

**2011-2012**  
**CALENDAR**

*Office of the Registrar  
University of Prince Edward Island  
550 University Avenue  
Charlottetown, Prince Edward Island  
C1A 4P3*

*Admissions (902) 566-0439  
Transcripts (902) 566-0684  
Fax: (902) 566-0795  
e-mail: registrar@upei.ca  
upei.ca/registrar  
(current Calendar information may be  
obtained through the University website)*

*Cover Photo: UPEI Photography*

## 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. This agreement and the rights and obligations of the parties hereunder shall be governed by the laws of the Province of Prince Edward Island. Any action or proceeding for relief under this contract shall be brought in the Province of Prince Edward Island.
  - (d) The online calendar is the official version of the UPEI Calendar and is updated throughout the year.
- II.
  - (e) 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.



# Contents

<b>1. The University of Prince Edward Island— General</b>	
History .....	6
Characteristics .....	7
Mission, Goals, & Accreditation .....	7
Governance and Structure .....	7
University Powers .....	8
Disclosure and Protection of Student Information .....	8
Confidentiality .....	8
Collection of Information .....	8
Disclosure to Parties External to UPEI .....	8
Access to Student Records by UPEI Community Members .....	9
Degrees, Diplomas, and Certificates Offered at UPEI	
Bachelor-level Programs .....	10
“2nd-Entry” Professional Programs .....	11
Graduate-level Programs .....	11
Certificates and Diplomas .....	11
Academic Costume .....	11
<b>2. Faculty and Academic Officers</b>	
Faculty .....	12
Librarians .....	18
Board of Governors .....	18
Senate .....	19
University Officials .....	19
<b>3. Support Services, Institutes, and Organizations</b>	
Ancillary Services (Bookstore, Conference Services, Food Services, & Residence Services) .....	21
Athletics and Recreation .....	21
Campus Kids Child Care Centre .....	22
Centre for Life-Long Learning .....	22
Bachelor of Integrated Studies .....	22
Conflict Resolution Studies .....	22
Faculty Development Summer Institute .....	22
Prior Learning Assessment & Recognition (PLAR) .....	22
ProfitLearn PEI .....	22
Seniors’ College of PEI .....	22
Summer EAL Program .....	22
Chaplaincy Centre .....	22
Information Technology Systems & Services .....	23
Audiovisual Services .....	23
Institute of Island Studies .....	23
Integrated Communications .....	23
Photography .....	23
International Office .....	23
International Student Exchange Program .....	24
L.M. Montgomery Institute .....	24
PEI Health Research Institute .....	24
Robertson Library .....	24
W. A. Murphy Student Centre .....	24
Student Services .....	24
Health Centre .....	25
Student Union .....	25
<b>4. Dates</b>	
General Calendar Dates .....	27
DVM Calendar Dates .....	28
Summer Session Dates .....	29
Senate Meeting Dates .....	29
<b>5. Learning Enhancement Programs</b>	
The Webster Centre for Teaching and Learning .....	30
Accessibility Services and Adaptive Technology .....	30
Adult Connections in Education (ACE) .....	30

Effective Reading Program .....	30
English Academic Preparation (EAP) .....	30
Math Help Centre .....	30
Science Help Centre .....	30
Pathways to Academic Success (PAS) .....	30
Student Success Program .....	30
Options Program .....	30
PAS Workshops .....	30
Transition Program .....	30
University 100 Program .....	31
Writing Centre .....	31
The PIT .....	31
UPEI Student Tutoring .....	31
<b>6. Fees .....</b>	<b>32</b>
<b>7. Transcript Information .....</b>	<b>37</b>
<b>8. Scholarships, Awards, and Bursaries .....</b>	<b>38</b>
<b>9. Undergraduate and Professional Programs</b>	
Terminology and Definitions .....	39
How to Apply .....	40
Application and Admission Requirements .....	40
Bachelor of Arts .....	41
Bachelor of Science .....	41
Bachelor of Business Administration .....	41
Bachelor of Business Studies .....	44
Bachelor of Child and Family Studies .....	44
Bachelor of Education (Human Resource Development) .....	45
Bachelor of Integrated Studies .....	45
Professional Degree Programs .....	46
Doctor of Veterinary Medicine .....	46
Bachelor of Education .....	48
Bachelor of Education—Specialization in Teaching French Immersion .....	49
Bachelor of Science in Nursing .....	49
Accelerated Bachelor of Science in Nursing .....	50
Bachelor of Applied Science in Radiography .....	50
Radiography Post-Diploma Degree Program .....	51
Diploma in Engineering .....	52
Transcript and Credit Assessment for All Applications .....	52
Pre-professional Studies .....	52
Pre-Veterinary Medicine Stream .....	52
General Academic Regulations .....	55
Academic Departments/Programs	
Acadian Studies .....	61
Arts Seminars .....	62
Asian Studies .....	62
Biology .....	63
Business Administration (School of) .....	70
Canadian Studies .....	81
Chemistry .....	83
Classics .....	87
Computer Science and Information Technology .....	89
Co-operative Education Program (Co-op) .....	94
Economics .....	95
Education .....	99
Engineering .....	108
English .....	112
Environmental Studies .....	118
Family and Nutritional Sciences .....	120
Fine Arts .....	128
Global Issues .....	129
History .....	130
Integrated Studies .....	138
International Development Studies .....	139
Island Studies .....	140

Print Journalism, Bachelor of Applied Arts .....	141
Mathematics and Statistics .....	141
Modern Languages .....	147
Music .....	153
Nursing (School of).....	162
Philosophy.....	167
Physics .....	170
Political Studies .....	175
Psychology.....	181
Public Administration .....	190
Radiography .....	190
Religious Studies.....	193
Sociology and Anthropology.....	198
Theatre Studies.....	208
University 100 .....	209
University Writing Minor .....	210
Women's Studies.....	211
Veterinary Medicine.....	212
Biomedical Sciences.....	217
Companion Animals .....	218
Health Management .....	221
Pathology and Microbiology .....	226
<b>10. Graduate Programs</b>	
Graduate Faculty .....	229
Admission Requirements	
Master of Science, Master of Veterinary Science, Doctor of Philosophy and	
Postgraduate Diploma in Pathology or Microbiology .....	231
Master of Education .....	231
Master of Arts .....	232
Master of Applied Health Services Research .....	232
Master of Business Administration .....	233
Doctor of Philosophy in Educational Studies .....	234
Academic Regulations.....	235
General Regulations	
Master of Science, Master of Veterinary Science, Master of Arts, Doctor of Philosophy, and Postgraduate	
Diploma in Pathology or Microbiology .....	237
Master of Education & PhD in Educational Studies .....	241
Master of Applied Health Services Research .....	243
Master of Business Administration .....	245
Programs and Courses	
Master of Science.....	247
Master of Veterinary Science.....	249
Doctor of Philosophy .....	251
Postgraduate Diploma in Pathology or Microbiology .....	253
Graduate Courses—Master of Science & Master of Veterinary Science .....	255
Master of Education in Leadership in Learning.....	266
Master of Arts .....	269
Master of Applied Health Services Research .....	271
Master of Business Administration .....	274
Doctor of Philosophy in Educational Studies .....	278
<b>11. Index</b> .....	281



# 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), Bill and Denise Andrew Hall (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 18,000, 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. Since then, several programs have been added: Master of Arts in 2003; Master of Applied Health Services Research in 2004; Bachelor of Integrated Studies and Master of Business Administration in 2008; Bachelor of Business Studies and PhD in Educational Studies in 2009; Bachelor of Wildlife Conservation, Bachelor of Science in Kinesiology and Master of Nursing in 2010.

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, LLD, DCL  
—March 9, 1985
- Doris H. Anderson, OC, BA, LLD  
—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, LLD  
—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, LLB, LL.M, CM  
—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-six-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 six 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 2010, the University conferred 543 bachelor degrees, 60 DVM degrees, 42 master degrees, 10 doctoral degrees, 20 diplomas, and 23 certificates.

The full-time teaching staff for the 2010–2011 sessions totalled approximately 250 persons. The University had an enrolment of 3,933 full-time and 667 part-time students in its forty-second academic year which began in September 2010.

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, and Sociology and Anthropology; with programs in Acadian Studies, Asian Studies, Canadian Studies, Catholic Studies, Christian Studies, Environmental Studies, Fine Arts, Island Studies, Integrated 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, Business, 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

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).

#### • Maritime Provinces Higher Education

**Commission** The MPHEC collects the data described below on behalf of Statistics Canada. In addition, it archives these data and uses them to generate basic statistics, research products, as well as the sampling frame for its graduate survey. These activities support its mandate, which is to assist institutions and governments in enhancing the post-secondary learning. The legal authority for these activities is provided by the Maritime Provinces Higher Education Commission Act. The Act also requires that all data received by the Commission is kept confidential, and ensures the protection of personal information. More information about the MPHEC may be found at [www.mphec.ca](http://www.mphec.ca).

Regarding those students who do not wish to have their information used, Statistics Canada will notify the MPHEC of any student choosing to have their personal information removed from the national database, and their information will subsequently be removed from the MPHEC's database.



- **Statistics Canada** Statistics Canada is the national statistical agency. As such, Statistics Canada carries out hundreds of surveys each year on a wide range of matters, including education.

It is essential to be able to follow students across time and institutions to understand, for example, the factors affecting enrolment demand at postsecondary institutions. The increased emphasis on accountability for public investment means that it is also important to understand 'outcomes'. In order to conduct such studies, Statistics Canada asks all colleges and universities to provide data on students and graduates. Institutions collect and provide to Statistics Canada, student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrolment information, previous education, and labour force activity.

The federal *Statistics Act* provides the legal authority for Statistics Canada to obtain access to personal information held by educational institutions. The information may be used for statistical purposes only, and the confidentiality provisions of the *Statistics Act* prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used can ask Statistics Canada to remove their identifying information from the national database. On request by a student, Statistics Canada will delete an individual's contact information (name, address, or other personal identifiers) from the PSIS database. To make such a request, please contact:

**Via telephone:**

Monday to Friday  
8:30 A.M. to 4:30 P.M. EST/EDST  
1-800-307-3382 or 1-613-951-7608

**Via mail:**

Institutional Surveys Section  
Centre for Education Statistics  
Statistics Canada, Main Building, SC 2100-K  
Tunney's Pasture, Ottawa, Ontario, K1A 0T6

**Via e-mail:**

PSIS-SIEP\_contact@statcan.gc.ca

Further details on the use of this information can be obtained from the Statistics Canada Web site ([www.statcan.ca/english/concepts/PSIS/index.htm](http://www.statcan.ca/english/concepts/PSIS/index.htm)).

### 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

- 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.
- 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.
- 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

- 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).
- 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.
- 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.
- 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

Acadian Studies  
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  
Psychology  
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  
Physics Co-operative Education  
Math with Engineering  
Physics with Engineering  
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

#### Accelerated 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 Administration

#### Bachelor of Business in Tourism & Hospitality

#### Bachelor of Business Studies

#### Bachelor of Education—Human Resource Development

#### Bachelor of Integrated Studies

## “2ND-ENTRY” PROFESSIONAL PROGRAMS

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

**Master of Science:** Golden Yellow Velvet  
**Master of Veterinary Science:** Peacock Velvet  
**Doctor of Philosophy:** Grey and Green Velvet  
**Master of Arts:** White Velvet  
**Master of Applied Health Services Research:** Royal Blue Velvet  
**Master of Business Administration:** Drab Velvet

## GRADUATE-LEVEL PROGRAMS

Master of Arts in Island Studies  
 Master of Applied Health Services Research  
 Master of Business Administration  
 Master of Science—Faculty of Science  
 Master of Science—Faculty of Veterinary Medicine  
 Master of Veterinary Science  
 Master of Education  
 Doctor of Philosophy in Educational Studies  
 Doctor of Philosophy

## CERTIFICATES & DIPLOMAS

Accounting Certificate  
 Business Certificate  
 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. 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 Integrated Studies:** Silver

**Bachelor of Business Administration:** Drab  
**Bachelor of Business in Tourism and Hospitality:** Burgundy  
**Bachelor of Business Studies:** Red

**Bachelor of Education:** Light Blue  
**Bachelor of Education—Human Resource Development:** Forest Green

**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:** Gold and Purple

**Doctor of Veterinary Medicine:** Grey  
**Master of Education:** Light Blue Velvet  
**Doctor of Philosophy in Educational Studies:** TBA



## 2. Faculty and Academic Officers

### FACULTY

- Aburto, Enrique**, DVM, MSc (Mexico), PhD (UPEI)  
Associate Professor of Anatomic Pathology
- Adeyanju, Charles**, BA, (Nigeria), BA (York),  
MA (Guelph), PhD (McMaster)  
Assistant Professor of Sociology & Anthropology
- Akaisi, Fabiola**, BSc, MSc, PhD (Brazil)  
Adjunct Professor of Pathology and Microbiology
- 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
- Ang, Lei**, MB, ChB (Liverpool)  
Adjunct Professor of Health Management
- Arfken, Michael E.**, BA (Texas), PhD (Tennessee)  
Assistant Professor of Psychology
- Ayles, Heather**, BSc (NSAC), MSc (Guelph), DVM (UPEI)  
Assistant Professor of Health Management
- Badescu, Sanda**, BA, BSc (Universitatea de Vest),  
MLitt (UWO)  
Associate Professor of French
- Bailey, Trina**, BSc, (Dalhousie), MSc (Louisiana),  
DVM (UPEI)  
Assistant Professor of Companion Animals
- Baldacchino, Godfrey**, BA (Malta), MA (the Hague),  
PhD (Warwick)  
Professor of Sociology & Anthropology
- Barkema, Herman**, DVM, MSc, PhD (Utrecht)  
Adjunct Professor of Health Management
- Bartmann, Barry**, BA (Waterloo), MA (Western),  
PhD (London)  
Professor of Political Studies
- Bastante, Pamela**, BA, MA (Simon), PhD  
(British Columbia)  
Assistant Professor of Modern Languages
- Bate, Luis A.**, BSc, MSc, PhD (Guelph)  
Professor of Physiology
- Battison, Andrea**, DVM, MVSc (Saskatchewan), PhD (UPEI)  
Adjunct Professor of Pathology & Microbiology
- Beattie, Michael**, BSc, MSc (UNB), DVM (UPEI)  
Adjunct Professor of Health Management
- Benfey, Tillman**, BSc (McGill), MSc (Memorial), PhD  
(British Columbia)  
Adjunct Professor of Health Management
- Béraud, Romain**, DVM (Ecole Nationale Veterinaire de Lyon),  
MSc (Universite de Montreal)  
Assistant Professor of Companion Animals
- Bethell, Richard**, BA, PhD (New Brunswick), Post-Doctoral  
Fellow (Calgary)  
Adjunct Professor in Chemistry
- Bierenstiel, Matthias**, MSc, PhD (Germany)  
Adjunct Professor in Chemistry
- Bissessur, Rabin**, BSc (Manitoba), MSc (Rochester), PhD  
(Michigan State)  
Professor of Chemistry
- Black, Vaughan**, BA (Carleton), LIB (Toronto), LIM  
(California), MA (Carleton)  
Adjunct Professor of Health Management
- 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
- Braithwaite, Ann**, BA (Concordia), MA (McGill), PhD  
(Rochester)  
Associate Professor of Women's Studies
- Brown, Susan**, BA (Dalhousie), MA (Guelph), PhD (Oxford)  
Associate Professor of History
- Bryanton, Janet**, BN (UNB), MN (Dalhousie), PhD (McGill)  
Associate Professor of Nursing
- Buck, David F.**, BA, MPA (Queen's), DPhil (Oxford)  
Professor of Classics
- Bulger, David**, BA, MA (St. Mary's), LLB (Dalhousie), LLM  
(Toronto)  
Adjunct Professor of Political Studies & Philosophy
- Burka, John F.**, BSc (Toronto), MSc, PhD (Guelph)  
Professor of Pharmacology
- Burke, Maxim R.**, BSc (Moncton), MSc, PhD (Toronto)  
Professor of Mathematics & Statistics
- Burton, Shelley**, DVM (Saskatchewan), MSc (UPEI)  
Associate Professor Clinical Pathology
- Cairns, David K.**, BSc (UPEI), MSc (Laval), PhD (Carleton)  
Adjunct Professor of Biology
- Campbell, Barbara**, RN (PEI), BN (UNB), MN (Dalhousie),  
PhD (Calgary)  
Associate Professor of Nursing
- Câmpeanu, Cezar**, MSc, PhD (Bucharest)  
Associate Professor of Computer Science &  
Information Technology
- Carey, Anne Marie**, DVM (UPEI)  
Lecturer in Companion Animals
- Carroll, Timothy E.**, BBA (UPEI), MBA (Saskatchewan)  
Associate Professor of Business Administration
- Carroll, Wendy**, BA (St. FX), EMBA (St. Mary's)  
Associate Professor of Business Administration
- Cassidy, Michael**, BSc, BEd, MSc, MA  
Lecturer in Education
- Cassidy, Mike**, BComm (Saint Mary's), CA  
Assistant Professor of Business Administration
- Cawthorn, Richard J.**, BSc, MSc, PhD (Guelph)  
Professor of Parasitology
- Cepica, Arnost**, DVM (Brno University, Czech.), PhD  
(Guelph)  
Associate Professor of Virology
- Champion, Stephen**, BSc, M.Eng (UNB), MBA (Dalhousie)  
Assistant Professor of Engineering

- Chapman, Robert**, BSc (UPEI), PhD (British Columbia)  
Adjunct Professor of Chemistry
- Cheverie, J. Charles**, BA (SDU), MSc, PhD (CUA)  
Professor Emeritus of Biology
- Chilton, Lisa**, BA, MA, PhD (York)  
Associate Professor of History
- Christensen, Jette**, DVM, PhD (Royal Veterinary and Aquaculture University)  
Adjunct Professor of Health Management
- Chung, Edward Y. J.**, BA, MA, PhD (Toronto)  
Associate Professor of Religious Studies
- Clark, Larry**, BS (Florida), MA (New Hampshire), PhD (Simon Fraser)  
Adjunct Professor of Economics
- Cockram, Michael**, BVM (London), PhD (Liverpool)  
Professor of Health Management
- Cohen, Annabel**, BA (McGill), ARCT (Royal Conservatory of Music), MA, PhD (Queen's)  
Professor of Psychology
- Coll, Doreley Carolina**, BA, MA (Alberta), PhD (Toronto)  
Associate Professor of Spanish
- Comeau, Luc**, BSc (Moncton), MSc (Quebec), PhD (Dalhousie)  
Adjunct Professor of Health Management
- Comeau, Michel**, BSc, MSc (Moncton)  
Adjunct Professor of Pathology and Microbiology
- Conboy, Gary A.**, BSc, DVM, PhD (Minnesota)  
Associate Professor of Parasitology
- Cook, David**, BA, MA (Dalhousie), PhD (Alberta)  
Adjunct Professor of Political Studies
- Côté, Etienne**, BSc (Rutgers), DVM (Cornell)  
Associate Professor of Companion Animals
- Countryman, June**, BA, B.Mus, BEd (Mt. Allison), ARCT (Royal Conservatory of Music), M. Mus (Western Ontario), PhD (Toronto)  
Assistant Professor of Music
- Courtenay-Hall, Pamela**, BA, BEd, MA (Windsor), MA (Notre Dame), PhD (Toronto)  
Associate Professor of Philosophy
- Couture, Anthony**, BA, MA (Windsor), PhD (McMaster)  
Associate Professor of Philosophy
- Crane, Brownyn**, DVM (UPEI), MS (Florida)  
Assistant Professor of Health Management
- Critchley, Kim A.**, BScN, RN (St. FX), MN (Calgary), PhD (Helsinki)  
Professor of Nursing
- Crook, Alice**, BSc (Bishop's), DVM (Guelph)  
Adjunct Professor of Companion Animals
- Cutcliffe, F. Wayne**, BSc, MA (Dalhousie), MSc (UNB)  
Associate Professor of Computer Science & Information Technology
- Dahn, Douglas C.**, BSc, MSc (Dalhousie), PhD (UBC)  
Associate Professor of Physics
- Daoust, Pierre-Yves**, DVM (Montreal), PhD (Saskatchewan), Diplomate of the American College of Veterinary Pathologists  
Professor of Anatomic and Wildlife Pathology
- Dasgupta, Satadal**, BSc, MSc, PhD (Calcutta)  
Professor Emeritus of Anthropology
- Davetian, Benet**, BA, MA, (Concordia), PhD (Sussex)  
Associate Professor of Sociology & Anthropology
- Davidson, T. Jeffrey**, DVM (Guelph), MSc (UPEI)  
Professor of Health Management
- Davis, Philip G.**, BA, MA, PhD (McMaster)  
Professor of Religious Studies
- Dawe, Earl**, BSc, MSc (Memorial)  
Adjunct Professor of Pathology and Microbiology
- Dawson, Susan D.**, BA (Rutgers), PhD (Pennsylvania)  
Associate Professor of Anatomy
- Desmarchelier, Marion**, BSc (NSAC), DVM (UPEI)  
Assistant Professor of Companion Animals
- DiGiorgio, Carla**, BA (Cape Breton), BSc, BEd (Dalhousie), MEd (St. FX), PhD (South Australia)  
Associate Professor of Education
- Dixon, Brent R.**, BSc, PhD (Calgary)  
Adjunct Professor of Health Management
- Dohoo, Ian R.**, DVM, PhD (Guelph)  
Professor of Epidemiology
- Dohoo, Susan**, DVM (Guelph), MSc (UPEI), Diplomate of American College of Veterinary Anaesthesiology  
Associate Professor of Pathophysiology
- Doiron, Jason**, BA Hons (UPEI), PhD (New Brunswick)  
Assistant Professor of Psychology
- Doiron, Raymond**, BA (UPEI), BEd (UPEI), MA (UBC), PhD (UBC)  
Professor of Education
- Domike, Reuben**, BSc (Georgia), PhD (MIT)  
Assistant Professor of Business Administration
- Doran, Gregory**, BA (Western Ontario), MA, PhD (UNB)  
Associate Professor of English
- Doucette, Tracy**, BA, PhD (UPEI)  
Assistant Professor of Biology
- Dowbiggin, Ian**, BA (McMaster), MA (Toronto), PhD (Rochester)  
Professor of History
- Doyle, Aimie**, DVM (UPEI), MSc (Illinois)  
Assistant Professor of Health Management
- Dubé, Caroline**, DVM (Montreal), MSc (Colorado)  
Adjunct Professor of Health Management
- Duckett, Wendy**, BSA, DVM (Saskatchewan), MS (Illinois), Diplomate of American College of Veterinary Internal Medicine  
Associate Professor of Health Management
- Duffy, J. Regis**, BA (SDU), MSc, PhD (Fordham)  
Adjunct Professor of Chemistry
- Duncan, Alan**, BCom (New Zealand)  
Assistant Professor of Business Administration
- Edmonds, Edward L.**, BA, MA (Oxon), MAEd (Sheffield), PhD (Leeds), FRHistS  
Professor Emeritus of Education
- Etkin, Nola**, BSc (Ottawa), PhD (Alberta)  
Associate Professor of Chemistry
- Evans, Gary**, BA, BComm (Windsor)  
Associate Professor of Business Administration
- Fast, Mark**, BSc (Dalhousie), MSc (UPEI), PhD (Dalhousie)  
Assistant Professor of Pathology and Microbiology
- Favaro, Basil**, BA, BEd (St. FX), MEd, PhD (Alberta)  
Associate Professor of Education
- Fedak, Janos**, BA, MA, PhD (Toronto)  
Professor of Fine Arts
- Ferguson, Janet**, BEd (British Columbia), EdM (Washington), PhD (Oregon)  
Associate Professor of Education
- Fitzpatrick, Shannon**, BSc (St. Mary's), MMath (Waterloo), PhD (Dalhousie)  
Associate Professor of Mathematics & Statistics
- Fofana, Bourlaye**, MSc, PhD (Belgium)  
Adjunct Professor of Biology
- Foley, Peter**, BSc (UPEI), MSc (Acadia), DVM (UPEI)  
Assistant Professor of Companion Animals
- Foley, Vickie**, RN, BN, MN (Newfoundland), PhD (Alberta)  
Assistant Professor of Nursing
- Forzan, Maria**, DVM (Mexico), MSc (UPEI), Residency (Connecticut)  
Assistant Professor of Pathology and Microbiology



