** Fourth year standing in the DVM

program, VHM 435, and permission of the instructor

Three weeks in duration

Three semester hours of credit

### **VHM 438 ECOSYSTEM HEALTH**

This course presents case studies to demonstrate the complexity of ecosystem decision making, and the assessment and management of ecosystem health issues. This field-based course allows in-depth examination of one or several ecosystems and provides an opportunity to apply principles and methods from a broad range of disciplines.

**PREREQUISITE:** Permission of the instructor

One week in duration

One semester hour of credit

### **VHM 440 CLINICS IN LARGE ANIMAL MEDICINE I**

A course in which students work with clinicians in the diagnosis and treatment of diseases of large animals presented to the Veterinary Teaching Hospital. Students participate, with faculty supervision, in case management (including emergency and out-of-hours duties). Emphasis is placed on the principles and practice of large animal veterinary medicine.

**PREREQUISITE:** Fourth year standing in the DVM Program

Enrolment is limited

Three weeks in duration

### **VHM 441 CLINICS IN FARM SERVICE—RUMINANTS AND SWINE II**

In this second rotation through the Farm Service section of the Veterinary Hospital, students further develop the knowledge and skills required for the practice of clinical veterinary

medicine on farm, and expand their ability to apply the principles of health management of herds and flocks such as encountered in VHM 431.

**PREREQUISITE:** VHM 431

Two semester hours of credit

### **VHM 443 CLINICS IN FARM SERVICE—FEEDLOT MANAGEMENT**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and in the planning and delivering of programs to optimize production in cattle. This rotation emphasizes procedures and techniques for the management of health and disease on feedlot operations, including processing of calves in the fall. Students are based at Feedlot Health Management Services, Okotoks, Alberta, for the majority of this rotation, to gain experience on feedlots in Western Canada.

**PREREQUISITE:** VHM 431

Two semester hours of credit

40 hours per week and clinical rotation

### **VHM 445 CLINICS IN FARM SERVICE—RUMINANT NUTRITION**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and in the planning and delivering of programs to optimize production in dairy cows. This rotation emphasizes procedures and techniques for enhancing nutritional management of dairy cattle.

**PREREQUISITE:** VHM 431

One semester hour of credit

40 hours per week and clinical rotation

### **VHM 446 CLINICS IN FARM SERVICE—RUMINANT MASTITIS**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and in the planning and delivering of programs to optimize production in dairy cows. This rotation emphasizes procedures and techniques for the prevention and control of clinical and subclinical mastitis in dairy cattle, including: evaluation of milk quality records available for trouble-shooting herd problems; evaluation of milking systems, milking time, and parlour labour efficiency; development of a milk culture service; and development of mastitis pathogen treatment and prevention strategies.

**PREREQUISITE:** VHM 431

One semester hour of credit

40 hours per week and clinical rotation

### **VHM 447 CLINICS IN FARM SERVICE—RUMINANT PRODUCTION RECORD ANALYSIS**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and in the planning and delivering of programs to optimize production in dairy cows. This rotation emphasizes procedures and techniques for ruminant record analysis, including data acquisition, manipulation within a spreadsheet (including basic statistics and graphics), and report writing in a concise, comprehensive and meaningful report to motivate change.

**PREREQUISITE:** VHM 431

One semester hour of credit

40 hours per week and clinical rotation

**VHM 448 CLINICS IN FARM SERVICE—RUMINANT REPRODUCTION**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and in the planning and delivering of programs to optimize production in dairy cows. This rotation emphasizes procedures and techniques for ruminant reproduction, including: pregnancy diagnosis and fetal sexing using ultrasound technology, the analysis of herd level reproductive records, and other advanced techniques.

PREREQUISITE: VHM 431

One semester hour of credit  
40 hours per week and clinical rotation

**VHM 449 CLINICS IN FARM SERVICE—COW/CALF MANAGEMENT**

This course is a clinical rotation in the Farm Service section of the Veterinary Teaching Hospital. Students participate, with faculty supervision, in the practice of clinical veterinary medicine, and in the planning and delivering of programs to optimize production in beef and dairy cows. This rotation emphasizes procedures and techniques for the management of health and disease on cow-calf operations, including processing of cows and calves in the fall.

PREREQUISITE: VHM 431

One semester hour of credit  
40 hours per week and clinical rotation

**VHM 450 CLINICS IN LARGE ANIMAL SURGERY I**

This course is a clinical rotation in the Large Animal Surgery Section of the Veterinary Teaching Hospital. Students provide patient care, participate in ward rounds, and learn the routine procedures of clinical case management and decision making. Supplemental seminars

Enrolment is limited.

Three weeks in duration

**VHM 452 CLINICS IN LARGE ANIMAL SURGERY II**

This course provides students with additional clinical experience with surgical diseases of large animals. In addition to case management, students are also provided with seminars and review recent literature in the field.

PREREQUISITE: VHM 450 or VHM 460

Enrolment is limited

Three weeks in duration

**VHM 460 CLINICS IN LARGE ANIMAL MEDICINE AND SURGERY**

This course is a clinical rotation in the Large Animal Surgery and Medicine sections of the Veterinary Teaching Hospital, in which students see a variety of large animal cases. Students provide patient care, participate in rounds, share emergency duty, and out-of-hours service, and learn some of the routine procedures of case management and decision making in large animal practice.

PREREQUISITE: Fourth year standing in the DVM program

Enrolment is limited

Thirty-five hours in clinics per week

**VHM 464 CLINICS IN LARGE ANIMAL MEDICINE II-1**

In this one credit-hour course, which is an extension of Clinics in Large Animal Medicine I, students work with clinicians in the diagnosis and treatment of diseases of large animals presented to the Veterinary Teaching Hospital. The student

is given more responsibility and expected to perform more actively in decisions involving case management. Duties include emergency and out-of-hours services.

PREREQUISITE: VHM 440, 460, 462, or 410

One semester hour of credit

Clinical rotation

**VHM 465 CLINICS IN LARGE ANIMAL MEDICINE II-2**

In this 2 credit-hour course, which is an extension of Clinics in Large Animal Medicine I, students work with clinicians in the diagnosis and treatment of diseases of large animals presented to the Veterinary Teaching Hospital. The student is given more responsibility and expected to perform more actively in decisions involving case management. Duties include emergency and out-of-hours services.

PREREQUISITE: VHM 440, 460, 462, or 410

Two semester hours of credit

Clinical rotation

**VHM 466 CLINICS IN LARGE ANIMAL MEDICINE II-3**

In this 3 credit-hour course, which is an extension of Clinics in Large Animal Medicine I, students work with clinicians in the diagnosis and treatment of diseases of large animals presented to the Veterinary Teaching Hospital. The student is given more responsibility and expected to perform more actively in decisions involving case management. Duties include emergency and out-of-hours services.

PREREQUISITE: VHM 410, 420, 440, 460, 462.

Enrolment is limited

Three weeks in duration

**VHM 467 SWINE HEALTH MONITORING**

This course is a clinical rotation in the Farm Service section of the Department of Health Management. The rotation emphasizes the procedures and techniques for providing health monitoring services for minimal disease swine farms. The student will participate, with faculty supervision, in the practice of clinical veterinary medicine, the evaluation of the health status of the farms, and consultation regarding production and health management, and disease prevention.

PREREQUISITE: Fourth year standing in DVM program

One semester hour of credit

40 hours per week and clinical rotation

**VHM 480 CLINICS IN REGULATORY MEDICINE**

This course prepares students to assume the role of an Accredited Veterinarian. An Accredited Veterinarian is a veterinarian who is authorized under the Health of Animals Act to perform certain duties and functions in support of the National Animal Health Program (e.g. certifying livestock for export, Coggins testing horses). Topics covered include an orientation to the national food inspection system and the federal laboratory system. This course is a prerequisite for Accreditation with the Canadian Food Inspection Agency, and hence will be of interest to students considering work in the food animal, equine or regulatory sector.

PREREQUISITE: Fourth year standing in the DVM Program

Enrolment is limited

One week in duration

**VHM 482 VETERINARY ACUPUNCTURE**

In this course, students learn the fundamentals of veterinary acupuncture, and apply its principles to the management of patients with special problems. Lectures and laboratories in



the science of acupuncture are supplemented with clinical cases admitted to the teaching hospital for treatment. Students are introduced to the basic skills, instrumentation, and examination methods required for successful treatment of animal patients by acupuncture.

**PREREQUISITE:** Fourth year standing in the DVM program and permission of the instructor  
Three weeks in duration

#### **VHM 490 EXTERNAL CLINICAL EXPERIENCE—INSTITUTIONAL OR SPECIALIST PRACTICE**

This course provides a clinical experience that is not available to an individual student at UPEI. This 1-3 credit-hour experience is limited to CVMA or AVMA accredited faculties of veterinary medicine, other institutions and institutional practices, and approved private practices where evaluation of performance is routinely completed. In order to qualify for credit, the clinical experience taken outside an accredited faculty of veterinary medicine must meet certain criteria as outlined in the Senior Rotation Handbook. All expenses incurred are the responsibility of the student. This course is graded pass-fail.

**PREREQUISITE:** Fourth year standing in the DVM program and approval of the departmental Chair and Associate Dean of Academic Affairs

#### **VHM 492 ADVANCED EQUINE DENTISTRY AND HEALTH CARE**

In this course students learn the theory and practice of disease prevention in horses, including vaccination and parasite control programs. Students practice, with faculty supervision, dental care on horses at Island facilities and in the AVC teaching barn. In-depth discussions and reviews of pertinent and timely information take place.

**PREREQUISITE:** Any ONE of the following courses: VHM 410, 420, 422, 435, 440, 450 or 460 and permission of the course Co-ordinator.

One week elective rotation in Winter semester

#### **494 EXTERNAL CLINICAL EXPERIENCE—GENERAL PRIVATE PRACTICE**

This course provides an opportunity for clinical experience in general or community practice settings. This 1-3 credit-hour experience is limited to private practices that meet certain criteria as outlined in the senior rotation handbook. All expenses incurred are the responsibility of the student. This course is graded pass-fail.

**PREREQUISITE:** Fourth year standing in the DVM program and approval of the departmental Chair and Associate Dean of Academic Affairs

#### **VHM 495 SPECIAL TOPICS IN HEALTH MANAGEMENT**

This course is initiated and offered at the discretion of the Department. Entry to the course, course content, and the conditions under which the course may be offered will be subject to the approval of the Chair of the Department, the AVC Curriculum Committee, and the Dean or designate.

**PREREQUISITE:** Fourth year standing in the DVM program  
One to three hours per week

## **Pathology and Microbiology**

[www.upei.ca/pathmicro/](http://www.upei.ca/pathmicro/)

**Pathology and Microbiology Faculty**  
Gerald Johnson, Professor, Chair

James E.C. Bellamy, Professor  
Richard J. Cawthorn, Professor  
Pierre-Yves Daoust, Professor  
Basil O. Ikede, Professor  
Frederick S.B. Kibenge, Professor  
Alfonso López, Professor  
Lisa Maag Miller, Professor  
David Speare, Professor  
Shelley Burton, Associate Professor  
Arnost Cepica, Associate Professor  
Gary A. Conboy, Associate Professor  
Paul E.A. Hanna, Associate Professor  
Barbara S. Horney, Associate Professor  
Jeff Lewis, Associate Professor  
Frederick Markham, Associate Professor  
Spencer Greenwood, Assistant Professor  
Andrea Battison, Adjunct Professor  
Linda Bootland, Adjunct Professor  
Els Cawthorn, Adjunct Professor  
Solke DeBoer, Adjunct Professor  
David B. Groman, Adjunct Professor  
J.-Y. Guigné, Adjunct Professor  
D. Hoskin, Adjunct Professor  
James Johnston, Adjunct Professor  
Simon Jones, Adjunct Professor  
Denis Kay, Adjunct Professor  
Molly Kibenge, Adjunct Professor  
John Lumsden, Adjunct Professor  
Scott McBurney, Adjunct Professor  
Eva Nagy, Adjunct Professor  
Mel Novilla, Adjunct Professor  
Don Rainnie, Adjunct Professor  
Neil Ross, Adjunct Professor  
W. van Muiswinkel, Adjunct Professor  
Shona Whyte, Adjunct Professor  
Carmencita V. Yason, Adjunct Professor

## **PATHOLOGY AND MICROBIOLOGY COURSES**

#### **VPM 101 INTRODUCTORY MICROBIOLOGY FOR NURSING STUDENTS**

This course is an introduction to the basic concepts and principles of microbiology. The structure and function of the major groups—viruses, bacteria, fungi and protozoa—which affect human health, are studied. Topics include the process of disease transmission, immunology, physical and chemical methods of disease prevention and control, as well as major infectious diseases of the body systems.

**PREREQUISITE:** Registration in the Nursing program or permission of the Chair

Three hours of lecture and two hours of laboratory per week

#### **VPM 111 IMMUNOLOGY**

Description of the events occurring during an immune response at the molecular, cellular and clinical level will be presented. The role of this response in prevention of, or recovery from, infectious disease will be outlined. Principles of immunoprophylaxis will be discussed. Adverse effects of an immune response, including hypersensitivity and auto-immunity, will be discussed and illustrated by the use of clinical examples.

Two hours of lecture and a two-hour laboratory on alternate weeks

#### **VPM 122 PARASITOLOGY**

The course presents principles of the developmental cycles, pathogenesis of infections, immunological responses and

epidemiology of animal parasites, including arthropods, protozoa and helminths. Examples from domestic animals, companion animals, wildlife, fish and human hosts will be presented.

Two hours of lecture and two hours of laboratory per week

### **VPM 152 GENERAL PATHOLOGY**

This course is the study of disease processes in organs and tissues of animals at the subcellular, cellular, and tissue levels. The major disease processes include degeneration, necrosis, pigmentation, circulatory disturbances, inflammation, healing, growth abnormalities and neoplasia.

**PREREQUISITE:** Second semester enrollment in the AVC curriculum

Two hours of lecture and two hours of laboratory per week

### **VPM 201 BACTERIOLOGY AND MYCOLOGY**

Bacterial and fungal pathogens of animals will be considered with respect to habitat, virulence factors, pathogenesis and effect on different animal species. Emphasis is placed on specimen selection and isolation and control by chemotherapeutic and biological means.

Three hours of lecture and four hours of laboratory per week

### **VPM 211 VIROLOGY**

This course provides both a theoretical and a practical basis for understanding important viral diseases of animals. The lectures cover general principles of virology and viral diseases, with special emphasis on diagnosis and pathogenesis. The tutorials are focused on discussions of clinical cases in which student apply knowledge from lectures, as well as directed self-study of clinical problems. Students are guided in group discussions to develop critical reasoning skills.

Two hours of lecture and two hours of tutorial per week

### **VPM 221 SYSTEMIC PATHOLOGY I**

This course is the study of the diseases of the alimentary, hepatic, pancreatic, respiratory, cardiovascular, and haemopoietic systems at the cellular, tissue, and organ levels.

**PREREQUISITE:** Third semester enrollment in the AVC curriculum

Two hours of lecture and two hours of laboratory per week

### **VPM 222 SYSTEMIC PATHOLOGY II**

The course is the study of the diseases of the alimentary, hepatic, pancreatic, respiratory, nervous, ocular, auditory, endocrine, reproductive, integumentary, urinary and/or other systems at the cellular, tissue, and organ levels.

Three hours of lecture and four hours of laboratory per week

### **VPM 242 CLINICAL PATHOLOGY**

This course provides students with principles of veterinary haematology, cytology and clinical chemistry. Students learn to recognize and interpret alterations in peripheral blood smears, cytologic samples of major body systems, and chemistry data from serum and other body fluids.

Two hours of lecture and two hours of laboratory per week

### **VPM 262 AQUACULTURE AND FISH HEALTH**

This course provides students with practical experience in the application of Veterinary Medicine in the aquatic environment. Lectures deal with various aspects of aquaculture, including food fish, shellfish, pet fish, and public display aquaria. Interactions of water, holding facilities, and disease agents will be examined to provide a basis for disease prevention and rational use of chemotherapeutics.

Two hours of lecture and two hours of laboratory/project activity per week

### **VPM 410 INTERNATIONAL VETERINARY MEDICINE**

This 2-3 credit hour course introduces students to the practice of veterinary medicine in other countries. Students study and experience foreign animal diseases and animal health and management practices in other countries, and learn to appreciate socioeconomic and cultural differences. This course is graded pass-fail.

**PREREQUISITE:** Fourth year standing in the DVM program and approval of course Co-ordinator

Three weeks in duration

### **VPM 421 FOREIGN ANIMAL DISEASES**

In this course students participate in seminars, tutorials and laboratory exercises on the etiology, epidemiology, pathogenesis, diagnosis, treatment and control of major infectious diseases of animals in the tropics and/or countries foreign to North America. Slides and video tapes are used and students are expected to acquire up-to-date information on recent or current epidemics and on emerging diseases. Regulatory measures to prevent introduction of such diseases and to control possible outbreaks in non-endemic areas are emphasised.

**PREREQUISITE:** Fourth year standing in the DVM program

Two weeks in duration

Two semester hours of credit

### **VPM 430 CLINICAL VIROLOGY**

In this course students improve their understanding of the laboratory diagnosis of viruses of veterinary importance by applying previously acquired knowledge of pathogenesis and immunity to clinical situations encountered in the region. Selected submissions to the Regional Diagnostic Virology Laboratory are analysed to teach students the correct procedures for submitting samples and interpreting results. Examples are used to review interpretation of the reported laboratory results. Recent advances in understanding and management of viral diseases of veterinary importance are presented. Pathogenesis of selected viral diseases is reviewed in detail to assist with correct diagnosis and management of those diseases.

**PREREQUISITE:** Fourth year standing in the DVM program

Two weeks in duration

Two semester hours of credit

### **VPM 450 DIAGNOSTIC SERVICES**

This course is a rotation in the laboratories of Diagnostic Services. Students gain practical experience in clinical diagnostics with respect to the application of techniques and the interpretation of results in the areas of pathology, clinical pathology, virology, bacteriology and parasitology.

**PREREQUISITE:** Fourth year standing in the DVM program

Enrolment is limited

Three weeks in duration

### **VPM 460 MORPHOLOGIC PATHOLOGY**

In this course, small groups of students interact directly with pathologists on post-mortem duty. Students gain practical experience in performing necropsies, evaluating histologic slides and establishing a final diagnosis. Emphasis is placed on gross morphologic diagnosis.

**PREREQUISITE:** Fourth year standing in the DVM program

Enrolment is limited

Three weeks in duration

**VPM 472 WILDLIFE HEALTH**

In this course students are presented with a comprehensive review of the diseases of free-ranging wildlife and of the methods of restraint and treatment of wild and zoo animals. The students gain practical experience in the delivery of immobilizing drugs and also in the treatment and rehabilitation of wild and zoo animals, when these are available.

**PREREQUISITE:** Fourth year standing in the DVM program

Enrolment is limited

Three weeks in duration

**VPM 482 AQUACULTURE DIAGNOSTIC SERVICES**

Small groups of DVM students interact with fish farmers who submit fish to the clinic or diagnostic services laboratory. Students gain experience in the application of veterinary skills to the aquatic environment. Practical experience includes feed management, treatment techniques, assessment of fish disease and development of disease prevention strategies in fish reproduction, egg maintenance and first feeding fry. The course includes farm visits and laboratory testing.

**PREREQUISITE:** Fourth year standing in the DVM program

Enrolment is limited

Three weeks in duration

**VPM 490 EXTERNAL CLINICAL EXPERIENCE —  
INSTITUTIONAL OR SPECIALIST PRACTICE**

This course provides a clinical experience that is not available to an individual student at UPEI. This 1-3 credit-hour experience is limited to academic institutions and non-academic institutions where evaluation of performance is routinely completed. In order to qualify as an approved non-academic institution, certain criteria as outlined in the Senior Rotation handbook must be met. All expenses incurred are the responsibility of the student. This course is graded pass-fail.

**PREREQUISITE:** Fourth year standing in the DVM Program and approval of the departmental Chair and the Associate Dean of Academic Affairs

**VPM 495 SPECIAL TOPICS IN PATHOLOGY AND  
MICROBIOLOGY**

This course is initiated and offered at the discretion of the Department. Entry to the course, course content, and the conditions under which the course may be offered will be subject to the approval of the Chair of the Department, the AVC Curriculum Committee, and the Dean or designate.

**PREREQUISITE:** Fourth year standing in the DVM program

One to three hours per week



## 10. Graduate Programs

### Graduate Faculty

The faculty listed below are members of the graduate faculty and may participate in graduate programs.

W. MacLauchlan—President,  
University of Prince Edward Island  
K. Schultz—Vice President, Research & Development  
V. Timmons—Vice President, Academic Development

R. MacDonald—Dean, School of Business Administration  
K. Critchley—Dean, School of Nursing  
C. Lacroix—Dean, Science  
T. Ogilvie—Dean, Veterinary Medicine  
R. Kurial—Dean, Arts  
G. Pike—Dean, Education

J. Bellamy—Associate Dean, Graduate Studies & Research  
L. Miller—Associate Dean, Academic Affairs

S. Dawson—Acting Chair, Biomedical Sciences  
D. Shaw—Chair, Companion Animals  
J. Wichtel—Chair, Health Management  
G. Johnson—Chair, Pathology & Microbiology

#### Faculty of Science

D. Barabe	M. Liu
R. Bissessur	C. Nelson
C. Brockhouse	S. Opps
R. Coffin	R. Peters
D. Dahn	W. Peters
N. Etkin	H. Platt
D. Giberson	P. Quijon
K. Gottschall-Pass	G. Reid
D. Guignon	C. Ryan
R. Haines	D. Ryan
L. Hale	M. Silva
D. Holdway	K. Smith
R. Hurta	M. Sweeney-Nixon
J. Kemp	K. Teather
C. Lacroix	M. van den Heuvel
B. Linkletter	B. Wagner

#### Biomedical Sciences Faculty

L. Bate	W. Ireland
J. Burka	C. Kamunde
C. Chan	M. Mayne
A. Cribb	B. Ramanathan
S. Dawson	D. Reynolds
E. DeMont	G. Robertson
S. Dohoo	H. Robertson
M. Doucet	T. Saleh
C. Gaskill	M. Salter
N. Guy	D. Sims
C. Hewson	C. Song
J. Johnston	D. Stevens

#### Biomedical Sciences cont'd

A. Tasker	Yingwei Wang
M. van den Heuvel	G. Wright
Yanwen Wang	

#### Companion Animals Faculty

T. Bailey	L. Lamont
E. Côté	K. Lemke
C. Cullen	J. Miller
S. Ihle	C. Runyon

#### Health Management Faculty

L. Abbott	M. Litvak
H. Barkema	R. Lofstedt
T. Benfey	C. McClure
P. Boerlin	J. McClure
J. Brown	L. McDuffee
W. Browne	S. McGladdery
M. Chadwick	S. McKenna
J. Christensen	P. McKinney
J. Davidson	M. McNiven
L. DesCôteaux	M. Morrison
R. Dingwell	R. O'Handley
B. Dixon	G. Olivier
I. Dohoo	A. Ortenburger
W. Duckett	G. Richardson
K. Gottschall-Pass	C. Riley
L. Hammell	J. Sanchez
D. Horohov	D. Scholl
D. Hurnik	A. Shaw
M. Jenkins	D. Sockett
J. Kastelie	G. Somers
G. Keefe	L. Spangler
D. Kelton	H. Stryhn
T. Landry	J. Tait
J. Lavalée	J. Taylor
S. LeBlanc	R. Uglow
D. Léger	P. Wright
K. Leslie	

#### Pathology and Microbiology Faculty

A. Battison	H. Hariharan
L. Bootland	B. Horney
S. Burton	D. Hoskin
E. Cawthorn	G. Johnson
R. Cawthorn	J. Johnson
A. Cepica	S. Jones
G. Conboy	D. Kay
P. Daoust	F. Kibenge
S. DeBoer	M. Kibenge
S. Greenwood	J. Lewis
D. Groman	A. López
J. Guigné	J. Lumsden
P. Hanna	F. Markham



**Pathology and Microbiology Faculty cont'd**

L. Miller	N. Ross
W. vanMuiswinkel	D. Speare
E. Nagy	S. Whyte
M. Novilla	C. Yason
D. Rainnie	

**Faculty of Education**

C. Blanchard	G. Hopkirk
A. Brookes	D. MacLellan
C. DiGiorgio	J. Taylor
R. Doiron	S. Thomas
B. Favaro	M. Turnbull
M. Gabriel	F. Walton

## Admission Requirements

### A) MASTER OF SCIENCE (MSc), MASTER OF VETERINARY SCIENCE (MVSc), DOCTOR OF PHILOSOPHY (PhD), AND POSTGRADUATE DIPLOMA IN PATHOLOGY OR MICROBIOLOGY (PGDip)

In the following it must be understood that the standard of reference is the typical Canadian university curriculum and university system.

Admission to a graduate degree program as a regular student is granted, on recommendation of the Department concerned, to:

- i. the holder of a Doctor of Veterinary Medicine (DVM) degree, or a four-year honours or majors baccalaureate or its equivalent, as set out below; or
- ii. a student who has satisfied the requirements for transfer from provisional student category as described below.

The minimum requirement for admission to graduate studies in the Faculties of Science and Veterinary Medicine is a Doctor of Veterinary Medicine (DVM) degree, or equivalent; or a Bachelor of Science (BSc) degree, or equivalent, normally of four years' duration, in an honours or majors program or equivalent from a recognized university or college, the applicant having achieved an average of at least second-class ("B," i.e., 70% to 79.9%) standing in the work of the last four semesters or the last two undergraduate years.

Admission to the doctoral program normally requires at least second-class standing as well as a recognized Master's degree. Admission to the PGD and MVSc programs is normally limited to holders of a Doctor of Veterinary Medicine degree, or equivalent.

Admission to a graduate course is normally based upon the same requirements as for admission to a graduate program, with exceptions needing the approval both of the Program Administrator and of the Chair of the Department within which the student is registered. Admission, whether as a regular, a provisional, or a special student, is in all cases based upon the recommendation of the Department concerned and is subject to the approval of the Program Administrator.

Admission to advanced courses of instruction or to the privileges of research does not imply admission to candidacy for a higher degree.

#### APPLICATION FOR ADMISSION

All documents pertaining to application for admission are to be sent to the Office of the Registrar.

#### APPLICATION FORM

Forms upon which to apply for admission may be obtained at [www.upei.ca/registrar/Gradapp.pdf](http://www.upei.ca/registrar/Gradapp.pdf) or from the Office of the Registrar, to which they are to be returned when completed.

#### TRANSCRIPTS

Official transcripts or certified copies in duplicate of the applicant's complete undergraduate and graduate (if any)

record to date are to be sent to the Office of the Registrar. Applicants from outside North America are strongly urged to attach official statements of the grades obtained and the subject matter included.

#### REFERENCE LETTERS

Letters of reference from two professors, under at least one of whom the applicant has taken a significant proportion of work, are to be sent by the professor directly to the Office of the Registrar. An acceptable alternative to one such letter is a letter from the Department Chair on behalf of the Department in which the applicant has studied, or from the employer where the applicant has recently been employed.

#### ENGLISH PROFICIENCY

Students are expected to be proficient in the use of English, both written and oral, when they begin their studies at the University of Prince Edward Island. The University requires that certification of such proficiency be presented by international applicants whose mother tongue is other than English or whose normal language of instruction throughout their education was other than English. Tests of proficiency acceptable to the University, and the minimum scores that must be obtained, are listed under the **Admission Requirements for All Programs** section of the Calendar. Such students should make arrangements to take the test at least three months before the semester opening date.

#### GRADUATE RECORD EXAMINATIONS

In some departments, the Graduate Record Examination (GRE) scores may be used as a basis of determining acceptability of an applicant. Applicants should be careful to note the times and places where the GRE and the tests named above may be taken. Ample time should be allowed for the results to reach the University of Prince Edward Island.

#### REFUSAL OF ADMISSION

Limitations of funds, space, facilities, or personnel may make it necessary for the University, at its discretion, to refuse admission to an otherwise acceptable applicant.

#### ADMISSION OF FACULTY MEMBERS

Faculty members of the rank of Associate Professor or Professor are not eligible for admission to graduate studies. Faculty members who are eligible to undertake graduate studies must obtain permission of the President.

#### TENTATIVE ADMISSION

Tentative Admission may be granted to an applicant whose record to date is acceptable but whose application is incomplete. If the documents are satisfactory when received, the student's admission is confirmed. If unsatisfactory, admission is denied.

### B) MASTER OF EDUCATION

Candidates for admission to the MEd program must have demonstrated high academic standing and potential for self-directed, sustained research. Normally, the basic requirements are:

- i. a BEd, or equivalent professional degree, from an approved university, with an average of 70% or higher in the last 20 courses. Under exceptional circumstances, a student lacking a previous degree may be permitted to enrol in the MEd Program. In such cases, the Graduate Studies Committee must be satisfied that the student has, through teaching experience and in-service

training, demonstrated a level of academic competence at least equivalent to that of a BEd degree;

ii. at least two years of successful professional experience;

iii. a valid professional certificate or licence from any Canadian province/territory, or an equivalent foreign certificate or licence.

Admission to a graduate course is normally based upon the same requirements as for admission to a graduate program, with exceptions needing the approval both of the Co-ordinator of Graduate Studies and the Dean of Education.

Admission to advanced courses of instruction or to the privileges of research does not imply admission to candidacy for a higher degree.

### APPLICATION FOR ADMISSION

All documents pertaining to application for admission are to be sent to the Office of the Registrar.

### APPLICATION FORM

Forms upon which to apply for admission may be obtained at [www.upei.ca/registrar/Gradapp.pdf](http://www.upei.ca/registrar/Gradapp.pdf) or from the Office of the Registrar, to which they are to be returned when completed, with the appropriate fee and supporting documentation (see above).

### TRANSCRIPTS

Official transcripts or certified copies in duplicate of the applicant's complete undergraduate and graduate (if any) record to date are to be sent to the Office of the Registrar. Applicants from outside North America are strongly urged to attach official statements of the grades obtained and the subject matter included.

### REFERENCE LETTERS

Letters of reference from two professors, under at least one of whom the applicant has taken a significant proportion of work, are to be sent by the professors directly to the Office of the Registrar. An acceptable alternative to one such letter is a letter from the Chair or Dean on behalf of the Department or Faculty in which the applicant has studied, or from the employer where the applicant has recently been employed.

### ENGLISH PROFICIENCY

Students are expected to be proficient in the use of English, both written and oral, when they begin their studies at the University of Prince Edward Island. The University requires that certification of such proficiency be presented by international applicants whose mother tongue is other than English or whose normal language of instruction throughout their education was other than English.

Tests of proficiency acceptable to the University, and the minimum scores that must be obtained, are listed under the **Admission Requirements for All Programs** section of the Calendar. Such students should make arrangements to take the test at least three months before the semester opening date.

### REFUSAL OF ADMISSION

Limitations of funds, space, facilities, or personnel may make it necessary for the University, at its discretion, to refuse admission to an otherwise acceptable applicant.

### TENTATIVE ADMISSION

Tentative Admission may be granted an applicant whose record to date is acceptable but whose application is incomplete. If the documents are satisfactory when received, the student's admission is confirmed. If unsatisfactory, admission is denied.

## C) MASTER OF ARTS IN ISLAND STUDIES

In the following it must be understood that the standard of reference is the typical Canadian university curriculum and university system.

Admission to a graduate degree program as a regular student is granted, on recommendation of the Department concerned, to:

i. the holder of a four-year honours or majors baccalaureate or its equivalent; or

ii. a student who has satisfied the requirements for transfer from provisional student category as described below.

The minimum requirement for admission to graduate studies in the Faculty of Arts is a Bachelor's degree, or equivalent, normally of four years' duration, in an honours or majors program or equivalent from a recognized university or college. The applicant will ordinarily be expected to have achieved an average of at least second-class ("B," i.e., 70% to 79.9%) standing in the work of the last four semesters or the last two undergraduate years.

Admission to a graduate course is normally based upon the same requirements as for admission to a graduate program, with exceptions needing the approval both of the Program Administrator and of the Chair of the Department within which the student is registered.

Admission, whether as a regular, a provisional, or a special student, is in all cases based upon the recommendation of the Department concerned and is subject to the approval of the Graduate Studies Committee.

Admission to advanced courses of instruction or to the privileges of research does not imply admission to candidacy for a higher degree.

### APPLICATION FOR ADMISSION

All documents pertaining to application for admission are to be sent to the Office of the Registrar.

### APPLICATION FORM

Forms upon which to apply for admission may be obtained at [www.upei.ca/registrar/Gradapp.pdf](http://www.upei.ca/registrar/Gradapp.pdf) or from the Office of the Registrar, to which they are to be returned when completed, with the appropriate fee and supporting documentation.

## D) MASTER OF APPLIED HEALTH SERVICES RESEARCH

Candidates for admission to the Masters of Applied Health Services Research program must have demonstrated high academic standing and potential for self-directed, sustained research. Normally, the basic requirements are:

i. a Bachelor's degree of four years or a Bachelor's with honours, or equivalent professional degree, from an

approved university, with a minimum GPA of 3.0 or an average of 75% or higher in the last 20 courses;

ii. a brief statement of research and professional interests;

iii. a brief statement describing the suitable match between the Master's Degree in Applied Health Services Research and the applicant's experiences and goals; and

iv. three references.

Admission to a graduate course is normally based upon the same requirements as for admission to a graduate program. Admission to advanced courses of instruction or to the privileges of research does not imply admission to candidacy for a higher degree.

### APPLICATION FOR ADMISSION

All documents pertaining to application for admission are to be sent to the Office of the Registrar.

### APPLICATION FORM

Forms upon which to apply for admission may be obtained at [www.upei.ca/registrar/Gradapp.pdf](http://www.upei.ca/registrar/Gradapp.pdf) or from the Office of the Registrar, to which they are to be returned when completed, with the appropriate fee and supporting documentation.

### TRANSCRIPTS

Official transcripts or certified copies in duplicate of the applicant's complete undergraduate and graduate (if any) record to date are to be sent to the Office of the Registrar. Applicants from outside North America are strongly urged to attach official statements of the grades obtained and the subject matter included.

### REFERENCE LETTERS

Letters of reference from two professors, under at least one of whom the applicant has taken a significant proportion of work, are to be sent by the professors directly to the Office of the Registrar. An acceptable alternative to one such letter is a letter from a Chair or Dean on behalf of the Department or Faculty in which the applicant has studied, or from the employer where the applicant has recently been employed.

### ENGLISH PROFICIENCY

Students are expected to be proficient in the use of English, both written and oral, when they begin their studies at the University of Prince Edward Island. The University requires that certification of such proficiency be presented by international applicants whose mother tongue is other than English or whose normal language of instruction throughout their education was other than English.

Tests of proficiency acceptable to the University, and the minimum scores that must be obtained, are listed under the **Admission Requirements for All Programs** section of the Calendar. Such students should make arrangements to take the test at least three months before the semester opening date.

### REFUSAL OF ADMISSION

Limitations of funds, space, facilities, or personnel may make it necessary for the University, at its discretion, to refuse admission to an otherwise acceptable applicant.

### TENTATIVE ADMISSION

Tentative Admission may be granted an applicant whose record to date is acceptable but whose application is incomplete. If

the documents are satisfactory when received, the student's admission is confirmed. If unsatisfactory, admission is denied.

### FINANCIAL ASSISTANCE

Upon acceptance into the program, every qualifying full-time student receives a grant from the Atlantic Regional Training Centre (ARTC). Tuition fees and the costs of attending the mandatory workshops will be paid by the ARTC. When students participate in their research residency, it is anticipated they will receive a monthly stipend, although this is a matter for individual organizations, and, as such, cannot be guaranteed.

**NOTE:** To maintain funding, Atlantic Regional Training Centre students are required to achieve a grade of "B" or better in all courses. If a student receives a B- grade, the course must be successfully repeated. If more than one failing grade is received, funding is withdrawn. Where appropriate, the graduate student regulations of the institution apply.

## Academic Regulations— Graduate Programs

### 1. APPLICATION FOR DEGREES, DIPLOMAS, AND CERTIFICATES

Degree, Diploma, and Certificate candidates should make formal application for graduation not later than **31 October** of the academic year in which they expect to complete the requirements for their programs. This option is accessible through your UPEI Student Number and PIN number from mid-July to 31 October.

### 2. TRANSCRIPT ABBREVIATIONS

The following abbreviations are used on transcripts:

DISC: discontinued with permission

NC: no credit

INC: incomplete

F: failed

P: passed

AUD: audit

DE: deferred examination

IP: in progress

### 3. MINIMUM GRADE REQUIREMENT

A graduate student who receives a grade of less than 60% in any course (graduate, undergraduate, prescribed additional) is deemed to have failed the course.

### 4. LETTERS OF PERMISSION

a. **Courses:** Graduate students enrolled at UPEI and wishing to take courses at other institutions for credit towards their UPEI degree or diploma are advised that a Letter of permission, approved by the student's Supervisor, Dean or Program Coordinator, and Registrar must be obtained in advance. Letters of Permission are issued to the host institution by the Office of the Registrar, along with a copy of the student's UPEI transcript, and are a student's guarantee that credits earned elsewhere will be transferrable to his/her academic program at UPEI subject to program requirements.

b. **Research:** Students visiting another university to undertake research activities must have the written permission of both UPEI and the host university.



**5. INCOMPLETE COURSES**

a. Students who fail to complete all the components of a course, such as assignments, examinations, and laboratories, due to circumstances beyond their control (such as illness), may, with the permission of the Professor, Chair, and Dean, be granted an amount of time deemed reasonable for the completion of said components. Students should contact the course instructor in order to obtain such permission. A doctor's certificate may be required for explanations of sickness.

b. If a student does not complete all the components of a course by the agreed-upon date, normally a grade of F shall replace INC on the transcript. Nevertheless, in cases where the component left incomplete was not a requirement for passing the course and where the student already had earned a passing grade without completing the component, the passing grade shall be submitted and shall replace INC on the transcript.

**6. ACADEMIC DISHONESTY**

As a community of scholars, the University of Prince Edward Island is committed to the principle of academic integrity among all its participants. Academic dishonesty as defined in this Regulation will not be tolerated and, within the constraints of this Regulation and Academic Regulation 9, the University supports instructors in their efforts to deal effectively with cases as they may arise from time to time.

a. Actions which constitute academic dishonesty are considered an offence within the University and include:

1. plagiarism, which occurs when a student submits or presents work of another person in such a manner as to lead the reader to believe that it is the student's original work; self-plagiarism is the submission of work previously submitted for academic credit without prior approval of the professor;

2. cheating on tests or examinations, including giving false reasons for absence;

3. falsifying records or submitting false documents, including falsifying academic records, transcripts, or other University documents, or misrepresenting one's credentials; and

4. other academic misconduct, such as the unauthorized use of recording devices or the unauthorized acquisition of computer software or other copyright material.

b. When there is reasonable evidence to support an allegation of academic dishonesty, the matter shall be discussed with the student at the earliest opportunity. A written record of the incident and the response of the University will be sent to the student and to the appropriate Chairperson and Dean, and will be placed by the Dean on the student's file in the Office of the Registrar.

c. One or more of the following sanctions may be imposed, depending on the seriousness of the offence:

i. the instructor, within his/her authority for assignment of course grades, may impose:

i. a reprimand;

ii. assignment of a mark of zero or a failure for the piece(s) of work under review;

iii. assignment of a grade of "F" in the course in which the offence was committed;

iv. suspension of privileges in cases where the offences have involved misuse and/or abuse of the library, computer, or other University resources;

2. the Dean, in consultation with the Department where appropriate, may recommend to the President suspension or expulsion from the University;

3. the President may impose suspension or expulsion from the University; or

4. the Senate may withhold or revoke a degree, diploma, or certificate.

d. The student has the right to appeal through the provisions of Academic Regulation 9.

**7. RE-READING OF EXAMINATIONS**

a. Application to have any paper re-read must be made to the Registrar within one month after recording of results.

b. Such an application must be supported by a substantial reason in writing. Forms are provided.

c. Students who intend to appeal a course grade are cautioned that failing grades have been checked very carefully and, barring a clerical error, appeals seldom result in higher grades.

**8. APPLICATION OF REGULATIONS**

In the application of these academic regulations, students shall have access to a fair and just hearing subject to appeal.

**9. APPEALS**

a. Notice of appeal on any matter must be made in writing within one week of the date on which the decision is handed down, unless the decision-making body has internal regulations allowing later appeals. In every case, it is the appellant's responsibility to ascertain the time allowed for filing notice of appeal.

b. Any appeal on an academic matter shall normally be made to the Department Chair concerned who should consult within the Department before arriving at a decision.

c. The Department Chair's decision may be further appealed, in writing, within two weeks of the decision being rendered, to the Dean of the Faculty who shall name a committee to consider the appeal.

d. Decisions on final course grades may be further appealed, in writing, within one month of being rendered, through the Registrar to the Senate Committee on Student Academic Appeals. Appeals of decisions on

academic matters other than grades are to be directed to this Committee through the Registrar. All decisions of this Committee shall be final unless appeal is made to the Board of Governors in keeping with the terms of the University Act.

#### 10. AMENDMENTS TO REGULATIONS

The University reserves the right to add to, alter, or amend these regulations at any time.

#### 11. EVALUATION OF TRANSCRIPTS

The evaluation of transcripts shall be the responsibility of the Registrar's Office in consultation with the appropriate Department and Dean.

#### 12. DOUBLE-SCHEDULING

Students are not permitted to schedule themselves into two courses that are offered during the same time period, or that overlap.

## General Regulations

### A) MASTER OF SCIENCE, MASTER OF VETERINARY SCIENCE, MASTER OF ARTS, DOCTOR OF PHILOSOPHY, AND POSTGRADUATE DIPLOMA IN PATHOLOGY OR MICROBIOLOGY

#### I. GLOSSARY OF TERMS

**a. Faculties:** Faculty of Veterinary Medicine, Faculty of Arts, and Faculty of Science.

**b. Master of Arts (MA):** degree granted for successful completion of the requirements for the Master of Arts degree as listed in the regulations.

**c. Master of Science (MSc):** degree granted for successful completion of the requirements for the Master of Science degree as listed in the regulations.

**d. Postgraduate Diploma (PGD):** diploma granted for successful completion of the requirements for the Postgraduate Diploma as listed in the regulations.

**e. Master of Veterinary Science (MVSc):** degree granted for successful completion of the requirements for the Master of Veterinary Science degree as listed in the regulations.

**f. Doctor of Philosophy (PhD):** degree granted for successful completion of the requirements for the Doctor of Philosophy degree as listed in the regulations.

**g. Graduate Studies Committee:** standing committees of the Faculties appointed by the respective Deans to oversee and review the graduate programs. In the Faculty of Veterinary Medicine, this role is filled by the Graduate Studies and Research Committee.

**Mandate with respect to Graduate Studies includes:**

i. to establish and periodically to review the goals and objectives of the graduate studies programs within each Faculty;

ii. to review all applications from prospective graduate students and recommend acceptance or rejection;

iii. to make recommendations concerning creation, deletion or modification of graduate programs and courses;

iv. to develop and review program and thesis guidelines for graduate programs;

v. to review academic records of graduate students and recommend to the Dean the awarding of degrees or courses of action for substandard performance;

vi. to recommend changes to the Graduate Studies Academic Calendar; and

vii. to review all recommendations from department chairs for the appointment of graduate faculty and recommend acceptance or rejection.

**h. Graduate faculty:** members of the Faculties who participate in the graduate programs are described herein as graduate faculty. Such members are assigned their duties by the Dean of the Faculty on the recommendation of a Department Chair and the Graduate Studies Committee. From time to time, faculty members are drawn from other Faculties, and Adjunct Professors may be recommended as graduate faculty and may serve on graduate student Supervisory Committees as a result of particular expertise related to a particular project.

Normally, graduate faculty in the Faculty of Veterinary Medicine will have a Bachelor's degree or a Doctor of Veterinary Medicine degree, as well as a Master's degree or a Doctor of Philosophy degree or Board Certification. Graduate faculty in Arts and Science will normally have a Doctor of Philosophy degree.

**i. Program Administrator:** the individual within each of the Faculties who has administrative responsibility for the co-ordination of graduate programs and who chairs the respective Graduate Studies Committee. In the Faculty of Veterinary Medicine, this person is the Associate Dean, Graduate Studies and Research. In the Faculties of Arts and Science respectively, it is the Co-ordinator of Graduate Studies.

**j.** For the purpose of these regulations, the term "semester" includes, in addition to first and second semester as defined in the Calendar, the period from May to August in each year as a third semester.

#### 2. DESCRIPTION OF GRADUATE STUDENTS

Graduate students are systemically described by category and classification.

##### Category

**Regular Student:** An applicant who has met the admission requirements set out above or who has been recommended for transfer from provisional student category described below is recorded as a regular student.

**Provisional Student:** An applicant whose qualifications are not completely clear may be admitted as a full-time provisional student. If at the end of one semester the department is

satisfied with the student's progress, it will recommend to the Program Administrator transfer to regular student status. Upon such transfer, the student will receive credit for courses completed, and residence credit for the semester. If transfer to regular student status is not achieved at the end of one semester, the student may be permitted to continue for a second semester as a provisional student, at the end of which time the record will be reviewed as before. If transfer to regular student status is not recommended, the student will be transferred to special student category, or will be required to withdraw.

**Special Student:** A student who is not enrolled in a degree or diploma program at this university is recorded as a Special Student. Normally such students register for not more than one or two graduate courses with the permission of the instructor; in unusual circumstances, a special student may participate in research, but only with the permission of the Program Administrator. Graduate courses taken by special students may subsequently be considered for credit towards a graduate degree only on recommendation of the academic unit in which the student is registered and with the approval of the Graduate Studies Committee. Approval must be obtained within 12 months of the completion of the special studies course. A student who wishes to register as a special student should contact the Office of the Program Administrator before applying for admission.

#### Classification

In the foregoing categories a student is classified as full-time or part-time.

**Full-time Student:** A full-time student is one who (i) is designated by the University as a full-time graduate student; (ii) is geographically available and is on the campus regularly\*; (iii) save in exceptional circumstances, is not regularly employed at the University, for more than an average of a set number of hours per week\*\*. Residency requirements for advanced degrees are cited as for full-time students.

#### NOTES:

\*It is understood that a graduate student may be absent from the University while still under supervision (e.g. visiting libraries, attending a graduate course at another institution, doing field work). If such periods of absence exceed four weeks in any semester written evidence must be available in the Office of the Program Administrator to the effect that the absence has the approval of the Department Chair and of the Program Administrator. Irrespective of this provision, a student conducting experimental work in an external laboratory will not normally be considered as a full-time student, except as outlined under "Student Mobility" in Academic Regulations—Graduate Programs.

\*\*If the student is employed as a Graduate Service Assistant or a Graduate Teaching Assistant, the number of set hours per week should represent the total time spent on preparative work, reading set assignments, marking examinations, and the like.

#### The number of set hours per week:

Faculty of Veterinary Medicine: 10 hours

Faculty of Science: 12 hours

Faculty of Arts: determined in consultation with the Graduate Coordinator

**Part-time Student:** All graduate students other than full-time graduate students are part-time graduate students. A

part-time student may register for no more than two courses per semester. Normally, a part-time student will register in consecutive semesters and complete the MSc degree in approximately three years or the PhD degree in approximately six years. This would include summer periods as semester equivalents for research work, although normally no graduate courses would be offered. To transfer from "part-time" to "full-time" status, the student must consult with the Supervisory Committee / Graduate Coordinator and have the approval of the Department and the Program Administrator. The Program Administrator shall notify the Registrar's Office.

### 3. ENROLMENT AND REGISTRATION

**Regular and Provisional Students** Each regular or provisional student will enrol in a program of study in the jurisdiction of a single academic department of the Faculties. The student will be identified with a single department, in which he or she is deemed to be registered. The Department so identified will normally be the Department of which the Supervisor is a member. In the case of the MA in Island Studies, the student will be deemed to be registered in an interdisciplinary Master of Arts program with the Dean of Arts taking the place of the Department Chair.

**Registration Procedure** Before the beginning of the semester, the student shall file in the Office of the Registrar an Academic Registration setting out the program of studies for that semester. The form must be approved in the Department concerned before it is submitted. New students are expected to follow the same procedures, but where this is not possible their registration may be delayed until the Last Date for Registration as announced in the Calendar.

Student identification cards, which are used for identification and for library purposes, are obtained upon initial registration, and are validated at the Sports Centre at the beginning of each subsequent semester. Loss or theft of an identification card must be reported. The registration procedure must be completed within the dates set in the Calendar. Students taking undergraduate courses must have completed their registration by the date of registration for undergraduate students.

**Registration Changes** Changes of registration (deletion or addition of courses) must be made only on the recommendation of the student's Supervisory Committee. A proposal to add a course must bear the signature of the instructor concerned. Except where credits are granted for courses taken at other universities, credits will be given only for courses listed in the registration form or authorized through an official change of registration.

**Continuity of Registration** Graduate students must be registered in each semester in which they are actively engaged in course work or in the research program; that is, whenever they are making use of University facilities or personnel, in connection with their work.

Graduate students, upon being admitted to the program, are required to register in every semester thereafter until their work is completed. Failure to register will be regarded as withdrawal from graduate studies at this university.

Students who wish to resume their studies must apply for readmission; if readmitted, they will be required to conform to current regulations.

Notwithstanding the foregoing, a regular student may make

prior arrangements, with the approval of the Department and of the Program Administrator, and after consultation with the Registrar's Office, to pursue full-time studies at another approved university for a period of time.