- Fuentealba, I. Carmen**, DVM, MVSc (Austral de Chile), PhD (Liverpool)  
Adjunct Professor of Biomedical Sciences
- Furlong, Anne**, BA (Memorial), PhD (University College, London)  
Associate Professor of English
- Gabriel, Martha**, BA (Toronto), MEd (MSVU), PhD (Ottawa)  
Associate Professor of Education
- Gamble, Edward**, BCom (McMaster), MBA (Ireland)  
Assistant Professor of Business Administration
- Gardner, Ian**, BVSc (Australia), MPVM, PhD (Davis)  
Adjunct Professor of Health Management
- Gelens, Hans C. J.**, DVM (Utrecht), Diplomate of the American College of Veterinary Internal Medicine, Diplomate of the European College of Veterinary Internal Medicine—Companion Animals  
Associate Professor of Companion Animals
- Germain, Gilbert**, BA, MA (Carleton), PhD (Notre Dame)  
Associate Professor of Political Studies
- Giberson, Donna J.**, BSc (Calgary), MSc, PhD (Manitoba)  
Professor of Biology
- Gilroy, Cora**, DVM, MVSc (UPEI)  
Assistant Professor of Clinical Pathology
- Goddard, J. Tim**, BEd, MEd (Saskatchewan), PhD (Calgary)  
Professor of Education
- Good, Debbie L.**, BBA (UPEI), CFP, MBA (Athabasca), CA  
Assistant Professor of Business Administration
- Goslin, Khym**, BA, BEd, MEd (Lethbridge), PhD (Calgary)  
Assistant Professor of Education
- Gottschall-Pass, Katherine**, BSc (St. FX), PhD (Saskatchewan)  
Professor of Family & Nutritional Sciences
- Graham, Susan**, BBA (UPEI), MA, MPA (Dalhousie)  
Assistant Professor of Business Administration
- Gray, Frances M.**, AMus, BMus (McGill), MMus, DMus (Indiana)  
Professor of Music
- Grecco, Denis**, BA (St. Thomas), BTh/STB (Ottawa), MDiv (Toronto), STM, STL (Regis), PhD (St. Michael)  
Assistant Professor of Religious Studies
- Greenwood, Spencer**, BSc, MSc (Guelph), PhD (Dalhousie), DVM (Guelph)  
Assistant Professor of Biomedical Sciences
- Greer, Scott**, BA (Memphis), MS, PhD (York)  
Associate Professor of Psychology
- Groman, David B.**, BA (Lafayette), MSc (Connecticut), PhD (Idaho)  
Adjunct Professor of Pathology and Microbiology
- Guernsey, Judith**, BScHon (Carleton), MSc, PhD (Iowa)  
Adjunct Professor of Health Management
- Guignon, Daryl**, BSc (Mt. Allison), MSc (Laval)  
Adjunct Professor of Biology
- Guo, Linyuan**, BA (China), MEd, PhD (Alberta)  
Assistant Professor of Education
- Guy, Norma C.**, BSc (Dalhousie), DVM (Guelph), MSc (UPEI)  
Adjunct Professor of Companion Animals
- Hale, Lawrence R.**, BSc (Simon Fraser), PhD (McMaster)  
Associate Professor of Biology
- Hammell, K. Lawrence**, BSc, DVM (Guelph), MSc (UPEI)  
Professor of Health Management
- Hanna, Paul E. A.**, DVM, Diploma of Vet Path (Guelph), MSc (UPEI), Diplomate of the American College of Veterinary Pathologists  
Associate Professor of Anatomic Pathology
- Hanic, Louis A.**, BA, PhD (UBC)  
Professor Emeritus of Biology
- Hartwig, Sunny**, BSc, MSc, PhD (Toronto)  
Assistant Professor of Biomedical Sciences
- Heider, Lawrence E.**, DVM (Ohio State), Diplomate of the American College of Veterinary Preventive Medicine  
Professor Emeritus of Veterinary Medicine
- Hennessey, Sean M.**, BBA (UPEI), MBA (McGill), PhD (Lancaster)  
Professor of Business Administration
- Herbert, Rosemary J.**, BN, RN, MN (Dalhousie), PhD (McGill)  
Associate Professor of Nursing
- Hogan, Natacha**, BSc (UPEI), PhD (Ottawa)  
Assistant Professor of Biology
- Hopkirk, Gerry**, BSc (Mt. Allison), BEd, MA (Dalhousie), PhD (Alberta)  
Adjunct Professor of Education
- Horney, Barbara S.**, DVM, PhD (Guelph), Diplomate of the American College of Veterinary Pathologists  
Associate Professor of Clinical Pathology
- Horrocks, David, G. C.**, BMath, MMath, PhD (Waterloo)  
Associate Professor of Mathematics & Statistics
- Howard, Stephen L.**, BSc (Acadia), MSc (Western), PhD (Western)  
Associate Professor of Computer Science & Information Technology
- Hurnik, Daniel**, DVM (Guelph), MSc (UPEI)  
Associate Professor of Health Management
- Hurta, Robert**, BA, BSc, MSc, PhD (Manitoba)  
Associate Professor of Biology
- Ihle, Sherri L.**, DVM (Iowa State), MS (Purdue), Diplomate of the American College of Veterinary Internal Medicine  
Associate Professor of Small Animal Medicine
- Innes-Parker, Catherine**, BA (Hons), MA, (McMaster), PhD (Memorial)  
Professor of English
- Irvine, Gregory B.**, BMus (Toronto), MMus, DM (Northwestern)  
Associate Professor of Music
- Islam, Shafiqul**, BSc, MSc (Dhake), MSc, PhD (Concordia)  
Assistant Professor of Mathematics & Statistics
- Jackman, Paula**, BSc, MSc (Memorial)  
Adjunct Professor of Pathology and Microbiology
- Jelley, Blake**, BA, MA, PhD (Western)  
Assistant Professor of Business Administration
- Jeon, Byeong Hwa**, BS (Seoul), MS (Lund), PhD (Tokyo)  
Assistant Professor of Pathology and Microbiology
- Jia, Ye**, BA, MA, PhD (Western)  
Lecturer in Economics
- Johnson, Gerald**, DVM (Guelph), Diplomate of Veterinary Pathology (Saskatchewan), Diplomate of the American College of Veterinary Pathologists, Diplomate of Veterinary Aquatic Studies (Stirling)  
Professor of Fish Pathology
- Johnston, James**, BSc (Queen's), PhD (Calgary)  
Adjunct Professor of Pathology & Microbiology and Biomedical Sciences
- Johnston, Vickie A.**, BEd (UPEI), MEd (Dalhousie)  
Lecturer in Psychology and University 100
- Kamunde, Collins**, BVM, MSc (Nairobi), PhD (Ontario)  
Associate Professor of Biomedical Sciences
- Kantrowitz, Brett**, BA (Claremont College), DVM (California)  
Adjunct Professor of Companion Animals

- Kay, Denis**, BSc, MSc (Dalhousie), PhD (McGill)  
Adjunct Professor of Pathology & Microbiology
- Keefe, Gregory**, BSc (NSAC), DVM (Guelph), MSc (UPEI)  
Professor of Farm Service
- Kelton, David**, DVM, MSc, PhD (Guelph)  
Adjunct Professor of Health Management
- Kemp, James R.**, BSc, PhD (Guelph)  
Associate Professor of Biology
- Kerr, Russell**, BSc, PhD (Calgary)  
Professor of Chemistry & Biomedical Sciences
- Khan, Bobby V.**, BA (Vanderbilt), PhD (Tennessee)  
Adjunct Professor of Biomedical Sciences
- Khedhiri, Sami**, BSc (NSAC), DVM, MSc (UPEI)  
Associate Professor of Mathematics & Statistics
- Kibenge, Frederick S. B.**, BVM (Makerere), PhD (Murdoch), Diplomate of the American College of Veterinary Microbiologists  
Professor of Virology
- Kibenge, Molly**, BVM (Makerere), MSc, PhD (UPEI)  
Adjunct Professor of Pathology & Microbiology
- Kidd, Karen**, BSc (Guelph), PhD (Alberta)  
Adjunct Professor of Biology
- Klassen, Greg**, BSc, MSc (Guelph), PhD (Toronto)  
Adjunct Professor of Biology
- Koch, Erica**, BSc (Lynchburg College), DVM (Ross University)  
Assistant Professor of Health Management
- Koritansky, Peter**, BA (The Catholic University of America), PhD (Toronto)  
Assistant Professor of Religious Studies
- Krause, Juergen**, MSc, PhD (Germany)  
Associate Professor of Business Administration
- Krautwurst, Udo**, BA, MA (Manitoba), PhD (Connecticut)  
Associate Professor in Sociology & Anthropology
- Kujundzic, Nebojsa**, BA, MA (Sarajevo), PhD (Waterloo)  
Associate Professor of Philosophy
- Kulka, Marianna**, BA, BSc (Calgary), PhD (Alberta)  
Adjunct Professor of Biomedical Sciences
- Kurial, Richard G.**, BA (UBC), MA (Toronto), PhD (California/San Diego)  
Associate Professor of History
- Lacroix, Christian R.**, BSc, MSc (McGill), PhD (Guelph)  
Professor of Biology
- Lamont, Leigh**, DVM (Guelph), MSc (Illinois)  
Associate Professor of Companion Animals
- Landry, Thomas**, BSc, MSc (Moncton)  
Adjunct Professor of Health Management
- Lavallee, Jean**, BSc (Quebec), DVM (Montreal), MSc (UPEI)  
Adjunct Professor of Health Management
- Lavoie, Carlo**, BA (UMCE), MA (UQAR), PhD (UWO)  
Associate Professor of French
- Lawther, Derek W.**, BSc, MSc, PhD (Dalhousie)  
Associate Professor of Physics
- LeBlanc, David C.**, BSc (UNB), MSc (UBC)  
Lecturer in Computer Science & Information Technology
- LeBlanc, Stephen**, BSc (McGill), DVM, DVSc (Guelph)  
Adjunct Professor of Health Management
- Lee, Scott**, BA (MUN), MA (Western), PhD (Toronto)  
Associate Professor of French
- Lees, Jessie**, MA (Edinburgh), MEd (Dalhousie), PhD (Toronto)  
Adjunct Professor of Education
- Léger, David**, BSc, DVM, MSc (Guelph)  
Adjunct Professor of Health Management
- Lemke, Kip A.**, BSc, DVM, MSc (Illinois), Diplomate of the American College of Veterinary Anaesthesiologists  
Professor of Anaesthesiology
- Lemm, Richard**, BA (Simon Fraser), MA (Queen's), PhD (Dalhousie)  
Professor of English
- Leslie, Ken**, DVM, MSc (Guelph)  
Adjunct Professor of Health Management
- Lewis, P. Jeffrey**, BSc (UNB), DVM (AVC), MSc (MUN), PhD (Saskatchewan)  
Associate Professor of Bacteriology
- Li, Sean**, BSc (Hua Zhong), PhD (Australia)  
Adjunct Professor of Biology
- Lindsay, Geoffrey**, BA, BComm (Concordia), MA, PhD (Toronto)  
Associate Professor of English
- Linkletter, Barry**, BSc (UPEI), PhD (McGill)  
Associate Professor of Chemistry
- Litvak, Matthew**, BSc (York), MSc, PhD (Toronto)  
Adjunct Professor of Health Management
- Liu, Michael T. H.**, BSc (SDU), MA (St. FX), PhD (Ottawa)  
Professor Emeritus of Chemistry
- Locke, Andrea**, BSc, MSc (Guelph), PhD (Toronto)  
Adjunct Professor of Health Management
- Lofstedt, Jeanne**, BVSc (Onderstepoort), MS (Iowa State), Diplomate of the American College of Veterinary Internal Medicine  
Professor of Large Animal Medicine
- Lofstedt, Robert**, BVSc (Onderstepoort), MS (Saskatchewan), Diplomate of the American College of Theriogenologists  
Professor of Theriogenology
- López, Alfonso**, DVM (Tamaulipas, Mexico), MSc, PhD (Guelph)  
Professor of Anatomic Pathology
- McAuley, Alexander**, BA (UNB), BEd, MA (Queen's), EdD (Toronto)  
Associate Professor of Education
- McBurney, Scott**, BSc Wildlife Biology (Guelph), DVM (UPEI)  
Adjunct Professor of Pathology & Microbiology
- McCarthy, Mary Jean**, BN, RN, MN (Dalhousie)  
Assistant Professor of Nursing
- McClure, J Trenton**, DVM (Louisiana State), MSc (Wisconsin-Madison), Diplomate of the American College of Veterinary Internal Medicine—Large Animal  
Professor of Health Management
- McConkey, Sandra**, DVM (Guelph), PhD (UPEI), Diplomate American College of Veterinary Pathologists  
Associate Professor of Biomedical Sciences
- MacDonald, Alexander**, BA, BEd (UPEI), BSpEd (Memorial), MEd (Alberta), PhD (McGill)  
Adjunct Professor of Education
- MacDonald, Dany**, BA (Bishop's), MA, PhD (Queen's)  
Assistant Professor of Family & Nutritional Sciences
- MacDonald, Edward**, BA (UPEI), MA, PhD (Queen's)  
Associate Professor of History
- MacDonald, Gordon W.**, BSc (Dalhousie), MSc, PhD (Toronto)  
Professor of Mathematics & Statistics
- MacDonald, Jo-Ann**, BN (St. FX), MN (Dalhousie)  
Assistant Professor of Nursing
- MacDonald, Roberta**, BA, MBA (Dalhousie), PhD (Lancaster)  
Professor of Business Administration
- MacDonald, Ron**, BSc (UCCB), BEd, MEd (St. FX), PhD (South Australia)  
Assistant Professor of Education



- McDuffee, Laurie**, B.S. (Colorado), DVM (Colorado State), PhD (California), Diplomate of the American College of Veterinary Internal Medicine—Large Animal  
Associate Professor of Health Management
- MacEwen, Don B.**, BScE, MScE (UNB)  
Professor of Engineering
- MacFarlane, Amy**, BBA (Acadia), CA (British Columbia)  
Assistant Professor of Business Administration
- McInnis-Perry, Gloria**, BScN (St. FX), MScN (Boston College), PhD (Catholic University of America)  
Associate Professor of Nursing
- MacIntyre, Janet**, RN (PEI), BN (New Brunswick), MN (Athabasca)  
Assistant Professor of Nursing
- McIntyre, John**, BA (Simon Fraser), PhD (McGill)  
Assistant Professor of English
- McKenna, Peter**, BA, MA, PhD (Dalhousie)  
Professor of Political Studies
- McKenna, Shawn**, BSc, DVM, PhD (UPEI)  
Assistant Professor of Health Management
- MacKinnon, Stacey**, BSc, MSc, PhD (Calgary)  
Assistant Professor of Psychology
- MacLaine, Brent**, BEd (UPEI), MA (East Anglia), PhD (UBC)  
Professor of English
- MacLellan, Debbie**, BSc (UPEI), MSc (Alberta), PhD (Sask)  
Professor of Family & Nutritional Sciences
- MacMillan, Kathleen**, MSc, DVM (UPEI)  
Assistant Professor of Health Management
- MacMillan, Pamela**, BA (St FX), BEd (UNB), MFr (Laval)  
Lecturer in Education
- MacNeil, Don**, BEng (St. Mary's), MSc, DSc (Ågo Akademi University)  
Lecturer in Engineering
- McNiven, Mary A.**, BScAgr (Guelph), Agr Dr (Swedish Univ. of Agricultural Sciences)  
Professor of Animal Science
- MacQuarrie, Colleen**, BA (UPEI), MA (Carleton), PhD (Simon Fraser)  
Associate Professor of Psychology
- Magrath, Jane**, BA, MA (Guelph), PhD (Alberta)  
Associate Professor of English
- Mahar, Gerry J.**, BA (Guelph), BComm (Windsor), BEd (Queen's), BSc (SUNY-Albany), MAsc (Waterloo), MEd (Toronto), PhD (Waterloo)  
Assistant Professor of Business Administration
- Markham, Frederick**, BSc, PhD (Guelph)  
Associate Professor of Immunology
- Martinson, Shannon**, BSc (UNB), DVM, MVS (UPEI)  
Adjunct Professor of Pathology and Microbiology
- Mayne, Michael**, BSc (UPEI), PhD (Toronto)  
Adjunct Professor of Biomedical Sciences
- Miller, Lisa Maag**, BSc, DVM, PhD (Washington State), MEd (UNB), Diplomate of the American College of Veterinary Pathologists  
Professor of Anatomic Pathology
- Miller, Tess**, BSc (York), BEd (Toronto), MEd (Queen's)  
Assistant Professor of Education
- Milne, David**, BA (Queen's), MA, PhD (Toronto)  
Professor Emeritus of Political Studies
- Mitchell, Jean**, BA (UPEI), MA (Carleton), MA, PhD (York)  
Associate Professor of Sociology & Anthropology
- Moake, Peter**, BSc (Massachusetts), BSc (Pennsylvania), DVM (Minnesota)  
Assistant Professor of Companion Animals
- Morado, Frank**, BSc (Colorado State), MSc, PhD (Washington State)  
Adjunct Professor of Pathology and Microbiology
- Moran, James E.**, BA, MA, PhD (York)  
Associate Professor of History
- Muckle, Anne**, DVM, MSc, PhD (Guelph)  
Associate Professor of Pathology and Microbiology
- Muirhead, Tammy**, BSc (NSAC), DVM, ACVIM, MSc (UPEI)  
Assistant Professor of Biomedical Sciences
- Murnaghan, Donna**, RN, BScN (UNB), MN (Dalhousie), PhD (Helsinki)  
Associate Professor of Nursing
- Murray, Christina**, BA, BScN (UPEI), MN (Alberta)  
Assistant Professor of Nursing
- Murray, Malcolm**, BA, MA, PhD (Waterloo)  
Professor of Philosophy
- Murray, Shannon**, BA (Dalhousie), MA, PhD (Alberta)  
Professor of English
- Myers, Sharon**, BA (Mt. Allison), MA (St. Mary's), PhD (New Brunswick)  
Assistant Professor of History
- Nagarajan, Palanisamy**, BA, MA (Mysore), PhD (Kansas)  
Professor Emeritus of Economics
- Neill, Robin**, BA, MA (Toronto), PhD (Duke)  
Adjunct Professor of Economics
- Nelson, Carolanne**, BSc (Alberta), PhD (UBC)  
Assistant Professor of Family & Nutritional Sciences
- Neto, Catherine**, BSc (Mass.), PhD (Brown)  
Adjunct Professor of Family & Nutritional Sciences
- Nilsson, Thomy**, BSc (Rensselaer), MSc, PhD (Alberta)  
Professor Emeritus of Psychology
- Noxon, James O.**, BSc, DVM (Colorado State)  
Adjunct Professor of Companion Animals
- O'Grady, Brendan**, BA (Notre Dame), MA (Columbia), PhD (Ottawa), LLD (UPEI)  
Professor Emeritus of English
- Ogilvie, Timothy H.**, DVM, MSc (Guelph), Diplomate of the American College of Veterinary Internal Medicine  
Professor of Large Animal Medicine
- Opps, Sheldon**, BSc (Guelph), MSc (Toronto), PhD Guelph  
Associate Professor of Physics
- Ortenburger, Arthur**, BS (Bacteriology), BS (Vet Sci), DVM (Washington State), MS (Michigan State)  
Associate Professor of Large Animal Surgery
- Pack, LeeAnn**, BSc (Arkansas), DVM (Louisiana State)  
Assistant Professor of Companion Animals
- Page, Frederick**, BSc, MSc (UNB), PhD (Dalhousie)  
Adjunct Professor of Health Management
- Papps, Fiona Ann**, BA (Sydney), PhD (Macquarie)  
Assistant Professor of Psychology
- Parmley, Jane**, DVM (Saskatchewan), PhD (Guelph)  
Adjunct Professor of Health Management
- Peach Brown, H. Carolyn**, BSc (Acadia), MSc (Guelph), PhD (Cornell)  
Assistant Professor of Biology
- Pearson, Jason**, BSc, Btech (Cape Breton), PhD (Dalhousie)  
Assistant Professor of Chemistry
- Pedlar, David**, BA (Western Ontario), MA (British Columbia), MS (Southern California), PhD (Western Reserve)  
Adjunct Professor of Nursing
- Penner, Audrey**, BSc (Waterloo), MEd (UPEI), PhD (Calgary)  
Adjunct Professor of Education
- Peters, Wayne**, Dip. in Engineering (UPEI), BSc, MSc, PhD (UNB)  
Associate Professor of Engineering
- Pohle, Gerhard**, BSc, PhD (Toronto)  
Adjunct Professor of Biology

- Polson, James**, BSc, MSc (Guelph), PhD (UBC)  
Associate Professor of Physics
- Pratt, T. K.**, BA, MA (Toronto), PhD (London)  
Professor Emeritus of English
- Quijon, Pedro**, BSc, MSc (Chile), PhD (Memorial)  
Associate Professor of Biology
- Quinlan, Kevin**, BEd (Memorial), MEd (New Brunswick),  
DEd (Ontario)  
Adjunct Professor of Education
- Rainnie, Donald**, BSc (Manitoba), MSc (Saskatchewan), PhD  
(UBC), DVM, MVSc (Saskatchewan)  
Adjunct Professor of Pathology & Microbiology
- Raiswell, Richard**, BA (Carleton), MA, PhD (Toronto)  
Assistant Professor of History
- Randall, James**, BA, MA (York), PhD (Washington)  
Professor of Island Studies
- Rankaduwa, Wimal**, BA, MSc (Peradeniya), MA,  
PhD (Dalhousie)  
Professor of Economics
- Reesor, F. Alan**, BMus (Toronto), MMus (Eastman School of  
Music), AMus (Western), DCnL (KCNS), FRSA  
Professor Emeritus of Music
- Reid, Gary**, BSc, PhD (UNB)  
Adjunct Professor of Chemistry
- Revie, Crawford**, BSc (Strathclyde), MSc (Sussex), PhD  
(Strathclyde)  
Professor of Health Management
- Reyher, Kristin**, BSc (Florida), DVM (Cornell)  
Assistant Professor of Health Management
- Reynolds, Donald**, BSc, DVM, PhD (Ohio)  
Professor of Pathology & Microbiology
- Richards, Eric**, BSc (UNB), MA (Manitoba), PhD (Waterloo)  
Assistant Professor of Psychology
- Richards, Judy Lynn**, BASc (Guelph), MA (Western Ontario)  
Associate Professor of Sociology & Anthropology
- Riveroll, Angela**, BSc, PhD (Dalhousie)  
Adjunct Professor of Pathology & Microbiology
- Robb, S. Andrew**, BA (UBC), MA (Simon Fraser)  
Professor Emeritus of History
- Robertson, Harold A.**, BA, MSc (Western), PhD (Univ. of  
Cambridge)  
Adjunct Professor of Biomedical Sciences
- Rodriguez-Lecompte, Juan Carlos**, DVM, MSc (Columbia),  
PhD (UPEI)  
Adjunct Professor of Health Management
- Ross, Neil**, BSc, PhD (McGill)  
Adjunct Professor of Pathology & Microbiology
- Roy, Jean-Philippe**, DVM, MSc (Montreal)  
Adjunct Professor of Health Management
- 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)  
Professor of Psychology
- Saad, Nasser**, BSc (Ain Sames), MSc, PhD (Concordia)  
Associate Professor of Mathematics & Statistics
- Saleh, Tarek M.**, BSc, PhD (Western Ontario)  
Professor of Physiology
- Samis, Karen**, BSc, MSc (Guelph), PhD (Queen's)  
Assistant Professor of Biology
- Sanchez, Javier**, DVM (Rio Cuarto), PhD (UPEI)  
Associate Professor of Health Management
- Sanford, Carolyn**, DVM, 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
- Siah, Ahmed**, BSc (Marseille), BSc, MSc (France), PhD  
(Quebec)  
Adjunct Professor of Pathology and Microbiology
- 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
- Sinclair, Glenn**, BA, BEd, MEd, PhD (Alberta), MA  
(Minnesota)  
Adjunct Professor of Education
- Singh, Amreek**, BVSc, AH (Col of Vet Sc, Mathura, India),  
MSc, PhD (Guelph)  
Professor Emeritus of Veterinary Medicine
- Slemmer, Jennifer**, BA (Richmond), PhD (Eramus  
Universiteit Rotterdam)  
Adjunct Professor of Biology
- 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
- 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
- Spears, Jonathan**, BSc, DVM, MVSc (UPEI)  
Assistant Professor of Biomedical Sciences
- Srebrnik, Henry**, BA, MA (McGill), MA (Brandeis), PhD  
(Birmingham)  
Professor of Political Studies
- Srigley, Ron**, BA, MA, PhD (McMaster)  
Assistant Professor of Education
- Stevens, Don**, BSc (Victoria) MSc, PhD (UBC), PDF  
(Standford)  
Adjunct Professor of Biomedical Sciences
- Stewart, Tonya**, BA, DVM (North Carolina)  
Assistant Professor of Companion Animals
- 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

**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)  
Professor of Family & Nutritional Sciences &  
Adjunct Professor of Health Management

**Teather, Kevin**, BSc (Brock), MSc (Queen's), PhD (Carleton)  
Associate Professor of Biology

**Tefft, Karen**, BSc, DVM (Wisconsin), MVSc (UPEI)  
Assistant Professor of Companion Animals

**Therriault, Thomas**, BSc (Wilfred Laurier), MSc (Memorial),  
PhD (McMaster)  
Adjunct Professor of Health Management

**Thomas, Suzanne**, BA (Toronto), BEd (York), MEd, PhD (Toronto)  
Associate Professor of Education

**Tilleczek, Kate**, BA Honours (Wilfrid Laurier), BEd (Nipissing), MA (Laurentian), PhD (Toronto)  
Associate Professor of Education

**Timmons, Vianne**, BA (Mt. Allison), BEd (Acadia), MEd (Gonzaga), PhD (Calgary)  
Adjunct Professor of Education

**Townsend, Elizabeth**, BSc (Toronto), MEd (St. FX), PhD (Dalhousie)  
Adjunct Professor of Education

**Tremblay, John**, BSc, MSc (Guelph), PhD (Dalhousie)  
Adjunct Professor of Pathology and Microbiology

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

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

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

**VanKampen, Jackalina**, BSc (McGill), MSc (Ontario), PhD (British Columbia)  
Adjunct Professor of Biomedical Sciences

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

**Velaidum, Joe**, BA, MA, (Wilfrid Laurier), PhD (McMaster)  
Associate 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

**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

**Westcott, Jillian**, BSc (NSAC), PhD (UPEI)  
Adjunct Professor of Health Management

**Whelan, William**, BSc (UPEI), MSc, PhD (McMaster)  
Professor of Physics & Biomedical Sciences

**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

**Wiebe, Sean**, BA, BEd, MA (British Columbia)  
Assistant Professor of Education

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

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

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

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

**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), PhD (Alberta)  
Assistant Professor of Computer Science and Information Technology

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

**Zidichowski, Jeffrey**, BSc (Ontario) PhD (Alberta)  
Adjunct Professor of Biomedical Sciences

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

## LIBRARIANS

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

**Melissa Belvadi**, BA, MLS (California)  
Emerging Technologies & Metadata Librarian

**M. Catherine Callaghan**, BA (UPEI), MLS (Dalhousie)  
Reference & Circulation Librarian

**M. Dawn Hooper**, BSc (UPEI), MLS (Dalhousie)  
Data & Research Librarian

**Betty M. Jeffery**, BA (Acadia), MLS (McGill)  
Instruction & Education Services Librarian

**Suzanne Jones**, BA (York), MLS (Dalhousie)  
Outreach & Communications Librarian

**Simon Lloyd**, BA (Kings College), MLS (Dalhousie)  
Archives & Special Collections Librarian

**Donald S. Moses**, BA (UPEI), MLS (Western)  
Collections & eResources 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, CM

**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**  
Linnell Edwards  
Leonard Gaudet  
Scott Harper

Gordon MacKay  
Elizabeth Maynard  
Lynn Murray  
Margo Thompson  
Nancy Wallace  
Frank Zhou

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

Barbara Campbell, BN, MN, PhD  
David Buck, BA, MPA, DPhil

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

David Sims, BA, PhD  
To be determined

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

Alicia Bremner  
Andrew MacPherson

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

Rob Livingstone, Student Union President  
Danielle MacDonald, Student Representative

**Six members elected by the Board**

Fred Hyndman, Chair of the Board of Governors  
Jeannette Arseneault  
Tom Cullen  
Glenn Hynes  
Pat Sinnott  
Joseph Revell, BCom, MBA

**SENATE**

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

**Ex Officio**

- H. Wade MacLauchlan, BBA, LLB, LL.M, CM President (Chair)
- James Randall, BA, MA, PhD Vice-President, Academic
- Gary Bradshaw, BEng, MBA Vice-President, Finance & Facilities
- Katherine Schultz, BSc, MA, PhD Vice-President, Research & Development
- Brian D. Wagner, BSc, PhD Assistant Vice-President, Graduate Studies
- Kathleen Kielly, BA Registrar
- Richard Kurial, BA, MA, PhD Dean of Arts
- Christian Lacroix, BSc, MSc, PhD Dean of Science
- J. Tim Goddard, BEd, MEd, PhD Dean of Education
- Roberta MacDonald, BA, MBA, PhD Dean of Business Administration
- Donald Reynolds, BSc, DVM, PhD Dean of Veterinary Medicine
- Kim Critchley, BScN, RN, MN, PhD Dean of Nursing
- Jeanette MacAulay, BBA Director of Life Long Learning

- Mark Leggott, BSc, MSc, MLIS University Librarian
- Rob Livingstone President of Student Union

**Alumni Representative**

- Walter Bradley

**Board Representative**

- Linnell Edwards

**Students**

- Patrick Callbeck
- Margaret Doyle (MAPUS)
- Brittany Banks
- Bob Deziel
- Kyle Murnaghan
- Robbie Saada

**Elected by the Teaching Faculty**

**Term expires 30 June 2011**

- Benet Davetian, MA, PhD—Sociology & Anthropology
- Frances Gray, Amus, BMus, MMus, DMus—Music
- Brent MacLaine, BEd, MA, PhD—English
- Malcolm Murray, BA, MA, PhD—Philosophy
- David Seeler, MSc, DVM—Companion Animals
- Michael Shaver, BSc, PhD—Chemistry
- David Sims, BA, PhD—Biomedical Sciences (Faculty at Large)
- Andrew Trivett, Dip Eng, BEng, PhD—Engineering

**Term expires 30 June 2012**

- David Buck, BA, MPA, DPhil—Classics
- Doreley Coll, BA, MA, PhD—Modern Languages
- Greg Doran, BA, MA, PhD—English
- Kathy Gottschall-Pass, BSc, PhD—Family & Nutritional Sciences
- Alfonso López, DVM, MSc, PhD—Pathology & Microbiology
- Henrik Stryhn, MA, PhD—Health Management
- Marva Sweeney-Nixon, BSc, MSc, PhD—Biology
- Joe Velaidum, BA, MA, PhD—Religious Studies

**Term expires 30 June 2013**

- Barbara Campbell, BN, MN, PhD—Nursing
- Lisa Chilton, BA, MA, PhD—History (Faculty at Large)
- Sue Dawson, BA, PhD—Biomedical Sciences
- Reuben Domike, BSc, PhD—Business
- Ian Dowbiggin, BA, MA—History
- Neb Kujundzic, BA, MA, PhD—Philosophy (Faculty at Large)
- Suzanne Thomas, BA, BEd, MEd, PhD—Education

**UNIVERSITY OFFICIALS**

**Barbara Hagerman**

Lieutenant Governor of the Province of Prince Edward Island—Visitor

**William E. Andrew, Dip. Eng, BEng**

Chancellor

**H. Wade MacLauchlan, BBA, LLB, LL.M, CM**

President and Vice-Chancellor

**Ronald J. Baker, OC, BA, MA, LLD**

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

**James Randall, BA, MA, PhD**  
Vice-President, Academic

**Gary Bradshaw, BEng, MBA**  
Vice-President, Finance & Facilities

**Katherine Schultz, BSc, MA, PhD**  
Vice-President, Research & Development

**Brian Wagner, BSc, PhD**  
Assistant Vice-President of Graduate Studies

**Richard Kurial, BA, MA, PhD**  
Dean of Arts

**Roberta MacDonald, BA, MBA, PhD**  
Dean of Business Administration

**J. Tim Goddard, BEd, MEd, PhD**  
Dean of Education

**Kim Critchley, BScN, RN, MN, PhD**  
Dean of Nursing

**Christian Lacroix, BSc, MSc, PhD**  
Dean of Science

**Donald Reynolds, BSc, DVM, PhD**  
Dean of Veterinary Medicine

**Kathleen Kielly, BA**  
Registrar

**Joan Masterson, BBA, CGA**  
Assistant Dean, Administration & Finance,  
Atlantic Veterinary College

**Lisa Maag Miller, BSc, DVM, PhD, MEd**  
Associate Dean of Academic & Student Affairs

**Jeffrey Wichtel, BVSc, PhD**  
Associate Dean of Graduate Studies & Research

**Darcy Shaw, DVM, MVSc**  
Associate Dean of Professional Services

**Philip Hooper, BBA, CGA**  
Comptroller

**Margaret (Peggy) Leahey, BA**  
Director, Human Resources

**Jeanette MacAulay, BBA**  
Director, Centre for Life-Long Learning

**Ron Annear, BBA**  
Director, Athletics & Recreation

**Greg Clayton, BEng**  
Director, Facilities Management

**Laura Lee Noonan, BA, MA**  
Interim Director, Student Services

**Yuqin Gong, BA, MS, PhD**  
Institutional Research Officer

**Mark Leggott, BSc, MSc, MLIS**  
University Librarian

**Barb Campbell, RN, BN, MN, PhD**  
Director, Webster Centre for Teaching & Learning

**Glenda Clements-Smith, BA**  
Director, Integrated Communications

**Jonathan Oliver, BA, BEd**  
Director, Conference and Ancillary Services

**Blair Vessey, BSc**  
Director, Information Technology Systems  
& Services

**Allan Hughes, BBA, CMA**  
Manager, Accounting Office



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

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

#### ANCILLARY SERVICES

##### Bookstore

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

Our phone number is 566-0625 and our email address is [bookstore@upei.ca](mailto:bookstore@upei.ca).