A student who has not completed all the requirements for the degree by the due date for thesis submission in a particular semester must reregister. Candidates must be registered in the semester in which they qualify for the degree.

In the case of conjoint or collaborative graduate programs within UPEI or with other universities, arrangements will be made to ensure that the students involved are not placed at a disadvantage in respect of continuity of registration.

**Cancellation of Registration** A student who wishes to withdraw from the University is expected to consult with the Department Chair prior to submitting the "withdrawal form" to the Registrar's Office, the Accounting Office, and the Office of the Program Administrator.

In the event that a student fails to obtain satisfactory standings or to make satisfactory progress either in course work or in research, the Dean on the advice of the Graduate Studies Committee may require the student to withdraw. Registration will be cancelled as of a date set by the Committee, and an appropriate refund of fees made.

A student who withdraws from the University must return all outstanding loans from the Library prior to withdrawal, regardless of the due date. Any items not returned will be declared "lost," and will be charged to the student's account. This procedure is required practice even though in his or her new capacity as an outside borrower, the ex-student may wish to borrow the same or other books.

#### 4. SUPERVISION

**Departmental Supervision** The student's program is established and progress kept under review by the appropriate department or in the case of the interdisciplinary MA in Island Studies, by the Dean of Arts and Program Administrator. The Department will establish a Supervisory Committee consisting of a minimum of three (Faculty of Science) or four (Faculty of Veterinary Medicine) graduate faculty to assist with the supervision of the program. At the discretion of that academic unit, the day-to-day responsibility for overseeing the student's program will rest with the Supervisor; two Co-Supervisors or jointly with the Supervisory Committee. In the case of co-supervision, one of the co-supervisors must be a member of the Department in which the student is enrolled and is hereafter referred to as the "Supervisor." The Supervisor will normally have, at minimum, a degree equivalent to that for which the student is registered, and be from the Department in which the student is enrolled.

In the **Faculty of Veterinary Medicine**, the Chair of the Supervisory Committee is the Department Chair (or designate), and in no case shall the Committee be chaired by the graduate student's Supervisor. In addition, at least one member of the Supervisory Committee must be from a department other than that in which the student is registered.

In the **Faculty of Science**, the Supervisory Committee is composed of the Supervisor, and at least two other graduate faculty members, at least one of whom must be from the Department in which the student is registered. All members of the Supervisory Committee must be able to participate actively during the program.

In the **Faculty of Arts**, the Supervisory Committee is composed of the Supervisor, and at least two other graduate faculty members familiar with the academic discipline(s) of study. All members of the supervisory committee must be able to participate actively during the program.

**Supervisory Committee** In all cases, except the PGD program, the program of a graduate student is established and supervised by the Supervisory Committee, all of whom must be graduate faculty. Once the Supervisory Committee has been approved, no changes may be made in its membership without the written approval of the Graduate Studies Committee.

**Establishment of Program** After examining the student's academic record, due account being taken of all relevant courses passed at any recognized university or college, and in the light of a Placement Examination if so desired, the Supervisory Committee will arrange a program appropriate for the degree. The program will include prescribed studies on the basis of which the candidate's final standing will be determined; and it may include additional courses either chosen by the student or specified by the Supervisory Committee. The program established by the Supervisory Committee must be submitted to the Program Administrator within 60 days of the student's first registration date for approval by the Graduate Studies Committee.

**Changes in Program** Once the program of courses is established, changes may be made subject to the approval of the Supervisory Committee and the Graduate Studies Committee.

**Transfer of Academic Credit** On the recommendation of the Supervisor and with the approval of the Department Chair and the Program Administrator, a graduate student may take, and receive credit for, courses at another university. The arrangements for these courses must be made through the Registrar's Office. The maximum number of credits that may be taken at other universities will be 50% of the total program requirements.

**Review of Progress** The Department in which the student is enrolled is responsible for reviewing the academic record and progress of each student at least twice a year and reporting on that progress to the Program Administrator. If problems are identified which necessitate changes to the student's approved program, these may only be made with the approval of the Graduate Studies Committee.

**Masters Examination** The Departmental Chair selects the examination committee at the request of the Supervisor / Graduate Coordinator and is responsible for notifying the Program administrator of its composition.

#### 5. GRADES SCHEDULE

In the courses which comprise a part of the student's program, standings will be reported according to the following schedule of grades:

**First-class standing:**

80 per cent and higher

**Second-class standing:**

70 to 79.9 per cent inclusive

**Pass standing:**

60 to 69.9 per cent inclusive



**F:** a graduate student who receives a grade of less than 60 per cent in any course (graduate or undergraduate, prescribed or additional) is deemed to have failed the course. The candidate must maintain an average grade of at least a B standing in the substantive courses outlined below in order to maintain registration in the program.

**INC:** students who fail to complete all components of a course, such as assignments, examinations, and laboratories, due to circumstances beyond their control (such as illness) may, with the permission of the Professor, Chair, and Dean, be granted an amount of time deemed reasonable for the completion of said components.

If a student does not complete all the components of a course by the agreed-upon date, normally a grade of **F** shall replace **INC** on the transcript. Nevertheless in cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace **INC** on the transcript.

**AUD:** an “audited” course (additional courses only)

**DISC:** discontinued with permission

Some seminar courses are graded as Pass/Fail.

In the thesis, percentage grades as above are not required; instead the work is reported as either satisfactory or unsatisfactory.

## 6. THE THESIS

**Submission of Thesis or Project Report** When the thesis, or project report, in its final form, has been prepared after the final oral examination, the candidate will bring six unbound copies to the Office of the Program Administrator no later than three weeks prior to Convocation. Each copy must be submitted in a separate folder with the pages numbered and arranged in the appropriate order. The thesis must be free from typographical and other errors. All copies must include the Certificate of Approval signed by the Examination Committee. Also included must be a brief Abstract and a copy of the circulation waiver and the copying licence.

When accepted by the Program Administrator, one copy will be retained for microfilming and for deposit in the University Library after being bound. A second copy will be released to the Department in which the student was registered. A third copy will be released to the student’s supervisor and three copies will be released to the student.

**Publication of Thesis** The University requires publication of the thesis in the following manner:

One unbound copy of the thesis is forwarded to Library and Archives Canada, together with an agreement form signed by the candidate authorizing Library and Archives Canada to microfilm the thesis and to make microfilm copies available for sale on request. Library and Archives Canada will film the thesis exactly as it is and will list the thesis in *Canadiana* as a publication of Library and Archives Canada. A fee is charged by Library and Archives Canada to offset the cost of microfilming.

Library and Archives Canada’s Microfilm Agreement form will be sent to the candidate prior to the Thesis

Examination, to be signed and submitted to the Program Administrator immediately after the successful completion of the Examination.

## Circulation & Copying of Thesis or Project Report

The candidate, in consultation with the Supervisor and the Department Chair, shall have the right to request that circulation and/or copying of the thesis or project report in any form be withheld for up to one year.

In normal circumstances, as a condition of engaging in graduate study in the University, the author of a thesis or project report grants certain licences and waivers in respect of the circulation and copying of the thesis or project report:

1. to the University Librarian—a waiver permitting the circulation of the thesis or project report as part of the Library collection;
2. to the University—a licence to make single copies of the thesis or project report under carefully specified conditions;
3. to Library and Archives Canada—a licence to microfilm the thesis or project report under carefully specified conditions.

**Copyright** Copies of the thesis or project report shall have on the title page the words “In partial fulfilment of requirements for the degree of Master of Science” or “In partial fulfilment of requirements for the degree of Master of Arts” or “In partial fulfilment of the requirements for the degree of Master of Veterinary Science” or “In partial fulfilment of the postgraduate diploma in Pathology or Microbiology” or “In partial fulfilment of the requirements for the degree of Doctor of Philosophy.” The International copyright notice, which consists of three elements in the same line—(a) the letter “C” enclosed in a circle, (b) the name of the copyright owner (the student), and (c) the year—should appear as a bottom line on the title page of the thesis or project report.

**Retention/Maintenance of Records** In the interests of good scholarly practice and in order to substantiate claims to intellectual property, graduate students should keep complete, dated records of their research. These records may be in the form of bound notebooks, log books, laboratory records, or other documentation, as appropriate to the discipline.

Students should also retain copies of significant drafts and notes, and of all material submitted for evaluation, presentation, publication or by way of informal contribution to collaborative research projects. They must also realize that raw data and other research results should remain accessible at all times to all other members of any collaborative research activity.

**Unacceptable Thesis or Project Report** If a candidate is unable to prepare an acceptable thesis or project report, the Supervisory Committee will so report to the graduate faculty of the Department (sending to the candidate a copy of the report). The Department Chair will notify the Program Administrator.

**Transcripts of Records** Certified official transcripts of the student’s academic record are available through the Registrar’s Office. Only individually signed copies are official. Transcripts will be sent to other universities, to prospective employers, or

to others outside the University only upon formal request by the student.

**Department Regulations** Individual departments may have specified regulations additional to those set out herein. The student is responsible for consulting the department concerning any such regulations.

## B) MASTER OF EDUCATION

### i) GLOSSARY OF TERMS

**a. Master of Education (MEd):** degree granted for successful completion of the requirements for the Master of Education degree as listed in the regulations.

**b. Graduate Studies Committee:** a standing committee of the Faculty of Education appointed by the Dean, and whose mandate is the following:

- i. to establish and periodically to review the goals and objectives of the graduate studies and research programs of the Faculty of Education;
- ii. to review all applications from prospective graduate students and recommend acceptance or rejection;
- iii. to make recommendations to the Dean concerning creation, deletion, or modification of graduate programs and courses;
- iv. to direct the co-ordination of graduate courses and research in the Faculty of Education;
- v. to review academic records of graduate students and recommend to the Dean the awarding of a degree, or courses of action in the event of substandard performance;
- vi. to prepare the Graduate Studies Academic Calendar for approval by Senate; and
- vii. to evaluate, and recommend to the Dean, the faculty to serve as members of the graduate faculty.

**c. Graduate faculty:** members of the Faculty of Education who participate in the graduate program are described herein as graduate faculty. Such members are assigned their duties by the Dean of Education on the recommendation of the Co-ordinator of Graduate Studies and the Graduate Studies Committee.

From time to time, faculty members drawn from other Faculties may be recommended as graduate faculty. Similarly, Adjunct Professors may serve on graduate student Supervisory Committees as a result of particular expertise related to a particular project. Normally, graduate faculty will have a Doctorate in Education.

**d. Co-ordinator of Graduate Studies:** has administrative responsibility for the co-ordination of graduate programs and research in the Faculty of Education and is Chair of the Graduate Studies Committee.

**e. Supervisory Committee:** a committee of the Faculty of Education responsible for the supervision of a student's research. Normally, the committee for each student consists of two members of the Faculty of Education, one

of whom serves as the student's supervisor. If a member of the Supervisory Committee is requested who has an appointment in another UPEI Faculty or at another university, approval must be given by the Education Graduate Studies Committee.

**f.** For the purpose of these regulations, the term "semester" includes, in addition to first and second semester as defined in the calendar, the period from May to August in each year as a third semester.

### g. Description of Graduate Students

**Regular Student** An applicant who has met the admission requirements set out above.

**Special Student** A student who is not enrolled in a degree or diploma program at this University is recorded as a Special Student. Normally, such students register for not more than one or two graduate courses with the permission of the instructor; in unusual circumstances, a special student may participate in research, but only with the permission of the Co-ordinator of Graduate Studies and the Dean of Education. Graduate courses taken by special students may subsequently be considered for credit towards a graduate degree only with the approval of the Graduate Studies Committee. A student who wishes to register as a Special Student should contact the Co-ordinator of Graduate Studies at the Faculty of Education before applying for admission.

## 2. ENROLMENT AND REGISTRATION

**Procedures** Applicants must receive formal notification from the Office of the Registrar that they have been accepted into the program before registering as graduate students.

Before the beginning of the semester, each student shall file in the Office of the Registrar an Academic Registration setting out the program of studies for that semester. The form must be approved by the Co-ordinator of Graduate Studies before it is submitted.

Student identification cards, which are used for library purposes, are obtained upon initial registration, and are validated at the Robertson Library at the beginning of each subsequent semester. Loss or theft of an identification card must be reported.

The registration procedure must be completed within the dates set in the Calendar.

Students taking undergraduate courses must have completed their registration by the date of registration for undergraduate students.

**Registration Changes** Changes in registration (deletion or addition of courses) must be approved by the Graduate Studies Committee. A proposal to add a course must bear the signature of the instructor concerned.

Except where credits are granted for courses taken at other universities, credits will be given only for courses listed in the registration form or authorized through an official change of registration.

**Continuity of Registration** Graduate students must be registered in each semester in which they are actively engaged in course work or in the research program; that is, whenever

they are making use of University facilities or personnel in connection with their work.

Once admitted to the program, normally each student is required to register for, and complete, at least one course in each of the two semesters of the academic year. In exceptional circumstances, this requirement may be waived by the Dean. A student who fails to register as required will be considered to have withdrawn from the MEd program and will be required to apply formally for readmission. If a student has prior permission from the Dean of Education to miss a semester, the student must reapply but is not assessed any additional fee.

Notwithstanding the foregoing, a regular student may make prior arrangements, with the approval of the Faculty and of the Co-ordinator of Graduate Studies, and after consultation with the Registrar's Office, to pursue full-time studies at another approved university for a period of time.

A student who has not completed all the requirements for the degree by the due date for the thesis submission in a particular semester must reregister. Candidates must be registered in the semester in which they qualify for the degree. Normally, students must complete the degree within six years of first registering in the program.

In the case of conjoint or co-operative graduate programs within UPEI or with other universities, arrangements will be made to ensure that the students involved are not placed at a disadvantage in respect of continuity of registration.

**Cancellation of Registration** A student who wishes to withdraw from the program is expected to consult with the Dean of the Faculty of Education prior to completing the "withdrawal form" at the Office of the Registrar.

In the event that a student fails to obtain satisfactory standings or to make satisfactory progress either in course work or in research, the Dean on the advice of the Graduate Studies Committee may require the student to withdraw. Registration will be cancelled as of a date set by the Graduate Studies Committee, and an appropriate refund of fees made.

A student who withdraws from the University must return all outstanding loans from the Robertson Library prior to withdrawal, regardless of the due date. Any items not returned will be declared "lost," and will be charged to the student's account. This procedure is required practice even though in his or her new capacity as an outside borrower the ex-student may wish to borrow the same or other books.

### 3. SUPERVISION

**Faculty Supervision** The student's program is established and progress kept under review by the Graduate Studies Committee. The day-to-day responsibility for overseeing the student's program will rest with the Co-ordinator of Graduate Studies or jointly with the Graduate Studies Committee.

**Establishment of Program** After examining the student's academic record, due account being taken of all relevant courses passed at any recognized university or college, the Graduate Studies Committee will establish a program appropriate for the degree. The program will include prescribed studies on the basis of which the candidate's final standing will be determined, and it may include additional courses either chosen by the student or specified by the Graduate Studies Committee.

**Program** Once the program of courses is established, changes may be made subject to the approval of the Graduate Studies Committee and reported to the Co-ordinator of Graduate Studies.

**Academic Credit from Outside the Program** Students, upon the recommendation of the Graduate Studies Committee and subsequent written approval of the Dean of Education, may take and receive credit for up to nine semester-hours of elective course work outside of the program. No more than six semester-hours of course work at the 400 level may be from other UPEI programs, or at the equivalent level in programs at other recognized universities. All other course work must be at least at the 500 level, or equivalent. The arrangements for these courses must be made through the Registrar's Office.

**Review of Progress** At the end of each semester, the academic record and progress of each student will be reviewed by the Graduate Studies Committee, and a report thereon will be submitted by the Co-ordinator of Graduate Studies to the Dean of Education. If a student fails a course or a required examination, the Graduate Studies Committee will recommend appropriate action to the Dean of Education. Only by authority of the Dean of Education may a further privilege of any kind be extended.

### 4. GRADES SCHEDULE

**INC:** A student who fails to complete all components of a course, such as assignments, examinations, and fieldwork, due to circumstances beyond his/her control (such as illness), may, with the permission of the professor and the Dean, be granted an amount of time deemed reasonable for the completion of said components.

If a student does not complete all the components of a course by the agreed-upon date, normally a grade of **F** shall replace **INC** on the transcript. In cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace **INC** on the transcript.

**AUD:** an "audited" course (additional courses only)

**DISC:** discontinued with permission

Seminar courses are graded as Pass/Fail. In the thesis the work is reported as either satisfactory or unsatisfactory.

### 5. THE THESIS

**Research** Normally, the equivalent of 18 months of continuous study must be devoted to research in fulfilment of the thesis requirement. In order to complete the degree within a reasonable time frame, the research topic should be identified early in the student's program and approved by the Graduate Studies Committee. Research involving human subjects must be approved by the University's Research Ethics Committee.

**Retention/Maintenance of Records** In the interests of good scholarly practice and in order to substantiate claims of intellectual property, graduate students should keep complete, dated records of their research. These records may be in the form of bound notebooks, log books, or other documentation, as appropriate to the discipline. Students should also retain copies of significant drafts and notes, and of all material submitted for evaluation, presentation, publication, or by the way of informal contribution to collaborative research projects. They must also realize that raw data and other research results

should remain accessible at all times to all other members of any collaborative research activity.

**Unacceptable Thesis** If a candidate is unable to prepare an acceptable thesis, the Supervisory Committee will so report to the Graduate Studies Committee and to the Dean (sending to the student a copy of the report).

### Transcripts of Records

Official transcripts of the student's academic record are available through the Registrar's Office. Transcripts will be sent to other universities, to prospective employers, or to others outside the University only upon formal request by the student

## C) MASTER OF APPLIED HEALTH SERVICES RESEARCH

The Master of Applied Health Services Research program is designed to prepare graduates from diverse disciplines and backgrounds with the necessary skills to tackle the complex health policy issues facing us today and in the future. The overall aim of the program is to promote and support health services scholarship and research capacity.

Graduates from this interdisciplinary Master's program are expected to achieve the following learning objectives:

- independently undertake health services research;
- design, supervise, and evaluate projects;
- critically evaluate health services research literature;
- employ innovative approaches in health services research through understanding diversity in decision-making environments and processes;
- communicate health research issues and results clearly and responsibly to decision-makers, academics, professionals, and to the general public; and
- integrate and synthesize health services research results across all disciplines.

### I. GLOSSARY OF TERMS

**a. Master of Applied Health Services Research:** degree granted for successful completion of the requirements for the Master of Applied Health Services Research degree as listed in the regulations.

**b. Graduate Studies Committee:** a committee of two faculty members appointed to oversee the student's research by the Children's Health Applied Research Team (CHART).

**c. Children's Health Applied Research Team (CHART):** a multi-disciplinary group of researchers who are researching children's health issues whose mandate it is:

- i. To establish and periodically to review the goals and objectives of the graduate students' studies and research;
- ii. To review all applications from prospective graduate students and recommend acceptance or rejection;
- iii. To make recommendations to the Senate concerning creation, deletion, or modification of graduate program and courses;

- iv. To review academic records of graduate students and recommend to the Senate the award of a degree or courses of action in the event of substandard performance.

**d. Graduate faculty** Members of CHART who participate in the graduate program are described herein as graduate faculty.

Adjunct Professors may serve on graduate student Supervisory Committees as a result of particular expertise related to a particular project. Normally, graduate faculty will have a Doctorate degree.

- i. Supervisory Committee: A committee of two faculty responsible for the supervision of a student's research. Normally, the committee for each student consists of two faculty members, one of whom serves as the student's supervisor.

- e. For the purpose of these regulations, the term "semester" includes, in addition to first and second semester as defined in the calendar, the period from May to August in each year as a third semester.

### f. Description of Graduate Students

**Regular Student** An applicant who has met the admission requirements set out above.

**Special Student** A student who is not enrolled in a degree or diploma program at this university is recorded as a Special Student. Normally such students register for not more than one or two graduate courses with the permission of the instructor; in unusual circumstances, a special student may participate in research, but only with the permission of the co-ordinator of the Children's Health Applied Research Team.

## 2. ENROLMENT AND REGISTRATION

**Procedures** Applicants must receive formal notification from the Office of the Registrar that they have been accepted into the program before registering as graduate students.

Before the beginning of the semester, each student shall file in the Office of the Registrar an Academic Registration setting out the program of studies for that semester. The form must be approved by the Children's Health Applied Research Team before it is submitted.

Student identification cards, which are used for library purposes, are obtained upon initial registration, and are validated at the Robertson Library at the beginning of each subsequent semester. Loss or theft of an identification card must be reported.

The registration procedure must be completed within the dates set in the Calendar.

Students taking undergraduate courses must have completed their registration by the date of registration for undergraduate students.

**Registration Changes** Changes in registration (deletion or addition of courses) must be approved by the Children's Health Applied Research Team. A proposal to add a course must bear the signature of the instructor concerned.

**Continuity of Registration** Graduate students must be registered in each semester in which they are actively engaged in course work or in the research program; that is, whenever they are making use of University facilities or personnel, in connection with their work.



Once admitted to the program, normally each student is required to register for, and complete, at least one course in each of the two semesters of the academic year. In exceptional circumstances this requirement may be waived by the Children's Health Applied Research Team. A student who fails to register as required will be considered to have withdrawn from the Master of Applied Health Services Research program and will be required to apply formally for readmission.

Notwithstanding the foregoing, a regular student may make prior arrangements, with the approval of the Children's Health Applied Research Team, and after consultation with the Registrar's Office, to pursue full-time studies at another approved university for a period of time.

A student who has not completed all the requirements for the degree by the due date for the thesis submission in a particular semester must reregister. Candidates must be registered in the semester in which they qualify for the degree. Normally, students must complete the degree within six years of first registering in the program.

In the case of conjoint or cooperative graduate programs within UPEI or with other universities, arrangements will be made to ensure that the students involved are not placed at a disadvantage in respect of continuity of registration.

**Cancellation of Registration** A student who wishes to withdraw from the program is expected to consult with the Children's Health Applied Research Team prior to completing the "withdrawal form" at the Office of the Registrar. In the event that a student fails to obtain satisfactory standings or to make satisfactory progress either in course work or in research, the Children's Health Applied Research Team may require the student to withdraw. Registration will be cancelled as of a date set by the Children's Health Applied Research Team, and an appropriate refund of fees made.

A student who withdraws from the University must return all outstanding loans from the Robertson Library prior to withdrawal, regardless of the due date. Any items not returned will be declared "lost," and will be charged to the student's account. This procedure is required practice even though in his or her new capacity as an outside borrower the ex-student may wish to borrow the same or other books.

### 3. SUPERVISION

**Faculty Supervision** The student's program is established and progress kept under review by the Children's Health Applied Research Team. The day-to-day responsibility for overseeing the student's program will rest with the student's supervisor.

**Establishment of Program** After examining the student's academic record, due account being taken of all relevant courses passed at any recognized university or college, the Children's Health Applied Research Team will establish a program appropriate for the degree. The program will include prescribed studies on the basis of which the candidate's final standing will be determined, and it may include additional courses either chosen by the student or specified by the Children's Health Applied Research Team.

**Program** Once the program of courses is established, changes may be made subject to the approval of the Children's Health Applied Research Team.

In the first semester, students gain a broad range of applied

health services research through course work in the Canadian Health System; Ethical Foundations of Applied Health Research; and an introductory course in Research and Evaluation Design and Methods. The second semester focuses on health care research through course work in Qualitative and Quantitative research methods, Health Policy, and the Determinants of Health.

Between the second and third semesters, students undertake a four-month research residency with a decision-making organization. The residency is designed to provide hands-on research and decision-making experience; to develop an understanding of how knowledge is transferred between the academic community and decision-makers; and to discover whether projects undertaken are of sufficient interest to the student and the host organization to merit further investigation as a thesis research topic.

In the fourth semester, students learn about knowledge transfer and research uptake and continue to develop research skills by specializing in either qualitative or quantitative research approaches. Preparation of a research proposal leading to the commencement of the thesis is a main course requirement of these advanced methods courses.

In the fifth and sixth semesters, students continue to work on their thesis, culminating in an academic defence. Students are also required to make a public presentation of their thesis research targeted to decision-makers.

**Workshops** Twice a year, normally at the end of the Fall and Winter terms, students and Faculty will join with health services decision-makers for week-long thematic Workshops. These thematic workshops are designed to facilitate learning in a collegial environment that explores the transfer of knowledge between researchers and institutional health policy and decision-making.

**Review of Progress** At the end of each semester, the academic record and progress of each student will be reviewed by the Children's Health Applied Research Team.

### 4. GRADES SCHEDULE

**INC:** A student who fails to complete all components of a course, such as assignments, examinations and fieldwork, due to circumstances beyond his/her control (such as illness), may, with the permission of the professor and the Dean, be granted an amount of time deemed reasonable for the completion of said components.

If a student does not complete all the components of a course by the agreed-upon date, normally a grade of **F** shall replace **INC** on the transcript. In cases where the component left incomplete was not a requirement for passing the course and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace **INC** on the transcript.