##### Conference Services

[upei.ca/conference](http://upei.ca/conference)

Conference Services 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 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 Organizer's Association and more. The office is located in room 121 of Andrew Hall.

##### Food Services

[dineoncampus.ca/upei](http://dineoncampus.ca/upei)

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), the Courtyard Café (located in the W.A. Murphy Student Centre) and Samuel's (located in the Robertson Library). The Wanda Wyatt Dining Hall (which is attached to Andrew Hall) 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 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

[upei.ca/residence](http://upei.ca/residence)

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 to residence online or interested in additional information can visit the Residence website above. Students can also contact Residence Services directly by email at [residence@upei.ca](mailto:residence@upei.ca) or phone (902) 566-0330

#### ATHLETICS AND RECREATION

[upei.ca/athletics](http://upei.ca/athletics)

##### General

The Department of Athletics and Recreation provides UPEI students with a wide variety of physical activities from free play to high performance athletics. The Sports Centre provides a wealth of opportunities to get active and improve your overall health. It has a state-of-the-art fitness centre, jogging/walking track, racquetball/squash courts and basketball/volleyball courts. Also available are fitness classes, fitness assessment and the services of a personal trainer.

##### Recreation

The recreation program provides competitive opportunities for students who enjoy structured sport, but who are not interested in intercollegiate competition. Or drop by for free-time activities where equipment is available free of charge. These opportunities are promoted to residence, faculty and all students with the hope that they become more active.

##### Panther Sport

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)
- Rugby (women)
- Basketball (men & women)
- Hockey (men & women)
- Swimming (men & women)
- Field Hockey (women)

##### Facilities

The Sports Centre houses the indoor facilities on campus and is an excellent spectator facility for the intercollegiate program.

Other facilities include the Turf Facility, the new Athletics Facility/Alumni Place and outdoor volleyball courts. 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

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. Two programs are available: full daycare for children four months to five years and a part-day, part-week program (mornings or afternoons) for three- and four-year-olds. Application for child care on campus should be made well in advance as space is limited, particularly for children aged two and under.

## CENTRE FOR LIFE-LONG LEARNING

[lifelonglearning.upei.ca](http://lifelonglearning.upei.ca)

The Centre for Life-Long Learning was created in 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 Don & Marion McDougall Hall, the Centre offers short courses, online courses, credit and non-credit certificates, and customized training. In addition, the Centre provides advice and supports for adult learners wishing to return to school. It also administers a number of summer institutes and English summer language programs.

### Bachelor of Integrated Studies (BIS)

[lifelonglearning.upei.ca/creditsstudies/bis](http://lifelonglearning.upei.ca/creditsstudies/bis)

New opportunities are opening for adults who have an unfinished degree or unfulfilled dreams of someday beginning and attaining a degree. The three-year Bachelor of Integrated Studies (BIS) places the unique needs of adult learners in focus, with a distinct entry point, ongoing learner supports, a broad choice of courses to meet employment requirements and personal interests, and faculty who are noted for their strength in teaching.

### Conflict Resolution Studies

[upei.ca/lifelonglearning/conflict](http://upei.ca/lifelonglearning/conflict)

Our program envisions a community which is 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. With a full slate of core and optional courses for application to workplace, family, organization, and other environments, ours is one of the most comprehensive professional development programs in conflict studies in Canada.

### Faculty Development Summer Institute

[/lifelonglearning.upei.ca/professionaldevelopment/FDSInstitute](http://lifelonglearning.upei.ca/professionaldevelopment/FDSInstitute)

Since 1984, hundreds of participants have had an opportunity to work with professors from Canadian, United States 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! 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.

### Prior Learning Assessment and Recognition (PLAR)

[lifelonglearning.upei.ca/plar](http://lifelonglearning.upei.ca/plar)

PLAR is available to individuals who have been admitted to an undergraduate program of study at UPEI and who believe the skills and knowledge gained from their life, work, and non-formal educational experiences are equivalent to the outcomes identified in a course or program at the University. PLAR is particularly suited to adult learners, helping them gain credits for prior learning in order to avoid repetition of learning and reduce the time and costs involved in completing their degree.

### ProfitLearn PEI

[profitlearn.upei.ca](http://profitlearn.upei.ca)

ProfitLearn PEI is a highly regarded approach to business training for the small business owner-operator in Prince Edward Island. Over 4500 participants have taken the short term, practical, affordable workshops delivered in communities across PEI since 2003. In partnership with community business development providers (Chambers of Commerce, CBDC's, PEI Business Women's Association etc), ProfitLearn delivers sessions in more than a dozen communities across the Province. The success of ProfitLearn stems from the foundational business management content provided by facilitators. These local trainers have extensive business experience and are skilled at providing workshops that are interactive, informative, and applicable to Island entrepreneurs and small business owner/managers. ProfitLearn is funded through a partnership of Innovation PEI and Atlantic Canada Opportunity Agency (ACOA) and is coordinated by the Centre for Life-Long Learning at UPEI. For more information: [marweeks@upei.ca](mailto:marweeks@upei.ca)

### Seniors College of Prince Edward Island

[seniorcollege.ca](http://seniorcollege.ca)

The Seniors College of Prince Edward Island is a non-profit, board-governed, volunteer, membership-based organization that provides stimulating and affordable non-credit 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.

### Summer EAL Program

[lifelonglearning.upei.ca/summer-esl-student](http://lifelonglearning.upei.ca/summer-esl-student)

English as an Additional 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 local culture. Courses and activities are offered in English at the introductory, intermediate and advanced levels.

## CHAPLAINCY CENTRE

[upei.ca/chaplain](http://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. Our UPEI Campus Minister provides a spiritual presence that is supportive of students, faculty, administration and staff. Spiritual accompaniment and pastoral counseling, as well as opportunities for inquiry into faith and programs designed to enhance social, intellectual, and personal growth are offered. The Centre is student-driven – new ideas are welcome. Drop in. Regular opportunities for worship of all faiths are available at the Chaplaincy Centre.



## INFORMATION TECHNOLOGY SYSTEMS & SERVICES

[upei.ca/itss](http://upei.ca/itss)

The 2009–2012 Strategic Plan for the Department of Information Technology Systems and Services includes the department's mission statement:

Our mission is to provide information technology services and assistance to members of the campus community, and to maximize the benefits this technology can bring to our clients. To fulfil this mandate we direct our energies and resources in several ways:

- By selecting, installing, configuring, maintaining, repairing, and optimizing a wide variety of IT assets including personal computer hardware and software systems, servers and the services they offer, and the campus computer network;
- By providing advice and assistance in the selection and use of information technologies;
- By developing custom software solutions to meet institutional needs;
- By investigating new and innovative ways to utilize information technology to solve the problems and meet the opportunities presented to the campus.

The department's clientele includes all members of the University community. IT Systems and Services' role within this community is multi-faceted, as reflected by the division of the department into three groups: Operations, Information Systems, and Audiovisual Services. The department is located at the south end of level 200 in the Atlantic Veterinary College.

### Operations Group

This group of dedicated staff members are responsible for providing our clients with regular IT advice, support, and assistance, as well as ensuring the smooth operation of key campus IT assets, including the campus data network, servers, data storage systems, and a wide variety of services that depend on this underlying infrastructure. The initial point of contact for most clients, the Help Desk (566-0465, [helpdesk@upei.ca](mailto:helpdesk@upei.ca)), is part of the Operations Group.

### Information Systems Group

Through their knowledge, skill, and tireless efforts, this group has developed critical software systems that support the University as a whole, as well as specialized systems to support the requirements of service areas in the Atlantic Veterinary College. They continue to support the use, maintenance, and development of these systems to maximize the benefit that IT can bring to the operation of the institution.

### Audiovisual Services

Audiovisual Services provides a full range of audiovisual services to faculty, staff, and students. Located on the south end of level 200 of the Atlantic Veterinary College, Audiovisual Services provides audio and video production services, equipment rentals, 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.

## INSTITUTE OF ISLAND STUDIES

[upei.ca/iis](http://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 around the world. The IIS is located on the first floor of Main Building.

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 Prince Edward Island history, culture, society, economy and environment; and models for small island governance, economic development, ocean and coastal resource management, and land use. Since 1994, the IIS has engaged in an active international program, (formerly known as the North Atlantic Islands Programme, now the North Atlantic Forum) which facilitates research projects, exchanges and networking activities that are devoted to self-reliant economic development in islands of the North Atlantic.

Currently, the Institute's activities vary from year to year but often include public forums on major contemporary issues, invited speakers from many islands of the world, an island to island literary exchange with Tasmania, collaborative research with community partner organisations on a wide range of issues important to Island communities, and international internships.

The IIS is also home to Island Studies Press, which publishes, for both popular and academic audiences, books about Prince Edward Island and other islands. The Director of the IIS is also on the publishing team for the online, freely accessible and peer-reviewed Island Studies Journal.

## INTEGRATED COMMUNICATIONS

[upei.ca/integratedcommunications](http://upei.ca/integratedcommunications)

Integrated Communicationa is located in the Robertson Library annex. 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 Communications 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 Communications 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.

## INTERNATIONAL OFFICE

[upei.ca/internationalization](http://upei.ca/internationalization)

The International Office at UPEI was established in September 2008 to help internationalize our campus community. It focuses on providing leadership on international protocol and helping to internationalize the learning environment across campus. The Office also supports internationalization through service and outreach while enhancing the profile of our campus community. One main

feature of the Office is fostering and sustaining university-wide connections with international stakeholders from Canadian and foreign governments, internationally engaged community organizations, and post-secondary and research institutions from other regions.

#### **International Student Exchange Program**

The University offers students the opportunity to enrich their degrees through the International Student Exchange program. Students can study at one of the University's international partner schools while paying UPEI tuition and gaining full academic credit toward their degree. All inquiries should be directed to the International Office.

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

[upei.ca/lmm](http://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. More recently, the LMMI has been developing research collections of rare and valuable publications and realia documenting Montgomery's life and work, and has implemented a Visiting Scholar's program. The LMMI collections and the Visiting Scholar's office are housed at the UPEI Robertson Library.

#### **PRINCE EDWARD ISLAND HEALTH RESEARCH INSTITUTE**

[upei.ca/peihri](http://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**

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

The Robertson Library is the major research library for Prince Edward Island. It was opened in January of 1975 replacing the former Kelley Memorial Library which included collections from the former Saint Dunstan's University and the Prince of Wales College.

The Library provides a variety of print and electronic resources to support the curriculum and research needs of students and faculty at the University of Prince Edward Island. The Library also offers information literacy classes and research assistance, both quick reference and in-depth consultation. Resources are available to UPEI users both on site and from off-campus. Special features of the Library include a specialized PEI collection, computer labs, a language laboratory, and media collaboratory. Initiatives include the development of a virtual research environment, the IslandScholar repository of faculty

publications, and digitization projects such as IslandLives.

The Island community is welcome to make use of the Library and its resources.

#### **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.

#### **STUDENT SERVICES**

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

The Department of Student Services is a partner in the educational mission of the University, and is primarily concerned with students' personal and academic development. Students have access to a variety of professional supports and resources to assist with reaching their full potential.

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 or 1-800-606-UPEI (8734) to access any of the services listed.

- **Academic Guidance**

Students who are considering changing their faculty of study, course registrations or suspending their studies are encouraged to contact the Department of Student Services to meet with an academic advisor and discuss the options available to them.

- **First-year Advisement Centre (FYAC)**

All first-year students are strongly encouraged to participate in First-Year Advisement located within the Department of Student Services. First year students can meet with an academic advisor as early as March 1st to discuss their course requirements and to access early course registration. First year students can also arrange for a personal or group tour of the campus and to meet faculty members in a discipline of their interest.

- **New Student Orientation (NSO)**

New students are welcomed and celebrated as part of the annual New Student Orientation program! This crucial program provides students with opportunities to participate in a variety of events to learn more about campus supports and services; to meet other students; and to become actively engaged as a part of the campus community. To find out more visit: [upei.ca/studentsservices/nso](http://upei.ca/studentsservices/nso).

- **Jumpstart**

Jumpstart is an online community for incoming students. Through Jumpstart, students can: introduce themselves and interact with other incoming students prior to arrival at UPEI; get information to help with the transition into the UPEI community; and connect with various campus services and events. After receiving an offer from UPEI, future students can access Jumpstart through [upei.ca/studentsservices/prospectivestudents](http://upei.ca/studentsservices/prospectivestudents).

- **Career Services Centre**

The Career Services 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 résumé, preparing for the job interview, contacting employers, and preparing covering letters and applications.

- **Counselling**

Professional 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 admission 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 also available. Students can access counselling support to address 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.

- **International Student Support**

International students studying at UPEI are encouraged to contact an 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.

- **Financial Aid**

A financial aid advisor can assist students with their finances. Students can learn more about their federal and/or provincial student loan processes and application, as well as any other financial resources that may be available to them.

- \* **Scholarship and Awards Office**

The Scholarships and Awards Office provides students with the information necessary to learn about and apply for scholarships, bursaries, and awards. Explore our new searchable online database for Scholarships, Bursaries, and Awards. Choose your search criteria from Award Type, Student Status, Faculty, or Major; submit your query; and click on any of the linked award results for more information.

- **The Diversity Office**

The Diversity Office works to ensure that all students have equitable opportunities, supports, and resources on campus, regardless of gender, socio-economic background, race/ethnic or cultural group, sexuality, religion, age, or ability.

- **Health Centre**

[upei.ca/healthcentre](http://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 promotes 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.

## THE STUDENT UNION

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

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

- **Mission**

The UPEI Student Union is a non-profit democratic representation of students. We are dedicated to fostering pride in the university, the betterment of university life, and enhancing the student experience at UPEI. We value our independence as an organization while maintaining effective relationships with the university and surrounding community.

- **Core Values**

Representation for all students  
Transparency, Honesty, and Accountability  
Fun, Participation and Engagement  
Progress (Growth, Strength, Best Practices, Creative Solutions, etc.)  
Sustainability (Triple Bottom Line - Financial, Social, and Environmental)

- **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*)
4. CASA—Canadian Alliance of Student Associations

- **Services**

The Student Union administers services such as the W. A. Murphy Student Centre, the UPEI Student Health Plan, *The Cadre Newspaper*, 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 at 566-0530 or [studentu@upei.ca](mailto:studentu@upei.ca)

- **The Student Union Executive**

The Executive of the Student Union consists of a President, Executive Vice-President, Vice-President Activities, Vice-President Communications 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 five executive officers, representatives from the Schools of Business, Nursing and Graduate Studies,

the faculties of Arts, Sciences, 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, first-year representative and student Ombudsman are chosen in the fall general election. The duties of the 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 societies and clubs representing social, academic, political, religious, athletic and community interests. All registered societies and clubs can be found online through the Student Union website ([upeisu.ca](http://upeisu.ca)). There is an official sub-organization policy 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)

[upeis.ca/mapus](http://upeis.ca/mapus)

Mature and Part-Time Students Association (MAPUS) is affiliated with the Student Union and the Graduate Students Association, and has ex-officio representation at the SU. 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 monthly. MAPUS strives 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.

#### • Graduate Student Association

[upeis.ca/gsa](http://upeis.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





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

**Note:** Not all programs follow these dates. Please check with your program.

### FIRST ACADEMIC SEMESTER (SEPTEMBER–DECEMBER 2011) ALL PROGRAMS EXCEPT VETERINARY MEDICINE

#### September

- 7 Wednesday Classes begin
- 16 Friday **FINAL DAY FOR LATE REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF 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**
- Last full week of September Founders' Day and Homecoming Celebrations
- 30 Friday Last day for discontinuing courses—60% refund

#### October

- 3 Monday- Deans' Honours & Awards night. **REMINDER:** no tests or exams are to be held on the Monday evening to
- 4 Tuesday Wednesday portion of the first week in October, when the Deans' Annual Honours and Awards ceremonies are held.
- 10 Monday Thanksgiving Day. No classes.
- 31 Monday **FINAL DATE** to apply to graduate. Last day for discontinuing courses—40% refund. **No discontinuations after this date.**

#### November

- \*10 Thursday No classes.
- 10 Thursday-13 Sunday Fall weekend break
- 11 Friday Remembrance Day. No classes.

#### December

- 1 Thursday Final day of first-semester classes. **Deadline for application for second semester.**
- 5 Monday- **Examinations. Note:** No examinations will be held during the period 17 November to 1 December inclusive
- 15 Thursday without the permission of the Chair and appropriate Dean.
- 19 Monday End of first semester. Course grades to be submitted to Registrar's Office by noon on this date

\*Subject to the Ad Hoc Committee recommendation to Senate

### SECOND ACADEMIC SEMESTER (JANUARY–JULY 2012) ALL PROGRAMS EXCEPT VETERINARY MEDICINE

#### January

- 4 Wednesday Classes begin
- 13 Friday **FINAL DAY FOR LATE REGISTRATION, FOR CHANGING COURSES OR SECTIONS, FOR CANCELLATION OF 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**
- 31 Tuesday Last day for discontinuing courses—60% refund

#### February

- 20 Monday Islander Day. No classes.
- 20 Monday- Mid-semester break. No classes.
- 24 Friday
- 21 Tuesday Registration begins for both Summer Sessions 2012.
- 27 Monday Classes resume
- 29 Wednesday Last day for discontinuing courses—40% refund. **No discontinuations after this day.**

#### April

- 5 Thursday Final Day of classes
- 6 Friday Good Friday. No classes/exams

	9 Monday	Easter Monday. No classes/exams
	10 Tuesday–20 Friday	<b>Examinations. Note:</b> No examinations will be held during the period 22 March–5 April inclusive, without the permission of the Chair and the appropriate Dean.
	25 Wednesday	End of second semester. Course grades for fourth-year students to be submitted to the Registrar's Office by noon on this date.
<b>May</b>	2 Wednesday	Course grades for third-year, second-year, first-year, and part-time students to be submitted to Registrar's Office by noon on this date.
	12 Saturday	<b>Convocation</b>
	14 Monday	Beginning of First Summer Session
<b>July</b>	17 Tuesday	<b>Registration for September 2012 and January 2013:</b> students with fourth-year standing on July 17, third-year on July 18, second-year on July 19, all others on July 20

## DVM CALENDAR DATES FIRST ACADEMIC SEMESTER (MAY–DECEMBER 2011)

<b>May</b>	2 Monday	First day of fourth-year rotations — Summer Semester
	23 Monday	Victoria Day. No classes.
<b>August</b>	15 Monday	First day of fourth-year rotations — Fall Semester
	17 Wednesday	Clinical Conference begins
	26 Friday	First-year orientation
	29 Monday	Classes begin
<b>September</b>	5 Monday	Labour Day. No classes.
<b>October</b>	10 Monday	Thanksgiving Day. No classes.
	31 Monday	<b>FINAL DATE</b> to apply to graduate.
<b>November</b>	11 Friday	Remembrance Day. No classes.
<b>December</b>	2 Friday	Final day of first semester classes
	3 Saturday–17 Saturday	Final exams
	21 Wednesday	End of first semester. Course grades to be submitted to Registrar's Office by noon on this date.

**NOTE:** North American Veterinary Licensing Examination (NAVLE®) dates November 14–December 10, 2011. For further information, please refer to [nbec.org](http://nbec.org).

## DVM CALENDAR DATES SECOND ACADEMIC SEMESTER (JANUARY–JUNE 2012)

<b>January</b>	3 Tuesday	First day of fourth-year rotations — Winter Semester
	3 Tuesday	Pre-clinical classes begin — Winter Semester
<b>February</b>	16 Thursday–17 Friday	Mid-semester break (except fourth-year rotations)
	20 Monday	Islander Day. No classes.
<b>April</b>	6 Friday	Good Friday. No classes.
	9 Monday	Easter Monday. No classes.
	13 Friday	Final day of second semester classes
	14 Saturday–28 Saturday	Final exams
	15 Sunday	Final day of fourth-year rotations
	19 Thursday	Course grades for fourth-year students to be submitted to Registrar's Office by noon
	28 Saturday	End of second semester
	30 Monday	First day of fourth-year rotations — Summer
<b>May</b>	2 Wednesday	Course grades for third-year, second-year, and first-year students to be submitted to Registrar's Office by noon on this date
	12 Saturday	<b>Convocation</b>

**NOTE:** North American Veterinary Licensing Examination (NAVLE®) dates April 10–21, 2012. For further information, please refer to [nbec.org](http://nbec.org).

## SUMMER SESSION DATES 2012

### \*First Summer Session

#### February

21 Tuesday **Registration begins for both Summer Sessions 2012.**

#### May

14 Monday First Summer Session classes begin.  
18 Friday \*Last day to register late for First Summer Session courses. Last day to cancel registration for full refund  
Last day for changing courses or sections. Late fee is in effect for First Summer Session courses.  
21 Monday Victoria Day. No classes

#### June

1 Friday \*Last day to discontinue from First Summer Session courses  
21 Thursday Last day of First Summer Session classes  
25 Monday–26 Tuesday Exams for First Summer Session

#### July

3 Tuesday First Summer Session grades must be submitted to Registrar's Office by noon

### \*Second Summer Session

#### July

9 Monday Second Summer Session classes begin.  
13 Friday \*Last day to register late for Second Summer Session courses. Last day to cancel registration for full refund. Last day for changing courses or sections. Last day for changing courses. Late fee is in effect for Second Summer Session courses.  
17 Tuesday **Registration for September 2012 and January 2013.** Students with fourth-year standing on July 17, third-year on July 18, second-year on July 19, all others on July 20  
27 Friday \*Last day to discontinue from Second Summer Session courses

#### August

16 Thursday Last day of Second Summer Session classes  
20 Monday–21 Tuesday Exams for Second Summer Session  
27 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 regularly scheduled Summer Session dates, and for regularly scheduled summer session courses, please contact the Registrar's Office for refund schedule and late fee schedule.**

## SENATE DATES FOR 2011–2012

Library Lecture Theatre—Fridays at 3 pm

- September 16
- October 14
- November 4
- December 2
- January 13
- February 10
- March 16
- April 13
- May 2 (Wednesday)





## 5. Learning Enhancement Programs

### THE WEBSTER CENTRE FOR TEACHING AND LEARNING

[upe.ca/webstercentre](http://upe.ca/webstercentre)

The Webster Centre for Teaching and Learning is a unique facility located in the Annex of the Robertson Library Building at UPEI. With funding from The Webster Foundation, the Centre strives to provide a central place for resources and people committed to the academic success of students, the professional development of faculty, and the integration of complementary programs that support teaching and learning. Programs and facilities available to students at the Webster Centre include:

- **Accessibility Services and Adaptive Technology**

Accessibility Services and Adaptive Technology provide support services for students with and without disabilities. Mentoring supports offer students regular personalized assistance with study strategies and time management. Many students benefit from technological support for reading texts, notes and articles, and also for writing. Students who have documented disabilities are also offered a variety of test and examination accommodations through Accessibility Services.

- **Adult Connections In Education (ACE)**

ACE is a, four year, post secondary program providing support for students with an intellectual disability. ACE is committed to enriching the lives of students through academic enhancement and personal growth in an inclusive environment. Students attend and audit classes of interest, complete a modified course curriculum and participate in university activities. Peer university students volunteer with ACE students in the areas of study, computer, fitness and in-class support. Applications can be obtained from the ACE office and the deadline to apply is April 1st.

- **Effective Reading Program**

The goal of the six-week Effective Reading course is to increase proficiency in reading speed, comprehension, vocabulary, skimming, scanning, study techniques and coping with demanding reading requirements. The course is designed to benefit anyone with heavy reading loads such as current university students, students preparing for graduate school, and those whose work involves major reading challenges. This course runs in both the summer (May-June) and fall (September-October). To register for this course please contact the Centre for Life-Long Learning.

- **English Academic Preparation (EAP)**

EAP is an intensive language program for students whose primary language of study has not been English. Students, who have not presented the required English proficiency test scores for admission, have the opportunity to complete the CanTEST upon arrival at UPEI. The results of this English assessment determine placement in full-time or part-time English

language courses that focus on academic writing, reading, listening, speaking and learning strategies. The goal of the program is to enable students to gain the skills and confidence in English to ensure a successful transition to university.

- **Math Help Centre**

The Math Help Centre provides individual help to students in any first- or second-year mathematics or statistics course. Tutors are undergraduate students in mathematics or statistics. The Math Help Centre is located in the PIT and is open throughout the week.

- **Science Help Centre**

The Science Help Centre provides assistance to students in the subjects of biology, chemistry, physics, engineering, and family and nutritional sciences. The Centre is led by graduate and undergraduate students who serve as tutors. This Centre is open in the PIT throughout the week.

- **Pathways to Academic Success (PAS)**

The aim of the Pathways to Academic Success (PAS) office is to support students in becoming active, responsible learners. Through established programs, individual student advising in study skills, and outreach student workshops, the PAS office helps students develop the skills necessary to succeed at university.

*Student Success Program 101 (SSP 101)* is a non-credit course designed to help students who are academically struggling. The curriculum includes such topics as motivation, goal-setting, time management, study skills, and exam preparation. Students are either referred to SSP 101 as a condition of their Academic Probation, or register voluntarily as a means to improve their study skills and identify their learning needs.

*Options program* provides guidance to individuals as they explore their academic and career choices. The development of an academic and career portfolio is used as a tool to guide students through a self-reflective process with the intended outcome of a meaningful plan of action for the student's return, continuation, or entry to post-secondary studies.

*PAS Workshops* are a series of workshops designed to assist UPEI students with their studies. These free one-hour workshops provide additional academic support outside classroom hours. Workshops include such topics as Effective Reading and Note taking, Presentation Skills, Time Management, APA & MLA Referencing, and Developing Effective Thesis Statements.

- **Transition Program**

Transition program provides extra support and encouragement for first-year-students admitted to UPEI with restrictions or on a voluntary basis for students who self-identify as needing

extra support. The transition program is available to both recent graduates of high school and mature students. Please see section—Undergraduate and Professional programs, Application and Admission Requirements for further information.

- **University 100 Program**

University 100 is designed to assist first-year students with the often awkward transition from secondary to post-secondary education. Classes are strategically capped at 25 students. For further information on University 100, University 103, University 103 in “REZ”, or University 103W (delivered online) please contact Vickie Johnston, Program Co-ordinator (902) 628-4363 or [vjohnston@upei.ca](mailto:vjohnston@upei.ca).

- **Writing Centre**

The Writing Centre offers a free writing consultation service and is available to all students, faculty, and staff at UPEI. Peer tutors and the Centre’s Co-ordinator are available to assist writers at any stage of a writing project in any subject. The Centre also houses a wealth of writing resources and handouts. Appointments for writing help can be made at the reception

desk in the Webster Centre. Tutors also provide after-hours writing help services in the PIT throughout the week.

- **The PIT**

The PIT is a student-centred area for active learning, located in the Annex of the Robertson Library. It is home to the Math Help Centre, the Science Help Centre, and the Write Place, where students can access peer-tutored assistance. Please check schedules in the PIT for hours of specific programs. Computers and soft drink and snack machines are located in the PIT.

- **UPEI Student Tutoring**

The UPEI Student Tutoring Program is designed to assist students who require additional help successfully completing their University studies. The program was created to assist students in achieving academic success by matching them with other UPEI students who have already completed the same subjects with outstanding success.



## 6. Fees

### UPEI ACCOUNTING OFFICE

upei.ca/accounting

All tuition and academic fees quoted in this Calendar are those which were in effect for the 2010–11 academic year and are **subject to change** upon approval by the Board of Governors. At the time of publication, a University decision with respect to fees for 2011–12 was pending.

**Please note that the University no longer accepts credit card payments of tuition or residence fees, effective July 1, 2010.**

**This section contains tuition information and information on:**

Undergraduate Programs

Graduate Programs

Veterinary Medicine Program

Other Fees

Regulations Governing Payments and Refunds

Residence Accommodation Fees

Campus Parking Fees

General Regulations Governing Payment of Fees

### COURSE REGISTRATION

Students will register at the University on the dates set forth in this Calendar. For those registering late and/or paying late, late fees will apply.

### UNDERGRADUATE PROGRAMS

#### DEFINITIONS

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

**Part-time**—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.

**International Student**—An international student is one who is not a Canadian citizen or a landed immigrant of Canada at the date of registration.

#### UNDERGRADUATE APPLICATION FEES

This application fee is to be paid by all first-time applicants, whether for full-time or part-time studies.

1. Canadian Applicants..... 50.00
2. International Applicants ..... 75.00

### UNDERGRADUATE TUITION

(Canadian dollars unless otherwise specified)

1. Per three-semester-hour credit course ..... 486.00
2. Per six-semester-hour credit course ..... 972.00
3. Per three-semester-hour audit course..... 312.00
4. Per six-semester-hour audit course..... 624.00
5. International students fee per annum..... 5,174.00
6. International students fee per course (part-time)..... 517.00

Please see Other Fees Section for additional charges as applicable.

### GRADUATE PROGRAMS

#### DEFINITIONS

**Full-time**— Effective September 2010, all graduate programs at UPEI are defined as full-time studies, unless otherwise designated.

**Part-time**— Where students have been admitted as part-time students prior to September 2010, as listed below, tuition is assessed on a per course basis.

**International Student**—An international student is one who is not a Canadian citizen or a landed immigrant of Canada at the date of registration.

**Special Student**— Students who are permitted to enroll in individual graduate courses are subject to tuition of \$665.00 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 appropriate Dean. Students auditing a graduate course can do so with permission of the instructor and the payment of \$455.00 per course.

Notes:

1. Fees are assessed on a per program basis, and may vary based upon the program. Fees are owing over **two years/6 installments for Master's programs** and **three years/9 installments for Doctorate programs**. Payments 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.
2. 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. Registration and payment of a Maintenance of Status fee is required each semester until all program requirements have been completed.
3. All students are subject to additional fees as applicable and listed under the Other Fees section.
4. 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.

**GRADUATE APPLICATION FEES**

1. Canadian Applicants .....75.00
2. International Applicants .....100.00

**GRADUATE TUITION**

Please see Other Fees Section for additional charges as applicable.

**Master of Science****Master of Veterinary Science****Master of Arts (Island Studies) (Full-time effective September 2007)****Master of Education (Full-time effective September 2010)****Doctor of Philosophy****Doctor of Philosophy in Educational Studies**

1. Fee per installment.....1,109.00
2. International Fee per installment .....1,725.00
3. Maintenance of Status Fee per semester..... 113.00

**Master of Education—Community College Program**

1. Fee per installment.....2,070.00
2. International Fee per installment .....1,725.00
3. Maintenance of Status Fee per semester..... 113.00

**Master of Education course-based**

(only available to students who enrolled prior to September 2010)

1. Tuition per three-semester-hour credit course..... 665.00
2. Thesis Fee .....2,500.00
3. International Student Fee per annum (full-time) ..... 5,174.00
4. International Student Fee per course (part-time)..... 517.00

**Master of Applied Health Services Research**

1. Fee per installment.....2,040.00
2. International Fee per installment .....1,725.00
3. Maintenance of Status Fee per semester..... 113.00

**Master of Business Administration**

1. Program Deposit Fee (non-refundable) ..... 1,000.00
2. Fee per installment.....3,934.00
3. International Student Fee per installment .....1,725.00
4. Course Re-take Fees
  - First re-take.....1,000.00
  - Second re-take .....2,000.00

The MBA Program Deposit Fee is payable within 20 days of the student being offered acceptance into the program. This is a non-refundable deposit credited towards tuition. Non-payment of the deposit, within the prescribed timelines, will result in a withdrawal of the offer of acceptance.

Unless otherwise stated, MBA refunds will generally be granted as follows:

- Students accepted into year one of the program may withdraw by completing the Program Withdrawal form at least 45 calendar days before commencement of the program. In such cases, 50% of the program deposit fee will be refunded. For program withdrawals at any other time, no refunds of the program deposit fee will be provided.
- For withdrawals from the program after courses have begun, the refund of program tuition fees will be on a pro-rated basis depending on the number of courses that the applicant has registered in. This will be determined in accordance with University guidelines.

**VETERINARY MEDICINE PROGRAM**

Please see Other Fees Section for additional charges as applicable.

**Canadian Students**

1. **Application Fee**  
(to be submitted with application form)..... 50.00
2. **Tuition**  
First Semester (see note) ..... 4,861.00  
Second Semester ..... 4,861.00  
Total Annual .....9,722.00

Note: First-Semester tuition is due on August 15 for 1st-year students; 2nd-, 3rd-, and 4th-year students' tuition is due on Registration Day.

**International Students**

1. **Application Fee**  
US applications applying through VMCAS ..... US 50.00  
International applicants..... CDN 75.00
2. **Tuition\*\***

Note: First-Semester tuition is due on August 16 for 1st-year students; 2nd-, 3rd-, and 4th-year students' tuition is due on Registration Day.

Year of Study	1st Semester	2nd Semester	Total Yearly Tuition
1st Year	25,353.00	25,353.00	50,706.00
2nd Year	24,951.00	24,951.00	49,902.00
3rd Year	24,557.00	24,557.00	49,114.00
4th Year	24,171.00	24,171.00	48,342.00

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

\*\* Students in the Veterinary Medicine program must pay the International tuition unless they are Atlantic Canadian citizens or landed immigrants of Atlantic Canada of at least 12 consecutive months' duration during which time they have resided in Atlantic 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 Undergraduate and Professional Programs – Application and Admission Requirements – Professional Degree Programs a) Doctor of Veterinary Medicine (DVM) for residency guidelines.)

**OTHER FEES**

1. **Student Union**
  - Dues ..... 161.00
  - CASA .....3.00
  - WUSC ..... 6.00
  - Student Centre Fund  
(\$20.00 per semester) .....40.00
  - Transit Pass  
(\$25.00 per semester) ..... 50.00
  - Total Student Union ..... 260.00
2. **Student Health and Dental Insurance\*\***
  - Canadian Health Insurance (Single).....192.00
  - Canadian Dental Insurance (Single).....128.00
  - Canadian Health Insurance (Family)..... 384.00

• Canadian Dental Insurance (Family) .....	320.00
• International Health Insurance (Single) .....	803.00
• International Dental Insurance (Single) .....	128.00
• International Health Insurance (Couple) .....	1,533.00
• International Dental Insurance (Couple) .....	320.00
• International Health Insurance (Family) .....	2,108.00
• International Dental Insurance (Family) .....	320.00
3. <b>Athletic and Administration Fee—Full-time</b> (see Note 1 below) .....	176.00
4. <b>Technology Fee—Full-time</b> .....	30.00
5. <b>Technology Fee—Part-time per course</b> .....	3.00
6. <b>Fitness Centre Access</b> (\$34.00 per semester) .....	68.00
7. <b>Administration Fee—(Part-time)</b> (see Note 1 below) .....	5.00
8. <b>Laboratory Fee</b> (where applicable per course) .....	15.00
9. <b>Music Instruction Fee</b> .....	250.00
10. <b>First-year Nursing—Special Charges</b> .....	75.00
11. <b>BEd Program—Professional Fee</b> (payable annually) .....	190.00
12. <b>Human Resource Management Program</b> <b>Registration Fee (non-refundable)</b> .....	200.00
13. <b>Business Co-operative Education Program</b> <b>Registration Fee</b> .....	461.00
14. <b>Math &amp; Computer Science Co-operative Education</b> <b>Program Registration Fee</b> .....	461.00
15. <b>Physics Co-operative Program</b> <b>Registration Fee</b> .....	461.00
16. <b>Challenge Examination</b> .....	100.00
17. <b>Evaluation of Special Credits</b> (per request) .....	100.00
18. <b>Transcripts</b>	
Regular Mail or pick-up service .....	free of charge
Fax Fee (hard copy will be mailed) .....	5.00
Rush Service (same day service) .....	15.00
Courier Fee (within the Maritimes) .....	10.00
Courier Fee (other Canadian Destinations) .....	20.00
Courier Fee (United States) .....	30.00
<b>Courier services require a street address and a phone</b> <b>number for delivery</b>	
19. <b>Master of Science, Master of Education, or Doctor of</b> <b>Philosophy Program</b>	
• <b>Thesis publication fee</b> (as determined by Library and Archives Canada)	
• <b>Thesis binding</b> (2 copies) .....	30.00
20. <b>Reinstatement fee charged to students who are</b> <b>deregistered from courses for non-payment</b>	
Full-time students .....	50.00
Part-time students .....	25.00
21. <b>Canadian Nursing Student Association Fee</b> .....	5.00
22. <b>UPEI Nursing Student Association Fee</b> .....	10.00
23. <b>Co-operative Education Program Internship</b> <b>Work Term</b> .....	576.00
24. <b>Dietetic Internship Work Term</b> .....	1,000.00
25. <b>International students fee per annum</b> .....	5,174.00
26. <b>International students fee per course</b> <b>(part-time)</b> .....	517.00

**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:**

**\*\*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.**

## 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 2011-2012. 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 subject 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 International) 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:

- 100% until September 30 for fall semester
- 80% until October 31 for fall semester
- 100% until January 31 for winter semester
- 80% until February 29 for winter semester

### 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 2011-2012 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 29 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 29.

### RESIDENCE ACCOMMODATION FEES

The 2011-2012 residence and meal service fees are outlined below.

All students living in Bernardine or Andrew Hall 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	2,563.00	2,563.00	5,126.00
Shared (double) Room	2,007.00	2,007.00	4,014.00
<b>Andrew Hall</b>			
One-Bedroom Suite	2,827.00	2,827.00	5,654.00
Two-Bedroom Suite	2,698.00	2,698.00	5,396.00
Three-Bedroom Suite	2,698.00	2,698.00	5,396.00
<b>Blanchard Hall</b>			
Semi-Private	2,635.00	2,635.00	5,270.00

#### Meal Service

5-Day Meal Plan	1,795.00	1,795.00	3,590.00
7-Day Meal Plan	1,850.00	1,850.00	3,700.00

Residence accommodation fees include heat/hot water, in-room local telephone services, voice mail, high-speed wireless internet service, cable television access (television set not supplied), House Council fees, and security services. Additional information regarding residence facilities and services can be found by visiting [upeu.ca/residence](http://upeu.ca/residence).

#### Other Residence Fees

New Student Residence Security Deposit of \$300.00 is due as indicated in an offer letter for a space in residence.

Returning Residence Students Security Deposits are non-refundable; 1st installment of \$50.00 is due as indicated in an offer letter. The 2nd installment of \$250.00 is due on or before June 15th.

### 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 2011-2012. 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 15, 2011**

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 2011-12 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.

**1st Semester (September–December):** If you leave residence or are evicted at any point during the 1st semester (includes Christmas break), you will not be eligible for any refund. This includes your residence fee, meal plan fee (if applicable), and security deposit. You will also be charged for 50% of the residence and meal plan fees for the second semester.

**2nd Semester (January–April):** If you leave or are evicted from residence at any point in the 2nd semester, you will not be eligible for any refund. This includes your residence fee, meal plan fee (if applicable), and security deposit.

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@upei.ca](mailto:residence@upei.ca).

8. If you accept Residence in Andrew Hall 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, 2011.**

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 holding that meal plan for the duration of the semester. Blanchard residents also have the option of purchasing one of the available Casual meal plans.

## 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. Please see the website for more information:  
[upei.ca/facilities/security/parking](http://upei.ca/facilities/security/parking)

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

• Full-Time Student	
1st Vehicle .....	84.00
Additional Vehicle.....	42.00
• Part-Time Student	
1st Vehicle .....	52.00
Additional Vehicle.....	27.00

Visitor parking during the enforcement hours at an hourly rate of \$1.50 (daily maximum \$8.00) 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.

## GENERAL REGULATIONS GOVERNING PAYMENT OF FEES

1. All payments towards academic and residence fees may be made by 24/7 online banking, telephone banking, wire transfer, direct transfer of funds, cash, Interac, cheque, money order, or Student Loan Certificate of Eligibility.

**Please note that the University no longer accepts credit cards for payment of tuition or residence fees, effective July 1, 2010.**

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

**Note:** Where a student cannot pay by the end of the second week of the semester, they are asked to complete a “permission to pay later” form which can be found at [upei.ca/accounting/students/forms](http://upei.ca/accounting/students/forms) and have it approved by the Accounting Office. This does not waive the late fee but does keep the student enrolled in his/her courses.

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 .75 % 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. 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 ([upei.ca](http://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 \$5.00 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. Scholarships, Awards, and Bursaries

### INTRODUCTION

A scholarship from the University of Prince Edward Island is an opportunity to transform your life. With over \$3.5 million offered in scholarships and one of the most competitive tuition rates in the country, UPEI provides an excellent return on investment.

We encourage you to apply to UPEI early as you may be eligible for an automatic entrance scholarship or award. To be considered for these, your application to UPEI, along with your first-term transcripts, must be postmarked on or before March 1, and the application fee paid in full. Other scholarships and awards may require a separate scholarship application process. If March 1 falls on a weekend or statutory holiday, the deadline moves to the next business day. Additional information and application forms can be found at [upei.ca/scholarships](http://upei.ca/scholarships).

### SCHOLARSHIPS, AWARDS, AND BURSARIES

**Scholarships** are financial awards in various amounts and are often based on academic merit and/or extracurricular accomplishments. Some scholarships are renewable year to year based on academic performance, while others are non-renewable. Students who apply to UPEI on or before **March 1** are automatically considered for several UPEI Entrance Scholarships and Awards. Students who apply by March 1 are given priority to receive the **Inspiring Excellence Award**, valued at \$1,000. It is a non-renewable automatic award for all first-year students entering UPEI with a cumulative average of 85%+ based on the five courses used for admission to UPEI.

**Awards/Prizes** recognize academic and/or extracurricular achievement. UPEI awards vary in amounts and can be applied for by a student, or awarded by your Dean and received during Deans' Honours and Awards Night or at Convocation.

**Bursaries** are offered to students based on various criteria, including residency, community service, and financial need. Bursaries are usually offered mid-way through each academic semester and require an application.

For a complete list of all scholarships, awards, and bursaries, please refer to [upei.ca/scholarships](http://upei.ca/scholarships).

### HOW TO APPLY

- Application forms are available via [upei.ca/scholarships](http://upei.ca/scholarships).
- Read over the entire application package first, and check the application due date.
- You may be required to complete a personal statement—a paragraph or short essay describing your interest in and eligibility for the scholarship. Keep your statement clear

and concise. The reader will want to know why you are the best candidate for the scholarship. Proofread your statement before you submit it.

- If you are required to include letters of reference, choose people who have played a significant role in your life and who can comment on your abilities, accomplishments, and suitability for the scholarship. It often helps if you provide your reference person with a description of the scholarship for which you are applying.
- Your application package should be complete, well-organized, neat, and typewritten. Always keep a copy of your completed application package for your personal records.

The following categories for scholarships, awards, and bursaries are available to students who may be entering UPEI or who are currently enrolled in UPEI.

### UNDERGRADUATE

There are many scholarships, awards, and bursaries (S/A/B) available for undergraduate students. Many of the S/A/B require applications and may be specific to one or a combination of the following: year of study, faculty, extracurricular activities, community involvement, and scholastic achievement. A complete list of all S/A/B can be found online at: [upei.ca/scholarships](http://upei.ca/scholarships).

### GRADUATE

Graduate students are eligible for various scholarships, bursaries and awards specific to the area of study, financial need, and/or research needs. A complete list of all S/A/B can be found online at [upei.ca/studentsservices/award/totalyear/post-grad-at-upei](http://upei.ca/studentsservices/award/totalyear/post-grad-at-upei).

### INTERNATIONAL

UPEI International Scholarships recognize the scholastic achievement and university contribution of our international students. Various scholarships and awards are available for students to apply for, including International Entrance Award, International Scholastic Achievement Prize, International Continuing Excellence Award, and an International Athletics Fellowship. Applications can be found at [upei.ca/studentsservices/award/totalyear/international](http://upei.ca/studentsservices/award/totalyear/international).



## 9. Undergraduate and Professional Programs

### TERMINOLOGY AND DEFINITIONS

**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.

**Academic standing:** at the end of the academic year, students are automatically assigned one of the following standings, based on academic performance:

- Good Standing – when a student has two successful semesters
- Academic Probation- when a student has one unsuccessful semester
- Academic Suspension- when a student has two unsuccessful semesters or one unsuccessful semester while on academic probation.

**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 challenge of, or request for review of, a judgement regarding the application of regulations.

**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.”

**Certificate:** a certificate is an academic designation awarded for the completion of a specified program of study with a focussed or coherent theme. The number of semester hours required to complete a certificate varies by program. Please see the specific certificate program descriptions for a complete list of requirements. A certificate has fewer semester hours than a degree or a diploma.

**Conversion:** see Honours Conversion

**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:** is a unit of work in a particular subject normally extending through one semester or session, the completion of which normally carries credit toward the fulfillment of the requirements for certain degrees, diplomas or certificates. To complete a degree in 4 years, students generally 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 semester or session. For example, a student taking 3 courses weighted at 3 semester-hours each is enrolled in a 9 semester-hour course load.

**Course selection:** choosing the courses you wish to take, and selecting them either on-line through campus login or in-person via the Registrar’s Office or the Advisement Centre.

**Degree:** an academic designation awarded for the completion of all regulations and requirements for a specific program.

**De-registered:** 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.

**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. An up-to-date degree audit report is available to students who log onto the UPEI website using their ID# and PIN. Students should review their audit to make decisions about degree completion options.

**Degree requirement:** specific courses in a program that must be taken in order to be eligible to graduate.

**Diploma:** a diploma is an academic designation awarded for the completion of a specified program of study with a focussed or coherent theme. The semester hours required to complete a diploma varies by program. Please see the specific diploma program descriptions for a complete list of requirements. A diploma has fewer semester hours than a degree and more semester hours than a certificate.

**Directed Studies:** normally, an upper level course that does not have a prescribed curriculum. In consultation with the course professor, the student chooses a specific topic and then undertakes an in-depth study of this topic. The course professor must approve all directed-study activities before registration can occur.

**Discontinuations (DISC):** students who wish to terminate

their enrolment in a particular course may discontinue by notifying the Registrar's Office either on-line or via in-person services and according to published dates in the Academic Calendar. Information regarding full refund and partial refund dates is listed in the Academic Calendar for each academic year. No discontinuations are permitted after the final date posted. Students who stop attending class after the final discontinuation date will be graded on the work completed up to that date.

**Electives:** a term used for an academic course chosen by the student from a set of options, as opposed to a required course.

**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.

**Full-time status:** a student is considered full-time in a semester when he/she is enrolled in three or more credit courses (9 or more semester hours).

**Honours Conversion:** students who have completed a BA, BSc or a BBA degree at UPEI may apply to complete their Honours Conversion. Students must have completed a major in their subject area or, in the case of Business students, completed the Business degree with a strong academic background, in order to undertake Honours. For further information around admission requirements, and available programs, please refer to the Academic Calendar.

**Honours Degree:** an academic distinction awarded to students who achieve an honours bachelor's degree with sufficiently high academic standing and who typically fulfill a short thesis requirement. Consult the appropriate departmental offerings for details.

**Major:** a subject of study a student normally specializes in during the course of degree studies. To qualify for a major, a student must complete a minimum of 42 semester hours of credit in the major subject. This number may be higher for some majors.

**Minor:** a subject of study a student normally pursues secondary to a major. To qualify for a minor, a student must complete a minimum of 21 approved semester hours of credit. This number may be higher for some minors.

**Not-for-credit or non-credit courses:** courses that have no semester-hour weighting, and do not contribute to the credits required for a degree. These courses 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.

**Part-Time Status:** a student is considered part-time in a semester when he/she is enrolled in fewer than three credit courses (less than 9 semester hours).

**Prerequisites:** courses that must have been successfully completed prior to registration in another course.

**Registration:** registration is the process of selecting, enrolling in, and being assessed fees for courses. On-line registration is available for summer sessions normally in March each year;

and in July for the upcoming academic year. See "Academic Calendar Dates" in calendar.

**Registered:** to be officially registered, students must select their courses, enrol either on-line or in-person and have paid their tuition fees in full.

**Semester:** the duration of a study period in an academic year normally consisting of thirteen consecutive weeks. The first semester commences in early September, the second semester in early January, and the spring/summer sessions commence in early May and July respectively.

**Semester-hour:** a unit by which course work is measured, normally defined as one hour of classroom time per week per semester. A class held three hours a week for one semester is measured as a three semester-hour course.

**Special Topics:** a course that is offered by a department on a one-time only basis.

**Specialization:** a specialization is an approved selection of specific courses (15-27 semester hours) internal to a major that represents a focussed subject area of study. In the case of Business, Education and Nursing students, where specializations are available, a specialization is internal to the degree requirements. NOTE: For graduate programs, specialization refers to a focussed area of study and/or research within the structure of a specific graduate program, as defined internally for that program.

**Transcripts:** a transcript is the official, permanent record of your academic history at the University. For more information on ordering a transcript please see "Transcript Information".

**Transfer credits:** Transfer credits are credits granted to students upon admission for work completed at another institution. These credits reduce the total number of credits which must be taken at UPEI for a degree.

**Unclassified Students:** persons interested in taking undergraduate courses for general interest without having to gain admission to the University. A student is permitted to take a maximum of ten (10) courses as an unclassified student.

**Waived:** is the permission granted by the appropriate authority for exemption from a particular program requirement and/or a particular university regulation.

**Year of Study:** is measured on the number of successful semester hours of credit completed. See Academic Regulation #3.

## UNDERGRADUATE APPLICATION & ADMISSION REQUIREMENTS

### HOW TO APPLY

All enquiries relating to admission to the University should be directed to:

**The Registrar**  
**University of Prince Edward Island**  
**Charlottetown, PE**  
**CrA 4P3**  
**or to registrar@upe.ca**

- Undergraduate application forms may be obtained at the Registrar's Office or online at <https://secure.upei.ca/registrar/applyform.html>
- 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

### Residence Application Information

Residence application forms can be obtained at [upei.ca/residence](http://upei.ca/residence). Applicants are reminded that acceptance to residence is no guarantee of acceptance to the University, nor is acceptance to the University a guarantee to acceptance to residence.

### 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.

### ADMISSION REQUIREMENTS

**Bachelor of Arts (BA), Bachelor of Science (BSc), and Bachelor of Business Administration (BBA)**

#### (i) Canadian Education System

#### High School Graduates

Successful completion of Grade 12 examinations 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. (\*see note below for admission changes for September, 2012)

### 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.

**Please note that for September, 2012 the following requirements will be needed for Science:**

- \* Grade 12 Academic English
- \* Grade 12 Academic Mathematics
- \* Two Grade 12 Academic Science subjects (acceptable subjects: Chemistry, Biology, Physics, Computer Science, Oceanography, Animal Science, Environmental Science)
- \* One additional Grade 12 Academic course

Some introductory Science courses at UPEI have high school prerequisites (Biology 131—at least grade 11 Biology; Chemistry 111—at least grade 12 Chemistry; Foods and Nutrition 111—grade 12 Chemistry).

### NOTES

- Social Studies electives include the following: Economics, Global Issues, Canadian and PEI History, and Advanced Political Studies.
- Exceptional students from Grade XI may be considered for admission.



- c. 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

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.

#### 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.

#### 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 21 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 résumé 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.