**AUD:** an "audited" course (additional courses only)

**DISC:** discontinued with permission

Seminar courses are graded as letter grades. In the thesis the work is reported as either satisfactory or unsatisfactory.

### 5. THE THESIS

**Research** Normally, the equivalent of 12 months of continuous study must be devoted to research in fulfilment of the thesis requirement. In order to complete the degree within a

reasonable time frame, the research topic should be identified early in the student's program and approved by the Graduate Studies Committee. Research involving human subjects must be approved by the University's Research Ethics Committee.

**Retention/Maintenance of Records** In the interest of good scholarly practice and in order to substantiate claims of intellectual property, graduate students should keep complete, dated records of their research. These records may be in the form of bound notebooks, log books, or other documentation, as appropriate to the discipline. Students should also retain copies of significant drafts and notes, and of all material submitted for evaluation, presentation, publication, or by the way of informal contribution to collaborative research projects. They must also realize that raw data and other research results should remain accessible at all times to all other members of any collaborative research activity.

**Unacceptable Thesis** If a candidate is unable to prepare an acceptable thesis, the Supervisory Committee will so report to the Graduate Studies Committee and to the Children's Health Applied Research Team (sending to the student a copy of the report).

**Transcripts of Records** Official transcripts of the student's academic record are available through the Registrar's Office. Transcripts will be sent to other universities, to prospective employers, or to others outside the University only upon formal request by the student.

## Master of Science (MSc) Program

[www.upei.ca/avc/graduate.htm](http://www.upei.ca/avc/graduate.htm)

**CHEMISTRY GRADUATE STUDIES**  
[www.upei.ca/chemistry/msc.html](http://www.upei.ca/chemistry/msc.html)

**BIOLOGY GRADUATE STUDIES**  
[www.upei.ca/-biology/masters/MScBiology.htm](http://www.upei.ca/-biology/masters/MScBiology.htm)

### A) STRUCTURE OF THE PROGRAM

The MSc degree of the University of Prince Edward Island requires the demonstration of a reasonable mastery of a concentrated field of study. The latter is attested by the achieving of satisfactory standings in the minimum number of graduate courses required by the respective Faculty, the completion of a research project, and the writing of a thesis based upon the research.

The graduate students will register in one of the six academic departments listed below and in one of the designated areas of specialization:

#### Department of Biomedical Sciences

Behavioural Sciences  
Pharmacology and Toxicology  
Developmental Biology  
Physiology

#### Department of Companion Animals

Medicine  
Surgery  
Anesthesiology  
Radiology

#### Department of Health Management

Medicine  
Surgery  
Therigenology  
Epidemiology  
Animal Science and Animal Nutrition  
Fish Health

#### Department of Pathology and Microbiology

Morphologic Pathology  
Clinical Pathology  
Parasitology  
Virology  
Bacteriology  
Public Health  
Immunology  
Fish Health

#### Department of Biology

Ecology & Wildlife Biology  
Plant Science  
Molecular Genetics & Biotechnology  
Neurobiology & Stroke  
Cancer Cell Biology, Vascular Cell Biology

#### Department of Chemistry

Inorganic Chemistry  
Organic Chemistry  
Physical Chemistry  
Bioorganic Chemistry & Biotechnology

There will be considerable interaction and cooperation among the departments to provide courses and research facilities to meet the needs of individual students and their research projects.

In addition to the "General Regulations for Graduate Programs," described above, the following regulations apply specifically to the Master's degree:

**Residency Requirements** Normally, at least two semesters of full-time study in residence at the University must be devoted to the Master's program if the student is admitted as a regular student. For a regular student admitted to a part-time study program, the residency period is based on the equivalence of three part-time semesters to one full-time semester. A student, admitted as a provisional student requiring two semesters in that category, must spend at least one additional semester as a regular full-time student to meet the residency requirement. Upon completion of the residency requirement the student is then eligible to become a candidate for the MSc degree.

Normally, the thesis must be formally submitted or the program be otherwise complete within forty-eight months of the completion of the residency requirement. Departure from these normal requirements requires approval from the Graduate Studies Committee.

### B) COURSES

**Prescribed Studies** The proportion of weight attached to the research and thesis may vary, even within a department. Accordingly, the number of courses and/or general examinations may correspondingly vary. In no case, however, will the minimum requirements be less than those outlined in the following two paragraphs. For graduate credit, the courses selected must be acceptable to the Department and the

Graduate Studies Committee. The candidate must maintain an average grade of at least a B standing (see Grades in General Regulations section) in the substantive courses outlined below in order to maintain registration in the program.

In the Faculty of Veterinary Medicine, substantive courses are graduate level courses assigned a minimum of two credit hours. Students are required to complete courses totalling a minimum of 12 credit hours. Within this course complement there must be at least four substantive courses and the appropriate departmental Seminar course (one credit). Only one of the substantive courses may be a Directed Studies Course. All students are expected to complete VHM 801 (Veterinary Biostatistics) and VPM 861 (Essentials of Animal Experimentation) unless comparable training has been completed prior to entry into the program.

In the Faculty of Science, students are required to take a minimum of three graduate level courses, all of which are to be regarded as substantive. A Seminar course (BIO 890 or CHEM 890) is required. Students may take only one Directed Studies course (BIO 881, CHEM 881, VBS 881-882, VCA 881-882, VHM 881-882, or VPM 881-882) for credit. Students lacking an Honours degree or background in one or more area may, at the discretion of the Supervisory Committee, be required to take the appropriate undergraduate level course(s), in addition to the required courses. All graduate students must receive non-credit WHMIS (Workplace Hazardous Materials Information System) training in their first year.

A department may require examinations (oral and/or written), from time to time, to evaluate the student's progress in his/her overall program.

**Additional Courses** In addition to these prescribed studies, the candidate may undertake to achieve satisfactory standings in courses supportive of the special discipline. These courses may be at either the undergraduate or the graduate level. The standings obtained in them will not affect the average grade of the prescribed studies.

When a student is required to register in a seminar or colloquium course in more than one semester, the record will show a grade or a designation of "In Progress" for semesters prior to completion of the course and "Pass" or "Fail" (or a numerical grade in the case of Chemistry 890) for the final semester. With the consent of the Supervisory Committee, and of the instructor and the Department Chair concerned, a student may register for, and audit, all or part of a course. It is understood that the student will attend lectures as prescribed, but will not write any examination or receive any grade. Such a course may be recorded as an additional course, identified by AUD.

### C) THE THESIS

**Research** Normally, the equivalent of at least two full-time semesters must be devoted to research in fulfilment of the thesis requirement. Summers during which research work is actively conducted may be counted as research semester equivalents, even though courses would not normally be offered at that time. In order to avoid undue prolongation of the time required to complete the degree, the research topic should be identified early and approved by the Supervisory Committee. Research involving the use of animals must follow the Guidelines of the Canadian Council on Animal Care.

**Thesis** Each candidate for the degree of Master of Science

is required to submit a thesis based upon the research conducted under supervision as described above. The thesis must demonstrate the candidate's capacity for original and independent work, and should include a critical evaluation of work which has previously been done in the field of his or her research. The thesis should emphasize any new conclusions which may be drawn from the candidate's own research.

General specifications as to paper, format, order, and binding are available from the Office of the Program Administrator.

**Procedures** The thesis may be handed in at any time of the year, but candidates must bear in mind the desirability of having the final examination as much in advance of the deadline date for thesis submission as possible. Candidates are advised to inform themselves of the deadlines schedule, a copy of which may be obtained in the Office of the Program Administrator. It is desirable that each candidate initiate discussion about examination dates with the Supervisor early in the final semester.

The candidate should keep in close touch with the Supervisor and the Supervisory Committee, throughout the preparation of the thesis. The final draft of the thesis, after it has been reviewed by all members of the Supervisory Committee, is sent when ready for examination, to the members of the Master's Examination Committee (see below).

Following the Master's Examination, the candidate, if successful, arranges for the preparation of the thesis in final form, and for its submission to the Program Administrator (see below). The thesis in final form must include any minor corrections or revisions indicated during the Examination. Approval of the thesis takes the form of a Certificate of Approval, signed by the Examination Committee

**The Master's Examination** The final oral examination, devoted chiefly to the defence of the thesis, is a departmental examination identified as the Master's Examination and carried out by the Master's Examination Committee.

In the Faculty of Veterinary Medicine, the Master's Examination Committee normally consists of five members as follows:

- i. two graduate faculty of the Department, who are not members of the Supervisory Committee, one of whom is appointed by the Department Chair to act as chair of the Master's Examination and to make the arrangements therefore;
- ii. the Supervisor of the candidate's research;
- iii. one additional member of the Supervisory Committee;
- iv. one member of the graduate faculty from a department other than that in which the student is registered.

In the Faculty of Science, the Master's Examination Committee normally consists of five members as follows:

- i. three members of the Supervisory Committee, including the Supervisor of the candidate's research;
- ii. one member from a department other than that in which the student is registered. This external examiner may be from the University of Prince Edward Island,

or from another University or Research Institute, as is deemed appropriate;

iii. the Co-ordinator of Graduate Studies (or designate), who will Chair the Master's Examination Committee. The Department Chair selects the Examination Committee at the request of the Supervisor and is responsible for notifying the Program Administrator of its composition.

The Examination is normally open to the public; however, members of the audience may question the candidate only upon invitation of the Chair of the Committee.

The Examination is passed and the thesis approved if there is no more than one negative vote, an abstention being regarded as a negative vote. The report, from the Department Chair to the Program Administrator, records the result as "unsatisfactory," or "satisfactory." If the result is "unsatisfactory," the candidate may be given the opportunity by the Master's Examination Committee of a second attempt. A second "unsatisfactory" result will terminate candidacy at this university.

## Master of Veterinary Science (MVSc) Program

### A) STRUCTURE OF THE PROGRAM

The MVSc degree of the University of Prince Edward Island is a two-year, non-thesis (professional) Master's-track program to enhance scholarship and competitiveness of veterinarians in one of the broad disciplines of pathology, microbiology, or clinical sciences. The program is designed to provide advanced training in the disciplines, and to develop teaching and communication skills. In addition, a student successfully completing the program may spend an extra year of residency in his/her selected discipline so as to be eligible for certification by specialty groups that require three years of residency training. Success in the program is attested by the achieving of satisfactory standings in the minimum number of graduate courses required, the completion of a research project, and the writing of a project report suitable for publication in a refereed journal.

The graduate students will register in one of the academic departments listed below and in one of the designated areas of specialization:

**Department of Companion Animals**  
Small Animal Medicine

**Department of Health Management**  
Large Animal Medicine  
Large Animal Surgery  
Theriogenology  
Population Medicine  
Aquatic Food Animal Medicine

**Department of Pathology and Microbiology**  
Anatomic Pathology  
Clinical Pathology  
Parasitology  
Virology  
Bacteriology

Public Health  
Immunology  
Fish Health

In addition to the "General Regulations for Graduate Programs," described above, the following regulations apply specifically to the MVSc degree:

**Residency Requirements** Normally, at least four semesters of full-time study in residence at the University must be devoted to the non-thesis Master's program if the student is admitted as a regular student. For a regular student admitted to a part-time study program, the residency period is based on the equivalence of three part-time semesters to one full-time semester. A student admitted as a provisional student requiring two semesters in that category must spend at least two additional semesters as a regular full-time student to meet the residency requirement. Upon completion of the residency requirement, the student is then eligible to become a candidate for the MVSc degree.

Normally, the project report must be formally submitted, or the program must be otherwise complete, within 48 months of the completion of the residency requirement. Departure from these normal requirements requires approval from the Graduate Studies Committee.

### B) COURSES

**Prescribed Studies** The minimum number of courses and/or general examinations is outlined below. For graduate credit, the courses selected must be acceptable to the Department and the Graduate Studies Committee. The candidate must maintain an average grade of at least a "B" standing (see Grades in General Regulations section) in the substantive courses outlined below in order to maintain registration in the program. Substantive courses are graduate level courses assigned a minimum of two credit hours.

Students are required to complete courses totalling a minimum of 32 credit hours. Within this course complement there must be at least eight substantive courses and the appropriate departmental Seminar course (one credit). Normally, in addition to the project, at least three substantive courses should be in the area of the student's specialization. The Department may require examinations (oral and/or written) from time to time, to evaluate the student's progress in his/her overall program.

**Additional Courses** In addition to these prescribed studies, the candidate may undertake to achieve satisfactory standings in courses supportive of the special discipline. These courses may be at either the undergraduate or the graduate level. The standings obtained in them will not affect the average grade of the prescribed studies.

When a student is required to register in a seminar or colloquium course in more than one semester, the record will show a grade or a designation of "In Progress" for semesters prior to completion of the course, and "Pass" or "Fail" for the final semester. With the consent of the Supervisory Committee, and of the instructor and the Department Chair concerned, a student may register for, and audit, all or part of a course. It is understood that the student will attend lectures as prescribed, but will not write any examination or receive any grade. Such a course may be recorded as an additional course,



identified by AUD.

## C) THE PROJECT REPORT

**Research** Normally, the equivalent of at least six credit hours must be devoted to a small research project in fulfilment of the degree requirement. The project may be based on either a laboratory or clinical investigation, or a special topic such as a prospective or retrospective case study. Summers during which research work is actively conducted may be counted as research semester equivalents, even though other courses may not be offered at that time. In order to avoid undue prolongation of the time required to complete the degree, the research topic should be identified early and approved by the Supervisory Committee. Research involving the use of animals must follow the Guidelines of the Canadian Council on Animal Care.

**Project Report** Each candidate for the degree of Master of Veterinary Science is required to submit a project report (in place of a thesis) based upon the research conducted under supervision as described above. The report should make some contribution to the body of knowledge in the candidate's field. The report should be prepared as a manuscript, in a form that meets the guidelines for submission of a peer-reviewed scientific journal.

**Procedures** The project report may be handed in at any time of the year, but candidates must bear in mind the desirability of having the final examination as much in advance of the deadline date for report submission as possible. Candidates are advised to inform themselves of the deadlines schedule, a copy of which may be obtained in the Office of the Program Administrator. It is desirable that each candidate initiate discussion about examination dates with the Supervisor early in the final semester.

The candidate should keep in close touch with the Supervisor and the Supervisory Committee, throughout the preparation of the project report. The final draft of the report, after it has been reviewed by all members of the Supervisory Committee, and when ready for examination is sent to the members of the MVSc Examination Committee (see below).

Following the Examination, the candidate, if successful, arranges for the preparation of the project report in final form, and for its submission to the Program Administrator (see below). The project report in final form, prepared as a manuscript meeting the guidelines for submission of a peer-reviewed scientific journal, must include any minor corrections or revisions indicated during the Examination. Approval of the report and the manuscript takes the form of a Certificate of Approval, signed by the Examination Committee.

**The Master of Veterinary Science Examination** The final oral examination is based on an overall assessment of the candidate's knowledge and competence in his/her field of study, including the project report. It is a departmental examination identified as the MVSc Examination and carried out by the MVSc Examination Committee normally consisting of four members as follows:

- i. one graduate faculty of the Department, who is not a member of the Supervisory Committee, and who is appointed by the Department Chair to act as chair of the MVSc Examination and to make the arrangements

therefore;

- ii. the Supervisor of the candidate's program;
- iii. one additional member of the Supervisory Committee; and
- iv. one member of the graduate faculty from a department other than that in which the student is registered.

The Department Chair selects the Examination Committee at the request of the Supervisor and is responsible for notifying the Program Administrator of its composition. The Examination is normally open to the public; however, members of the audience may question the candidate only upon invitation of the Chair of the Committee.

The Examination is passed and the project report approved if there is no more than one negative vote, an abstention being regarded as a negative vote. The report, from the Department Chair to the Program Administrator, records the result as "unsatisfactory," or "satisfactory." If the result is "unsatisfactory," the candidate may be given the opportunity by the MVSc Examination Committee of a second attempt. A second "unsatisfactory" result will terminate candidacy at this university.

## Doctor of Philosophy (PhD) Program

### A) STRUCTURE OF THE PROGRAM

The purpose of the PhD degree program is to educate individuals to become independent, reliable, and competent research scientists. The PhD degree of the University of Prince Edward Island requires the demonstration of a reasonable mastery of a concentrated field of study. The latter is attested to by the achieving of satisfactory standings in each of a minimum of five graduate courses, the completion of a research project, and the writing of a thesis based upon the research.

The graduate students will register in one of four academic departments of the Faculty of Veterinary Medicine and in one of the 16 areas of specialization listed below:

#### Department of Biomedical Sciences

Behavioural Sciences  
Pharmacology and Toxicology  
Developmental Biology  
Physiology

#### Department of Companion Animals

Internal Medicine

#### Department of Health Management

Animal Science and Animal Nutrition  
Epidemiology/Health Management  
Large Animal Clinical Sciences  
Fish Health

#### Department of Pathology and Microbiology

Bacteriology  
Clinical Pathology  
Fish Health  
Immunology

Morphologic Pathology  
Parasitology  
Virology

Depending on the individual thesis topic, projects could involve one or more of several species of animals. There will be considerable interaction and co-operation among the departments, with other universities in the region, and with government research laboratories to provide courses and research facilities to meet the needs of individual students and their research projects.

In addition to the “General Regulations for Graduate Programs” described earlier, the following regulations apply specifically to the Doctor of Philosophy degree:

#### **Admission Requirements**

The normal basis for admission to PhD studies as a regular or a provisional student is a recognized Master's degree obtained with high academic standing. However, an applicant who has achieved excellent standing at the honours baccalaureate level, and who wishes to proceed to doctoral study, may enrol, in the first instance, in a Master's degree program. If the student achieves a superior record and shows a particular aptitude for research, the Graduate Studies and Research Committee, on recommendation of the Department, may authorize transfer to the PhD program effective in the following semester without requiring the student to complete the Master's degree. The application for transfer must be made no sooner than the end of the second semester and normally no later than the end of the fourth semester.

#### **Residency Requirements**

Normally, at least six semesters of full-time study in-residency at the University must be devoted to the doctoral program following completion of a recognized Master's degree. In cases in which a student transfers from a Master's to a PhD program, eight semesters of full-time study would be the minimum residency requirement after completion of the Bachelor's degree. Normally, the thesis must be formally submitted within 48 months of the completion of the residency requirement. Departure from these normal requirements requires approval from the Graduate Studies and Research Committee.

### **B) SUPERVISION**

The student's program is established and progress kept under review by the appropriate department. At the discretion of the academic unit, the day-to-day responsibility for overseeing the student's program will rest with the Supervisor or jointly with the Supervisory Committee of five graduate faculty, one of whom must be from a department other than that in which the student is registered. At least one member of the Supervisory Committee must be from outside the University of Prince Edward Island.

The Chair of the Supervisory Committee is normally the Department Chair. The graduate student's Supervisor shall not be the Chair of the Supervisory Committee. The Supervisor will normally have the degree for which the student is registered and be from the Department in which the student is enrolled.

### **C) COURSES**

The PhD degree is primarily a research degree; for that reason course work commonly comprises a smaller proportion of the

total than is the case at the level of the Master's degree.

**Prescribed Studies** In the Faculty of Veterinary Medicine, substantive courses are graduate level courses assigned a minimum of two credit hours. In the PhD program students are required to complete courses totalling a minimum of 15 credit hours. Within this course complement there must be at least five substantive courses and the appropriate departmental Seminar course (one credit). Only one of the substantive courses may be a Directed Studies course.

All students are expected to complete VHM 801 (Veterinary Biostatistics) and VPM 861 (Essentials of Animal Experimentation) unless comparable training has been completed prior to entry into the program. In some cases, on the recommendation of the Supervisory Committee and with the approval of the Graduate Studies and Research Committee, exemptions may be granted for some of the course requirement in recognition of previous academic work. For graduate credit, the courses selected must be acceptable to the Department and the Graduate Studies and Research Committee. These “substantive” courses and/or general examinations comprise the candidate's prescribed studies, in which the student must obtain an overall average grade of at least second-class standing (see Grades in General Regulations section).

A department may require examinations (oral and/or written), from time to time, to evaluate the student's progress in his/her overall program.

**Additional Courses** In addition to these prescribed studies, the candidate may undertake to achieve satisfactory standings in courses supportive of the special discipline. These courses may be at either the undergraduate or the graduate level. The standings obtained in them will not affect the average grade of the prescribed studies. When a student is required to register in a seminar or colloquium course in more than one semester, the record will show a grade or a designation of “In Progress” for semesters prior to completion of the course and “Pass” or “Fail” for the final semester. With the consent of the Supervisory Committee, and of the instructor and the Department Chair concerned, a student may register for, and audit, all or part of a course. It is understood that the student will attend lectures as prescribed, but will not write any examination or receive any grade. Such a course may be recorded as an additional course, identified by AUD.

### **D) THE THESIS**

**Research** In the total program of a doctoral student it is expected that the major part of the time be devoted to research in fulfilment of the thesis requirement. The research proposal should be formulated at as early a date as possible and be presented to the Supervisory Committee for approval. Research involving the use of animals must follow the Guidelines of the Canadian Council on Animal Care. When it is necessary for the research, or some of it, to be conducted off-campus, the arrangements are subject to the prior approval of the Chair of the Department in which the student is registered.

**Comprehensive Examination** At as early a date as may be feasible in each case, and in all cases no later than the final semester of the residency requirement (i.e., the 6th semester after the Master's degree or the 8th semester after the honours baccalaureate), the student is required to take an examination

to assess his or her knowledge in that branch of learning embracing the subject. The examination will ordinarily be in two parts, one written and one oral.

The Comprehensive Examination is an examination by the academic unit in which the student is enrolled (as distinct from an examination by the Supervisory Committee).

Upon completing the Comprehensive Examination satisfactorily, the student is deemed to have met the Department standards, and then becomes a candidate for the PhD degree. The Examining Committee, appointed by the Chair of the academic unit concerned, consists of some or all of the members of the Supervisory Committee, together with two additional members of the Graduate Faculty, at least one of whom must be a member of the unit. The Chair of the academic unit concerned serves as Chair of the Examining Committee, and is responsible for making all arrangements. As a Comprehensive Examination, consideration is to be given to 1) the student's knowledge of the subject matter and ability to integrate the material derived from his or her studies, and 2) to the student's ability and promise in research. The Examining Committee, therefore, will receive from the Supervisory Committee a written evaluation of the quality of the student's performance to date in research and of the student's potential as a researcher. The Examining Committee will determine the relative importance to be given to these two major components of the Comprehensive Examination.

The results of the Comprehensive Examination will be reported to the Associate Dean of Graduate Studies and Research through the Chair of the academic unit. The examination may be repeated once within a program, and if the student fails a second time, further registration in the PhD program will be denied.

**Thesis** Each candidate for the degree of Doctor of Philosophy shall submit a thesis, written by the candidate, on the research carried out by the candidate on the approved topic. The thesis is expected to be a significant contribution to knowledge in its field, and the candidate must indicate in what ways it is a contribution. The thesis must demonstrate mature scholarship and critical judgement on the part of the candidate, and it must indicate an ability to express oneself in a satisfactory literary style. Approval of the thesis is taken to imply that it is judged to be sufficiently meritorious to warrant publication in reputable scholarly media in the field.

**Examination and Publication** For each doctoral thesis, an External Examiner from outside the University is appointed by the Associate Dean of Graduate Studies and Research in consultation with the Supervisor and the Department Chair. The External Examiner will submit a written appraisal of the thesis to the Associate Dean of Graduate Studies and Research and to the Supervisor. The External Examiner is expected to attend the Final Oral Examination. Honoraria and expenses are paid by the University in relation to the duties involved.

**Procedures** The thesis may be submitted at any time of the year, but candidates are advised to allow ample time for revision and examination.

It is understood that, as the thesis is being written, the candidate is in regular communication with the Supervisory Committee. In due time, a draft emerges which is deemed to be ready for examination. The candidate then formally requests examination, endorsed by the Departmental Chair, and a copy of this final draft is sent to the External

Examiner as "fair copy" of the thesis. If the thesis is approved, arrangements for the Final Oral Examination are made. It is understood that as a result of the Final Oral Examination, corrections may be necessary to produce a revised final draft of the thesis.

**The Final Oral Examination** The Final Oral Examination is devoted chiefly to the defence of the doctoral thesis. It is a Faculty (as distinct from a departmental) examination, for which the arrangements are the responsibility of the Office of the Associate Dean of Graduate Studies and Research. The Final Oral Examination is conducted by a Committee consisting of five members, as follows:

- i. a member of the graduate faculty who is not a member of the Supervisory Committee appointed to act as Chair by the Associate Dean of Graduate Studies and Research in consultation with the Department Chair;
- ii. the External Examiner;
- iii. a member of the graduate faculty who is not a member of the Supervisory Committee, selected by the Departmental graduate faculty; and
- iv. two members of the student's Supervisory Committee, selected by the Supervisory Committee. One member shall be from a Department other than that in which the student is registered.