#### Advanced Placement Program

Acceptable Advanced Placement Program courses with scores achieved on the national level exam of 3(C) or higher may be presented for admission purposes. Acceptable Advanced Placement courses with scores achieved on the national level exam of 4(B) or 5(A), may be assessed for credit transfer. The applicability of transfer credit is subject to individual degree regulations. Students wishing to obtain transfer credit must have an official transcript of their national AP exam results forwarded directly to UPEI from College Board. Students will receive a notice of assessment once an assessment has been completed. A maximum of 30 semester hours of credit may be awarded for eligible AP results.

#### Approved AP subjects and transfer credit equivalency at UPEI:

AP Course	Equivalent UPEI credit
Biology	BIO 131 and BIO 132
Calculus AB	MATH 151 and unassigned first year Math elective
Calculus BC	MATH 151 and MATH 152
Chemistry	CHEM 111 and 112 (subject to confirmation by the Chemistry program)
Computer Science A	Unassigned first year Computer Science elective
Computer Science AB	CSC 151 and CSC 152
English Literature and Composition	ENG 101 and ENG 192
Environmental Science	2 Unassigned first year electives
European History	2 Unassigned first year electives
French (Language)	Assigned credit by placement
French (Literature)	2 Unassigned first year French electives
Geography (Human)	2 Unassigned first year electives
German	GERM 101 and GERM 102
Greek	GR 101 and GR 102
History (US)	2 Unassigned first year History electives
History (World)	2 Unassigned first year History electives
Latin	LAT 101 and LAT 102
Microeconomics	EC 101
Macroeconomics	EC 102
Physics B	Students may challenge for 2 unassigned first year Physics electives
Physics C (Mechanics & Electricity)	Students may challenge for credit
Psychology	PHYS 111 and PHYS 112 PSY 101 and PSY 102

Spanish  
Statistics

SPAN 101 and SPAN 102  
MATH 221 and unassigned first  
year Math elective

- \* Each UPEI course is 3 semester hours
- \* Credit for AP examined subjects can only be assessed if presented on an official transcript of AP national exam results.
- \* Please note that this table is provided as a guide, and transfer credits are assessed on an individual basis and may vary depending on each student's program of study.

#### 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.

#### 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.

#### Transition Program

Where applicants do not meet the requirements under any specific category of admission, application may be made to the Transition Program (TP). The TP program provides extra support and encouragement to students and is available to both

recent high school graduates and mature student. Given the nature of the program, students may also opt on a voluntary basis to take the TP program where they self-identify as needing extra support.

1. Admission Requirements:
  - a. successful completion of Grade 12 examinations in a University Preparatory program with an overall average of at least 65%-69.9%; or,
  - b. at least 21 years of age or older and out of school for at least 3 years; or,
  - c. satisfy regular admission requirements and self-identify as needing extra support and services.
2. Transition Program students must:
  - a. enroll in 1, 2 or 3 academic courses in each semester of their first academic year of study
  - b. required to attend mentoring sessions
  - c. required to attend tutorial and other support programs as provided

**NOTES:** TP students are subject to the same Academic Regulations as all students at UPEI. There is an additional program fee for each semester of the TP program. Please refer to the Fees Section of the Academic Calendar for details.

#### (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

##### Admissions

International Baccalaureate (IB) students are eligible for admission on the basis of successful completion of the IB Diploma. In addition, applicants must satisfy the admission criteria of the requested faculty by presenting the specific course requirements (see below). At least three subjects must be successfully completed at the Higher Level (HL), while the remaining three subjects may be successfully completed at the Standard Level (SL).

Completion of the IB Diploma with a score of 24 grants admission to UPEI. Applicants must satisfy the admission criteria of the requested faculty by presenting the specific course requirements identified for that Faculty. Grades below 3 are not accepted for admission assessment.

Students who complete a Certificate or individual IB subjects may also be assessed for admission using each HL and SL subject being considered in meeting the Faculty-specific admission requirements. For applicants who complete both the IB subjects and senior matriculation/secondary school graduation requirements, admission will be based on the credential which is to the greatest advantage of the student.

##### Transfer Credit

UPEI awards a full year of credit (10 courses, each at 3 credit hours) for a completed IB Diploma with a minimum score of 28. Specific course credit for HL courses is awarded as outlined below. The balance of the credit required to bring

the total to 10 three (3) credit hour course equivalents will be at the introductory unassigned elective level. Please note: Applicability of transfer credit awarded may vary depending on degree program sought.

To be awarded 10 three semester hour courses, students must achieve; a completed IB Diploma with an overall score of 28, 3 HL level subjects with grades in each subject of 4, unless otherwise noted, and above, 3 SL level subjects and satisfactory completion of the Extended Essay, Theory of Knowledge and CAS. All courses used to meet specific admission requirements must be at a score of 3 or above.

Specific higher level (HL) subjects completed with grades of 4, unless otherwise noted, or higher on the official IB (HL) exams within the International Baccalaureate program will be granted transfer credit.

### Approved IB subjects (HL) and transfer credit equivalency at UPEI

IB (HL) Course	Equivalent UPEI Credit
Biology	BIO 131 and BIO 132
Chemistry	CHEM 111 and 112 (subject to confirmation by the Chemistry program)
Computer Science	CSC 151 and CSC 152
Economics	EC 101 and EC 102
English A1	ENG 101 and ENG 192
Environmental Systems	ENV 199 and ENV 198
French	Assigned credit by placement
Geography	Unassigned first year electives
German	GERM 101 and GERM 102
History	HIST 199 and HIST 198
Latin	LAT 101 and LAT 102
Mathematics	MATH 151 and MATH 152
Music	MUS 199 and MUS 198
Philosophy	PHIL 101 and PHIL 102
Physics* (grade of 5)	PHYS 111 and PHYS 112
Psychology	PSY 101 and PSY 102
Sociology	SOC 101 and SOC 102
Spanish	SPAN 101 and SPAN 102
Theatre	TST 199 and TST 198
Theory of Knowledge	PHIL 299 and 1 unassigned second year Elective

**NOTE:** Courses numbered 199 or 299 are unassigned credits in the noted subject area.

\*Students presenting Physics with a grade of 4 may challenge for credit.

### Each UPEI course is 3 credit hours

Credit for IB (HL) courses will only be assessed if presented on an official IB transcript. Please note that this table is provided as a guide, and transfer credits are assessed on an individual basis.

### Degree specific admission requirements:

ARTS:	English, a Language or Social Studies and three other academic subjects
BUSINESS:	English, Math, 2 Social Studies, Sciences or Languages, and one other academic subject
SCIENCE:	English, Math, 2 Sciences (Chemistry should be present at least at the grade 11 level) and one other academic subject
NURSING:	English, Math, Biology, Chemistry and one other academic subject

### 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.

### ADMISSION REQUIREMENTS

**Bachelor of Business Studies (BBS), Bachelor of Child and Family Studies (BCFS), Bachelor of Education (Human Resource Development) BEd (HRD), Bachelor of Integrated Studies (BIS)**

### BACHELOR OF BUSINESS STUDIES

#### (i) Introduction

The Bachelor of Business Studies (BBS) programme is a post diploma degree. It will require a minimum of two years of academic study at UPEI, the curriculum of which will consist of a combination of core and elective courses. To be eligible for programme admission, students must have already completed a two-year business diploma, including specified courses or programmes, at a recognized college and have achieved an overall average of 70%.

#### (ii) Admission Requirements

Students must meet the UPEI admission requirements for this degree. In the BBS, students must meet the same requirements as in the BBA degree of obtaining grades of at least 60% in ten 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.

### BACHELOR OF CHILD AND FAMILY STUDIES

#### (i) Introduction

The Bachelor of Child and Family Studies (CFS) is a two-year post-diploma degree available to graduates of the Early Childhood Care and Education diploma program at Holland College or equivalent programs at similar post-secondary institutions. This post-diploma degree provides the opportunity for students to continue their education through a concentration in Family Science.

#### (ii) Admission Requirements

Students must meet the UPEI admission requirements for this degree by completing the college diploma with a minimum overall average of 70%. For students who completed their diploma ten or more years previously, their application will be considered on a case-by-case basis. Students are subject to all of the Academic Regulations of the University.

#### (iii) Application Process

Application Deadline is **February 1st** and all applications must be postmarked or hand delivered to the UPEI Registrar's Office by this date. Your complete application package will include:

- Undergraduate Application Form (two pages) or Apply online at: <https://secure.upei.ca/registrar/applyform.html>

- \$50 Application Fee (\$75 for International Applicant)
- Official transcripts from the post-secondary institution where you are enrolled or completed your diploma, and any other post-secondary institution where you have taken a course. If you are currently enrolled in a diploma program, you may be accepted into the degree program conditionally, and you will need to submit a final transcript when it is available.
- Two reference forms completed by people familiar with your academic and/or work performance.
- For those who graduated with their college diploma ten or more years ago, a current résumé and portfolio with details of your work/volunteer experience and professional development/education is required.
- A personal statement (1-2 pages) including your career objectives and reasons for applying to this degree.

### **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 319 Career and Learning Portfolio Development; 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), and one other English course.

#### **Admission**

Students may apply for admission to the CAE through Holland College at [www.hollandc.pe.ca](http://www.hollandc.pe.ca). Tuition fees are to be paid directly to the institution that is offering the course. 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.

#### **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/B.ED (Adult Education) programs accepted by UPEI

b) will have until 2012 to transfer their credits to UPEI.

In addition:

- 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.

- 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, Prior Assessment and Learning Recognition (PLAR), or recognition of Special Credits earned elsewhere (see Academic Regulations 15 & 16) 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 1(e)).

### **BACHELOR OF INTEGRATED STUDIES**

#### **(i) Introduction**

New opportunities are opening for adults who have an unfinished degree or unfulfilled dreams of someday beginning and attaining a degree. The Bachelor of Integrated Studies at the University of Prince Edward Island places the unique needs of adult learners in focus, with a distinct entry point, ongoing learner supports, broad choice of courses to meet employment requirements and personal interests, and a faculty noted for its strength in teaching.

#### **(ii) Admission Requirements**

Candidates must be out of high school for seven years, and may be considered under the University's Mature Student admission regulations. Please note that high school graduation is not absolutely required under the mature student policy. High school records may be requested from applicants whose formal education ended at high school. Applicants will also be required to participate in an interview with the Bachelor of Integrated Studies program coordinator.

#### **(iii) Application Process**

Your Complete Application will include:

- Undergraduate application form or apply online at <https://secure.upei.ca/registrar/applyform.html>
- Official transcripts from any post-secondary institution in which you have completed courses (direct to the Registrar's Office)
- Supplementary application form
- Current Resume



- Personal statement of 300–500 words (as outlined in the Supplementary application form)
- \$50.00 application processing fee (\$75.00 International applicants)

## OTHER

### 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.

### 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.

## 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.

#### (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:

- a. whose last attendance at high school was in a school in the Atlantic Provinces; or
- b. 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
- c. 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)  
[upei.ca/registrar/app.pdf](http://upei.ca/registrar/app.pdf)
- \$50 Application Fee
- Supplementary Application Form  
[upei.ca/registrar/files/registrar/atlsup2011.pdf](http://upei.ca/registrar/files/registrar/atlsup2011.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 [aavmc.org/](http://aavmc.org/) or telephoning 1-877-862-2740.

**Application deadline for VMCAS is October 2. 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  
[upei.ca/registrar/files/registrar/vmcasup2011.pdf](http://upei.ca/registrar/files/registrar/vmcasup2011.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)  
[upei.ca/registrar/app.pdf](http://upei.ca/registrar/app.pdf)
- \$75 Application Fee
- Supplementary Application Form  
[upei.ca/registrar/files/registrar/intlsup2011.pdf](http://upei.ca/registrar/files/registrar/intlsup2011.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 [upei.ca/registrar/app.pdf](http://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. Internationally 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

The general requirements for admission to the Faculty of Education are:

1. Applications must have completed the requirements for their undergraduate degree from an approved registered university before August 15 of the first year of the program, and have the degree conferred before beginning the second year of the BEd program.
2. Applicants must have an overall average of not less than 70% (at least between C+ and B-) computed on the 20 highest grades of the last 22 courses (3 semester hour of credit)
3. At least 6 semester-hours of credit in English (at least 3 of which must be composition);
4. At least 3 semester hours of credit in Mathematics;
5. 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;
- 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;
- 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;
- 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).

### *(iii) Application Process*

Prior to completing the application package, candidates should read the requirements for the Bachelor of Education Application ([upei.ca/education/bachelor\\_ed](http://upei.ca/education/bachelor_ed)).

The application deadline is **15 January** (must be postmarked by this date). If seats are still available after the applicants meeting the deadline have been considered, the BEC Committee may review late applications.

The completed application package must include the following:

1. Undergraduate Application Form (two pages) ([upei.ca/registrar/app.pdf](http://upei.ca/registrar/app.pdf)). The application forms can be downloaded in PDF format which requires Adobe Acrobat Reader. Complete by hand and submit with the remainder of the package.
2. \$50 Application Fee (\$75 for International Applicants)
3. Faculty of Education Supplementary Information Form and Personal Statement ([upei.ca/registrar/files/registrar/2011BEDSuppApplication.pdf](http://upei.ca/registrar/files/registrar/2011BEDSuppApplication.pdf)). Save the form to your computer and work on it at your leisure. When complete, print, sign, then submit with the remainder of your package.
4. Three Reference Forms (3 pages) ([upei.ca/registrar/files/registrar/refformsedo607.pdf](http://upei.ca/registrar/files/registrar/refformsedo607.pdf)). Print off these forms and have each reference submit directly to the UPEI Registrar's Office, or have your reference give back to you in a sealed envelope with the reference's signature over the seal, ready for you to submit with the remainder of your package.
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.

### **c) Bachelor of Education—Specialization in Teaching French Immersion—see online calendar**

### **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 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) CPR, First Aid, Criminal Record and Immunization

The School of Nursing requires certification of your CPR (HCP level), First Aid, immunization record, and a certified criminal record check from your local law enforcement agency from all students accepted to the Nursing program. Accepted applicants forward this documentation directly to the School of Nursing no later than August 15. (**Note:** if any of the required documentation is not received by the deadline, this offer may be withdrawn).

### (iv) Application Process

#### Application Forms

You can download the forms in .pdf format. This will require the Adobe Acrobat Reader ([adobe.com/products/acrobat/readstep2.html](http://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) ([upei.ca/registrar/app.pdf](http://upei.ca/registrar/app.pdf));
2. \$50 Application Fee;
3. School of Nursing Supplementary Application Form ([upei.ca/registrar/files/registrar/nursuppl1.doc](http://upei.ca/registrar/files/registrar/nursuppl1.doc));
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. If enrolled in courses, transcripts are to be submitted when final results of your current first semester can be reported. Transfer credits received at another institution will not negate the requirement for original transcripts.

**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. If you meet the minimum admission requirements for the Nursing program, you will be admissible to the Faculty of Science, Business, or Arts. Successful applicants are required to pay a non-refundable tuition deposit which goes toward their first semester fees.

### e) Accelerated Bachelor of Science in Nursing

#### (i) Introduction

The Accelerated Bachelor of Science in Nursing Program is intended for applicants with a university degree who wish to become professional nurses. Students apply through the Registrar's Office and must submit the UPEI Undergraduate Application Form. Students in the Accelerated Program are required to take the same courses and have the same number of clinical hours as students in the four-year BScN program. They are governed by the academic regulations for Nursing as outlined in the Calendar.

### (ii) Admission Requirements

To be eligible for the Accelerated BScN Program, applicants must have:

- successfully completed Grade 12 or equivalent courses in English, Math, Chemistry, and Biology;
- completed an undergraduate degree with a minimum average of 75% (GPA 3.0 or B) in the last 20 courses of the degree and normally registered as a full-time student;
- students who have completed courses after being granted a degree must have a minimum 75% average based on the best 20 courses of the last 22 courses taken;
- completed courses for credit in Human Anatomy, Physiology, Microbiology, Developmental Psychology, Statistics, an introductory Nutrition course, two introductory Psychology courses, and two English courses. Students missing any of these courses are provided the opportunity to complete the courses before the start of the program in January.

**Note:** Required courses in Pathophysiology and Pharmacology can be taken during the Accelerated Program.

Enrolment is limited to 14 students per year. Applicants receive conditional acceptance into the Accelerated Program based on completion of the required prerequisites.

### (iii) Application Process

Application deadline is **15 February** (must be postmarked by this date). Your complete application package should be sent directly to the Registrar's Office and should include:

1. Undergraduate Application Form (two pages)
2. \$50 Application Fee (\$75 for International Applicant)
3. A current *Curriculum Vitae* (resume) if you are a mature student (21 years of age or older)
4. Final Official High School transcripts
5. Official transcripts are required from all post-secondary institutions attended. Transfer credits received at another institution will not negate the requirement for original transcripts. If enrolled in courses, transcripts are to be submitted when final results of your current first semester can be reported.

**Note:** Applicants currently completing a first degree are expected to have their first degree conferred no later than June 30, and must submit a final transcript no later than July 15. Applicants completing one or more of the minimum high school requirements are required to submit a final official transcript which indicates successful completion of the requirement(s) no later than July 15.

All applicants who apply for the Accelerated Nursing program may be considered for the 4 year program as well if they complete the supplementary application which can be found at [upei.ca/registrar/files/registrar/nursuppl1.wpd](http://upei.ca/registrar/files/registrar/nursuppl1.wpd)

If accepted to both, applicants can choose which program they would like to enrol in. Applicants should make it clear if they wish to only be considered for the Accelerated program. Should an Accelerated Nursing applicant not complete the supplementary application for the four year Nursing program, the Nursing Admissions Committee assumes that the applicant is only interested in the Accelerated Nursing Program.

### f) 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. 131/132)
- Two courses in introductory Physics (Phy. 111/112 or 111/122)
- Two courses in introductory Chemistry (Chem. 111/112)
- One course in Mathematics (Math. 112) (alternatively, Math. 151/152)
- IT 111—Introduction to Microcomputers
- Global Issues 151 (first-time, first-entry students) or English Composition or equivalent
- One free elective

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.

Students are expected to complete a degree at UPEI within a 10 year period. Applicants who have completed any of the prerequisite first year courses 7 years prior to the anticipated start of their radiography program should contact the co-ordinator of the program or the Dean of Science.

### *(iii) Application Process*

#### **Application Forms**

You can download the forms in .pdf format. This will require the Adobe Acrobat Reader. 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 are received.

- For **Fall 2011** admission application deadline is **May 15, 2011**
- For **Fall 2012** admission application deadline is **December 1, 2011**

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 Fall 2011 admission:** 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**, with a copy of the most current transcript to be submitted no later than **June 1st**. Interviews will be held in mid-June.

**Please note Fall 2012 admission:** Successful applicants will be required to make a \$500 non-refundable deposit on or before **May 31st**, 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 **December 1**, with a copy of the most current transcript to be submitted no later than **February 1st**. Interviews will be held the last week in March and successful applicants must accept by **April 30**.

### **g) Radiography Post-Diploma Degree Program**

#### *(i) Introduction*

The University of Prince Edward Island in conjunction with the Queen Elizabeth Hospital, offer a post diploma degree in Radiography. This conversion program allows practising technologists the opportunity to attain a Bachelor of Applied Science Degree in Radiography through the equivalence of two years of university study (20 courses). Information on required courses is available in the UPEI Calendar under Radiography.

The program was designed to meet the needs of technologists who wish to expand their credentials and education. The role of a medical radiation technologist is changing rapidly in response to evolving technologies and the dynamics of the Canadian Health Care system. This advanced education will enhance a technologist's knowledge base and provide opportunities for career advancement.

**Note:** Students must be a member in good standing of the CAMRT to apply for this program.

#### *(ii) Admission Requirements*

Minimum requirements for admission are registration with the Canadian Association of Medical Radiation Technologists and three years of full time equivalent work experience (5850 hours) in Radiography.

#### *(iii) Application Process*

The following is required when submitting your application:

1. Application Form ([upei.ca/registrar/app.pdf](http://upei.ca/registrar/app.pdf))—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/2010–April/2011.
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. The applicant must be a member in good standing of The Canadian Association of Medical Radiation Technologies (CAMRT) to apply to this program.

**Please note:** There is not an application deadline for this program. Applicants normally begin their program in the semester proceeding acceptance.



## h) 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).

### 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).

### 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)  
[mcgill.ca/macdonald](http://mcgill.ca/macdonald)

Nova Scotia Agricultural College

[nsac.ca/prospectivestudents/programs](http://nsac.ca/prospectivestudents/programs)

#### Architecture

Dalhousie University  
[architectureandplanning.dal.ca/architecture/index.shtml](http://architectureandplanning.dal.ca/architecture/index.shtml)

#### Dentistry

Dalhousie University  
[dentistry.dal.ca](http://dentistry.dal.ca)

#### Law

Dalhousie University  
[law.dal.ca/index.html](http://law.dal.ca/index.html)

University of New Brunswick  
[law.unb.ca](http://law.unb.ca)

#### Medicine

Dalhousie University  
[medicine.dal.ca](http://medicine.dal.ca)

Memorial University of Newfoundland  
[med.mun.ca/medicine](http://med.mun.ca/medicine)

### 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  
[occupationaltherapy.dal.ca/index.html](http://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  
[physiotherapy.dal.ca/index.html](http://physiotherapy.dal.ca/index.html)

### Veterinary Medicine

University of Prince Edward Island  
(Atlantic Veterinary College)  
[upe.ca/avc](http://upe.ca/avc)

### 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 for UPEI students:

- 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 Global Issues 151 and 1 English course)
- Please note:** An English course is required for DVM admission consideration. It is possible to select an appropriate English course that will also satisfy the writing intensive course requirements for a UPEI Bachelor's degree.
- 5 Electives in any area

**Please note:** Admission to the DVM program is competitive. Each year many students apply for one of the sixty seats available in the program. Approximately forty-two of the seats are reserved for residents of Atlantic Canada and the remaining eighteen seats are for International Students. 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.

[upei.ca/registrar/3\\_prof\\_degree\\_dvm](http://upei.ca/registrar/3_prof_degree_dvm)

### 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 131  
Chemistry 111  
Mathematics 151  
Physics 111  
Global Issues 151

##### Second Semester

Biology 132  
Chemistry 112  
Mathematics 152  
Physics 112 or 122  
1 Humanities/Social Sciences

### Year 2

#### Working toward a Major in Biology—10 courses

##### First Semester

Biology 204  
Biology 221  
Mathematics 221  
Chemistry 243  
1 Humanities/Social Sciences

##### 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 Sciences requirements, 1 must be Global Issues 151 and 1 English course

### Year 2

#### Working toward a Major in Chemistry—10 courses

##### First Semester

Chemistry 241

Mathematics 221

3 Humanities/Social Sciences

### 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, 1 must be Global Issues 151 and 1 English course

### Year 1

#### Working toward a BSc in Psychology—10 courses

##### First Semester

Biology 131  
Chemistry 111  
Mathematics 151  
Physics 111 or 251  
\*Psychology 101

##### Second Semester

Biology 132  
Chemistry 112  
\*\*Mathematics 152  
Global Issues 151  
\*Psychology 102

### Year 2—10 courses

##### First Semester

\*Psychology 278  
1 Writing Intensive course  
Chemistry 243  
2 Electives

##### Second Semester

\*Psychology 279  
Biology 206  
Biology 223  
2 Electives

### Notes:

- \*Courses together will meet a Stats and Humanities/Social Sciences requirement
- \*\*elective
- Global Issues 151 and 1 English course
- 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 131  
Chemistry 111  
Computer Science 151 OR Engineering 231  
Physics 111  
Mathematics 151

### Second Semester

Biology 132  
Chemistry 112  
Global Issues 151  
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 Sciences requirements, 1 must be Global Issues 151 and 1 English course
- Students would take 4 Humanities/Social Sciences 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 131  
Chemistry 111  
Computer Science 151  
Mathematics 151  
Global Issues 151

#### Second Semester

Biology 132  
Chemistry 112  
Computer Science 152  
Mathematics 152  
1 Humanities/Social Sciences

### 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 Sciences requirements, 1 must be Global Issues 151 and 1 English course
- Students would take 3 Humanities/Social Sciences 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 131  
Chemistry 111  
Computer Science 151  
Physics 111 OR 251  
Mathematics 151

#### Second Semester

Biology 132  
Chemistry 112  
Computer Science 152  
Global Issues 151  
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, 1 must be Global Issues 151 and 1 English course
- 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 131  
Chemistry 111  
Foods & Nutrition 111  
Mathematics 111  
Physics 111 OR 251

#### Second Semester

Chemistry 112  
Family Science 114  
Mathematics 221  
Global Issues 151  
1 Writing Intensive course

## Summer Session

2 Humanities/Social Sciences

## Year 2 —Pre-Veterinary Stream—10 courses

### First semester

1 Humanities/Social Sciences

Chemistry 243

Foods & Nutrition 211

Family Science 221

Family Science 261 /Foods & Nutrition 261

### Second Semester

Biology 122

Biology 206

Biology 223

Foods & Nutrition 212

Family Science 242

## Notes:

- Among the 5 Humanities/Social Sciences requirements, 1 must be Global Issues 151 and 1 English course
- Students would take 2 Humanities/Social Sciences 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.

However, in the Faculty of Science, students are required to declare a major by the beginning of their second year (after completing 21 to 45 semester hours of course work). Students can change their major at any time by submitting the appropriate form to the Registrar's Office, but they are encouraged to speak to an academic advisor in the appropriate department before doing so.

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) Beginning the academic year 2008–2009, all students working on an undergraduate certificate, diploma or degree will require Global Issues 151—Critical Thinking and Writing and one other writing intensive course to fulfill graduation requirement.

Any student registered before 2008, will be required to complete English 101 and one other English course for the graduation requirement. Those students who took time off and are returning to complete their degree will also be required to complete the English 101 and one other English. Transfer students will be required to fulfill English 101 and one other English.

*This regulation will be reviewed in 2012.*

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:

First Year:	0–18
Second Year:	21–48

Third Year:	51-78
Fourth Year:	81+

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:

- in nine or more semester-hours of study (usually three courses taken for credit);
- as a full-time English Academic Preparation (EAP) program student; or
- 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

- The registration process consists of two steps:
  - preregistration or course selection, available from the dates specified in the calendar; and
  - payment of fees by the published deadline.
- 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.
- Course changes: students may make changes to their course selections as follows:
  - 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;
  - 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;
  - 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
  - “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 student may credit up to 18 semester-hours of Directed Studies towards a degree.
- Any student in Third or Fourth Year may apply to take Directed Studies.
- A student must have at least 12 hours of credit in a department as a prerequisite to Directed Studies courses.
- A student may take up to six semester-hours of Directed Studies in any one semester.
- A student may take up to 12 semester-hours of Directed Studies in one department.
- 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.
- 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	

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. The Registrar will advise the Department Chair that the grade of "F" requires a percentage grade for posting on the student transcript. 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.

d) Students may be required to present their valid UPEI ID card at all examinations scheduled during the official examination periods and sign the signatures list when used.

e) No articles such as books, papers, or other materials may be taken into the examination room unless provision has been made by the examiner. Specifically, without such permission, no laptops, electronic computing, data storage or communications devices may be in the possession of a student in the examination room. Calculators may be used at the discretion of the instructor. Any jackets, hats, bags, knapsacks, etc, are to left at the front or back of the examination room and may be picked up at the end of the examination.

f) Students who speak English as a second language may be allowed to use one bilingual dictionary (paper) to assist them in writing quizzes and examinations. The use of electronic translators is not permitted under any circumstances.

g) Students may not leave their seats during an examination except with the consent of the invigilator.

h) Food is not permitted in the examination room.

#### 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) 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 111 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) 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 Senate Committee on Student Academic Appeals.