The Associate Dean of Graduate Studies and Research or his/her designate will attend the Examination. The Examination is normally open to the public; however, members of the audience may question the candidate only upon invitation of the Chair of the Committee. Normally the Examination is preceded by a public presentation of the research results.

The members of the Examination Committee, including the External Examiner, report individually on both the defence and the thesis, the candidate being deemed to have passed if not more than one of the five Examiners votes negatively. An abstention is regarded as a negative vote. Concurrently, the members sign the Certificate of Approval, to be submitted with the approved thesis in its final form to the Associate Dean of Graduate Studies and Research. The report to the Associate Dean will record the decision as "unsatisfactory," or "satisfactory." If "unsatisfactory," the candidate may be given the opportunity of a second attempt. A second "unsatisfactory" will terminate candidacy at this University.

An abstract of not more than 350 words, prepared by the author and approved by his/her Supervisor, is forwarded by the Office of the Associate Dean to the publishers of American Doctoral Dissertations. The abstract is printed in this work and the availability of the thesis in microfilm at Library and Archives Canada announced.

The publishers charge a fee for this service and at the time of printing will provide the author with offprints for a small additional charge for the first hundred.

Publication in the above manner does not preclude publication of all or part of the thesis in journals or in book form.

# Postgraduate Diploma in Pathology or Microbiology (PGD.Path or PGD.Micro) Program

## A) STRUCTURE OF THE PROGRAM

The Postgraduate Diploma of the University of Prince Edward Island is a one-year, non-thesis (professional) program for veterinarians working in industry, government, or private diagnostic laboratories and who have been away from university for some time. Also included are veterinarians who wish to broaden their knowledge at the graduate level on subjects specific to their professional interests. The objective is to provide advanced practical training in a field of veterinary pathology or microbiology. The program emphasizes “hands-on” and course-based applied training in diagnostic veterinary bacteriology, immunology, parasitology, pathology, or virology. A successful student may transfer to the MVSc or MSc programs at the University of Prince Edward Island, depending on grades and funding. Success in the program is attested by the achieving of satisfactory standings in the minimum number of graduate courses required, the completion of a small research project, and the writing of a project report.

The graduate students will register in the **Department of Pathology and Microbiology** and in one of the designated areas of specialization:

Anatomic Pathology  
Parasitology  
Virology  
Bacteriology  
Public Health  
Immunology  
Fish Health

In addition to the “General Regulations for Graduate Programs,” described above, the following regulations apply specifically to the PGD program:

**Residency Requirements** Normally, at least two semesters of full-time study in residence at the University must be devoted to the diploma program if the student is admitted as a regular student. For a regular student admitted to a part-time study program, the residency period is based on the equivalence of three part-time semesters to one full-time semester. A student, admitted as a provisional student requiring two semesters in that category, must spend at least one additional semester as a regular full-time student to meet the residency requirement. Upon completion of the residency requirement, the student is then eligible to become a candidate for the PGD qualification.

Normally, the project report must be formally submitted or the program must be otherwise complete within 24 months of the completion of the residency requirement. All requirements must be completed within a five-year time period for part-time students. Departure from these normal requirements requires approval from the Graduate Studies Committee.

## B) COURSES

**Prescribed Studies** The minimum number of courses and/or general examinations is outlined below. For graduate credit, the courses selected must be acceptable to the Department and the Graduate Studies Committee. The candidate must maintain an average grade of at least a “B” standing (see Grades in General Regulations section) in the substantive courses outlined below in order to maintain registration in the program. Substantive courses are graduate level courses assigned a minimum of two credit hours.

Students are required to complete courses totalling a minimum of 16 credit hours. Within this course complement there must be at least four substantive courses and the appropriate departmental Seminar course (one credit).

The Department may require examinations (oral and/or written) from time to time, to evaluate the student's progress in his/her overall program.

**Additional Courses** In addition to these prescribed studies, the candidate may undertake to achieve satisfactory standings in courses supportive of the special discipline. These courses may be at either the undergraduate or the graduate level. The standings obtained in them will not affect the average grade of the prescribed studies. When a student is required to register in a seminar or colloquium course in more than one semester, the record will show a grade or a designation of “In Progress” for semesters prior to completion of the course and “Pass” or “Fail” for the final semester. With the consent of the Supervisor, the instructor, and the Department Chair concerned, a student may register for, and audit, all or part of a course. It is understood that the student will attend lectures as prescribed, but will not write any examination or receive any grade. Such a course may be recorded as an additional course, identified by AUD.

## C) THE RESEARCH PROJECT

**Research** Normally, the equivalent of at least three credit hours must be devoted to a small research project in fulfilment of the degree requirement. The project may be based on either a laboratory investigation or a special topic such as a prospective or retrospective case study. Summers during which research work is actively conducted may be counted as research semester equivalents, even though other courses may not be offered at that time. In order to avoid undue prolongation of the time required to complete the degree, the research topic should be identified early and approved by the Supervisor. Research involving the use of animals must follow the Guidelines of the Canadian Council on Animal Care.

**Project Report** Each candidate for the graduate diploma qualification is required to submit a project report (in place of a thesis) based upon the research conducted under supervision as described above. The report should make some contribution to the body of knowledge in the candidate's field, but it may or may not be submitted for publication in a refereed journal.

General specifications as to paper, format, order, and binding are available from the Office of the Program Administrator.

**Procedures** The project report may be handed in at any time of the year, but candidates must bear in mind the desirability of having the final examination as much in advance of the deadline date for report submission as possible. Candidates



are advised to inform themselves of the deadlines schedule, a copy of which may be obtained in the Office of the Program Administrator. It is desirable that each candidate initiate discussion about examination dates with the Supervisor early in the final semester.

The candidate should keep in close touch with the Supervisor throughout the preparation of the project report. The final draft of the report, after it has been reviewed by the Supervisor, is sent when ready for examination, to the members of the PGD Examination Committee (see below).

Following the Examination, the candidate, if successful, arranges for the preparation of the project in final form, and for its submission to the Program Administrator (see below). The report in final form must include any minor corrections or revisions indicated during the Examination. A manuscript suitable for publication in a refereed journal may also be prepared in the final form. Approval of the report takes the form of a Certificate of Approval, signed by the Examination Committee.

**The Postgraduate Diploma Examination** The final oral examination is based on overall assessment of the candidate's knowledge and competence in his/her field of study, including the project report. It is a departmental examination identified as the PGD Examination and carried out by the PGD Examination Committee normally consisting of three members as follows:

- i. two graduate faculty of the Department, who are not members of the Supervisory Committee (if applicable), and one of whom is appointed by the Department Chair to act as chair of the PGD Examination and to make the arrangements therefore; and
- ii. the Supervisor of the candidate's program. The Department Chair selects the Examination Committee at the request of the Supervisor and is responsible for notifying the Program Administrator of its composition.

The Examination is normally open to the public; however, members of the audience may question the candidate only upon invitation of the Chair of the Committee.

The Examination is passed and the project report approved if there is no more than one negative vote, an abstention being regarded as a negative vote. The report, from the Department Chair to the Program Administrator, records the result as "unsatisfactory," or "satisfactory." If the result is "unsatisfactory," the candidate may be given the opportunity by the PGD Examination Committee of a second attempt. A second "unsatisfactory" result will terminate candidacy at this university.

## Graduate Science/Veterinary Science Courses

### A) BIOMEDICAL SCIENCES

#### VBS 801 ELECTRON MICROSCOPY: PRINCIPLES, TECHNIQUES AND ULTRASTRUCTURAL ANALYSIS

This laboratory-oriented course introduces students to the principles and procedures required for the examination of structures with the transmission electron microscope

(TEM) and scanning electron microscope (SEM) and the interpretation/analysis of ultrastructural features of cells and tissues.

PREREQUISITE: Permission of the instructor

LECTURES: 3 hours

LABORATORIES: 4 hours

HOURS OF CREDIT: 4

#### VBS 802 STEREOLOGICAL THEORY AND PRACTICE

This course is designed for students who plan to make quantitative measurements on tissue specimens. Lectures cover the theory and techniques used to measure volumes, surface areas, lengths, and number of microscopic structures in tissue sections.

PREREQUISITE: Undergraduate course in histology, calculus, and statistics; permission of the instructor

LECTURES: 3 hours

HOURS OF CREDIT: 3

#### VBS 803 PRINCIPLES OF BIOMEDICAL RESEARCH

The objective of this course is to provide students engaged in a graduate program in a biomedical field with knowledge of the principles of biomedical research. The course provides students with an appreciation of the scientific approach and experimental methods employed in biomedical research. Creative thinking, experimental design, scientific writing of articles and grants, literature searching, reading of scientific articles, and hypothesis generation and testing are among the subjects covered.

HOURS OF CREDIT: 2

LECTURES: 1 hour

TUTORIAL: 1 hour

#### VBS 805 BASIC TECHNIQUES OF IMAGE ANALYSIS

The course introduces basic concepts of image analysis. The approach is a combination of didactic material presented in lecture and laboratory exercises on a simplified image analysis system. Topics include fundamental functions of image analysis vis-à-vis enhancement, segmentation, and quantification of black-and-white images.

PREREQUISITE: First-year Calculus and one semester of first-year computer programming.

HOURS OF CREDIT: 2

LECTURES: 1 hour

TUTORIAL: 2 hours

#### VBS 806 MORPHOLOGICAL IMAGING

This course is about imaging methods used in biomedical research. Provided is an overview of the spectrum of imaging techniques, along with application of selected methods that are typically used today.

HOURS OF CREDIT: 3

LECTURE HOURS: 2 hours

LABORATORY HOURS: 3 hours

#### VBS 812 ANIMAL WELFARE

This course reviews fundamental ethical and scientific issues in animal welfare and the application of research methods to areas of welfare concern. Students give presentations and learn how to address animal welfare issues in a consulting capacity. The course emphasizes communication skills and balanced analysis of conflicting viewpoints.

PREREQUISITE: VBS 131 Animal Behaviour and Animal Welfare (or equivalent course from another institution in undergraduate degree); permission of the instructor

HOURS OF CREDIT: 3

**VBS 813 TOPICS IN ANIMAL WELFARE**

This participatory course teaches topics in animal welfare science and advanced skills in critical appraisal, by reviewing and critiquing published research, both orally and through written reviews.

PREREQUISITE: VBS 812 or permission of the instructor

HOURS OF CREDIT: 2

TUTORIAL: 2 hours

**VBS 814 DOMESTIC ANIMAL ETHOLOGY**

This is an advanced course covering specific aspects of animal ethology, with emphasis on domestic animals. The course covers the development of ethograms, analysis of basic behavioural processes, and the role of organizational and functional behaviours. Applied aspects of ethology are also covered, including design of ethological research and quantification of behavioural data.

PREREQUISITES: An undergraduate level course in physiology; and/or permission of the instructor

HOURS OF CREDIT: 2

LECTURE: 1 hour

SEMINAR: 2 hours

**VBS 815 ESSENTIALS POLICIES AND GUIDELINES FOR ANIMAL RESEARCH**

This course introduces students to the issues and responsibilities of investigators using animals in biomedical research. The course includes all the elements for the core topics for all animal-users, as listed in the Canadian Council on Animal Care's *Recommended Syllabus for an Institutional Animal User Training Program*.

HOURS OF CREDIT: 1

LECTURE: 1 hour

**VBS 823 FUNDAMENTALS OF DEVELOPMENTAL BIOLOGY**

This course is designed to enhance student knowledge of the basic concepts in developmental biology. Early development of vertebrates is discussed with emphasis on experimental and molecular analysis of developmental mechanisms.

HOURS OF CREDIT: 3

TUTORIAL: 3 hours

**VBS 824 ADVANCED TOPICS IN DEVELOPMENTAL BIOLOGY**

This course focuses on recent advances in developmental biology. Topics are selected from the recent literature according to student interests, and may include embryonic induction, regulation of morphogenesis and differentiation, mechanisms of regional specification, and pattern formation.

PREREQUISITES: VBS 823 or permission of the instructor

HOURS OF CREDIT: 2

TUTORIAL: 2 hours

**VBS 833 ENDOCRINOLOGY AND METABOLISM**

This advanced course covers the role of the endocrine system in the development and function of the reproductive system, steroid and peptide hormone biology; and hormonal regulation of various body systems. Hormonal and nutrient effects on metabolism are also studied.

PREREQUISITES: An undergraduate level course in physiology; and/or permission of the instructor

HOURS OF CREDIT: 3

LECTURE: 1.5 hours

TUTORIAL: 1.5 hours

**VBS 844 FUNDAMENTALS OF MAMMALIAN PHYSIOLOGY**

This is an advanced course covering a range of selected topics on mammalian physiological function. Systems to be covered in detail include cardiovascular, renal, respiratory, and autonomic, including how these systems are integrated to produce co-ordinated responses to external or internal stimuli. Students are expected to be able to evaluate critically and present readings on these topics, as well as to critique scientific presentations throughout the course.

PREREQUISITE: Undergraduate mammalian physiology or permission of course co-ordinator

HOURS OF CREDIT: 3

**VBS 848 ADVANCES IN AUTONOMIC CARDIOVASCULAR PHYSIOLOGY**

This advanced course covers in detail the mechanisms underlying cardiovascular regulation via local, humoral, and neural systems, including how these systems are integrated to produce co-ordinated responses to changes in our external or internal environment. Students critically evaluate scientific papers/readings on these topics.

PREREQUISITES: VBS 844 or permission of course co-ordinator

HOURS OF CREDIT: 3

LECTURE: 1.5 hours

SEMINAR: 1.5 hours

**VBS 852 INTRODUCTION TO NEUROSCIENCE**

This is a lecture/discussion course with supplemental laboratories and readings. Topics include introductions to neuroanatomy, neurophysiology, and neuropharmacology of mammalian systems, including current concepts in neuronal processing and integration.

PREREQUISITE: Undergraduate anatomy, physiology, and pharmacology, or equivalent; permission of the instructor

LECTURES: 1 hour

TUTORIALS: 2 hours

HOURS OF CREDIT: 3

**VBS 863 PRINCIPLES OF CELL PHYSIOLOGY AND PHARMACOLOGY**

This advanced course on pharmacological principles is based on an understanding of cell physiology. The course covers membrane properties and principles of receptor function relevant to cell physiology and pharmacology and includes cellular, biochemical, and molecular aspects of drug actions. Students present and discuss weekly readings.

PREREQUISITES: Undergraduate biochemistry and physiology; permission of the instructor

HOURS OF CREDIT: 3

LECTURE: 1 hour

TUTORIAL: 2 hours

**VBS 864 SYSTEMS PHARMACOLOGY**

This course covers the pharmacodynamics, pharmacokinetics, and side effects of the major classes of drugs which affect body systems, including central and peripheral nervous systems, cardiovascular, gastrointestinal, genitourinary, and respiratory. The effects of chemotherapeutants, anti-infective, and anti-inflammatory agents are also studied.

PREREQUISITES: A basic course in pharmacology; permission of the instructor

HOURS OF CREDIT: 3

LECTURE: 3 hours

**VBS 874 ADVANCES IN CLINICAL PHARMACOLOGY/TOXICOLOGY**

This is an advanced course in veterinary clinical pharmacology and toxicology. Topics include current issues and new discoveries in veterinary pharmacology and toxicology and their applications to clinical situations.

PREREQUISITES: DVM degree or permission of the instructor

HOURS OF CREDIT: 3

LECTURE: 3 hours

**VBS 876 BIOCHEMICAL TOXICOLOGY**

This course provides students with an understanding of the chemical and biochemical basis of toxicology. The principles of toxicology are the general focus of the course, but system-specific aspects are covered with an emphasis on mechanisms of toxicity. The course includes lectures, seminars, and student presentations.

PREREQUISITES: A course on Cellular Basis of Physiology and Pharmacology, or an undergraduate course in pharmacology or toxicology that is approved by the instructor

HOURS OF CREDIT: 3

LECTURE: 1.5 hours

TUTORIAL: 1.5 hours

**VBS 881-882 DIRECTED STUDIES**

This course is a thorough study of a selected problem or topic in the discipline. The course may include directed reading, directed research, or collection and analysis of data. The student will prepare a written report and present a seminar on the topic.

PREREQUISITE: Permission of the instructor

HOURS OF CREDIT: 1-3

**VBS 890 SEMINAR**

In this course, students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

PREREQUISITE: Admission to MSc program

HOURS OF CREDIT: 1

**VBS 892 ADVANCES IN FISH PHYSIOLOGY**

This is an advanced course covering a range of selected topics on fish form and function. Interaction of fish with their ecosystems is emphasized. Students are actively involved by presenting and discussing readings provided weekly. Each student presents a formal seminar on a selected topic at the conclusion of the course.

PREREQUISITE: Undergraduate courses in animal physiology (i.e., BIO 402 or VBS 121 and 122, or equivalent); permission of the instructor

LECTURES: 1 hour

HOURS OF CREDIT: 3

**VBS 990 SEMINAR**

This is a seminar course in which students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

PREREQUISITE: Admission to PhD program

HOURS OF CREDIT: 1

**B) BIOLOGY DEPARTMENT****BIO 811 ADVANCED TOPICS IN CELL AND MOLECULAR BIOLOGY**

This course enhances student knowledge of cell and molecular

biology from a research perspective. Current advances in cell and molecular biology, including biotechnology and cytogenetics, are emphasized. Topics vary yearly according to the needs of the participating students. A combination of formal lectures, directed readings, and group discussion of journal articles is used. Students are expected to prepare written reports or present seminars.

PREREQUISITE: Admission to a graduate program in Science; permission of the instructor

HOURS OF CREDIT: 3

**BIO 812 ADVANCED TOPICS IN ECOLOGY AND ENVIRONMENTAL SCIENCES**

This course covers advances in practical and theoretical aspects of aquatic and terrestrial ecology, and represents one of the three general axes of research expertise within the Department. A combination of formal lectures, directed readings, and group discussion of journal articles is used. Students are expected to prepare written reports or present seminars.

PREREQUISITE: Admission to a graduate program in Science or permission of the instructor

HOURS OF CREDIT: 3

**BIO 813 ADVANCED TOPICS IN PLANT SCIENCE**

This course covers current advances in botany, including plant development and morphology, anatomy and physiology, pollination biology, and biotechnology. A combination of formal lectures, directed readings, and group discussion of journal articles is used. Students are expected to prepare written reports or present seminars.

PREREQUISITE: Admission to a graduate program in Science; permission of the instructor

HOURS OF CREDIT: 3

**BIO 881 DIRECTED STUDIES IN BIOLOGY**

Under the supervision of a faculty member, a graduate student independently pursues an area of interest in depth. The course includes an extensive literature review of the specific discipline, directed research on the topic, or collection and analysis of data. The student may be required to present a written report and/or present a seminar in the area. Topics must not be a part of the student's thesis research, although they may be in a complementary area. Course outlines must be approved by the supervisory committee, the Department Chair, and the Dean of Science.

PREREQUISITE: Admission in the graduate program in Biology; permission of the instructor

HOURS OF CREDIT: 3

**BIO 890 SEMINAR IN BIOLOGY**

This is a seminar course in which graduate students lead discussions on general topics within the biological sciences. Techniques in preparing scientific communications (oral presentations and poster displays) are also covered.

PREREQUISITE: Admission to a graduate program in Science

HOURS OF CREDIT: 3

**C) CHEMISTRY DEPARTMENT****CHEM 881 DIRECTED STUDIES IN CHEMISTRY**

This course is a thorough study of a selected topic in Chemistry. Entry to the course, and the course outline, are subject to the approval of the Supervisory Committee, the Department Chair and the Dean of Science. The course may include directed reading, directed research, and discussion with the instructor. The student may be required to prepare

a written report and/or present a seminar in the area. Topics must not be directly related to the student's research project, although they may be in the same discipline.

PREREQUISITE: Admission to the graduate program; permission of the instructor

HOURS OF CREDIT: 3

#### **CHEM 882 ADVANCED TOPICS IN CHEMISTRY**

This course covers current advances and advanced topics in a discipline of Chemistry and is a thorough study of specific topics. It is offered to graduate students at the discretion of the Department, and covers areas of specialization not covered in other graduate courses. The course discusses recent advances in an area of interest to the students, but which are not part of the students' thesis research directly.

PREREQUISITE: Admission to the graduate program; permission of the instructor

HOURS OF CREDIT: 3

#### **CHEM 883 ADVANCED TOPICS IN COMPUTATIONAL CHEMISTRY**

This course exercises the application of computational chemistry to structural and reactivity questions in organic and inorganic chemistry. Computational methods discussed include molecular mechanics, ab initio and semi-empirical calculations, and density functional theory. The objective is to gain an understanding of the application of these methods to chemical problems. The current literature is explored to illustrate the use of computational chemistry in research.

PREREQUISITE: Admission to MSc Program

HOURS OF CREDIT: 3

#### **CHEM 884 ADVANCED SPECTROSCOPIC STRUCTURE ELUCIDATION**

This course covers various forms of spectrometry used in the determination of structures in Organic and Inorganic Chemistry. Major topics include the theory and use of nuclear magnetic resonance (NMR) spectroscopy, in particular the use of 2D experiments; mass spectrometry; and infrared spectroscopy. Particular emphasis is placed on developing the students' ability to interpret spectra and elucidate the structure of a molecule based on this evidence. Spectroscopic techniques for the study of transient species are also discussed, including laser flash photolysis (LFP); laser-induced fluorescence (LIF); and stopped-flow and relaxation methods for fast reaction studies.

PREREQUISITE: Admission to the graduate program

HOURS OF CREDIT: 3

#### **CHEM 890 SEMINAR IN CHEMISTRY**

In this course, students attend regular departmental seminars. Students are also required to present a seminar on a topic within their discipline, but unrelated to their research project. Students must register for this course each semester, and receive a grade of "In Progress" until completion of their MSc programs.

PREREQUISITE: Admission to MSc Program in Chemistry

HOURS OF CREDIT: 3

### **D) COMPANION ANIMALS**

#### **VCA 811 ADVANCED MEDICINE OF THE RENAL, GENITOURINARY, AND ENDOCRINE SYSTEMS**

This course is a detailed study of the physiology, pathophysiology, diagnosis, and management of disorders of the renal and urinary systems of companion animals. Areas of current interest or controversy, as well as recent advances

in knowledge and management in the field, are emphasized. Requirements for the course include critical evaluation of current literature and presentation of an informal seminar on a specific topic.

PREREQUISITE: Undergraduate courses in physiology, pathophysiology, and medicine; permission of the instructor

LECTURES: Two hours

HOURS OF CREDIT: 2

#### **VCA 812 CLINICS IN SMALL ANIMAL INTERNAL MEDICINE I**

This course is given in the fall or winter and provides initial training in small animal internal medicine. Students interview owners, carry out physical examinations, perform diagnostic procedures, interpret diagnostic tests and diagnose and treat canine and feline patients under the close supervision of small animal medicine faculty. Although students will have primary case responsibility, it is expected that they will consult frequently with small animal medicine faculty and have close supervision when performing clinical or diagnostic procedures. Topics discussed in rounds include those related to preventive medicine, nutrition, gastroenterology, nephrology, urology, oncology, cardiology, neurology, pulmonology, infectious disease, emergency medicine and critical care, endocrinology, hematology and immunology. Students enrolled in this course are expected to participate in emergency duty.

PREREQUISITE: DVM or equivalent degree and successful admission into a small animal medicine residency training program in the Dept. of Companion Animals, AVC.

HOURS OF CREDIT: 3 (Credits based on at least 6 to 7 hours/week of teaching rounds/seminars)

#### **VCA 813 CLINICS IN SMALL ANIMAL INTERNAL MEDICINE II**

This course is given in the fall or winter and provides further training in small animal internal medicine. Students interview owners, carry out physical examinations, perform diagnostic procedures, interpret diagnostic tests and diagnose and treat canine and feline patients under the close supervision of small animal medicine faculty. Students will have primary case responsibility and will consult often with small animal medicine faculty. Students will be supervised as required when performing clinical or diagnostic procedures. Topics discussed in rounds include those related to preventive medicine, nutrition, gastroenterology, nephrology, urology, oncology, cardiology, neurology, pulmonology, infectious disease, emergency medicine and critical care, endocrinology, hematology and immunology. Students enrolled in this course are expected to participate in emergency duty.

PREREQUISITE: DVM or equivalent degree and successful completion of Clinics in Small Animal Internal Medicine I

HOURS OF CREDIT: 3 (Credits based on at least 6 to 7 hours/week of teaching rounds/seminars)

#### **VCA 814 CLINICS IN ADVANCED SMALL ANIMAL INTERNAL MEDICINE I**

This course is given in the fall or winter and provides advanced training in small animal internal medicine. Students interview owners, carry out physical examinations, perform diagnostic procedures, interpret diagnostic tests and diagnose and treat canine and feline patients under the supervision of small animal medicine faculty. Students will have primary case responsibility and consult with small animal medicine faculty on an as needed basis. Students will be supervised as required when performing clinical or diagnostic procedures. Students will also be required to supervise teaching rounds on an occasional basis. Topics discussed in rounds include those



related to preventive medicine, nutrition, gastroenterology, nephrology, urology, oncology, cardiology, neurology, pulmonology, infectious disease, emergency medicine and critical care, endocrinology, hematology and immunology. Students enrolled in this course are expected to participate in emergency duty.

**PREREQUISITE:** DVM or equivalent degree and successful completion of Clinics in Small Animal Internal Medicine I & II

**HOURS OF CREDIT:** 3 (Credits based on at least 6 to 7 hours/week of teaching rounds/seminars)

### **VCA 815 CLINICS IN ADVANCED SMALL ANIMAL INTERNAL MEDICINE II**

This course is given in the fall or winter and provides advanced training in small animal internal medicine. Students interview owners, carry out physical examinations, perform diagnostic procedures, interpret diagnostic tests and diagnose and treat canine and feline patients under the supervision of small animal medicine faculty. Students will have primary case responsibility and consult with small animal medicine faculty on an as needed basis. Students will be supervised as required when performing clinical or diagnostic procedures. Students will also be required to supervise teaching rounds on an occasional basis. Topics discussed in rounds include those related to preventive medicine, nutrition, gastroenterology, nephrology, urology, oncology, cardiology, neurology, pulmonology, infectious disease, emergency medicine and critical care, endocrinology, hematology and immunology. Students enrolled in this course are expected to participate in emergency duty.

**PREREQUISITE:** DVM or equivalent degree and successful completion of Clinics in Small Animal Internal Medicine I & II

**HOURS OF CREDIT:** 3 (Credits based on at least 6 to 7 hours/week of teaching rounds/seminars)

**LECTURES:** Two hours

### **VCA 821 ADVANCED MEDICINE OF THE CARDIAC, PULMONARY, AND NEUROMUSCULAR SYSTEMS**

This is a detailed study of the physiology, pathophysiology, diagnosis, and management of disorders of the cardiac, pulmonary, and neuromuscular systems of companion animals. Areas of current interest or controversy, as well as recent advances in knowledge and management in the field, will be emphasized. Requirements for the course may include critical evaluation of current literature and presentation of an informal seminar on a specific topic.

**PREREQUISITE:** Undergraduate courses in physiology, pathophysiology, and medicine; permission of the instructor

**LECTURES:** Two hours

**HOURS OF CREDIT:** 2

### **VCA 831 ADVANCED MEDICINE OF GASTROINTESTINAL, HEMOLYMPHATIC, AND IMMUNOLOGIC SYSTEMS**

This is a detailed study of the physiology, pathophysiology, diagnosis, and management of disorders of the gastrointestinal, hemolymphatic, and immunologic systems of companion animals. Areas of current interest or controversy, as well as recent advances in knowledge and management in the field, are emphasized. Requirements for the course will include critical evaluation of current literature and presentation of an informal seminar on a specific topic.

**PREREQUISITE:** Undergraduate courses in physiology, pathophysiology, and medicine; permission of the instructor.

**LECTURES:** Two hours

**HOURS OF CREDIT:** 2

### **VCA 860 RESEARCH PROJECT (MVSc Program)**

Each student in the MVSc program is required, under the supervision of a graduate faculty committee, to satisfactorily complete a research project. The project may be based on either a clinical investigation or a special topic such as a prospective or retrospective case study. The project report should make some contribution to the body of knowledge in that field and it should lead to a paper suitable for publication in a refereed journal.

**PREREQUISITE:** DVM or equivalent degree and successful admission into a small animal medicine residency training program in the Dept. of Companion Animals, AVC.

**HOURS OF CREDIT:** 6

### **VCA 881-882 DIRECTED STUDIES**

This course is a thorough study of a selected problem or topic in the discipline. The course may include directed reading, directed research, or collection and analysis of data. The student will prepare a written report and present a seminar on the topic.

**PREREQUISITE:** Permission of the instructor

**HOURS OF CREDIT:** 1-3

### **VCA 890 SEMINAR**

In this course, students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

**PREREQUISITE:** Admission to MSc program

**HOURS OF CREDIT:** 1

### **VCA 990 SEMINAR**

This is a seminar course in which students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

**PREREQUISITE:** Admission to PhD program

**HOURS OF CREDIT:** 1

## **E) HEALTH MANAGEMENT**

### **VHM 801 VETERINARY BIOSTATISTICS**

This course provides the student with a working knowledge of the basic statistical techniques used in veterinary science. Topics include descriptive statistics, inferential statistics, non-parametric statistics, analysis of variance, regression and correlation, and experimental design.

**PREREQUISITE:** Permission of the instructor

**LECTURES:** 2 hours

**LABORATORIES:** 2 hours

**HOURS OF CREDIT:** 3

### **VHM 802 ADVANCED VETERINARY BIOSTATISTICS**

This course covers linear and logistic models, i.e. multiple linear and logistic regression and analysis of variance procedures for analysis of continuous and dichotomous outcomes with respect to multiple factors of explanatory variables. In addition, the course gives an introduction to experimental design and to analysis of data from complex experimental designs with multiple levels of variation or repeated measurements. The course is partially taught in conjunction with VHM 812.

**PREREQUISITE:** VHM 801 or permission of the instructor

**LECTURES/SEMINARS:** 2 hours

**LABORATORIES:** 3 hours

**HOURS OF CREDIT:** 2 or 3

**VHM 811 EPIDEMIOLOGY I**

This course provides students with an understanding of epidemiologic principles and methods with an emphasis on the concepts used in population health research. Specific topics covered include observational study design, sampling, measures of disease frequency, measures of association, validity (bias), confounding and stratified analyses, screening tests and the design of clinical trials.

PREREQUISITE: Permission of the instructor

LECTURES / SEMINARS: Five hours

LABORATORIES: One hour

HOURS OF CREDIT: Four

**VHM 812 EPIDEMIOLOGY II**

This course provides students with a more detailed understanding of epidemiologic study design principles and a working knowledge of many multivariable statistical methods used in epidemiologic research. Specific topics covered include: linear regression, logistic regression, Poisson models, analysis of survival data, design of observational studies and validity (bias). The course is partially taught in conjunction with VHM 802.

PREREQUISITE: VHM 801, VHM 811 or permission of the instructor

LECTURES: Five hours

SEMINARS: One hour

HOURS OF CREDIT: Four

**VHM 822 POPULATION MEDICINE IN AQUACULTURE**

This course covers current developments in finfish, crustacean, and bivalve clinical health management, with a particular focus on the epidemiology of infectious and non-infectious production problems. The lecture and seminar course topics include disease surveillance, diagnostic test evaluation, investigation of causal factors, and evaluating health management practices. Field trips to aquaculture sites in the Atlantic Canada region are necessary.

PREREQUISITE: DVM, VPM 811 (or equivalent) and VHM 811; permission of the instructor

LECTURES: 2 hours

LAB/SEMINARS: 2 hours

HOURS OF CREDIT: 3

**VHM 823 HEALTH AND PRODUCTION MANAGEMENT IN SHELLFISH AND CRUSTACEAN AQUACULTURE**

This course covers the principles and application of health and production management and practices of significant shellfish aquaculture species in Atlantic Canada, and crustacean aquaculture globally. Topics include the biology, production methods, diagnosis, treatment, and management of production and disease problems, and aquatic ecosystem health. Field trips to aquaculture sites occur.

PREREQUISITE: Permission of the instructor

LECTURES: 2 hours

LAB/SEMINARS: 1 hour

HOURS OF CREDIT: 3

**VHM 831 TOPICS IN BIOSTATISTICS AND EPIDEMIOLOGY**

This course reviews current developments in frequently used statistical techniques and introduces the student to some advanced biostatistical techniques, including survival analysis, factor analysis, and general linear models.

PREREQUISITE: VHM 801 or VHM 802 (preferred);

permission of the instructor

LECTURES: 2 hours

HOURS OF CREDIT: 2

**VHM 832 SELECTED TOPICS IN BIOSTATISTICS AND EPIDEMIOLOGY**

This course reviews current developments in frequently used statistical techniques and introduces the student to advanced biostatistical techniques such as multilevel modelling, survival analysis, or Bayesian methodology

PREREQUISITE: VHM 801 or VHM 802 (preferred) and permission of the instructor

LECTURES: 1 hour

HOURS OF CREDIT: 1

**VHM 841 BOVINE THERIOGENOLOGY**

This course involves advanced training in bovine theriogenology with emphasis placed on areas that are of most benefit to individual students. Topics include applied reproductive physiology of cattle, control of the estrous cycle and ovulation, diseases and conditions affecting the reproductive system of cattle, and reproductive efficiency in cattle management. Any necessary training in diagnostic techniques, including breeding soundness evaluation, is provided. Embryo transfer and advanced reproductive technologies are discussed. Students participate in herd visits to dairy and beef farms and are involved in bovine reproduction cases that are presented to the Veterinary Teaching Hospital.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

HOURS OF CREDIT: 3 hours

LAB/SEMINARS: 6 hours

**VHM 842 EQUINE THERIOGENOLOGY**

This course involves advanced training in equine theriogenology with emphasis placed on areas that are of most benefit to individual students. Topics include applied reproductive physiology of horses, control of the estrous cycle and ovulation, diseases and conditions affecting the reproductive system of horses, and breeding management. Any necessary training in diagnostic techniques, including breeding soundness evaluation, is provided. Embryo transfer and advanced reproductive technologies are discussed. Students are also involved in equine reproduction cases that are presented to the Veterinary Teaching Hospital.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

HOURS OF CREDIT: 3 hours

LAB/SEMINAR: 6 hours

**VHM 843 EQUINE BREEDING FARM THERIOGENOLOGY**

This course involves advanced training in equine theriogenology with emphasis placed on theriogenology as practised on breeding farms. Any necessary training in diagnostic techniques is provided. Students participate in visits to equine stud farms at the height of the breeding season and are involved in equine reproduction cases that are presented to the Veterinary Teaching Hospital.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

HOURS OF CREDIT: 3 hours

LAB/SEMINAR: 6 hours

**VHM 845 LARGE ANIMAL SURGERY**

The course involves advanced training in veterinary surgery with emphasis on food animal and equine general surgery. Emphasis is placed on areas that are of most benefit to individual students. Topics include surgery of the skin and adnexa, orthopaedic-related surgery, abdominal surgery, respiratory tract surgery, and urogenital surgery. Any necessary additional training in diagnostic evaluation of surgical cases is provided. Students are involved in cases admitted to the Veterinary Teaching Hospital, and those examined at farms and training facilities.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

HOURS OF CREDIT: 3 hours

**VHM 846 EQUINE SURGERY AND LAMENESS**

The course involves advanced training in equine surgery with emphasis on orthopedic and soft tissue surgery. Emphasis is placed on areas that are of most benefit to individual students. Topics include surgery of the skin and adnexa, orthopedic related surgery, lameness evaluation, abdominal surgery, respiratory tract surgery, and urogenital surgery. Any necessary additional training in diagnostic evaluation of surgical or lameness cases is provided. Students are involved in cases admitted to the Veterinary Teaching Hospital, and cases examined at farms and training facilities.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

HOURS OF CREDIT: 3 hours

LAB/SEMINAR: 6 hours

**VHM 848 ADVANCED LARGE ANIMAL INTERNAL MEDICINE I**

This course provides training in large animal internal medicine and is offered in any academic semester based on student enrolment. Under the supervision of an ACVIM diplomate, students spend 12 weeks on the large animal medicine clinical service in the VTH. Using the problem-oriented approach, students examine patients, perform diagnostic procedures, interpret diagnostic tests, and diagnose and treat food animal and equine patients. Topics discussed in rounds include preventive medicine, infectious disease, diseases affecting performance or production, pharmacology, etc. Students enrolled in this course are expected to participate in emergency duty.

PREREQUISITES: DVM or equivalent degree, permission of instructor

Semester hours credit: 3 (6 lab/seminar)

**VHM 849 ADVANCED LARGE ANIMAL INTERNAL MEDICINE II**

This course provides additional training in large animal internal medicine and is offered in any academic semester based on student enrolment. Under the supervision of an ACVIM diplomate, students spend 12 weeks on the large animal medicine clinical service in the VTH. Using the problem-oriented approach, students examine patients, perform diagnostic procedures, interpret diagnostic tests, and diagnose and treat food animal and equine patients. Topics discussed in rounds include preventive medicine, infectious disease, diseases affecting performance or production, pharmacology, etc. Students enrolled in this course are expected to participate in emergency duty.

PREREQUISITES: VHM 848, DVM or equivalent degree, permission of instructor

Semester hours credit: 3 (6 lab/seminar)

**VHM 851 TOPICS IN ANIMAL NUTRITION**

This course reviews a selection of new developments in ruminant and non-ruminant nutrition. Research papers in the discipline are critically evaluated.

PREREQUISITE: Permission of the instructor

SEMINARS: 2 hours

HOURS OF CREDIT: 2

**VHM 860 RESEARCH PROJECT (MVSc program)**

Each student in the MVSc program is required, under the supervision of a graduate faculty committee, to satisfactorily complete a small research project. The project may be based on either a clinical investigation or a special topic such as a prospective or retrospective case study. The project report should make some contribution to the body of knowledge in that field and it should lead to a paper suitable for publication in a refereed journal.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

HOURS OF CREDIT: 6

**VHM 861 NUTRITION AND DIGESTIVE PROCESSES IN SWINE**

This course covers digestive processes and nutrient requirements of swine. Areas include factors affecting voluntary feed intake and appetite, amino acid requirements, protein digestion, energy requirements, carbohydrate and lipid digestion, dietary protein/energy interactions, and requirements for vitamins and minerals. The role of fibre in the diet is discussed, as is its digestion. The course concludes with a summary of mechanisms of nutrient absorption.

PREREQUISITE: Undergraduate course in animal nutrition; permission of the instructor

Two hours per week

**VHM 871 HERD HEALTH AND PRODUCTION MANAGEMENT OF DAIRY CATTLE**

This course provides graduate students with an understanding of the principles of Herd Health and Production Management programs, udder and foot health, control of infectious diseases, fertility, young stock rearing, and farm economics. Lab exercises include analysis of data of farms that are enrolled in the Herd Health and Production Management program of the Farm Service group of the AVC.

PREREQUISITE: DVM or equivalent; permission of the coordinator

HOURS OF CREDIT: 3 hours

LECTURE/LAB: 5 hours

**VHM 881-882 DIRECTED STUDIES**

This course is a thorough study of a selected problem or topic in the discipline. The course may include directed reading, directed research, or collection and analysis of data. The student will prepare a written report and present a seminar on the topic.

PREREQUISITE: Permission of the instructor

HOURS OF CREDIT: 1-3

**VHM 890 SEMINAR**

In this course, students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

PREREQUISITE: Admission to MSc or MVSc program

HOURS OF CREDIT: 1

**VHM 990 SEMINAR**

This is a seminar course in which students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

PREREQUISITE: Admission to PhD program

HOURS OF CREDIT: 1

**F) PATHOLOGY & MICROBIOLOGY****VPM 802 ADVANCES IN PROTOZOOLOGY**

This course is an in-depth study of recent advances in knowledge of the major protozoan parasites of animals.

Lectures and seminars cover a variety of topics including developmental cycles, pathogenicity, immunogenicity, diagnostic procedures, and epidemiology of several protozoan diseases.

PREREQUISITE: Permission of instructor

LECTURES: 2 hours

SEMINARS: 1 hour

HOURS OF CREDIT: 3

**VPM 811 DISEASES OF CULTURED FISH**

This course reviews fish culture systems and the diseases encountered in cultured fish. The lecture and laboratory course covers culture techniques for fin fish and shell fish, and the etiology, pathogenesis, diagnosis, and treatment of fish diseases.

PREREQUISITE: DVM or BSc (Biology); permission of the instructor

LECTURES: 2 hours

LABORATORIES: 2 hours

HOURS OF CREDIT: 3

**VPM 812 RECENT ADVANCES IN IMMUNOLOGY**

This is a lecture/seminar course designed to study in detail areas of immunology which reflect current interest or controversy. Major concepts in immunology are covered.

PREREQUISITE: Permission of the instructor

LECTURES: 1 hour

SEMINARS: 2 hours

HOURS OF CREDIT: 3

**VPM 821 CONCEPTS IN VIRAL PATHOGENESIS**

This is an advanced course reviewing the mechanisms by which viruses cause disease. The emphasis is on general concepts and mechanisms. Selected viral infections are used to illustrate the general concepts of virus-host interaction.

PREREQUISITE: Permission of the instructor

LECTURES: 2 hours

SEMINARS: 1 hour

HOURS OF CREDIT: 3

**VPM 822 ADVANCES IN BACTERIOLOGY**

This course focuses on recent advances in the mechanisms of bacterial pathogenesis and molecular microbiology. Lectures and seminars will cover well-understood topics in these areas and will include the application of biotechnology for the development of vaccines and diagnostic reagents.

PREREQUISITE: Undergraduate microbiology; permission of the instructor

LECTURES: 2 hours

SEMINARS: 1 hour

HOURS OF CREDIT: 3

**VPM 823 DIAGNOSTIC ANATOMIC PATHOLOGY I**

In this course, the student is taught necropsy techniques,

including how to examine animals submitted for post mortem diagnosis. Pathogenesis and morphologic diagnosis of diseases prevalent in the fall season are emphasized. The student is required to complete at least 30 to 50 cases. The report on every case is to include a summary of all ancillary tests done in other units of the diagnostic laboratory. Selected cases are discussed at weekly pathology rounds. In addition, the student is exposed to techniques in histology, histochemistry, immuno-histochemistry, and macro- and micro-photography.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LAB/SEMINARS: 6 hours

HOURS OF CREDIT: 3

**VPM 824 DIAGNOSTIC ANATOMIC PATHOLOGY II**

In this course, the student gains further experience in necropsy techniques and interpretation of lesions. Pathogenesis and morphologic diagnosis of diseases prevalent in the winter are emphasized. The student is required to complete at least 30 to 50 cases. The report on every case is to include a summary of all ancillary tests done in other units of the diagnostic laboratory. Selected cases are discussed at weekly necropsy rounds.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LAB/SEMINARS: 6 hours

HOURS OF CREDIT: 3

**VPM 825 DIAGNOSTIC ANATOMIC PATHOLOGY III**

In this course, the student is expected to gain further experience in necropsy techniques and interpretation of lesions. Pathogenesis and morphologic diagnosis of diseases prevalent in spring and summer are emphasized. The student is required to complete at least 30 to 50 cases. The report on every case is to include a summary of all ancillary tests done in other units of the diagnostic laboratory. Selected cases are discussed at weekly necropsy rounds.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LAB/SEMINARS: 6 hours

HOURS OF CREDIT: 3

**VPM 826 ADVANCED DIAGNOSTIC ANATOMIC PATHOLOGY**

In this course, the student is expected to gain further experience in necropsy techniques and interpretation of lesions. Morphologic diagnosis of diseases prevalent in a given season is emphasized and a more in-depth discussion of their pathogenesis is expected. The student is required to complete at least 50 to 60 cases. The report on every case is to include a summary of all ancillary tests done in other units of the diagnostic laboratory. Selected cases are discussed at weekly necropsy rounds.

PREREQUISITE: VPM 823, VPM 824, or VPM 825 or equivalent; permission of the instructor

LAB/SEMINARS: 6 hours

HOURS OF CREDIT: 3

**VPM 827 DIAGNOSTIC CLINICAL PATHOLOGY I**

In this course, initial training in diagnostic clinical pathology during the fall is provided. Interpretations and presentations of clinical biochemistry, hematology, urology, and cytology samples from a variety of species are undertaken by the student. Formal case discussions and directed reading supplement the clinical material, with emphasis on diseases prevalent in the summer and fall.



**PREREQUISITE:** DVM or equivalent degree; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 828 DIAGNOSTIC CLINICAL PATHOLOGY II**

In this course, training in diagnostic clinical pathology during the winter is provided. Interpretations and presentations of clinical biochemistry, hematology, urology, and cytology samples from a variety of species are undertaken by the student. Formal case discussions and directed reading supplement the clinical material, with emphasis on diseases prevalent in the winter and spring.

**PREREQUISITE:** DVM or equivalent degree; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 833 ADVANCED DIAGNOSTIC CLINICAL PATHOLOGY I**

In this course, further experience in diagnostic clinical pathology during the fall is provided. Interpretations and presentations of clinical biochemistry, hematology, urology, and cytology samples from a variety of species are undertaken by the student. Formal case discussions and directed reading supplement the clinical material, with emphasis on diseases prevalent in the summer and fall.

**PREREQUISITE:** VPM 827 & VPM 828; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 834 ADVANCED DIAGNOSTIC CLINICAL PATHOLOGY II**

In this course, further experience in diagnostic clinical pathology during the winter is provided. Interpretations and presentations of clinical biochemistry, hematology, urology, and cytology samples from a variety of species are undertaken by the student. Formal case discussions and directed reading supplement the clinical material, with emphasis on diseases prevalent during the winter and spring.

**PREREQUISITE:** VPM 827 & VPM 828; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 835 SURGICAL PATHOLOGY I**

In this course, the student is provided initial training in gross and microscopic examination of biopsy materials and fixed specimens submitted to the diagnostic laboratory during the fall. Morphologic diagnosis and prognosis are emphasized, especially with regard to neoplastic diseases. The student is required to complete at least 30 to 50 cases. Selected cases are discussed at weekly necropsy rounds. In addition, the student is exposed to techniques in histochemistry and immuno-histochemistry.

**PREREQUISITE:** DVM or equivalent degree; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 836 SURGICAL PATHOLOGY II**

In this course, the student is provided further training in gross and microscopic examination of biopsy materials and fixed specimens submitted to the diagnostic laboratory during the winter. Morphologic diagnosis and prognosis are emphasized, especially with regard to neoplastic diseases. The student is required to complete at least 30 to 50 cases. Selected cases are

discussed at weekly necropsy rounds. In addition, the student is exposed to techniques in histochemistry and immuno-histochemistry.

**PREREQUISITE:** DVM degree or equivalent; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 837 SURGICAL PATHOLOGY III**

In this course, the student is provided further training in gross and microscopic examination of biopsy materials and fixed specimens submitted to the diagnostic laboratory during the spring and summer. Morphologic diagnosis and prognosis are emphasized, especially with regard to neoplastic diseases. The student is required to complete at least 30 to 50 cases. Selected cases are discussed at weekly necropsy rounds. In addition, the student is exposed to techniques in histochemistry and immuno-histochemistry.

**PREREQUISITE:** DVM degree or equivalent; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 838 ADVANCED SURGICAL PATHOLOGY**

In this course, the student is provided a more advanced training in gross and microscopic examination of biopsy materials and fixed specimens submitted to the diagnostic laboratory during the second year of study. Morphologic diagnosis, pathogenesis, and prognosis are emphasized, especially with regard to neoplastic diseases. The student is required to complete at least 50 to 60 cases. Selected cases are discussed at weekly necropsy rounds. In addition, the student is exposed to techniques in histochemistry and immuno-histochemistry.

**PREREQUISITE:** VPM 835, VPM 836, or VPM 837 or equivalent; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 845 DIAGNOSTIC BACTERIOLOGY I**

In this course students gain “hands-on” experience in clinical veterinary bacteriology. Various bacteria associated with disease conditions in animals are identified using microscopic (including fluorescent microscopy), cultural and biochemical methods. Emphasis is placed on study of case histories, and interpretation of results including antimicrobial susceptibility data. Other responsibilities include familiarization with new diagnostic techniques, and completion of 30 cases by each student.

**PREREQUISITE:** DVM or equivalent degree; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

### **VPM 846 DIAGNOSTIC BACTERIOLOGY II**

In this course students gain additional “hands-on” experience in clinical veterinary bacteriology. Various bacteria associated with disease conditions in animals are identified using microscopic (including fluorescent microscopy), cultural and biochemical methods. Emphasis is placed on study of case histories, and interpretation of results including antimicrobial susceptibility data. Other responsibilities include familiarization with new diagnostic techniques, and completion of 30 cases by each student.

**PREREQUISITE:** DVM or equivalent degree; permission of the instructor

**LAB/SEMINARS:** 6 hours

**HOURS OF CREDIT:** 3

**VPM 847 DIAGNOSTIC VETERINARY VIROLOGY I**

This practical course deals with the isolation and identification of viruses in cell culture, chick embryos, or animals, and their detection using immunoassays. The student is required satisfactorily to complete about 60 cases. In weekly discussions, special emphasis is also placed on understanding approaches to the diagnosis of viral diseases, sterilization, disinfection and biosafety, sterile technique in collection of specimens, and processing, packaging, and shipment of specimens for virus diagnosis.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LABORATORY: 5 hours

SEMINAR: 0.5

TUTORIAL: 0.5

HOURS OF CREDIT: 3

**VPM 848 DIAGNOSTIC VETERINARY VIROLOGY II**

This practical course deals with the isolation and identification of viruses in cell culture, chick embryos, or animals, and their detection using immunoassays. Tutorials utilize selected clinical cases to familiarize the student with the interpretation of laboratory test results. Current trends in diagnostic virology, serology, and vaccinology are covered in group discussions on assigned readings in scientific literature.