## 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
- 70–79.9%: 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 percentage 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; the instructor will provide the Registrar with a percentage failure grade for posting on the student transcript;
- 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 using their campus login and choosing the option "apply to graduate" which is available in August. The deadline for making such application is **31 October** of the academic year in which students expect to complete their program requirements. **It is the 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.**

# Acadian Studies

## Co-ordinator

Carlo Lavoie (Modern Languages)

The Minor in Acadian Studies aims to provide a better understanding of the place and importance of the French language and the Acadian community on Prince Edward Island and in Maritime Canada. The program consists of an immersion in general cultural subject areas and of an analysis of specific literary and cultural topics. The study of Acadian culture may pave the way to graduate school and/or education programs or simply be complement to one's University study (no major, no minor). On the one hand, UPEI's Minor in Acadian Studies offers students the opportunity to develop both their analytical and the practical skills in French and will provide its students with the foundational skills with which they can pursue their interest in the practice of French. On the other hand, the Minor in Acadian Studies aims to link in a common thematic different courses offered in English which propose a reflection on the Acadian as part of a cultural and linguistic minority.

## REQUIREMENTS FOR A MINOR IN ACADIAN STUDIES

A Minor in Acadian Studies consists of twenty-one (21) semester hours of credit taken from the list of approved courses. The language requirements are French 241 and French 242 (both courses could be counted in the Minor in Acadian Studies if they are not counted for the Major in French). Acadian Studies 201 and three courses among Acadian Studies 491/492 and French 443/444, are compulsory for the Minor. Prospective students should note, however, that Acadian Studies 491 and 492 require students to make a significant contribution to the study of Acadie which will be approved by the Instructor. One of these four courses will, typically, be only offered in the Winter Term of the academic year. In addition, students must select three elective courses. Students using any of the approved courses to complete the Minor in Acadian Studies may not use them to complete a Major or another Minor.

## REQUIREMENTS IN FRENCH

### 241 FRENCH

See French 241

### 242 FRENCH

See French 242

## ACADIAN STUDIES CORE COURSES

### 201 INTRODUCTION TO ACADIAN STUDIES

This course is designed to provide an opportunity to examine the development of Acadian culture through the oral tradition, songs and folk tales. The themes of colonialism, regionalism, folklore and oral traditions will provide the basis for this examination. The object of the course is to develop an awareness of the complex patterns of development in Acadian culture from the French period to the present. The course will consist of seminars and lectures conducted in French.  
PREREQUISITES: French 241 and French 242 or the permission of the Coordinator of Acadian Studies.  
Three hours a week.

### 491 SPECIAL TOPICS

Centered around a topic (a specific question or a writer), 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. The content will vary from year to year.  
PREREQUISITE: Acadian Studies 201 or the permission of the Coordinator of Acadian Studies.  
Three hours a week.

### 492 DIRECTED STUDIES

The purpose of the course is to provide an opportunity for intensive interdisciplinary research in an area to be determined by the student and the coordinator of the program. Readings and research on the course will be supervised 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.  
PREREQUISITE: Acadian Studies 201 or the permission of the Coordinator of Acadian Studies.  
Three hours a week  
(See Academic Regulation 9 for Regulations Governing Directed Studies)

### 443 CULTURE ET LITTÉRATURE ACADIENNES I See French 443

### 444 CULTURE ET LITTÉRATURE ACADIENNES II See French 444

## ELECTIVES

**Note:** Students who are enrolled in the Major in French and the Minor in Acadian Studies can take at least two electives outside the Department of Modern Languages.

## CANADIAN STUDIES

301/302 The Canadian Experience

## EDUCATION

213 Introduction à l'éducation en français au Canada

## ENGLISH

331 The Literature of Atlantic Canada

## HISTORY

231/232 The Atlantic Region

424 History of Canadian Nationalism and the Canadian Identity

## MODERN LANGUAGES (French)

252 Le français des affaires

339 Théâtre canadien-français

## SOCIOLOGY & ANTHROPOLOGY

312 Rural Society in Canada

431 Minority/Ethnic Groups and Canadian Multiculturalism

## WOMEN STUDIES

311 Identity and Popular Culture

## DIRECTED STUDIES

With the approval of the Coordinator, the Dean of Arts, and the relevant Department, a student may credit three hours of Directed Studies in any subject linked to Acadian Studies towards the Minor.



## Arts Seminars

[upei.ca/artsseminar](http://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

[upei.ca/asian/](http://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.

#### 209 SPECIAL TOPICS

#### 309 SPECIAL TOPICS

#### 409 SPECIAL TOPICS

#### 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 [A SELECTED 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 LANGUAGE] II

This course is a continuation of 101. It provides further study of vocabulary and grammar and introduces aspects of civilization.

Three hours a week

## ASIAN STUDIES ELECTIVES

**Language Courses** (see above 101 and 102)

### Peoples and Cultures

Sociology/Anthropology 212 Peoples of South Asia

### Religion and the Arts

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

[upei.ca/biology](http://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,  
 Christian R. Lacroix, Professor  
 Robert Hurta, Associate Professor  
 James R. Kemp, Associate Professor  
 Pedro Quijon, Associate Professor  
 Marina B. Silva-Opps, Associate Professor  
 Marva I. Sweeney-Nixon, Associate Professor  
 Kevin L. Teather, Associate Professor  
 Michael R. van den Heuvel, Associate Professor  
 Tracy Doucette, Assistant Professor  
 Natacha Hogan, Assistant Professor  
 H. Carolyn Peach Brown, Assistant Professor  
 Karen Samis, Assistant Professor  
 David Cairns, Adjunct Professor  
 Bourlaye Fofana, Adjunct Professor  
 Daryl Guignon, Adjunct Professor  
 Karen Kidd, Adjunct Professor  
 Sean Li, Adjunct Professor  
 Gerhard Pohle, Adjunct Professor  
 Jennifer Slemmer, 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 may choose to take a general Biology degree or to obtain a Life Sciences or Environmental Biology specialization. The Life Sciences specialization will focus on cell & molecular biology as well as the biomedical sciences, and may be of interest to students who intend to pursue careers or graduate opportunities related to the health professions, or research/innovation in biomedical or biotechnological sciences. The Environmental Biology specialization will focus on the interaction of plants and animals with

the environment and may be selected by students interested in careers or graduate studies related to conservation, wild-life biology or ecology. The General Biology stream will give students a broad background in biology, with good preparation for all areas of Biology.

## COURSE REQUIREMENTS FOR THE AREAS OF SPECIALIZATION

Students may apply for a particular specialization any time before the end of their third year. Those that have not specified a specialization must meet the requirements for the General Biology Stream.

### GENERAL BIOLOGY STREAM (NO SPECIALIZATION)

	Hours	Credit
<b>Eight Core Biology Courses</b>		
Biology 131-132 .....	6	
Two of Biology 202, 204 and 206.....	6	
Two of Biology 221, 222 and 223.....	6	
Biology 326 or 382.....	3	
Biology 331.....	3	
<b>at least six additional Biology electives that fit the following criteria.....</b>	<b>18</b>	
• at least two must be at the fourth year level		
• four must have a lab component		
<b>required courses in other departments, and electives as listed in the section “All Specializations—required courses in other departments” below.....</b>	<b>78</b>	

### LIFE SCIENCES SPECIALIZATION

	Hours	Credit
<b>Eight Core Biology Courses</b>		
Biology 131-132 .....	6	
Two of Biology 202, 204 and 206.....	6	
Biology 221 and 223.....	6	
Biology 326.....	3	
Biology 331.....	3	
<b>at least six additional Biology electives that fit the following criteria.....</b>	<b>18</b>	
• at least two must be at the fourth year level and be from Life Sciences		
• four must have a lab component		
• at least four must be selected from the Life Sciences Specialization list		
• at least 2 must be selected from the Environmental or General Biology lists		
<b>required courses in other departments, and electives as listed in the section “All Specializations—required courses in other departments” below.....</b>	<b>78</b>	

### ENVIRONMENTAL BIOLOGY SPECIALIZATION

	Hours	Credit
<b>Eight Core Biology Courses</b>		
Biology 131-132 .....	6	
Two of Biology 202, 204 and 206.....	6	
Biology 222 and 223.....	6	
Biology 331.....	3	
Biology 382 .....	3	
<b>at least six additional Biology electives that fit the following criteria.....</b>	<b>18</b>	
• at least two must be at the fourth year level and from the Environmental Biology list		
• four must have a lab component		
• at least four must be selected from the Environmental Biology Specialization list		

- at least two must be selected from the Life Sciences or General Biology lists

**required courses in other departments, and electives as listed in the section “All Specializations—required courses in other departments” below.....78**

**“All Specializations—required courses in other departments” below.....78**

	Hours	Credit
Global Issues 151.....	3	
A writing intensive course in any discipline .....	3	
Chemistry:		
Chemistry 111 and 112.....	6	
Chemistry 241-242 or Chemistry 243 .....	3 or 6	
(credit will not be given for both Chemistry 243 and Chemistry 241 or 242)		
Physics:		
Physics 111 and either Physics 112 or 122 .....	6	
Mathematics and Statistics:		
Math 112 or Math 151/152.....	3 or 6	
Math 221 .....	3	
<b>Note:</b> 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.		
Other electives .....	42 or 48	
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

	Hours	Credit
<b>ALL STREAMS</b>		
<b>First Year</b>		
Biology 131-132 .....	6	
Chemistry 111-112 .....	6	
Mathematics 112 or 151-152 .....	3 or 6	
Physics 111-(112 or 122).....	6	
Global Issues 151.....	3	
**Electives.....	3 or 6	

## GENERAL BIOLOGY STREAM

<b>Second Year</b>		
Two of Biology 202, 204, 206.....	6	
Two of Biology 221, 222, 223.....	6	
Chemistry 241-242 or 243 .....	3 or 6	
**Electives .....	12 or 15	

## Third Year

Biology 326 or 382 and 331.....	6	
*Four Biology electives from any of the three lists.....	12	
(200 level or above)		
Chemistry 353 .....	3	
Math 221 .....	3	
**Electives.....	6	

## Fourth Year

* Two Biology electives at 400 level.....	6	
**Electives .....	24	

## LIFE SCIENCES SPECIALIZATION

### Second Year

Two of Biology 202, 204, 206.....	6	
Biology 221 and 223.....	6	
Chemistry 241-242 or 243 .....	3 or 6	
**Electives .....	12 or 15	

### Third Year

Biology 326 and 331.....	6	
*Two Biology electives from the Life Sciences list.....	6	
(200 level or above)		
*Two Biology “alternate” electives (from the .....	6	
Environmental or General Biology lists, 200 level or above)		
Chemistry 353 .....	3	
Math 221.....	3	
**Electives.....	6	

### Fourth Year

* Two Biology electives from Life Sciences list .....	6	
at the 400 level		
**Electives .....	24	

## ENVIRONMENTAL BIOLOGY SPECIALIZATION

### Second Year

Two of Biology 202, 204, 206.....	6	
Biology 222 and 223.....	6	
Chemistry 241-242 or 243 .....	3 or 6	
**Electives .....	12 or 15	

### Third Year

Biology 331 and 382 .....	6	
*Two Biology electives from the Environmental .....	6	
Biology list (200 level or above)		
*Two Biology “alternate” electives (from the .....	6	
Life Sciences or General Biology lists, 200 level or above)		
Chemistry 202 or 353.....	3	
Math 221.....	3	
**Electives.....	6	

### Fourth Year

* Two Biology electives from the Environmental .....	6	
Biology list at 400 level		
**Electives .....	24	

\* in all streams, at least four of the required Biology electives must have a laboratory or field component. The list of electives that can count toward each stream is given in the table provided below.

\*\* at least one of these general electives must be a writing intensive course in any discipline.

## 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. Students may also carry out a less intensive research project by registering for Biology 440.

The Honours program differs from the BSc Major program in having a research and thesis component. The total number of courses is the same, five courses per semester for eight semesters, but the honours thesis course counts as 12 credits, so 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 the equivalent of 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

Students may complete an Honours Degree in any of the three Biology streams (General, Life Sciences, Environmental Biology). The program is the same as the Majors program for the first three years, with the addition of two other Biology electives (taken from any stream, though students specializing in the Life Sciences or Environmental Biology streams may have to choose electives in those areas) and Biology 490. These would normally be completed in the student's fourth year.

### FOURTH YEAR: HONOURS BIOLOGY

	Hours of Credit
*Two Biology electives at 400 level .....	6
(these must be in the Life Sciences or Environmental Biology lists if students have declared a specialty)	
*Two additional Biology electives at the 200 level or above .....	6
Biology 490 (Advanced Research and Thesis) .....	12
Electives.....	6

\* at least four of the required Biology electives must have a laboratory component in all streams.

#### List of Courses that may be used towards the specialization areas in Biology.

- \*Lab courses are indicated with an asterisk.
- Courses in the "General Biology" section may be used as "alternate electives" in any stream
- Certain Biology 441 (Directed Studies) or 442 (Special Topics) courses may be credited to one stream or the other with prior permission of the Chair.
- Courses that are required components for one stream or the other (e.g. Biology 221 and 326 for the Life Sciences specialization, Biology 222 and 382 in the Environmental Biology specialization; and Biology 331 in the General stream) can be counted as "alternate" electives for the other specialization.

#### Life Sciences Specialization (includes health and biosciences courses):

Biology 322—Bioinformatics  
 \*Biology 323—Genetics II  
 \*Biology 324—Comparative Vertebrate Anatomy  
 \*Biology 353—Human Anatomy and Histology  
 Biology 375—Microbial Diseases and Pathogenesis  
 \*Biology 401—Human Physiology and Pathophysiology  
 \*Biology 402—Animal Physiology  
 \*Biology 403—Developmental Biology  
 \*Biology 444—Investigative Plant Anatomy  
 Biology 471—Molecular Biotechnology  
 \*Biology 472—Pathobiology  
 Biology 475—Immunology

#### Environmental Biology Specialization

\*Biology 314—Plant Community Ecology  
 \*Biology 327—Field Coastal Ecology  
 \*Biology 335—Animal Behaviour  
 \*Biology 351—Ornithology

\*Biology 361—Biology of Fishes  
 \*Biology 366—Plant-Animal Interactions  
 \*Biology 371—Mammalogy  
 \*Biology 391—Marine Biology  
 \*Biology 411—Wildlife Biology  
 \*Biology 413—Conservation Genetics  
 \*Biology 452—Biogeography and Macroecology  
 \*Biology 454—Biodiversity and Conservation Ecology  
 \*Biology 462—Watershed Ecology  
 \*Biology 465—Marine Community Ecology  
 \*Biology 485—Environmental Toxicology

#### General Biology Courses (can be used as "alternate" stream courses)

\*Biology 311—Plants and People  
 Biology 312—History of Biology  
 \*Biology 421—Design and Analysis of Biological Studies  
 Biology 435—Biology of Sex

### 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:

	Hours of Credit
1. Biology core requirements	
Biology 131-132 .....	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 and 102** are courses 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.

**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.

**Biology 131-132** 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 131 and 132 is open to those who have passing grades for both Biology 131 and 132, 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 131 and 132, 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 COURSES

### 001 INTRODUCTION TO THE ESSENTIALS OF BIOLOGY

This is a non-credit course designed primarily for students needing an introduction to biological principles, as preparation for first year biology. Basic biological principles are introduced in relation to everyday applications, including industry and the environment. Topics include: components of cells, principles of metabolism, principles of genetics, principles of evolution and natural selection, plant and animal structure. Classes will be augmented by laboratory demonstrations. This course is required for those students planning to take Biology 131 and/or 132, and who did not take either Biology 11 or Biology 12 in high school.

### 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

### 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.

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.

Three hours lecture, two and a half hours laboratory a week

### \*131 INTRODUCTION TO CELL AND MOLECULAR BIOLOGY

This course provides an introduction to the science of Biology, with emphasis on 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. Part of the laboratory component involves training in microscopy and molecular techniques.

PREREQUISITES: Grade XI or XII Biology, or UPEI Biology 001 or the permission of the Chair in special cases

Three hours lecture, three hours laboratory a week

### \*132 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.

PREREQUISITE: Biology 131 or permission of the instructor  
Three hours lecture, three 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 131-132

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 131-132

Three hours lecture, three hours laboratory a week

### \*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 131-132 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.

## 209 SPECIAL TOPICS

### 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 131-132

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 131-132.

Three hours lecture, three hours laboratory a week

### 223 GENETICS I

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 131-132

Three hours lecture, one hour tutorial a week

### **\*304 VERTEBRATE ZOOLOGY**

This course focuses on the taxonomy and evolution of vertebrates. Coverage of taxonomic orders and families may include discussion of systematics, taxonomy, evolution, palaeontology, zoogeography, and unique morphological, physiological, ecological, and behavioural characteristics. The laboratory component is dedicated to learning basic vertebrate morphology and taxonomic relationships among and within vertebrate groups using preserved specimens and dissections.

PREREQUISITE: Biology 204

## **309 SPECIAL TOPICS**

### **\*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 131-132 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 GENETICS II**

The principles of genetics at a more advanced level are considered in the context of practical laboratory investigation, on-line genetic data resources, and examination of current scholarly literature. Laboratory work will be conducted with fruit flies (*Drosophila*) and yeast (*Saccharomyces*), and will include molecular biological techniques.

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

### **\*327 FIELD COASTAL ECOLOGY**

Field coastal ecology is an intensive field-oriented course designed to provide 3rd - 4th year students of the Biology program with knowledge and experience surveying and monitoring the organisms and habitats best represented in coastal Prince Edward Island. Using a hands-on approach, students are expected to learn and apply the sampling protocols that are most useful to each type of habitat. Although the course will have a broad theoretical component (early daily lectures on community types and sampling design), its main focus will be on activities to be developed in the field and subsequently in the laboratory. These activities include sampling, processing, and identification of organisms collected in the most typical benthic habitats of the island.

PREREQUISITES: Biology 202, 204 and 222

Four hours lecture, four hours laboratory/field trips per day for two weeks (summer intensive course)

### **\*331 RESEARCH METHODS AND COMMUNICATIONS IN BIOLOGY**

This course is an introduction to research methods and the basic principles of scientific communication, as expressed in the Biological Sciences. Lectures and assignments focus on the principles of study design; analysis, interpretation, and presentation of biological data; and 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: Biology 131 and 132, and 6 semester hours of core Biology courses

Three hours lecture, three 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 and 222

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 131-132

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.

**\*353 HUMAN ANATOMY AND HISTOLOGY**

This course covers human anatomy at both the macroscopic and microscopic levels and gives the student a thorough and detailed overview of the various human tissues and organs. This is an upper level course designed for students who want intensive preparation in for health-related disciplines. While both anatomy and histology will be integrated throughout the course, lectures will focus on gross human anatomy while laboratories will emphasize the structure of tissues (histology). Beginning with the integument, the course progresses through the various organ systems including skeletal, muscular, nervous, endocrine, circulatory, respiratory, digestive, urinary, and reproductive.

**PREREQUISITE:** A combined average of at least 60% in Biology 131-132

Three hours lecture, three hours laboratory a week

**\*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 131-132

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 a week, three hours laboratory every other week

**\*371 MAMMALOGY**

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

Three hours lecture a week

**382 CURRENT ISSUES IN EVOLUTIONARY BIOLOGY**

Evolution is the central tenet of modern Biology. This course examines current issues in evolutionary biology, as it is presented in contemporary scholarly literature. Foundational ideas will be addressed and reinforced as part of that process. There will be an emphasis on written analysis of the material being considered, and on group discussion.

**PREREQUISITE:** A combined average of at least 60% in Biology 131-132

Three hours lecture and a one hour tutorial a week

**NOTE:** Biology 223, taken previously or concurrently, is recommended.

**\*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 and 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**

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 353 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 PRINCIPLES OF WILDLIFE BIOLOGY**

This course focuses on the basic principles of wildlife biology, wildlife management, and contemporary wildlife issues. The laboratory/field component includes an introduction to techniques used in wildlife research, habitat assessments and debates on local wildlife issues.

**PREREQUISITE:** Biology 202 and 204

Two hours lecture, four hours laboratory a week

**\*413 CONSERVATION GENETICS**

An introduction to the guiding principles of conservation biology and genetics, and their application to the preservation of biodiversity. Students will explore current research topics, such as ecological and landscape genetics, invasion biology, and genomics for endangered species through lectures, extensive discussion and a major paper. Laboratories may involve field trips and molecular techniques.

PREREQUISITES: Biology 222 and Biology 223 (Biology 382, Biology 323 are recommended co-requisites, but are not essential)

Three hours lecture, three hours laboratory a week

**\*421 DESIGN AND ANALYSIS OF BIOLOGICAL STUDIES**

This course provides students who have a previous statistics course and research methods course with experience in the practical application of analytical techniques for the ecological and life sciences. Topics include design of field and laboratory studies and examination of biological data using advanced parametric, non-parametric, and multivariate methods.

PREREQUISITE: Math 221 and Biology 331 or permission of the instructor

Three hours lecture and three hours lab per week

**435 THE BIOLOGY OF SEX**

This course explores the various aspects of sexual reproduction, focussing on evolutionary questions. The course compares various modes of reproduction (asexual and sexual) and examines the important questions of why sex evolved and why it is so common among plants and animals today. Topics include sexual selection, mating strategies of males and females, sperm competition, sex ratios, and various potentially controversial aspects of human sexuality from a biological perspective. The course involves extensive discussion (including student-led discussions), reading, writing, and a major paper.

PREREQUISITE: Biology 223 (other useful courses are Bio 335 and Bio 382)

Three hours lecture, one hour discussion weekly

**\*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, and 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 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 WATERSHED ECOLOGY**

The focus of this course is the study of watersheds, with emphasis on those found on Prince Edward Island. Lectures focus on the physical, chemical, and biological characteristics of streams and their surrounding riparian zones, and labs will include practical application of stream sampling methods.

PREREQUISITES: Biology 222 or equivalent

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

**\*472 PATHOBIOLOGY**

This course presents the basic principles of pathobiology with emphasis on specific candidate human diseases. The focus of the course is on aspects of the basic biochemistry and cell biology associated with certain disease paradigms. Topics include the pathobiology of cancer, heart disease, Alzheimer's disease, diabetes, and AIDS, as well as other current topical disease paradigms.

**PREREQUISITE:** Biology 206 and Biology 221

Three hours lecture, three hours laboratory 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

**\*485 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 131-132; Chemistry 111-112

Three hours lecture, three hours laboratory 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

[upei.ca/business](http://upei.ca/business)

**Business Faculty**

Roberta M. MacDonald, Professor, Dean  
Sean M. Hennessey, Professor  
Timothy E. Carroll, Associate Professor  
Wendy Carroll, Associate Professor  
Gary Evans, Associate Professor  
Juergen Krause, Associate Professor  
Donald M. Wagner, Associate Professor  
Mike Cassidy, Assistant Professor  
Reuben Domike, Assistant Professor

Alan Duncan, Assistant Professor  
Edward Gamble, Assistant Professor  
Debbie Good, Assistant Professor  
Susan Graham, Assistant Professor  
Blake Jelley, Assistant Professor  
Amy MacFarlane, Assistant Professor  
Gerry Mahar, 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 (BBA) 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. **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 of 70% average in designated courses, both business and non-business, required to be admitted into third year.

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.

**NOTE:** Students require 5 Business electives, 6 free electives, 7 non-business electives and 6 required non-business courses (2 Maths, 2 Economics, Global Issues 151 and 1 Writing Intensive course) in their overall 4 year BBA.



**FIRST PHASE**

The requirements for the degree are outlined as follows:

**Year 1**

Math 111 and 112  
Global Issues 151  
Business 101  
Business 171  
Economics 101 and 102

**Year 2**

Accounting 201 and 202  
Business 241  
Business 251 and 252  
Business 211 or English 381

**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:

**Year 3**

Business 331  
Business 341  
Business 351  
Business 371  
Business 391

**Year 4**

Business 415 OR Business 421  
Business 416 OR Business 481  
Business 441  
Business 495

**NOTES:**

1. Accounting courses are considered to be Business electives.
2. Due to enrolment 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.
3. Students have five free electives in their program which can be used as Business, Accounting or non-Business electives.
4. Due to student enrolments and faculty availability, all courses may not be offered each year. Students should consult the current timetable before registration.
5. 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.

**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 ADMINISTRATION PROGRAM****Year 1**

Math 111 and 112  
English 101  
One English Elective  
Business 171  
Business 241  
Business 251  
Business 252  
Economics 101 and 102

**Year 2**

Business 211 or English 381  
Business 331  
Business 341  
Business 351  
One Business Elective  
Two Non-Business Electives  
One Free Elective

**Year 3**

Business 371  
Business 391  
Business 415 OR Business 421  
Business 416 OR Business 481  
Business 441  
Business 495  
Two Business Elective  
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 171 (Organizational Behaviour) .....	3
Business 251 (Introduction to Management Science) .....	3
Business 252 (Operations Management I) .....	3
English 101 (Academic Writing) .....	3
Total .....	18

#### Required Courses—Year 2 Post-Diploma

	Semester hours of credit
Business 331 (Corporate Finance) .....	3
Business 341 (Marketing) .....	3
Business 351 (Operations Management II) .....	3
Business 371 (Entrepreneurship and New Ventures) .....	3
Business 391 (Strategic Management) .....	3
Business 415 (Integrated Cases in Finance) OR	
Business 421 (Personal Finance) .....	3
Business 416 (Integrated Cases in Marketing) OR Business 481	
(Integrated Marketing Communications) .....	3
Business 441 (Human Resource Management) .....	3

English elective (can be taken in either year) .....	3
Students must also take 2 Business electives, 2 non-Business electives, and 1 free elective .....	15
Total .....	42

**Grand Total..... 60**

### NOTES:

1. Accounting courses are considered to be Business electives.
2. 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.
3. Due to student enrolments and faculty availability, all courses may not be offered each year. Students should consult the current timetable before registration.
4. 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.
5. Tourism Management is recommended for one of the Business electives.
6. University 103 or 100 is highly recommended for one of the non-Business electives in first year.
7. Students are eligible to apply to the Cooperative Education program upon entrance to the University.
8. The required courses for the Business degree in years one and two are not available as business credits.
9. BBTH students are not able to credit Economics 101 or 102 as electives.

## THE BACHELOR OF BUSINESS STUDIES

The Bachelor of Business Studies (BBS) programme is a post diploma degree. It will require a minimum of two years of academic study at UPEI, the curriculum of which will consist of a combination of core and elective courses. To be eligible for programme admission, students must have already completed a two-year business diploma, including specified courses or programmes, at a recognized college and have achieved an overall average of 70%. Students must meet the UPEI admission requirements for this degree. In the BBS, students must meet the same requirements as in the BBA degree of obtaining grades of at least 60% in ten 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 202 (Introductory Accounting) .....	3
Business 251 (Introduction to Management Science) .....	3
Business 252 (Operations Management I) .....	3
Business 341 (Marketing) .....	3
Business 416 OR 481 (Integrated Cases In Marketing or	
Integrated Communications) .....	3

English 101 .....	3
Business 211 OR English 381 .....	3
Total .....	21

**Required Courses—Year 11 Post-Diploma**

	Semester hours of credit
Accounting 321 (Managerial Accounting).....	3
Business 331 (Corporate Finance).....	3
Business 351 (Operations Management II) .....	3
Business 391 (Strategic Management).....	3
Business 415 OR 421 (Integrated Cases In Finance or Personal Finance).....	3
Business 441 (Human Resource Management).....	3
Business 371 (Entrepreneurship and New Ventures) .....	3
Students must also take 2 Business electives, 2 non-business, electives and 2 free electives .....	18
Total .....	39

**Grand Total..... 60**

**NOTES:**

1. Accounting courses are considered to be Business electives.
2. 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.
3. Due to student enrolments and faculty availability, all courses may not be offered each year. Students should consult the current timetable before registration.
4. 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.
5. Political Science 201 (Canadian Politics I: Government) and 311 (Canadian Public Administration) are recommended as potential nonbusiness electives.
6. Recommended Business electives include Business 265 (Introduction to Small Business and Entrepreneurship), Business 301 (Law I), Business 442 (Digital Age), Business 465 (Project Management), Business 471 (Org. Development), Business 476 (Intercultural Management).
7. Accounting Tech students will substitute Business 171 (OB) for Accounting 202 and they must take Business 265 (Entrepreneurship) as one of their business or free electives.
8. Students are eligible to apply to the Cooperative Education program upon entrance to the university.
9. The required courses for the Business degree in years one and two are not available as Business credits.