PREREQUISITE: VPM 847; permission of the instructor

LAB/SEMINARS: 2 hours

TUTORIAL: 4 hours

HOURS OF CREDIT: 3

**VPM 849 DIAGNOSTIC IMMUNOLOGY**

This course covers a variety of immunodiagnostic techniques. Principles of serologic techniques and their application to disease diagnosis are discussed. The development of these techniques and their validation is covered in lectures and during laboratory sessions. Principles of immunohistological testing for both infectious diseases and for immunological diseases are discussed with relevant clinical examples, as are other immunochemical tests for immune-mediated disease.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LECTURES: 2 hours

LAB/SEMINARS: 2 hours

HOURS OF CREDIT: 3

**VPM 853 RESEARCH PROJECT (GRAD.DIP PROGRAM)**

Each student in the Diploma program is required, under the supervision of a graduate faculty committee, to complete satisfactorily a small research project. The project may be based on either a laboratory investigation or a special topic such as a prospective or retrospective case study in the student's principal area of interest.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LAB/SEMINARS: 6 hours

HOURS OF CREDIT: 3

**VPM 860 RESEARCH PROJECT (MVSc PROGRAM)**

Each student in the MVSc program is required, under the supervision of a graduate faculty committee, to complete satisfactorily a small research project in the second year of study. The project may be based on either a laboratory investigation or a special topic such as a prospective or retrospective case study. The project report should make some contribution to the body of knowledge in that field and it should lead to a paper suitable for publication in a refereed journal.

PREREQUISITE: DVM or equivalent degree; permission of the instructor

LAB/SEMINARS: 12 hours

HOURS OF CREDIT: 6

**VPM 862 CELLULAR PATHOLOGY**

This course is an in-depth study of cellular pathology. Lectures and seminars centre around a variety of topics, including immunopathology, inflammation, healing disorders of cell growth, cell degeneration, and cell necrosis. Both mammalian and ectothermic aquatic animal systems are discussed.

PREREQUISITE: Permission of course co-ordinator

LECTURES: 2 hours

SEMINARS: 1 hour

HOURS OF CREDIT: 3

**VPM 871 MOLECULAR BIOLOGY TECHNIQUES**

This course introduces students to basic techniques involved in recombinant DNA research and their application to the genetic analysis of animal viruses and other pathogens of veterinary importance. Students learn the principles and practical aspects of molecular biology techniques through lectures (2 hrs/wk), and hands-on-experience (6 hrs+ /wk). Emphasis is placed on the following topics: techniques for the manipulation of nucleic acids, hybridization methods, gene cloning, DNA sequencing, gene expression, and PCR technology.

LECTURES: 2 hours

LABORATORIES: 6 hours

HOURS OF CREDIT: 4

**VPM 872 ADVANCED HELMINTHOLOGY**

This course is an in-depth study of helminth taxonomy/morphology and recent advances in knowledge of the major helminth parasites of wild and domestic animals. Identification of helminth parasites recovered at necropsy and on histologic sections is taught through lecture and laboratories. Additional lecture/laboratory topics include field and laboratory techniques used in the study of helminth infections and recent advances in disease pathogenesis, life cycle transmission, diagnostic procedures, and immunology of helminth parasites.

PREREQUISITE: Permission of the instructor

LECTURES: 2 hours

LABORATORIES: 2

HOURS OF CREDIT: 3

**VPM 881-882 DIRECTED STUDIES**

This course is a thorough study of a selected problem or topic in the discipline. The course may include directed reading, directed research, or collection and analysis of data. The student will prepare a written report and present a seminar on the topic.

PREREQUISITE: Permission of the instructor

HOURS OF CREDIT: 1-3

**VPM 890 SEMINAR**

In this course, students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

PREREQUISITE: Admission to MSc program

HOURS OF CREDIT: 1

**VPM 990 SEMINAR**

This is a seminar course in which students attend and present annual seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others

giving seminars in the course.

PREREQUISITE: Admission to PhD program

HOURS OF CREDIT: 1

## Master of Education in Leadership in Learning Program (MEd)

The MEd in Leadership in Learning program is designed to provide experienced educators with the knowledge and skills required to become more effective educational leaders. The overall aim of the program is to promote and support educational scholarship, research, and improved practice.

### A) PROGRAM REQUIREMENTS

Students enrolled in the graduate program are required to choose a thesis-based or course-based option. In the thesis-based option students will complete five compulsory courses, one elective course, and a thesis (4 course equivalents). In the course-based option, students will complete seven compulsory courses and three elective courses.

#### THESIS-BASED OPTION

##### Compulsory Courses (5 required courses)

Education 611 Introduction to Research Methods in Education

Education 612 Quantitative Research Design

or

Education 613 Qualitative Research Design

Education 614 Theories of Research and Learning

Education 615 Educational Leadership

Education 619 Critical Pedagogy

##### Elective Courses (1 required)

Education 601 Selected Topics in Education

Education 616 Action Research in Education

Education 617 Issues in Educational Leadership

Education 618 Learning, Leadership and Reflective Practice

Education 621 Current Research in Learning

Education 622 Research on Learning Difficulties

Education 623 Statistics for Research in Education

Education 624 Change: Leadership in Learning

Education 625 Curriculum: Leadership in Learning

Education 626 Technology: Leadership in Learning

Education 627 Global Education

Education 628 International Education and Development

Education 629 Program Evaluation

Education 691 Directed Study

Education 695 Graduate Seminar

##### Thesis

Education 699 (4 course equivalents)

#### COURSE-BASED OPTION

##### Compulsory Courses (7 required courses)

Education 611 Introduction to Research Methods in Education

Education 612 Quantitative Research Design

or

Education 613 Qualitative Research Design

Education 614 Theories of Research and Learning

Education 615 Educational Leadership

Education 617 Issues in Educational Leadership

Education 619 Critical Pedagogy

Education 625 Curriculum: Leadership in Learning

##### Elective Courses (3 courses required)

Education 601 Selected Topics in Education

Education 616 Action Research in Education

Education 618 Learning, Leadership and Reflective Practice

Education 621 Current Research in Learning

Education 622 Research on Learning Difficulties

Education 623 Statistics for Research in Education

Education 624 Change: Leadership in Learning

Education 626 Technology: Leadership in Learning

Education 627 Global Education

Education 628 International Education and Development

Education 629 Program Evaluation

Education 691 Directed Study

Education 695 Graduate Seminar

### B) THE THESIS

Each candidate in the thesis-based option is required to submit a thesis based upon research conducted under supervision as described in this section of the calendar. The thesis must demonstrate the student's capacity for original and independent research and should extend the knowledge base in the field under study.

General specifications as to paper, format, order, and binding are available from the Office of the Co-ordinator of Graduate Studies.

The student should consult frequently with the Supervisor and the Supervisory Committee when preparing the thesis. After the final draft has been read and approved by the members of the Supervisory Committee, four copies must be submitted to the Co-ordinator of Graduate Studies for dissemination to members of the Examining Committee. These copies must be submitted no later than four weeks prior to the student's oral defence.

**The Master's Examination** The final oral examination, which is devoted chiefly to the defence of the thesis, is a Faculty examination, identified as the Master's Examination. Normally, the Examining Committee consists of the two members of the Supervisory Committee, one other member of the Faculty of Education, and one reader, external to the University, who submits a written report attesting to the quality of the work. The Co-ordinator of Graduate Studies selects the Examining Committee at the request of the Supervisor, appoints the Chair, and is responsible for notifying the Dean of Education of its composition.

Normally, the final oral examination is open to the public; however, members of the public may question the student only upon the invitation of the Chair of the Examining Committee.

The examination is passed and the thesis approved if there is no more than one negative vote; an abstention is considered to be a negative vote. The Co-ordinator of Graduate Studies is responsible for reporting the result of the examination to the Dean of Education. The result is recorded as "Accepted as is," "Accepted after minor revision," "Accepted after substantial revision," or "Unacceptable." The result "Accepted after minor revision" normally entails editorial changes. If the result is "Accepted after substantial revision," the student may be given the opportunity by the Examining Committee to revise the thesis with or without defending again. If the thesis revision is successful, the thesis supervisor is to sign before the thesis is presented to the Graduate Studies Committee. Four copies, including one unbound copy, should be presented to the

Graduate Studies Committee. If the result is “Unacceptable,” the student may be given the opportunity by the Examining Committee to revise the thesis and to defend it again.

**Submission of Thesis** When the thesis, in its final form, has been prepared after the final oral examination, the student will bring six unbound copies to the Co-ordinator of Graduate Studies at least three weeks prior to Convocation.

Each copy must be submitted in a separate folder with the pages numbered and arranged in the appropriate order. The thesis must be free from typographical and other errors. All copies must include the Certificate of Approval signed by the Examination Committee and the members of the Supervisory Committee. Also included must be a brief Abstract and a copy of the circulation waiver and the copying licence.

When accepted by the Co-ordinator of Graduate Studies, one copy will be retained for microfilming and for deposit in the University Library after being bound. A second copy will be released to the Faculty of Education. A third copy will be released to the student's supervisor and three copies will be released to the student.

**Publication** The University requires publication of the thesis in the following manner:

One unbound copy of the thesis is forwarded to Library and Archives Canada, together with an agreement form signed by the candidate authorizing Library and Archives Canada to microfilm the thesis and to make microfilm copies available for sale on request. Library and Archives Canada will film the thesis exactly as it is and will list the thesis in *Canadiana* as a publication of Library and Archives Canada. A fee is charged by Library and Archives Canada to offset the cost of microfilming.

Library and Archives Canada's Microfilm Agreement form will be sent to the candidate prior to the Master's Examination, to be signed and submitted to the Co-ordinator of Graduate Studies immediately after the successful completion of the examination.

The student, in consultation with the Supervisor and the Co-ordinator of Graduate Studies, shall have the right to request that circulation and/or copying of the thesis in any form be withheld for up to one year.

**Circulation and Copying of Thesis** In normal circumstances, as a condition of engaging in graduate study at the University, the author of a thesis grants certain licences and waivers in respect of the circulation and of copying of the thesis:

- i. to the University Librarian, a waiver permitting the circulation of the thesis as part of the Library collection;
- ii. to the University, a licence to make single copies of the thesis under carefully specified conditions; and
- iii. to Library and Archives Canada, a licence to microfilm the thesis under carefully specified conditions.

**Copyright Provision** Copies of the thesis shall have on the title page the words, “In partial fulfilment of requirements for the degree of Master of Education.” The international copyright notice, which consists of three elements in the same line—the letter “C” enclosed in a circle; the name of the

copyright owner (the student); and the year—should appear as a bottom line on the title page of the thesis.

## c) GRADUATE COURSES

**NOTE: All courses within the Master's Program are graded on a Pass/Fail model.**

### ED 601 SELECTED TOPICS IN EDUCATION

In this course, students investigate special topics in the field of public school education. Students carry out literature reviews and conduct research on approved topics that are of common interest to educators. Students share their research findings in a seminar format.

**PREREQUISITE:** Permission of the instructor

Seminar: 3 hours

Hours of Credit: 3

### ED 611 INTRODUCTION TO RESEARCH METHODS IN EDUCATION

In this course, students are introduced to a variety of methods that are appropriate for conducting research in educational settings. Students develop an understanding of qualitative and quantitative research methodologies. Students are introduced to the process of planning, conducting, and reporting research on learning and instruction, and to the critical analysis of current studies reported in educational literature.

**PREREQUISITE:** Education 481 or equivalent, or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### ED 612 QUANTITATIVE RESEARCH DESIGN

In this course, students explore the characteristics of quantitative methodology and examine their usefulness in conducting educational research. The methods discussed include causal-comparative, correlational, and experimental. Students learn how to state hypotheses, define and measure variables, select samples, collect and analyze data, and prepare research reports. Students design a research study on a topic related to learning and instruction.

**PREREQUISITE:** Education 611 or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### ED 613 QUALITATIVE RESEARCH DESIGN

In this course, students study the development of qualitative research methodology and explore approaches drawn from this model that are used frequently by educational researchers. Students examine the use of observational techniques, interviews, questionnaires, and personal and official documents. Students design studies using qualitative methods.

**PREREQUISITE:** Education 611 or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### ED 614 THEORIES OF RESEARCH AND LEARNING

In this course, students address the role of theory in educational research. The aim is to familiarize graduate students with various theoretical frameworks including theories and principles of learning.



**PREREQUISITE:** Permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 615 EDUCATIONAL LEADERSHIP**

In this course, students examine the field of educational leadership. Educational leadership extends beyond the role of the school administrator and focuses upon the development of teachers as leaders who impact on creating effective educational environments. Students research aspects of leadership that impact on schools, and explore models of effective leadership through case studies and simulation.

**PREREQUISITE:** Permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 616 ACTION RESEARCH IN EDUCATION**

In this course, students explore ways in which teachers can systematically examine their own classroom practices using action research strategies. Emphasis is placed on issues such as topic selection, methodology, data collection and analysis, and interpretation of results. This process of inquiry is directed towards reflective practice.

**PREREQUISITE:** Education 611, and 612 or 613, or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 617 ISSUES IN EDUCATIONAL LEADERSHIP**

In this course, students examine current issues in educational leadership. Students research the factors that influence educational leadership, such as socio-economic trends, school restructuring, curriculum development, and educational technology.

**PREREQUISITE:** Education 615 or equivalent, or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 618 LEARNING, LEADERSHIP AND REFLECTIVE PRACTICE**

In this course, students examine processes of reflective practice such as analytic problem-solving and self-assessment. Students research reflective practices that have made positive contributions to learning and leadership.

**PREREQUISITE:** Permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 619 CRITICAL PEDAGOGY**

In this course, students examine the social conditions and practices that shape education. Students explore schools in their historical, economic, political, cultural, and social contexts.

**PREREQUISITE:** Permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 621 CURRENT RESEARCH IN LEARNING**

In this course, students review current research on learning and instruction that has influenced program development and instructional practices. Current research studies are examined

to evaluate their validity and usefulness.

**PREREQUISITE:** Education 611 and 614, or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 622 RESEARCH ON LEARNING DIFFICULTIES**

In this course, students examine the research on learning difficulties, and conduct research to identify effective strategies that can be applied in their teaching.

**PREREQUISITE:** Education 611 or permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 623 STATISTICS FOR RESEARCH IN EDUCATION**

This course provides students with advanced statistical skills that are commonly used in empirical research designs. Students examine more advanced topics in analysis of variance, such as repeated measures in one-way and factorial designs, and multiple regression and multivariate statistics (e.g., discriminant analysis and factor analysis). Although computer programs for data analyses are used, emphasis is placed on the interpretation of statistical results.

**PREREQUISITE:** Education 481 or equivalent and 612, or permission of the instructor

Lecture: 1 hour

Laboratory: 1 hour

Seminar: 1 hour

Hours of Credit: 3

### **ED 624 CHANGE: LEADERSHIP IN LEARNING**

In this course, students examine the research on models of innovation and change that have had an impact on education over the last 30 years. Students explore the role of leadership in facilitating change in education.

**PREREQUISITE:** Permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 625 CURRICULUM: LEADERSHIP IN LEARNING**

In this course, students examine research into recent curriculum developments that are based on principles of integration, resource-based learning, and holistic learning, and which require the use of alternative assessment approaches. In addition, the impact of these developments on teachers' instructional strategies and students' learning are investigated. The focus is on the integration of knowledge about curriculum design and teaching in order to develop leadership skills for curriculum change.

**PREREQUISITE:** Permission of the instructor

Lecture: 1 hour

Seminar: 2 hours

Hours of Credit: 3

### **ED 626 TECHNOLOGY: LEADERSHIP IN LEARNING**

This course provides an opportunity for students to examine and critique current research trends in information and communication technology in education. Leadership models for the implementation of technology plans are studied and evaluated. A major portion of work for this course takes place in an online learning environment.

Lecture: 1 hour  
Seminar: 2 hours  
Hours of Credit: 3

### **ED 627 GLOBAL EDUCATION**

In this course, students examine the theory and practice of global education as it has developed in Canada and elsewhere. Other curriculum innovations that have contributed to global education (e.g., development education, environmental education, human rights education, peace education) are also examined. Interactive and participatory learning methodologies are used to encourage reflection on the teaching of contemporary social and global issues in a variety of educational contexts.

PREREQUISITE: Permission of the instructor  
Seminar: 3 hours  
Hours of Credit: 3

### **ED 628 INTERNATIONAL EDUCATION AND DEVELOPMENT**

In this course, students examine how education is organized and practised in other countries, and its relationship to cultural, economic, and social development. Insights into education systems in Canada are afforded through comparing these with others around the world. In addition to common themes of study, students explore topics of their choice through the methodology of a comparative case study. Electronic communication with teachers in other countries provides first-hand information.

PREREQUISITE: Permission of the instructor  
Seminar: 3 hours  
Hours of Credit: 3

### **ED 629 PROGRAM EVALUATION**

In this course, students study the various concepts and issues in program evaluation. Students research the literature on program evaluation to understand the tools and knowledge necessary for conducting an evaluation assessment.

PREREQUISITE: Permission of the instructor  
Seminar: 3 hours  
Hours of Credit: 3

### **ED 691 DIRECTED STUDY**

In this course, individual students pursue a special topic or issue in education. Before approval is granted, each student must prepare a detailed outline of the contents of the course, and obtain the consent of a faculty member to supervise the work.

PREREQUISITE: Permission of the Dean and Co-ordinator of Graduate Studies, or permission of the instructor  
Tutorial: 3 hours  
Hours of Credit: 3

### **ED 695 GRADUATE SEMINAR**

In this course, students attend and present seminars on topics in their discipline, are evaluated on their seminars, and provide constructive criticism to others giving seminars in the course.

PREREQUISITE: Education 611, 612/613, 614, 615, or permission of the instructor  
Seminar: 3 hours  
Hours of Credit: 3

### **ED 699 THESIS**

Each student in the Master of Education program is required, under the supervision of a Faculty Advisor and Thesis Committee, to write a thesis based on research into an approved topic. It must demonstrate the candidate's ability to conduct original independent work, and include a critical

evaluation of the principal works published on the subject of the thesis. It should make an original contribution to the body of knowledge in that field of study.

PREREQUISITE: Admission to the MEd program  
Hours of Credit: 12 upon completion of thesis

## **Master of Arts (MA) Program**

### **A) PROGRAM REQUIREMENTS**

The MA degree of the University of Prince Edward Island requires the demonstration of a reasonable mastery of a concentrated field of study. The latter is attested by the achieving of satisfactory standings in the minimum number of graduate courses required by the respective Faculty, the completion of a research project, and the writing of a thesis based upon the research.

Graduate students will register in the interdisciplinary MA program in Island Studies, under the Dean of Arts. Each student's program of study will be designed in consultation with the Program Administrator and student's Supervisor.

There will be considerable interaction and co-operation among the departments to provide courses and research facilities to meet the needs of individual students and their research projects.

In addition to the "General Regulations for Graduate Programs," described above, the following regulations apply specifically to the Master's degree:

**Residency Requirements** Normally, at least two semesters of full-time study in residence at the University must be devoted to the Master's program if the student is admitted as a regular student. Upon completion of the residency requirement, the student is then eligible to become a candidate for the MA degree. Normally, the thesis must be formally submitted or the program be otherwise complete within 48 months of the completion of the residency requirement. Departure from these normal requirements requires approval from the Graduate Studies Committee.

### **B) COURSES**

**Prescribed Studies** The proportion of weight attached to the research and thesis may vary, even within a department. Accordingly, the number of courses and/or general examinations may correspondingly vary. In no case, however, will the minimum requirements be less than those outlined in the following two paragraphs. For graduate credit, the courses selected must be acceptable to the Department and the Graduate Studies Committee. The candidate must maintain an average grade of at least a "B" standing (see Grades in General Regulations section) in the substantive courses outlined below in order to maintain registration in the program.

In the Faculty of Arts, students are required to take a minimum of three substantive courses at the graduate level and the appropriate one-credit Graduate Seminar for their program, totalling a minimum of 10 credit hours. The Seminar course is required and must be taken in the first year of study. Students may take only one Directed Studies course for credit. Students lacking an Honours degree or background

in one or more area may, at the discretion of the Supervisory Committee, be required to take the appropriate undergraduate level course(s).

For the MA in Island Studies, up to six courses in addition to the Seminar may be required because of the interdisciplinary nature of the program. Advanced Topics in Island Studies I and II are both required courses and must be taken in the student's first year, along with the Graduate Seminar. A department may require examinations (oral and/or written), from time to time, to evaluate the student's progress in his/her overall program.

**Additional Courses** In addition to these prescribed studies, the candidate may undertake to achieve satisfactory standings in courses supportive of the special discipline. These courses may be at either the undergraduate or the graduate level. The standings obtained in them will not affect the average grade of the prescribed studies.

When a student is required to register in a seminar or colloquium course in more than one semester, the record will show a grade or a designation of "In Progress" for semesters prior to completion of the course and "Pass" or "Fail" for the final semester. With the consent of the Supervisory Committee, and of the instructor and the Department Chair concerned (or the Dean of Arts in the case of the MA in Island Studies), a student may register for, and audit, all or part of a course. It is understood that the student will attend lectures as prescribed, but will not write any examination or receive any grade. Such a course may be recorded as an additional course, identified by AUD.

## C) THE THESIS

**Research** Normally, the equivalent of at least two full-time semesters must be devoted to research in fulfilment of the thesis requirement. Summers during which research work is actively conducted may be counted as research semester equivalents, even though courses would not normally be offered at that time. In order to avoid undue prolongation of the time required to complete the degree, the research topic should be identified early and approved by the Supervisory Committee. Research involving the use of animals must follow the Guidelines of the Canadian Council on Animal Care. Research involving human participants must adhere to the Tri-Council policy on research ethics and be approved by the University's Research Ethics Board.

**Thesis** Each candidate for the degree of Master of Arts is required to submit a thesis based upon the research conducted under supervision as described above. The thesis must demonstrate the candidate's capacity for original and independent work, and should include a critical evaluation of work which has previously been done in the field of his or her research. The thesis should emphasize any new conclusions which may be drawn from the candidate's own research.

General specifications as to paper, format, order, and binding are available from the Office of the Program Administrator.

**Procedures** The thesis may be handed in at any time of the year, but candidates must bear in mind the desirability of having the final examination as much in advance of the deadline date for thesis submission as possible. Candidates are advised to inform themselves of the deadlines schedule, a copy of which may be obtained in the Office of the Program

Administrator. It is desirable that each candidate initiate discussion about examination dates with the Supervisor early in the final semester.

The candidate should keep in close touch with the Supervisor and the Supervisory Committee throughout the preparation of the thesis. The final draft of the thesis, after it has been reviewed by all members of the Supervisory Committee, is sent when ready for examination to the members of the Master's Examination Committee (see below).

Following the Master's Examination, the candidate, if successful, arranges for the preparation of the thesis in final form, and for its submission to the Program Administrator (see below). The thesis in final form must include any minor corrections or revisions indicated during the Examination. Approval of the thesis takes the form of a Certificate of Approval, signed by the Examination Committee.

**The Master's Examination** The final oral examination, devoted chiefly to the defence of the thesis, is a departmental examination identified as the Master's Examination and carried out by the Master's Examination Committee.

In the Faculty of Arts, the Master's Examination Committee normally consists of five members as follows:

- i) three members of the Supervisory Committee, including the Supervisor of the candidate's research;
- ii) one member who is not part of the student's Supervisory Committee, appointed by the Graduate Studies Committee of the Faculty of Arts. This external examiner may be from the University of Prince Edward Island, or from another University or Research Institute, as is deemed appropriate; and
- iii) the Co-ordinator of Graduate Studies (or designate), who will chair the Master's Examination Committee.

The Department Chair (or the Dean of Arts, in the case of the MA in Island Studies) selects the Examination Committee at the request of the Supervisor and is responsible for notifying the Program Administrator of its composition.

The Examination is normally open to the public; however, members of the audience may question the candidate only upon invitation of the Chair of the Committee. The Examination is passed and the thesis approved in principle if there is no more than one negative vote, an abstention being regarded as a negative vote. The report, from the Department Chair (or the Dean of Arts, in the case of the MA in Island Studies) to the Program Administrator, records the result as "unsatisfactory," or "satisfactory". If the result is "unsatisfactory," the candidate may be given the opportunity by the Master's Examination Committee of a second attempt. A second "unsatisfactory" result will terminate candidacy at this university.

## D) GRADUATE COURSES

### IST 601 ADVANCED TOPICS IN ISLAND STUDIES I

This course explores contemporary and historical research questions and issues central to the interdisciplinary and comparative study of small islands and archipelagos. Topics include islands' identity, characteristics, challenges, opportunities, cultures, geography, economics, history, environmental concerns, and governance systems. Semester-hours of credit: 3

Hours per week: 3  
Lecture: 2  
Seminar: 1

### **IST 602 ADVANCED TOPICS IN ISLAND STUDIES II**

A continuation of IST 601. Students will be required to complete a draft thesis proposal for submission to their Supervisory Committee.