**CO-OPERATIVE EDUCATION PROGRAM**

Students in any of the Business Degree Programs may apply for admission to the optional Co-operative Education Program. Students outside the business programs may be considered in exceptional cases in consultation with the Dean of the faculty of study for the student. This program emphasizes a co-operative approach to university education through experimental learning. It integrates academic classroom studies with practical work experiences outside the formal university environment. There is a global acceptance of the principle 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. This program provides progressive experiences of integrating theory and practice.

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 undergraduate Business Administration programs, students may apply and be considered for admission to Co-operative Education after completion of the first or second year. The normal prerequisite for admission is an average of 70% in the first year of the degree program. In the two plus two programs, students may apply upon entrance to the University. Students will be admitted to Co-op on the basis of their interest, aptitude and assessed ability, usually determined through an interview, to combine successfully the academic requirements with the requirements of the Co-op Program. Students not admitted may reapply.

**REQUIREMENTS**

Once admitted to the program, students normally continue in full-time enrolment 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 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. Business Co-op students must complete all of the regular requirements for a Bachelor degree in the School of Business programs. Co-operative students are required to fulfill the requirements for each co-op course in order to attain the course credit of 3 semester hours per Co-op course. These course credits include the work term placements. There are three course credits for the business degrees. They will be graded on a pass/fail system. Students will be evaluated according to the course outlines (In addition to the above requirements,) and students must officially register for and successfully complete three co-op work term(s) courses to attain the Co-op designation. The Co-op courses 593 and 693 will be extra non- credit courses outside the degree requirements.

**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. These require the approval of the Co-operative Education Coordinator and/or Director.

**Satisfactory fulfillment of Business Co-op work terms requires:**

1. The completion of three Co-op courses with work experience in academically-related, paid employment situations usually of 12 to 16 weeks duration, but this is flexible. Under certain circumstances, and with approval, students may be permitted to satisfy their work term requirements in an unpaid position or in longer or shorter time periods. Self-employment is considered. There is also the consideration for post-graduate Co-op work placements in exceptional cases as approved by the Director of the Co-op program and the Dean of the School of Business;

2. A satisfactory employer evaluation for each work term will be part of the course evaluation process;
3. The satisfactory completion of course requirements stated in the course outlines;
4. Fulfillment of any other requirements specified by the School of Business. Students have the right of appeal under Academic Regulation 12;
5. Students are permitted to take one extra 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 successfully complete course requirements;
3. They do not maintain the required course grade average necessary for continuance in Co-operative Education;
4. In the judgement of the University, they are no longer suited for the particular requirements of the Co-operative Education Program.

### REGISTRATION

Students are required to register for each course/work term at the Registrar's Office, according to normal registration procedures.

### FEES

Students accepted to the Co-operative Education Program are required to pay each Co-op course fee and Co-operative 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 171—Organizational Behaviour  
 Business 241—Management Information Systems  
 Business 265—Introduction to Entrepreneurship & Small Business Management

**Plus two of the following business courses:**

Accounting 202—Introductory Accounting—Part II  
 Business 251—Introduction to Management Science  
 Business 301—Business Law—Part I  
 Business 372—Industrial Relations  
 Business 441—Human Resource Management  
 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 265—Introduction to Entrepreneurship and Small Business Management  
 Business 442—Networking, Knowledge & Digital Age Information Technology 121—Introduction to Computer Programming  
 Information Technology 205—Web-based Application Development and Programming  
 Information Technology 306—Advanced Web Development and Programming  
 Computer Science 421—Professional Practice

### 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.

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, the Bachelor of Business in Tourism & Hospitality and the Bachelor of Business Studies 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  
 Business 171—Organizational Behaviour  
 Accounting 201—Introductory Accounting—Part I  
 Business 241—Management Information Systems  
 Business 265—Introduction to Entrepreneurship & Small Business Management

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—Introduction to Management Science  
 Business 301—Business Law  
 Business 372—Industrial Relations  
 Business 441—Human Resource Management  
 Business 461—Communications  
 Business 471—Organizational Development and Change  
 Economics 102—Introductory Macroeconomics  
 Global Issues 151—Critical Thinking and Writing

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, BBTH and BBS) 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.

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 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  
 Accounting 422—Accounting Theory  
 Business 415—Integrated Cases in Corporate Finance  
 Business 211—Business Communications OR 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.

## 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 Business 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 Business 495 research topic.

## ENTREPRENEURSHIP AND SMALL BUSINESS

1. Certificate for Nonbusiness Students
2. Specialization for Business Students

Programs in Entrepreneurship and Small Business provide students with the knowledge and the experiential learning to start up a business or manage one in an entrepreneurial manner. Students will study the three types of entrepreneurship: business, social and innovative. The general output for students will be to gain knowledge, confidence, skills, and practice in both entrepreneurial thinking and initiatives. They will think analytically, ask questions, research the market, solve problems, start a new venture, launch new products/services/ideas, and develop entrepreneurial skills.

The Certificate program is open to all non-business students. The Business students can pursue a specialization. These programs are designed for those interested in starting their own business, on working in a more entrepreneurial manner, and/or in developing general small business management skills.



**REQUIREMENTS**

The proposed package of courses provides students with a strong breadth of knowledge in the field of entrepreneurship and small business. The courses offer a variety of pedagogy such as case studies, lectures, hands-on projects, simulations, speakers, and presentations. The programming requirements are as follows. Students do not register for the specialization nor is it noted on their transcripts. The package of courses encourages students to focus on a grouping of entrepreneurial courses.

**Certificate & Specialization 1st Phase Required Courses:**

Business 101—Introductory Business  
 Business 171—Organizational Behaviour  
 Accounting 201—Introductory Accounting I  
 Accounting 202—Introductory Accounting II  
 Business 265—Introduction to Entrepreneurship and Small Business Management

Students need a 70% average in these 5 courses above to continue in the next 3 courses of the Certificate or Specialization program.

**Certificate for Non-Business Students****2nd Phase Required Courses:**

Business 365—Small Business Management: Opportunity Analysis & Development  
 Business 366—Entrepreneurial Finance  
 Business 468—Entrepreneurship: Creating Business Ownership for You

**Specialization for Business Students:****2nd Phase Required Courses:**

Business 366—Entrepreneurial Finance  
 Business 371—Entrepreneurship and New Ventures  
 Business 468—Entrepreneurship: Creating Business Ownership for You

**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 environment; the concepts and principles from which Generally Accepted Accounting Principles (GAAP) have grown; and revisits balance sheet items such as cash, accounts receivable, inven-

tory, fixed assets, intangibles, short-term liabilities and equity accounts in more depth.

**PREREQUISITE:** Accounting 202  
 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.

**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

#### **422 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

#### **431 INCOME TAXATION**

This course introduces students to income tax law for both individuals and corporations. The course is designed for students pursuing a professional accounting designation or a career requiring an advanced knowledge of tax.

**PREREQUISITES:** A minimum grade of 60% in Accounting 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.

**PREREQUISITE:** Successful completion (a passing grade) of the English Academic Program (EAP) for those students enrolled in the EAP program

Three hours a week

#### **171 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:** Successful completion (a passing grade) of the English Academic Program (EAP) for those students enrolled in the EAP Program.

Three hours a week

#### **211 BUSINESS COMMUNICATIONS**

This course focuses on developing students' writing and presentation skills in a business environment. Students will learn techniques to help them communicate with professionalism, clarity and persuasiveness in a variety of business contexts.

**PREREQUISITES:** English 101 or Global Issues 151, and must be registered in Business with a 2nd year standing

#### **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:** Business 101

#### **251 INTRODUCTION TO MANAGEMENT SCIENCE**

This course is designed to provide business students with an introductory survey of the many business applications of descriptive and inferential statistics. Topics include frequency distributions, measures of location and dispersion, basic probability theory, discrete and continuous probability distributions, sampling methods and sampling distributions, sample size, confidence intervals, and hypothesis testing.

**PREREQUISITE:** Business 101 and 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, Education 481, Psychology 271, 278 or 279, Sociology 331 and Sociology 332 **will not** be allowed

#### **252 OPERATIONS MANAGEMENT I**

This course introduces students to the basics of management science/quantitative management as a tool in decision-making. Students are introduced to model construction, modelling techniques, demand forecasting, cost-volume-profit analysis and optimization, and models of inventory management. Application software will be used throughout the course to create quantitative solutions to problems encountered by managers in the practice of management.

**PREREQUISITE:** Business 251 or permission of the instructor

Three hours a week

#### **265 INTRODUCTION TO ENTREPRENEURSHIP AND SMALL BUSINESS MANAGEMENT**

This course provides an overview of the life cycle of an entrepreneurial and small business firm. Students gain a broad understanding of the field of entrepreneurship and its role in society. It introduces students to practical aspects of small business through theory and actual business practice. It will look at the issues involved in the evolution and operation of the small business firm. Topics will include the nature and concepts of entrepreneurship, the traits of entrepreneurs, the process in small and larger firms, starting a new firm, purchasing or franchising, personnel, marketing, financing, and so on. Students will be thinking and acting in a creative manner, be exposed to local business people, assess potential to be entrepreneurs, and develop attitudes and skills for any organization. Students will research business opportunities, work with entrepreneurs, do a simulation, complete a report, and do presentations.

**PREREQUISITE:** Business 101 or special permission

#### **275 INTRODUCTION TO BIOTECHNOLOGY**

This course is an overview of the biotechnology and life sciences industry, including discovery and development, regulatory and marketing requirements, management, intellectual property requirements, types and sources of innovation, and key issues in technology strategy. No advanced scientific knowledge is presumed or required; a scientific "primer" provides deeper understanding of some of the reading materials and discussions. The class consists of lectures, discussion, and examination of several current topics in the biotechnology and biopharmaceutical industry.

**PREREQUISITES:** 2nd year standing as a Business, Science student or permission of the Dean

#### **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 CO-OP I**

This course is available only to co-op students and is an integration of classroom studies with learning through productive work experiences. It is the introductory course in the co-operative education option and provides experiences of integrating theory and practice. It is normally taken during the first work term placement. Included, for example, are management skills training journal entries and practicum experience. This will be graded on a pass/fail basis.

PREREQUISITE: Acceptance into co-op program

Semester hours of credit: 3

**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 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: Third Year Business or permission of the instructor

Three hours a week

### **302 BUSINESS LAW—Part II**

This course expands on the basic concepts introduced in Business 301 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: Third Year Business or permission of the instructor

Three hours a week

### **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: Accounting 202, acceptance into third year Business, or permission of the instructor

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

### **351 OPERATIONS MANAGEMENT II**

An analysis of the nature and problems of production and operations management. Emphasis is given to a number of topics including quality management and SPC, product and service design, processes and technology, capacity and facilities, supply chain management, scheduling and distribution, and sales and operations planning. 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: Business 252 and acceptance into third year Business, or permission of the instructor

Three hours a week

### **365 SMALL BUSINESS MANAGEMENT: OPPORTUNITY ANALYSIS AND DEVELOPMENT**

This course will cover a range of topics to address various aspects of entrepreneurship, intrapreneurship and how to identify and analyze compelling opportunities. The first part of the course will consider innovation strategy and management, including culture, motivation and commercialization. The course will be an active learning experience that helps to map what it takes to grow a business to its full potential. Topics will include assessing opportunities; managing different forms of start-ups; evaluating founding team expertise; considering resource needs; venture financing; marketing and strategic considerations. The course will include a combination of seminars, cases, speakers, and hands-on project work.

PREREQUISITES: Business 101, 171, 265, Accounting 201 or in Phase II of the business programs.

### **366 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 331 or permission of the instructor

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 171 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.

### 391 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.

**PREREQUISITE:** Business 331, 341, and 351  
Three hours a week

### 393 CO-OP II

This course continues to focus on the value of *work and learn* for business students in the co-op/internship stream. The course is a more integrated blend of classroom studies with learning through productive work experiences. This builds on Co-op I with more progressive experiences of integrating theory and practice. This will be based on pass/fail grading.

**PREREQUISITE:** Business 293  
Semester hours of credit: 3

### 415 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

### 416 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

### 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

### 441 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:** Acceptance to 3rd year Business. Preference given to senior students.

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 and acceptance to 3rd year Business

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 171 and acceptance to 3rd year Business 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 3rd-year Business  
Three hours a week

#### **468 ENTREPRENEURSHIP: CREATING BUSINESS OWNERSHIP FOR YOU**

This course will offer individuals who are interested in self-employment as a career option the chance to develop business ideas to be ready to take to market. Students will assess their own career position in self employment. Hands on learning, researching the market, assessing opportunities, developing a business plan for a new venture or part of the succession process of a business. Students will identify their industry of choice, determine their suitability and prepare an execution plan to enter business solely on their own or through the School's "adopt a son/daughter" program for business succession plans. This course will have limited numbers, focussing on those persons with the passion, enthusiasm, and desire to realize their dream of business ownership.  
**PREREQUISITES:** Business 101, 171, 265, 365 or 371, Accounting 201, 202, or permission of the instructor

#### **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 171 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 415 or 421 and 416 or 481, 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 and 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 competitive-

ness 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 416 or 481 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

#### **481 INTEGRATED MARKETING COMMUNICATIONS**

This course examines how consumer decision-making processes form the basis for promotions. In this context, the course deals with principles for developing advertising campaigns, trade and consumer promotion techniques, and methods for relating optimal advertising and a consistent message across all audiences while maximizing budgets.  
**PREREQUISITE:** Business 341 or permission of the instructor  
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.

#### **484 DIRECTED STUDIES**

#### **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 3rd 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 171, 351, 415 or 421, 416 or 481  
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 171, 351, 415 or 421, 416 or 481, 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 331, 341, 351, or permission of instructor

Three hours a week

#### **493 CO-OP III**

The course advances the learning from prior courses in the co-operative business education stream. It will focus on the work and learn pattern in prior Co-op/work term courses. This will be based on a pass/fail grading.

**PREREQUISITE:** Business 393

Semester hours of credit: 3

#### **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 331 and 341 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 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 continue to add value for the student of knowledge learned in the classroom with practical skills acquired during the work term.

**PREREQUISITE:** Business 493

Semester hours of credit: 0; this is not considered part of the 40 required courses of a business degree or the post diploma degrees.

#### **693 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

Semester hours of credit: 0; this is not considered part of the 40 required courses of a business degree or the post diploma degrees.

## **Canadian Studies**

[upeil.ca/canadianstudies](http://upeil.ca/canadianstudies)

#### **Co-ordinator**

Carlo Lavoie (Modern Languages)

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**

1. Students pursuing a Major in Canadian Studies must complete 42 semester hours (14 courses) in the Canadian Studies Program. These semester hours must be composed of the two required core courses in Canadian Studies (CST 102 and CST 411); one course in research methods (either History 211 or English 204); eleven courses from Option Lists A, B, C and D, with at least two courses from each option list and at least three 300 level courses and three 400 level courses.
2. Students are required to maintain an average of 65% in the Canadian-area courses.
3. There is a French Language co-requisite of three semester hours in French. Students must achieve a level of comprehension, writing and speaking at the level of French VI (Fr 212). To take the French Placement Test, please contact the First-Year Advisement Centre in Student Services, in the W. A. Murphy Student Centre. During the summer months, the French Placement Test is available through the Department of Modern Languages' website. Shortly after completion of the Placement Test, you will be contacted by the Department of Modern Languages and notified of the appropriate course in which to enroll. Students are strongly urged to consider additional work in French.
4. Students should consult with the director of the program when registering, in order to better plan an individual program suitable to their needs and interests.

**NOTE:** Not all courses listed are available in any given year. Also, some courses vary in their coverage of Canada from year to year. With the permission of the program director, courses with a major focus on Canada that are not on the option lists may be substituted for those listed. Even if Canadian Studies 411 is offered during the winter semester, the students are strongly urged to make arrangements in order to find a director and a topic of research during the fall term of their fourth year.

#### **CANADIAN STUDIES CORE COURSES**

Canadian Studies 102—Imagining Canada

Canadian Studies 411—Research and Tutorial

#### **RESEARCH METHODS**

English 204 or History 211

#### **FRENCH LANGUAGE CO-REQUISITE**

3 semester hours (French 212 or above)



**OPTION A—CANADIAN INSTITUTIONS**

Canadian Studies 401/402—Canada and the World  
 Economics 212—Regional Economics  
 Economics 304—Canadian Economic Problems  
 French 261 (or Education 213)—Introduction à l'éducation en français au Canada  
 Political Studies 201—Canadian Politics I: Government  
 Political Studies 202—Politics & Government of PEI  
 Political Studies 209—Special Topics (only if it's Canadian)  
 Political Studies 211—Law, Politics and the Judicial Process I  
 Political Studies 212—Law, Politics and the Judicial Process II  
 Political Studies 262—Canadian Politics II: Environment and Processes  
 Political Studies 301—Federalism and Federation  
 Political Studies 302—Canadian Federalism  
 Political Studies 311—Canadian Public Administration  
 Political Studies 314—Canadian Public Policy  
 Political Studies 315—Canadian Foreign Policy  
 Political Studies 353—The Politics of Canadian-American Relations  
 Political Studies 401—Law, the Courts and the Constitution I  
 Political Studies 411—Political Parties and Elections in Canada

**OPTION B—ARTS, LANGUAGE AND LITERATURE**

English 315—English-Canada Drama  
 English 321—English-Canada Prose  
 English 322—English-Canada Poetry  
 English 323—Littérature canadienne-française I  
 English 324—Littérature canadienne-française II  
 English 331—Literature of Atlantic Canada  
 English 333—L.M. Montgomery  
 English 425—Advanced Studies in Canadian Literature  
 Fine Arts 321—Canadian Art  
 French 221—Langue et lectures I  
 French 222—Langue et lectures II  
 French 241—French Composition and Analysis I  
 French 242—French Composition and Analysis II  
 French 252—Le français des affaires  
 French 339—Théâtre canadien-français  
 French 441—Littérature canadienne-française I  
 French 442—Littérature canadienne-française II  
 French 443—Culture et littérature acadiennes I  
 French 444—Culture et littérature acadiennes II  
 French 446—Traduction: anglais-français  
 French 451—Directed Studies in French (where Canadian-area related)

**OPTION C—HISTORICAL CONTEXTS**

Economics 221—Canadian Economic History  
 History 101—Canadian History—Pre-Confederation  
 History 102—Canadian History—Post-Confederation  
 History 231—The Atlantic Region  
 History 232—The Atlantic Region  
 History 325—Canadian Social History to WW I  
 History 326—Canadian Social History since WWI  
 History 327—Migration to Canada I  
 History 328—Migration to Canada II  
 History 331—History of PEI—Pre-Confederation  
 History 332—History of PEI—Post Confederation  
 History 385—Women in 19th Century Canada  
 History 386—Women in 20th Century Canada  
 History 424—History of Canadian Nationalism and the Canadian Identity  
 History 425—Childhood in Modern Canada  
 History 426—History of the Canadian Working Classes  
 History 489—20th Century PEI

**OPTION D—HUMAN IDENTITIES**

Acadian Studies 201—Introduction to Acadian Studies (in French)  
 Acadian Studies 491—Special Topics in Acadian Studies (in French)  
 French 338—Introduction à la société québécoise  
 Sociology/Anthropology 252—Aging and Society  
 Sociology/Anthropology 259—Special Topics (when Canadian-area related)  
 Sociology/Anthropology 312—Rural Society in Canada  
 Sociology/Anthropology 431—Minority/Ethnic Groups and Canadian Multiculturalism  
 Sociology 211—Marriage and the Family  
 Sociology 362—Urban Sociology  
 Sociology 371—Canadian Society

The following courses can be included in any of the above options (check with the Director of the program for confirmation).

Canadian Studies 301—The Canadian Experience  
 Canadian Studies 451—Directed Studies in Canadian Studies  
 Canadian Studies 452—Special Topics in Canadian Studies

**REQUIREMENTS FOR A MINOR IN CANADIAN STUDIES**

A minor in Canadian Studies is recognized when a student has successfully completed 21 semester hours of courses in Canadian Studies, including CST 102 and six other Canadian Studies elective courses from at least three different options, at least one of which is at the 400 level.

**Note:** Not all courses listed are available in any given year. Some courses vary in their coverage of Canada from year to year. With the permission of the program Director, courses with a major focus on Canada which are not on the option lists may be substituted for those listed.

**CANADIAN STUDIES CORE COURSES****102 IMAGINING CANADA**

This introductory course examines the creation and renegotiation of Canada's national identity. Included are the myths, symbols, and stories that have led Canada to be imagined in specific ways. The course is interdisciplinary, drawing on institutional, political, economic, historical, sociological, artistic, linguistic, literary, and cultural perspectives.  
 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.  
 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

#### 411 RESEARCH TUTORIAL AND SEMINAR

This course is required for all senior students majoring in Canadian Studies. The purpose of this course is to provide an opportunity for interdisciplinary research in an area to be determined by the student and a participating faculty member. Readings and research on the course will be supervised by a faculty member. The student is expected to present the results of the research in the form of an essay or a public presentation. 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).

## Chemistry

[upe.ca/chemistry](http://upe.ca/chemistry)

#### Chemistry Faculty

Michael T.H. Liu, Professor Emeritus

Nola Etkin, Associate Professor, Chair

Rabin Bissessur, Professor

Russell Kerr, Professor

Brian D. Wagner, Professor

Barry Linkletter, Associate Professor

Jason Pearson, Assistant Professor

Michael Shaver, Assistant Professor

Richard Bethell, Adjunct Professor

Matthias Bierenstiel, Adjunct 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 48 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 353, Chemistry 361, Chemistry 374, Chemistry 482 **OR** 483 and two Chemistry electives, at least one of which is at the 4th year level.

Additional course requirements for the Chemistry major include the following courses from other disciplines: Biology 131-132, Mathematics 151, Mathematics 152, Mathematics 251 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.

First Year	Semester hours of credit
Chemistry 111-112	General Chemistry I and II..... 6
Biology 131-132	General Biology I and II ..... 6
Physics 111-112 or 111-122	General Physics..... 6
Mathematics 151-152	Introductory 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 251	Intermediate Calculus I ..... 3
Electives	(12 semester hours) ..... 12
Total .....	30

Third Year	
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

Fourth Year	
Chemistry 353	Biochemistry ..... 3
Chemistry 482 <b>OR</b> 483	Advanced Research Project <b>OR</b> Advanced Chemistry Laboratory..... 3
Chemistry Electives .....	6
Electives.....	18
Total .....	30

The Chemistry electives may be chosen from the Chemistry courses numbered: 202, 382, 432, 441, 461, 462, 463, 464, 467, 468, 469, 482 or 483. At least one of the electives must be a 4th year course. The mathematics elective may be selected from Mathematics 221, 242, 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

III-112, Chemistry 221, Chemistry 231, Chemistry 241-242 or Chemistry 243, 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 III-112	General Chemistry I and II ..... 6
Biology 131-132	General Biology I and II ..... 6
Physics III-112 or III-122	General Physics ..... 6
Mathematics 151-152	Introductory 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 251	Intermediate Calculus I ..... 3
Mathematics 252	Intermediate Calculus II ..... 3
Electives	(9 semester hours) ..... 9
Total .....	30

Third Year	
Chemistry 322	Analytical Instrumentation ..... 3
Chemistry 331	Physical Chemistry II ..... 3
Chemistry 342	Advanced Organic Chemistry ..... 3
Chemistry 353	Biochemistry ..... 3
Chemistry 361	Organic Spectroscopy ..... 3
Chemistry 374	Inorganic Chemistry II ..... 3
Chemistry elective	(3 semester hours) ..... 3
Mathematics elective	(3 semester hours) ..... 3
Electives	(6 semester hours) ..... 6
Total .....	30

Fourth Year	
Chemistry 432	Quantum Chemistry & Statistical Thermodynamics ..... 3
Chemistry 441	Physical Organic Chemistry ..... 3
Chemistry 467	Inorganic Reaction Mechanisms and Catalysis <b>OR</b>
Chemistry 468	Advanced Inorganic Chemistry ..... 3
Chemistry 490	Honours Thesis ..... 12
Chemistry electives	(6 semester hours) ..... 6
Electives	(9 semester hours) ..... 9
Total .....	36

The Chemistry electives may be chosen from among Chemistry courses numbered: 202, 382, 461, 462, 463, 464, 467, 468, or 469. The Mathematics elective may be chosen from Mathematics 221, 261, 301 or 321 in consultation with the Chair. As well, students in the Honours Program in Chemistry are

strongly advised to take Physics 272 (Electronics and Instrumentation) and/or Physics 312 (Electromagnetism I).

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 III-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 III and 112 is open to those who have passing grades for both Chemistry III 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 III 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 III-112 prior to the 2007-2008 academic year.

## CHEMISTRY COURSES

### 001 INTRODUCTION TO THE ESSENTIALS OF CHEMISTRY

This 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 required for those students planning to take Chemistry III 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, Chemistry 001 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

**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

### 353 BIOCHEMISTRY

This course is an introduction to biochemistry. Topics covered include the structure and function of biomolecules and their building blocks; protein structure; enzyme mechanism and kinetics; cell membrane structure and transmembrane signaling; thermodynamics of metabolism and an overview of the major metabolic pathways; DNA replication, transcription and translation of RNA for protein synthesis. The laboratory portion of the course focuses on the physical and chemical properties of proteins and enzymes. Students use modern biochemistry techniques including ion-exchange and affinity chromatography, spectroscopy and enzyme assays.

PREREQUISITE: Chemistry 242 or Chemistry 243

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 and Chemistry 361 must be taken at least concurrently

Three lecture hours and three hours laboratory a week

### 382 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

### 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 varia-

tion 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 and 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

### 467 INORGANIC REACTION MECHANISMS AND CATALYSIS

Inorganic reaction mechanisms are discussed, with an emphasis on catalytic cycles and the application of organometallic compounds to synthesis. Topics include: basic inorganic reaction mechanisms, catalytic cycles and catalysis, application of organometallic chemistry to modern industrial synthesis and polymerization reactions, and chirality and enantioselectivity in catalysis. Fundamental concepts will be supplemented with material from the current literature to explore the broad range of interdisciplinary applications of inorganic and organometallic catalysts.

PREREQUISITE: Chemistry 374

Three lecture hours a week

### 468 ADVANCED INORGANIC CHEMISTRY

This course deals with advanced topics in Inorganic Chemistry. Topics include: bioinorganic chemistry, green chemistry, solid state inorganic chemistry and advanced coverage of molecular orbital theory and bonding in transition metal and main group complexes. This course will also introduce advanced spectroscopic techniques, including X-ray diffraction, Moss-



bauer spectroscopy and multi-nuclear NMR spectroscopy. The current literature is explored to illustrate the broad range and interdisciplinary nature of inorganic 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 RESEARCH PROJECT

A laboratory research 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 a one-semester research project carried out under the supervision of a Faculty Member. 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 must be completed or taken concurrently. Entry to this course is contingent upon the student finding a departmental faculty member willing to supervise the research and permission of the department.