PREREQUISITE: IST 601

Semester-hours of credit: 2

Hours per week: 2

Lecture: 1

Seminar: 1

### **IST 604 RESEARCH METHODS AND DESIGN FOR ISLAND STUDIES**

Introduction to research methods and research design as they pertain to study of small islands. The non-availability of island-specific data in non-island jurisdictions and researchers' perspectives and points of view will be considered.

PREREQUISITES: Admission into a UPEI graduate program or eligibility for graduate studies

Semester-hours of credit: 3

Hours per week: 3

Lecture: 2

Seminar: 1

### **IST 609 MIGRATION AND MOVEMENT AMONG SMALL ISLANDS**

This course examines the diverse issues arising from migration and movement among and within small islands. Topics will include the creation of small-island societies through successive and often competing waves of colonization by migrants, adventurers, and/or conquerors, as well as the complex two-way traffic that generally characterizes the subsequent development of island societies. Case studies of specific small islands, as well as comparative assessment of different small-island cases, provide opportunities to investigate the themes discussed in a concrete and practical manner.

PREREQUISITE: Admission into a UPEI graduate program or eligibility for graduate studies

Semester-hours of credit: 3

Hours per week: 3

Lecture: 2

Seminar: 1

### **IST 611 STRATEGIES FOR ECONOMIC DEVELOPMENT FOR SMALL ISLANDS**

Using case studies, this course introduces the comparative study of economic development strategies applicable to small-island economics.

PREREQUISITES: Admission into a UPEI graduate program or eligibility for graduate studies

Semester-hours of credit: 3

Hours per week: 3

Lecture: 2

Seminar: 1

### **IST 612 THE INTERNATIONAL RELATIONS OF SMALL ISLAND STATES**

Small-island states share a wide range of issues that are either exclusive to small islands or of particular salience for these island states. This course explores in-depth the international agenda for small-island states, the channels and resources involved in their international relations, and the attention and commitment of metropolitan states and international organizations.

PREREQUISITE: Admission into a UPEI graduate program or eligibility for graduate studies

Semester-hours of credit: 3

Hours per week: 3

Lecture: 2

Seminar: 1

### **IST 613 THE POLITICAL ECOLOGY OF SMALL ISLANDS**

This course examines the intersections among politics, policy, and island environments. The tension between external economic pressures and trans-jurisdictional environmental protection mechanisms, with particular emphasis on topics such as global warming, fishing stocks, and biodiversity, is examined. Other factors including cultural and political forces that encourage development despite environmental risks also are explored.

PREREQUISITE: Admission into a UPEI graduate program or eligibility for graduate studies

Semester-hours of credit: 3

Hours per week: 3

Lecture: 2

Seminar: 1

### **IST 614 ISLANDNESS: CULTURE, CHANGE, AND IDENTITY ON SMALL ISLANDS**

In this course students investigate the effects of insularity on small-island populations. The relationship between the population's identity (culture, ethnicity, self-confidence) and its economic and political choices is examined. Students examine history, folklore, art, literature, anthropology, economics, and political theories in the context of "islandness."

PREREQUISITE: Admission into a UPEI graduate program, or eligibility for graduate studies.

Semester-hours of credit: 3

Lecture: 2 hours a week

Seminar: 1 hour a week

### **IST 615 PUBLIC POLICY IN SMALL ISLANDS**

This course examines the determinants or causes of public policy in small-island jurisdictions. Students familiarize themselves with various models for understanding the causes of public policy and with selected frameworks for comparing policy across jurisdictions.

PREREQUISITE: Admission into a UPEI graduate program, or eligibility for graduate studies.

Semester-hours of credit: 3

Hours per week: 3

Lecture: 2

Seminar: 1

### **IST 616 DIRECTED STUDIES**

Under the supervision of a faculty member, a graduate student independently pursues an area of interest in-depth. The course includes a thorough literature review of the topic and directed research.

**NOTE:** Students are permitted to take no more than one Directed Studies course towards the Master of Arts in Island Studies.

PREREQUISITE: Admission into a UPEI graduate program, or eligibility for graduate studies.

Semester-hours of credit: 3

### **IST 617 SPECIAL TOPICS**

### **618 COLONIAL AND POSTCOLONIAL DISCOURSE THEORIES: AN INTRODUCTION**

Students will be introduced to the basic elements of colonial



and postcolonial discourse analysis, an interdisciplinary field of study. Some of the prominent practitioners and debates in the field will be considered, as well as some of the cultural, historical, and political reasons for its emergence. A particular emphasis will be placed on colonialism and postcolonialism in island contexts.

**PREREQUISITE:** Admission into a UPEI graduate program, or eligibility for graduate studies.

Semester hours of credit: 3

Lecture: 2 hours a week

Seminar: 1 hour a week

### IST 699 THESIS

Each student in the Master of Arts in Island Studies program is required, under the supervision of his or her Supervisory Committee, to write a thesis on an approved topic. These topics will ordinarily be comparative: that is, they will require research regarding more than one island, preferably in more than one region or country. Each thesis will be expected to show evidence of original research or original analysis of existing bodies of knowledge or both.

**PREREQUISITE:** Successful completion of 18 credit hours of course work towards the MA

Semester-hours of credit: 12, upon completion of Thesis

## Master of Applied Health Services Research Program (MAHSR)

This program is intended for students who are interested in pursuing a career in health research. By the end of the program, the student will have a demonstrated grounding in scholarly research techniques, experience in the healthcare field through their residency placement, and eight courses in healthcare research.

The Master's Degree in Health Services Research is a collaborative venture of Dalhousie University in Nova Scotia, Memorial University of Newfoundland, the University of New Brunswick, and the University of Prince Edward Island. The degree program provides knowledge and skills necessary to tackle complex health policy issues and contribute to the future of health services in Atlantic Canada. The Master's is co-ordinated through the Atlantic Research Training Centre (ARTC).

### A) PROGRAM REQUIREMENTS

The following courses were designed and created specifically for the Master of Applied Health Services Research.

#### Compulsory Courses

AHS 601	Canadian Health System
AHS 602	Ethical Foundations of Applied Health Research
AHS 603	Research & Evaluation Design and Methods
AHS 604	Policy and Decision Making
AHS 605	Determinants of Health: Healthy Public Policy
AHS 606	Qualitative and Quantitative Methods
AHS 607	Knowledge Transfer and Research Uptake
AHS 608	Advanced Qualitative Methods
AHS 609	Advanced Quantitative Methods
AHS 610	Thesis

**Review of Progress** At the end of each semester, the academic record and progress of each student will be reviewed by the Children's Health Applied Research Team (CHART).

### B) GRADES SCHEDULE

**INC:** A student who fails to complete all components of a course, such as assignments, examinations, and fieldwork, due to circumstances beyond his/her control (such as illness), may, with the permission of the professor and the Dean, be granted an amount of time deemed reasonable for the completion of said components.

If a student does not complete all the components of a course by the agreed-upon date, normally a grade of F shall replace INC on the transcript. In cases where the component left incomplete was not a requirement for passing the course, and where the student already has earned a passing grade without completing the component, the passing grade shall be submitted and shall replace INC on the transcript.

**AUD:** an "audited" course (additional courses only)

**DISC:** discontinued with permission

Seminar courses are graded as letter grades. In the thesis, the work is reported as either satisfactory or unsatisfactory.

### C) THE THESIS

**Research** Normally, the equivalent of 12 months of continuous study must be devoted to research in fulfilment of the thesis requirement. In order to complete the degree within a reasonable time frame, the research topic should be identified early in the student's program and approved by the Graduate Studies Committee. Research involving human subjects must be approved by the University's Research Ethics Committee.

**Thesis Committee** Students will outline a thesis proposal that outlines the particular area to be investigated. Normally this will happen during the second year of the program and will be prepared as part of an advanced qualitative or quantitative methods course. An academic defence is required and, in addition, students will make a public presentation of their thesis research to decision-makers.

The thesis committee will include a decision-maker where appropriate, and could include faculty from more than one participating institution. The thesis topic chosen must take into account the research interests of faculty across the three sites, as well as the capacity of the program to provide appropriate research supervision. Student research interests are conditional upon finding an appropriate supervisor and committee members with expertise in the topic of investigation.

**Thesis** Each candidate for the degree of Master of Applied Health Services Research is required to submit a thesis based upon research conducted under supervision as described in this section of the calendar. The thesis must demonstrate the student's capacity for original and independent research, and should extend the knowledge base in the field under study. General specifications as to paper, format, order, and binding are available from the Faculty of Education. The student should consult frequently with the Supervisor and the Supervisory Committee when preparing the thesis. After the final draft has been read and approved by the members of the Supervisory Committee, four copies must be submitted to the

Co-ordinator of Graduate Studies in the Faculty of Education for dissemination to members of the Examining Committee. These copies must be submitted no later than four weeks prior to the student's oral defence.

**The Master's Examination** The final oral examination, which is devoted chiefly to the defence of the thesis, is a Faculty examination identified as the Master's Examination. Normally, the Examining Committee consists of the two members of the Supervisory Committee, one reader internal to the university, and one reader external to the university, who submits a written report attesting to the quality of the work. The Co-ordinator of Graduate Studies selects the Examining Committee at the request of the Supervisor, appoints the Chair, and is responsible for notifying CHART of its composition.

Normally, the final oral examination is open to the public; however, members of the public may question the student only upon the invitation of the Chair of the Examining Committee. The examination is passed and the thesis approved if there is no more than one negative vote; an abstention is considered to be a negative vote. The Co-ordinator of Graduate Studies is responsible for reporting the result of the examination to CHART. The result is recorded as "Accepted as is," "Accepted after minor revision," "Accepted after substantial revision," or "Unacceptable." The result "Accepted after minor revision" normally entails editorial changes. If the result is "Accepted after substantial revision," the student may be given the opportunity by the Examining Committee to revise the thesis with or without defending again. If the thesis revision is successful, the thesis supervisor is to sign before the thesis is presented to the Graduate Studies Committee. Four copies, including one unbound copy, should be presented to the Graduate Studies Committee. If the result is "Unacceptable," the student may be given the opportunity by the Examining Committee to revise the thesis and to defend it again.

**Submission of Thesis** When the thesis, in its final form, has been prepared after the final oral examination, the student will bring six unbound copies to the Co-ordinator of Graduate Studies at least three weeks prior to Convocation.

Each copy must be submitted in a separate folder with the pages numbered and arranged in the appropriate order. The thesis must be free from typographical and other errors. All copies must include the Certificate of Approval signed by the Examination Committee and the members of the Supervisory Committee. Also included must be a brief Abstract and a copy of the circulation waiver and the copying licence.

When accepted by the Co-ordinator of Graduate Studies, one copy will be retained for microfilming and for deposit in the University Library after being bound. A second copy will be released to CHART. A third copy will be released to the student's supervisor and three copies will be released to the student.

**Publication** The University requires publication of the thesis in the following manner:

One unbound copy of the thesis is forwarded to Library and Archives Canada, together with an agreement form signed by the candidate authorizing Library and Archives Canada to microfilm the thesis and to make microfilm copies available for sale on request. Library and Archives Canada will film the thesis exactly as it is and will list the thesis in Canadiana

as a publication of Library and Archives Canada. A fee is charged by Library and Archives Canada to offset the cost of microfilming.

Library and Archives Canada's Microfilm Agreement form will be sent to the candidate prior to the Master's Examination, to be signed and submitted to the Co-ordinator of Graduate Studies immediately after the successful completion of the examination.

The student, in consultation with the Supervisor and the Co-ordinator of Graduate Studies, shall have the right to request that circulation and/or copying of the thesis in any form be withheld for up to one year.

**Circulation and Copying of Thesis** In normal circumstances, as a condition of engaging in graduate study in the University, the author of a thesis grants certain licences and waivers in respect of the circulation and of copying of the thesis:

- i. to the University Librarian: a waiver permitting the circulation of the thesis as part of the Library collection;
- ii. to the University: a licence to make single copies of the thesis under carefully specified conditions; and
- iii. to Library and Archives Canada: a licence to microfilm the thesis under carefully specified conditions.

**Copyright Provision** Copies of the thesis shall have on the title page the words, "In partial fulfilment of requirements for the degree of Master of Applied Health Services Research." The international copyright notice, which consists of three elements in the same line—the letter "C" enclosed in a circle; the name of the copyright owner (the student); and the year—should appear as a bottom line on the title page of the thesis.

**Retention/Maintenance of Records** In the interests of good scholarly practice and in order to substantiate claims of intellectual property, graduate students should keep complete, dated records of their research. These records may be in the form of bound notebooks, log books, or other documentation, as appropriate to the discipline. Students should also retain copies of significant drafts and notes, and of all material submitted for evaluation, presentation, publication, or by the way of informal contribution to collaborative research projects. They must also realize that raw data and other research results should remain accessible at all times to all other members of any collaborative research activity.

**Unacceptable Thesis** If a candidate is unable to prepare an acceptable thesis, the Supervisory Committee will so report to the Graduate Studies Committee and CHART (sending to the student a copy of the report).

**Transcripts of Records** Official transcripts of the student's academic record are available through the Registrar's Office. Transcripts will be sent to other universities, to prospective employers, or to others outside the University only upon formal request by the student

## D) GRADUATE COURSES

### AHS 601 CANADIAN HEALTH SYSTEM

This course proposes to give an overview of the history of the Canadian Health System and its current organization, as well

as an overview of other international health system models. The key concepts that will be explored in the Canadian Health System include legislation, institutions, funding structures, human resources, and guiding values. Other issues examined will be the factors affecting health services utilization, the measurement of health outcomes and their use for accountability, and a review of health information systems in Canada and the structures and instruments within them. Finally, current issues and trends relating to the Canadian Health Care system will be reviewed.

Hours of Credit: 3

### **AHS 602 ETHICAL FOUNDATIONS OF APPLIED HEALTH RESEARCH**

This course will acquaint students with the ethical basis of health research, as well as the substantive issues that arise at the macro, meso, and micro levels in the design and conduct of research. A variety of approaches to ethical decision-making will be surveyed, with particular attention given to how various approaches might apply in the context of Atlantic Canada. Standard topics will be explored in this course, such as informed consent, privacy and confidentiality of health information, and conflicts of interest. Special attention will be given to issues of rural/urban split, respect for the integrity of communities, and the potential abuse of expert or professional authority.

Hours of Credit: 3

### **AHS 603 RESEARCH & EVALUATION DESIGN AND METHODS**

In this course, students will become familiar with the research process, with the basic aim of developing skills to critically evaluate the work of others and to understand possible approaches in the design of their own research projects. The initial emphasis in the course will be on formulating research questions and determining strategies that may be used to address a particular research theme. As the course unfolds, the approach will switch to understanding how various qualitative and quantitative research techniques may be used to address research questions that the students have posed. The students will be assessed on “project” work, and will be required to submit a number of pieces of written work throughout the duration of the course. One of the key features of the course is that each time it is offered, a broad research topic will be chosen and students will target their work towards developing research questions and designing research plans to address specific aspects of this theme. In the initial offering of the course, this topic will be childhood obesity.

Hours of Credit: 3

### **AHS 604 POLICY AND DECISION-MAKING**

In this course, students will explore the process of how Canadian Health Policy is developed, implemented, and evaluated. This course will also assist in building skills in the areas of research approach, critical appraisal, policy synthesis, and briefing notes. The course will follow a case-based approach to understand the implications of political, social, ethical, and economic policy.

Hours of Credit: 3

### **AHS 605 DETERMINANTS OF HEALTH: HEALTHY PUBLIC POLICY**

This course will explore the development of the philosophy of the determinants of health, and identify the determinants of health and their relationship with health status. As the course unfolds, students will gain an understanding of the philosophical underpinnings, as well as understanding their inter-relationships. An understanding of the complexity of

developing healthy public policy that addresses multiple determinants of health will be developed by students, as well as the consideration of the implications of policy from the perspective of the determinants of health.

Hours of Credit: 3

### **AHS 606 QUALITATIVE AND QUANTITATIVE METHODS**

This course is divided into two broad sections. In the first section, the course will explore an introduction to qualitative and quantitative approaches. This part will highlight some of the critical issues involved in conducting applied health-related research. The second section will be an overview of statistical techniques that are appropriate to health-related research. It will provide students with some basic building blocks that they can use to carry out their own research and critically evaluate the work of others. Students will be introduced to SPSS in the Quantitative Methods section (this will be used extensively in the Statistics section).

Hours of Credit: 3

### **AHS 607 KNOWLEDGE TRANSFER AND RESEARCH UPTAKE**

This course will explore the facilitators and barriers of using evidence in decision-making, as well as developing the students' understanding of the conceptual, philosophical, and theoretical underpinnings of knowledge transfer and research uptake. Students will also learn how to create ongoing/sustainable linkages with decision-makers and how to share research findings with academic and non-academic audiences. The course strengthens the program by providing students with skills to interact with stakeholders and facilitate the use of evidence in decision-making. Topics explored include Evidence-Based Decision-Making—barriers and facilitators, and why evidence is not used in decision-making. The course will look at how to encourage decision-makers to use research evidence through behavioural change, social marketing, and sustainable linkages.

Hours of Credit: 3

### **AHS 608 ADVANCED QUALITATIVE METHODS**

In this course, students will gain an understanding of the use of qualitative research methods in applied health research. Students' skills will be developed in the analysis of qualitative data, grant-proposal writing using qualitative data, and the critique of qualitative research. Topics explored include issues in qualitative approaches such as subjects/participants, ethical issues, representativeness, data trustworthiness, bias/perspective, researcher as an instrument, the designing of an analysis template, concurrent/non-current, and ethnography. Other topics explored include theoretical approaches to analysis, such as conflict analysis, feminist, deconstructionalist, thematic analysis, participatory action research, grounded theory, and case studies.

Hours of Credit: 3

### **AHS 609 ADVANCED QUANTITATIVE METHODS**

This course will expose students to a variety of more advanced quantitative and statistical approaches to research methodology. The two main purposes of the course are to provide students with the tools to conduct advanced quantitative empirical research, and to further develop their ability to critically evaluate the work of others. Students will learn to examine issues and develop research strategies to begin to identify and answer important topics that need to be researched, and students will design a realistic appraisal of what can and cannot be achieved, given resource constraints.

Hours of Credit: 3

**AHS 610 THESIS**

Each student in the Master of Applied Health Services Research program is required, under the supervision of a Faculty Advisor and Thesis Committee, to write a thesis based on research into an approved topic. It must demonstrate the candidate's ability to conduct original independent work, and include a critical evaluation of the principal works published on the subject of the thesis. It should make an original contribution to the body of knowledge in that field of study.

PREREQUISITE: Admission to the Master of Applied Health Services Research program

Hours of Credit: 6





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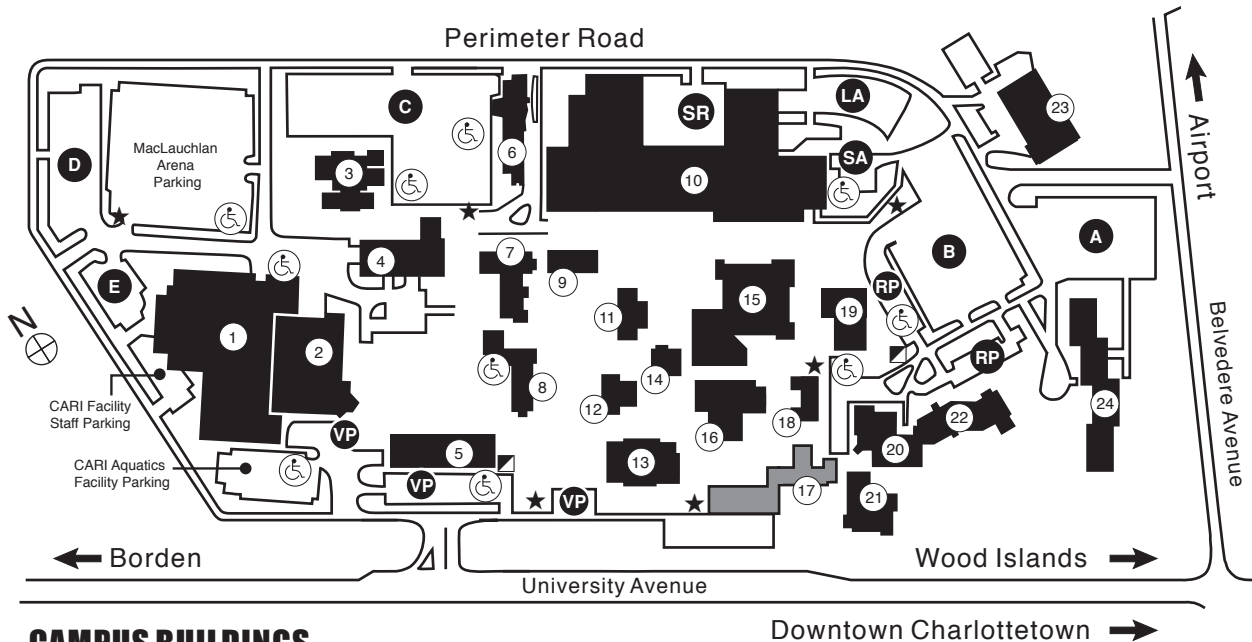


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2008					
JANUARY 2008	FEBRUARY 2008	MARCH 2008	APRIL 2008	MAY 2008	JUNE 2008
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
6 7 8 9 10 11 12	3 4 5 6 7 8 9	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
13 14 15 16 17 18 19	10 11 12 13 14 15 16	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
20 21 22 23 24 25 26	17 18 19 20 21 22 23	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
27 28 29 30 31	24 25 26 27 28 29	23 24 25 26 27 28 29 30 31	27 28 29 30	25 26 27 28 29 30 31	29 30
JULY 2008	AUGUST 2008	SEPTEMBER 2008	OCTOBER 2008	NOVEMBER 2008	DECEMBER 2008
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4	1	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30 31	28 29 30	26 27 28 29 30 31	23 24 25 26 27 28 29 30	28 29 30 31
2009					
JANUARY 2009	FEBRUARY 2009	MARCH 2009	APRIL 2009	MAY 2009	JUNE 2009
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4	1 2	1 2 3 4 5 6
4 5 6 7 8 9 10	8 9 10 11 12 13 14	8 9 10 11 12 13 14	5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13
11 12 13 14 15 16 17	15 16 17 18 19 20 21	15 16 17 18 19 20 21	12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20
18 19 20 21 22 23 24	22 23 24 25 26 27 28	22 23 24 25 26 27 28	19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27
25 26 27 28 29 30 31		29 30 31	26 27 28 29 30	24 25 26 27 28 29 30 31	28 29 30
JULY 2009	AUGUST 2009	SEPTEMBER 2009	OCTOBER 2009	NOVEMBER 2009	DECEMBER 2009
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
5 6 7 8 9 10 11	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
12 13 14 15 16 17 18	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
19 20 21 22 23 24 25	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
26 27 28 29 30 31	23 24 25 26 27 28 29 30 31	27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31



# University of Prince Edward Island

550 University Avenue, Charlottetown, PE C1A 4P3



## CAMPUS BUILDINGS

- |                                                 |                                       |                                                        |
|-------------------------------------------------|---------------------------------------|--------------------------------------------------------|
| 1. CARI Aquatics Facility and MacLauchlan Arena | 8. Main Building                      | 17. New School of Business/Centre for Entrepreneurship |
| 2. Chi-Wan Young Sports Centre                  | 9. Dalton Hall                        | 18. Daycare Facility                                   |
| 3. Classroom Centre                             | 10. Atlantic Veterinary College (AVC) | 19. K.C. Irving Chemistry Centre                       |
| 4. Central Utility Building                     | 11. Memorial Hall                     | 20. Wanda Wyatt Dining Hall                            |
| 5. W.A. Murphy Student Centre                   | 12. Cass Science Hall                 | 21. Bernardine Hall (Residence)                        |
| 6. Institute for Nutrisciences & Health         | 13. Kelley Memorial Building          | 22. New Residence                                      |
| 7. Steel Building                               | 14. Chaplaincy Centre                 | 23. Food Technology Centre                             |
|                                                 | 15. Robertson Library                 | 24. Blanchard Hall (Residence)                         |
|                                                 | 16. Duffy Science Centre              |                                                        |

## PARKING

**A B C D E**

- Lot A General parking & overnight parking during winter months  
 Lot B General & reserved parking  
 Lot C General & reserved parking  
 Lot D General parking  
 Lot E General parking

★ Emergency Call Station

☑ Weather Shelter

■ Building Under Construction

**LA** AVC large animal client parking

**SA** AVC small animal client parking

Designated Parking

**VP** Visitor Parking, Metered Parking

**RP** Reserved Parking

**SR** Shipping and Receiving

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Revised 06/07

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## NOTES