Six hours laboratory a week (minimum)

#### 483 ADVANCED CHEMISTRY LABORATORY

A capstone laboratory course designed to integrate and augment the content of previous chemistry courses in organic, inorganic, physical and analytical chemistry. Students will select and carry out a number of short projects which are developed by faculty members in the various areas of Chemistry. Students will be evaluated on their development of experimental procedures based on the chemical literature, scientific record-keeping, and preparation of reports.

PREREQUISITES: All Chemistry courses of a 300 level or lower which are required for the Chemistry Major program must be completed or taken concurrently.

Six hours laboratory and one hour seminar a week

#### 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

[upeu.ca/classics](http://upeu.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, 312, 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

### 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

### 288 SPECIAL TOPICS

### 312 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

### 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

### 388 SPECIAL TOPICS

### 488 SPECIAL TOPICS

## 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

upei.ca/csit

## Computer Science Faculty

Stephen Howard, Associate Professor, Chair  
Cezar Câmpeanu, Associate Professor  
Wayne Cutcliffe, Associate Professor  
David LeBlanc, Assistant Professor  
Yingwei Wang, Assistant Professor  
Qiang Ye, Assistant Professor

## 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 cannot 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, 9 semester hours of credit from the Faculty of Arts; Global Issues 151 and 1 writing intensive course, 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

### First Year

Computer Science 151-152.....	6
Mathematics 151-152.....	6
Global Issues 151 and 1 writing intensive course.....	6
Science Electives.....	6
Business & Arts Electives .....	6

### Second Year

Computer Science 241 .....	3
Computer Science 252.....	3
Computer Science 261 .....	3
Computer Science 282 .....	3
Mathematics 242.....	3
Mathematics 261 .....	3
Electives.....	12

### Third Year

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

### Fourth Year

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, 9 semester hours of credit from the Faculty of Arts (including Global Issues 151 and 1 writing intensive course), 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
Global Issues 151 and 1 writing intensive course .....	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 completing 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.	

### SPECIALIZATIONS

The department offers specializations in core areas of computer science and departmental expertise. Specializations provide the student with a suggested course of study concentrating in a particular field of computer science.

### VIDEO GAME PROGRAMMING

To achieve a specialization in Video Game Programming, the student must complete the following courses in addition to the normal requirements for a major in computer science: IT 132, CS 212, CS 311, CS 312, CS 435, CS 436, Physics of Gaming, and the Mathematics course Applied Geometry. In addition, students must take CS 483 instead of CS 482.

Students wishing to pursue a specialization in Video Game Programming must apply for admission to the specialization at the end of their second year. Students must have an overall average of 75% and cannot have a mark less than 70% in any of the courses CS 152, CS 261 and CS 212.

Students pursuing the specialization must maintain an overall average of 75% in subsequent terms. Furthermore, students in the specialization cannot receive a mark of less than 70% in the courses CS 311, CS 435 and CS 436.

The above requirements may be waived in exceptional cases by a decision of the department.

## 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 132 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

### 212 NON-TRADITIONAL PLATFORM COMPUTING

This course introduces the student to programming in non-traditional environments, including video game consoles, cell phones and other mobile platforms. The course will present a thorough study of the architectures, operating systems and native languages of the devices.

PREREQUISITES: CS 261 and CS 252

Three lecture hours per week

### 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 132; 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

**311 VIDEO GAME DESIGN**

This course focuses on the process from initial idea to final design of a video game. Students will craft a game document from an original concept of their own creation and create a prototype of the game based on that document.

PREREQUISITE: CS 261

Three lecture hours per week

**312 TOPICS IN NON-TRADITIONAL PLATFORM COMPUTING**

This is a project-driven course that will concentrate on various emerging non-traditional platform technologies. Project technologies will vary from year to year, as selected by the department.

PREREQUISITE: CS 212

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 communication: 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 and 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 or Business program: pursuing a minor in IT and Global Issues 151

Three hours a week

**435 APPLIED COMPUTER GRAPHICS PROGRAMMING**

This course introduces the student to the principles and tools of applied graphics programming including graphical systems, input and interaction, object modeling, transformations, hidden surface removal, and shading and lighting models. Languages, graphics libraries and toolkits, and video game engines are introduced, as well as relevant graphics standards.

PREREQUISITE: CS 261 and Math 261

Three lecture hours a week.

**436 CONCEPTS IN COMPUTER GRAPHICS**

This course introduces the student to various concepts in computer graphics and animation. Topics include colour theory, human vision, animation, keyframing, kinematics, and particle systems. 3D modeling and computer graphics packages, including scripting languages are introduced, as well as relevant graphics standards.

PREREQUISITE: CS 261 and Math 261

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 inter-

face 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

**483 VIDEO GAME PROGRAMMING PROJECT**

In this course students work as a group to develop a single design into a fully functioning video game. This course applies the project management skills learned in CS 481 to the development of a professional quality video game based upon a single design and prototype emerging from CS 311.

PREREQUISITE: CS 311, CS 481 and enrollment in the video game programming specialization.

Six semester hours: One and a half lecture hours a week plus significant 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****III 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 132.

Familiarity with microcomputer use is assumed.

### **132 INTERACTIVE STORYTELLING**

This course will address traditional storytelling and the challenges of interactive narrative. Students will develop a solid understanding of traditional narrative theory as well as experimental approaches to storytelling in literature, theatre and film with relevance to game development.

Three lecture hours per week

### **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 organiza-

tion. 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)**

[upei.ca/co-op](http://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. 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

[upe.ca/economics](http://upe.ca/economics)

## Economics Faculty

P. Nagarajan, Professor Emeritus  
J. Sentance, Associate Professor, Chair  
W. Rankaduwa, Professor  
M.B. Ali, Associate Professor  
Y. Jia, Lecturer  
A. Spears, Lecturer  
L. Clark, Adjunct 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

### 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

#### **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

#### **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. For WS students, WS 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:** Economics 203, 204, and 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

[upei.ca/education](http://upei.ca/education)

## Education Faculty

Edward L. Edmonds, Professor Emeritus  
 Timothy Goddard, Professor, Dean  
 Ray Doiron, Professor  
 Miles Turnbull, Professor  
 Carla DiGiorgio, Associate Professor  
 Basil Favaro, Associate Professor  
 Janet Ferguson, Associate Professor  
 Martha Gabriel, Associate Professor  
 Alexander McAuley, Associate Professor  
 Suzanne Thomas, Associate Professor  
 Kate Tilleczek, Associate Professor  
 Fiona Walton, Associate Professor  
 Khym Goslin, Assistant Professor  
 Linyuan Guo, Assistant Professor  
 Ronald MacDonald, Assistant Professor  
 Tess Miller, Assistant Professor  
 Ron Srigley, Assistant Professor  
 Sean Wiebe, Assistant Professor  
 Pamela Kennedy, Lecturer  
 Gerry Hopkirk, Adjunct Professor  
 Jessie Lees, Adjunct Professor  
 Alexander MacDonald, Adjunct Professor  
 Audrey Penner, Adjunct Professor  
 Kevin Quinlan, Adjunct Professor  
 Glenn Sinclair, Adjunct Professor  
 Vianne Timmons, Adjunct Professor  
 Elizabeth Townsend, 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 requisites 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 I
- Ed. 424 Curriculum in the Early Years
- Ed. 428 Mathematics in the Early Years II
- Ed. 432 Literacy in the Early Years I
- Ed. 433 Literacy 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, 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. 459 Enterprise Education
- Ed. 463 Perspectives on Culture and Society in Education
- Ed. 466 Principles of Teaching English as a Second Language
- Ed. 467 Teaching English as a Second Language

Students may also elect to practice teach in an Indigenous setting.

## BACHELOR OF EDUCATION— SPECIALIZATION IN TEACHING FRENCH IMMERSION

See online Calendar for new program.

## 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 week-end 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. 319 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) and one other English Course.

### (iv) Admission

Students may apply for admission to the CAE through Holland College at [hollandc.pe.ca](http://hollandc.pe.ca). Tuition fees are to be paid directly to the institution that is offering the course. 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, Prior Assessment and Learning Recognition (PLAR), 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.

**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 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

### **315 CRITICAL THINKING AND WRITING FOR THE ADULT EDUCATOR**

In this course, students in the adult education context further refine their communication skills. Students will develop greater proficiency and effectiveness in oral communication. The assignments emphasize the writing process; the clear and correct use of the English language in developing reflective and critical thought; and writing in various genres, including research, professional documents, and correspondence.

### **319 CAREER AND LEARNING PORTFOLIO DEVELOPMENT**

See Integrated Studies 193 and University 193

### **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 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 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 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 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 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 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 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

**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 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

**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 r

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

#### **421 HUMAN DEVELOPMENT AND THE FAMILY**

See Department of Family and Nutritional Sciences (Family Science 241).

#### **422 DYNAMICS OF FAMILY LIVING**

See Department of Family and Nutritional Sciences (Family Science 242).

#### **423 MATHEMATICS IN THE EARLY YEARS I**

In this course, students examine the goals of early childhood mathematics and acquire an understanding of the development of fundamental mathematical concepts. The course is grounded in young children's understanding of numeracy in the world around them and focuses on their emerging mathematical knowledge/skills/attitudes. Students learn about effective teaching strategies, assessment, and resources for the early years. Three hours a week

#### **424 CURRICULUM IN THE EARLY YEARS**

This course provides the foundations for the emergent/integrated curriculum used in early grades. Students investigate instructional models, teaching methods, assessment techniques, and resources, while developing lesson plans and instructional materials used to reach established outcomes across curricula. 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**

A continuation of Education 423, this course provides further understanding of how young learners develop mathematical concepts. Students engage in a variety of effective teaching and assessment strategies which enable children to achieve the outcomes of the mathematics curriculum. This course promotes developing positive attitudes towards mathematics among children.

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

#### **432 LITERACY IN THE EARLY YEARS I**

This course provides an examination of the language/literacy processes based on current theories of language acquisition and literacy development. The focus in literacy acquisition is based on six core strands: reading, writing, listening, speaking, viewing and representing.

Three hours a week

#### **433 LITERACY IN THE EARLY YEARS II**

This course is a continuation of Education 432, in which students use language arts outcomes, materials, methods, and assessment techniques to design comprehensive literacy 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 IN THE SENIOR YEARS 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 CURRICULUM IN THE EARLY YEARS II**

A continuation of Education 424, this course uses science, social studies, and other curricula to focus on resource-based learning, guided inquiry and the integration of these content areas in the early years' curriculum.

**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

#### **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

#### **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.

Three hours a week

#### **485 PÉDAGOGIE 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 FRANÇAIS 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.

#### **488 LITTÉRATIE - ÉDUCATION EN FRANÇAIS - PARTIE I**

This course introduces students to the general pedagogical principles and techniques of literacy development in French first and second language contexts at the early, middle and senior years. Using materials available in schools and applying appropriate methods and assessment techniques, students design programmes 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.

Three hours a week

#### **489 LITTÉRATIE - ÉDUCATION EN FRANÇAIS - PARTIE II**

This course explores and deepens students' understanding of the pedagogical principles and techniques of literacy development in French first and second language contexts at the early, middle and senior years. 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:** Education 488

#### **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

#### **492 INTÉGRATION LANGUE ET CONTENU**

This course will provide a foundation for the integration of language and content taught in French first and second language programmes. Students will develop competence in the integration of content and language -- reading, writing, listening, speaking, technologies -- through examination and application of psycholinguistic and sociolinguistic theories of language development. A major focus is on content area reading strategies. This course is taught entirely in French and all assignments are completed in French.

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 examines the historical and theoretical foundation for the role, philosophy, and administration of school libraries and the role of the teacher-librarian.

Three hours a week.

### 572 INFORMATION LITERACY AND THE SCHOOL LIBRARY

This course explores information literacy and how it is developed within school library programs. Students examine the research supporting the guided inquiry process, the effective use of digital and traditional learning resources, and 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 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 examine, read, evaluate, and discuss 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 principles of analysis, appraisal, and review of learning resources. Students develop 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 rationale and principles of school library collection development and management.

The course also focuses on computerized, automated systems for organizing, establishing, and maintaining effective school library resource collections.

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

## Engineering

[upei.ca/engineer](http://upei.ca/engineer)

### Engineering Faculty

Stephen Champion, Assistant Professor, Chair

Don MacEwen, Professor

Wayne Peters, Associate Professor

Andrew Trivett, Associate Professor

Don MacNeil, Lecturer

## ENGINEERING DIPLOMA PROGRAM

The UPEI engineering diploma program is accredited by the Canadian Engineering Accreditation Board as a part of Dalhousie University's Faculty of Engineering under a long-standing association agreement. Students completing the diploma at UPEI are able to complete their degrees at Dalhousie University or the University of New Brunswick under formal transfer agreements, or at any other accredited engineering program in Canada on a case-by-case basis. Engineering is a profession drawing upon knowledge and skills from a many areas, and future engineers need to study a suitably broad range of university courses. Thus, in addition to fundamental science courses, engineers must master skills in design, communication, business, economics, professional ethics and more. This content is delivered in a three year Diploma program (33 course credits, typically 11 courses per year) at UPEI followed by 2 years in a Bachelor of Engineering Degree program at one of the partner universities in a specific engineering discipline.

### Engineering design through the Curriculum

It is clear that understanding basic science is only one of



the many skills needed by our engineering students. UPEI engineering students learn to make decisions that impact design in a socially responsible way. Our program emphasizes inquiry-based learning through fundamental design courses in each semester of the program. This progression is key to the professional development.

The following core design courses must be taken in succession to support the students' developing skill.

Engineering	121—Design I: Communication
Engineering	142—Design II Statics Analysis
Engineering	291—Design III: Reliability and Safety
Engineering	272—Design IV: Teamwork
Engineering	392—Design V: Project Management
Engineering	372—Design VI: Leadership

In addition to the core design stream of courses, basic science, engineering science and math courses are arranged to support the student's development and knowledge gained in those courses is continually referenced in the design core.

### Required courses to graduate with a diploma

The following courses are required to be completed before graduation:

Design: Engn 121, 142, 291, 272, 392, 372  
 Engineering Science: Engn 132, 152, 241, 312, 311, 332, 341, 361  
 Basic Sciences: Phys 111, 112, Chem 111, 112,  
 Mathematic: Math 151, 152, 251, 252, 301, 221, 261  
 Writing: GI 151

Students should choose the remaining 8 elective courses after consulting the requirements of their specific engineering degree program and discipline. Please seek advice from the department for assistance with these choices.

### Recommended program of study

The table below shows a common path of study for the most popular discipline choices for students who will carry on to complete their degree studies at either Dalhousie University Faculty of Engineering or University of New Brunswick. It is not essential that students decide which engineering discipline is best for them until their second or third year of study, as most first- and second-year courses are common between all disciplines. For any engineering disciplines not listed, please contact the Engineering department.

Recommended Courses for the Most Common Disciplines (required diploma courses shown in <i>italics</i> )			
Civil	Mechanical	Electrical	Chemical
Year 1			
Fall Semester			
<i>Math 151</i>	<i>Math 151</i>	<i>Math 151</i>	<i>Math 151</i>
<i>Phys 111</i>	<i>Phys 111</i>	<i>Phys 111</i>	<i>Phys 111</i>
<i>Chem 111</i>	<i>Chem 111</i>	<i>Chem 111</i>	<i>Chem 111</i>
<i>Engn 121</i>	<i>Engn 121</i>	<i>Engn 121</i>	<i>Engn 121</i>
<i>GI 151</i>	<i>GI 151</i>	<i>GI 151</i>	<i>GI 151</i>
Spring Semester			
<i>Math 152</i>	<i>Math 152</i>	<i>Math 152</i>	<i>Math 152</i>
<i>Phys 112</i>	<i>Phys 112</i>	<i>Phys 112</i>	<i>Phys 112</i>
<i>Chem 112</i>	<i>Chem 112</i>	<i>Chem 112</i>	<i>Chem 112</i>

<i>Engn 132</i>	<i>Engn 132</i>	<i>Engn 132*</i>	<i>Engn 132</i>
<i>Engn 142</i>	<i>Engn 142</i>	<i>Engn 142</i>	<i>Engn 142</i>
<i>Engn 152</i>	<i>Engn 152</i>	<i>Engn 152</i>	<i>Engn 152</i>
Year 2			
Fall Semester			
<i>Math 251</i>	<i>Math 251</i>	<i>Math 251</i>	<i>Math 251</i>
<i>Math 261</i>	<i>Math 261</i>	<i>Math 261</i>	<i>Math 261</i>
<i>Engn 291</i>	<i>Engn 291</i>	<i>Engn 291</i>	<i>Engn 291</i>
<i>Engn 312</i>	<i>Engn 312</i>	<i>Engn 312</i>	<i>Engn 312</i>
Engn 211	Elective	CS 241	Chem 241
			Chem 231‡
Spring Semester			
<i>Math 252</i>	<i>Math 252</i>	<i>Math 252</i>	<i>Math 252</i>
<i>Engn 272</i>	<i>Engn 272</i>	<i>Engn 272</i>	<i>Engn 272</i>
<i>Engn 311</i>	<i>Engn 311</i>	<i>Engn 311</i>	<i>Engn 252</i>
<i>Engn 241</i>	<i>Engn 241</i>	<i>Engn 241</i>	<i>Engn 241</i>
Econ 102	<i>Engn 341</i>	<i>Engn 341</i>	Econ 102
Engn 212	Phys 272	Phys 272	
Year 3			
Fall Semester			
<i>Math 301</i>	<i>Math 301</i>	<i>Math 301</i>	<i>Math 301</i>
<i>Math 221</i>	<i>Math 221</i>	<i>Engn 342</i>	<i>Math 221</i>
<i>Engn 332</i>	<i>Engn 332</i>	<i>Engn 332</i>	<i>Engn 332</i>
Engn 352	Engn 352	Engn 352	Engn 352
<i>Engn 392</i>	<i>Engn 392</i>	<i>Engn 392</i>	<i>Engn 392</i>
Engn 321	Engn 321	Engn 321	Engn 321
Spring Semester			
<i>Engn 372</i>	<i>Engn 372</i>	<i>Engn 372</i>	<i>Engn 372</i>
<i>Engn 361</i>	<i>Engn 361</i>	<i>Engn 361</i>	<i>Engn 361</i>
Engn 322	Engn 322	Engn 322	Engn 322
<i>Engn 341</i>	Phys 312	<i>Math 221</i>	<i>Engn 341</i>
Elective	Engn 382	Elective	<i>Engn 311</i>

\* for Elec Eng at UNB, Engn 132 can be replaced with CS 151 and CS 152

‡ for Chem Eng at UNB Only

## 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

### 111 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 DESIGN I: COMMUNICATIONS**

This course is a basic introduction to the profession, to the design process, and to the way that engineers communicate through drawing, writing and speaking. The 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.

**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 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 DESIGN II: STATICS ANALYSIS**

This second course develops the concept of “design with constraints” through engineering analysis of basic structures. Theory and techniques covered include static equilibrium for point masses and rigid bodies 2D and 3D vector operations, free-body diagrams, moments and couples, distributed loadings, support reactions, truss analysis, centroids, moments of inertia, products of inertia, shear and bending moment diagrams. The course is taught using a problem-based learning approach.

**PREREQUISITE:** Engineering 121, Math 151 and Physics 111, or permission of the instructor.

Three hours lecture and three hours lab per week

### **152 ENGINEERING AND THE BIOSPHERE**

The course focuses on the relationship between living systems and the man-made environment as it applies to engineering design. The relevance of biology to industrial and engineering applications is emphasized. Laboratory sessions will make extensive use of field-trips to local sites. This course includes a basic introduction to cell structure and function, microbiology and toxicology, nutrient cycles, communities and ecology as it relates to understanding the impacts of man-made systems and

structures. Engineering 152 is not considered an equivalent to Biology 131/132 or Biology 101/102.

**PREREQUISITES:** Engineering 121 and Chemistry 111, or permission of instructor

Three lecture hours per week and three hours laboratory 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 three hours of lab per week

### **252 FUNDAMENTALS OF PROCESS 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 DESIGN IV: TEAMWORK**

This course gives students a real-world design project experience from initial concept, through analysis of options, meeting with clients, detailed design, prototype development and final reporting. All projects are carried out in a team environment with other students and industry/community client mentors. Students are expected to demonstrate excellence in both engineering science applications and professional/career skills working with colleagues, senior students and professional engineers.

**PREREQUISITE:** Engineering 121, 142 and 241 or concurrently enrolled in Engineering 241 or permission of the instructor. Three hours lecture and three hours lab per week

### **291 (formerly 391) DESIGN III: RELIABILITY AND SAFETY**

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 three hours tutorial 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 312 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 Math 152, or permission of the instructor

Three hours lecture and three hours lab per week

### **321 ENGINEERING 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 THERMO FLUIDS I**

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:** Engineering 142 and Math 251 or permission of the instructor

Three hours lecture and three 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 THERMO FLUIDS II**

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 332 and Math 251, or permission of the instructor.

Three hours lecture and three hours lab per week

### **361 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 142, or permission of the instructor

Three hours of lecture and three hours of lab per week

### **372 DESIGN VI: LEADERSHIP**

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, 392 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, 321, 341 and Math 301, or permission of the instructor.

Three hours lecture and three hours lab per week

**392 DESIGN V: 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 272, or permission of the instructor.

Three hours lecture and three hours 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**

[upeir.ca/english](http://upeir.ca/english)

**English Language and Literature Faculty**

Brendan O'Grady, Professor Emeritus

Terry Pratt, Professor Emeritus

John Smith, Professor Emeritus

Brent MacLaine, Professor, Chair

Catherine Innes-Parker, Professor

Richard M. Lemm, Professor

Shannon Murray, Professor

Greg Doran, Associate Professor

Anne Furlong, Associate Professor

Geoffrey Lindsay, Associate Professor

Jane Magrath, Associate Professor

Wendy Shilton, Associate Professor

Esther Wohlgemut, Associate Professor

John McIntyre, Assistant Professor

**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 192 and 195 are general introductions to literature, taught from a variety of perspectives. English 121 and 122 are required courses for a major, minor, or honours in English. 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 at least one 100-level English course or permission of the instructor.

(iii) Courses at the 300 level provide detailed study of areas of language and literature. The prerequisites for these courses are (a) at least one 100-level English course, 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 English 296: Writing About Literature and at least two 300-level courses before enrolling in a 400-level course.

**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 121, 122, 204 and 296

**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
Two 400 level courses.....	6 hours
Graduating Essay (see below) .....	6 hours
Three additional English courses, at least one of which must be in British Literature before 1900 .....	9 hours

**REQUIREMENTS FOR A MAJOR IN ENGLISH**

**PREREQUISITES:** English 121, 122 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)  
 English Language and Linguistics

**II. English Electives (18 semester hours)**

In addition to the required courses, students choose six other English courses, at least two of which must be at the 300 level and two at the 400 level. 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 121 and 122, 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 are published 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

**121 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.

Three hours a week

**122 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.

Three hours a week

**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, focusing on six specific periods. Students will explore the theatrical, historical and literary aspects of dramatic works from the Classical, Medieval, Renaissance, Neo-Classical, Modern, and Contemporary periods. In addition, this course will also introduce the genre of film. Class work involves lectures and discussions, with a special emphasis on writing assignments.

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 and Majors students, and strongly recommended for English Minors.

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

**222 READING FILM: INTRODUCTION TO FILM STUDIES**

This course introduces students to the basic elements used in the construction of films, such as narrative structure, editing, and *mise en scène*. Through the exploration of techniques specific to film, as well as other more general narrative strategies, students develop visual literacy skills. They learn how to understand and write about the medium of film and the particular films studied. The films screened cover a variety of styles and come from a variety of periods.  
Three lecture hours a week and one screening every two weeks

**224 LITERATURE AND SCIENCE**

This course introduces students to literature concerned with the role of science, scientific knowledge, and the scientist within Western culture. With texts that range from antiquity to the present day, students use an interdisciplinary perspective to examine the changing ways in which "science" is perceived, constructed, and challenged. As they read novels, poems, plays, and other documents that look at the place of science within our culture, students consider such topics as faith versus reason, science as progress, technology and dehumanization, and science and gender. Texts include such works as Shelley's *Frankenstein*, Huxley's *Brave New World*, and Pynchon's *The Crying of Lot 49*.

**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

### 296 WRITING ABOUT LITERATURE

This course is designed for English students who are seriously interested in developing the analytical writing skills necessary for producing clear, well-organized, and persuasive arguments about literature. It will provide students with opportunities to read, discuss, and write about fiction, poetry, and plays while becoming more familiar with literary analysis, critical frameworks, and literary discourse (i.e., the rhetoric and terms specific to the discipline of literary studies). Assignments will be based on the multi-step writing process of preliminary writing, drafting, revising and peer review, and editing, with attention to effectiveness at the level of thinking, content, structure, and use of evidence. By the end of the course, students should experience greater confidence and proficiency in their ability to enter the critical conversation about literature.

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 introduces students to a variety of contemporary dramatists. The course examines the plays in relationship to preceding dramatic periods and the variety of influences on them. The course examines the styles, such as Absurdism, employed and the themes explored. The course explores the work of a variety of dramatists, such as Beckett, Albee, Ionesco, Walcott and Stoppard.

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.

Three hours a week

### 307 SPECIAL TOPICS

### 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 122

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 122

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 122

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 122

Three hours a week

### 341 MODERN DRAMA

This course introduces students to a variety of significant dramatists from the Modern Period. The course examines the plays in relationship to the preceding period and its influence on them. The course examines the stylistic movements associated with the period, such as Realism. The course explores the work of a variety of dramatists, such as Ibsen, Chekhov, Shaw, Brecht, Synge, and Wilde.

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 works by such writers as Thomas More, John Donne, Philip Sidney, and Ben Jonson.

PREREQUISITE: English 121 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 121 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 121 or permission of the instructor

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 is 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 121 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 121 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 121 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 121 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 121 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.

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 EARLY MODERN LITERATURE**

PREREQUISITES: English 355, 356 or 358, 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 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 372, 375, 376 or permission of the instructor  
Three hours a week

**485 ADVANCED STUDIES IN LINGUISTICS**

PREREQUISITES: English 285, 286, and 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.

**496 HONOURS TUTORIAL**

This is an intensive tutorial course in the area of the student's Honours Graduating Essay, supervised by the student's Honours Advisor. Each Honours Tutorial will be developed by the student and advisor and approved by the department as a whole. As part of this course, students will be required to produce a substantive proposal for their Honours Graduating Essay. Other requirements may include annotated bibliographies, preliminary draft work, reading journals, and essays. This course is a prerequisite for English 497.

**497 HONOURS GRADUATING 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 a 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 at the University. Students must complete English 496 before beginning 497.

## Environmental Studies

[upe.ca/environment](http://upe.ca/environment)

**Director**

Carolyn Peach Brown

Environmental Studies at UPEI is an interdisciplinary program that is integrative, collaborative, and responsive. Since environmental problems are at the same time scientific/technical and human/social, the program aims to deepen and broaden students' understandings of the environment by critically integrating knowledge about the interrelationships of physical, biological and human systems. Blending theory with field components, a variety of Environmental Studies courses (coded ENV) and co-listed courses are offered in sixteen different departments and across faculties of Arts, Science, Education and Business. The program aims to allow the greatest flexibility in student choices, adapted to the specific needs of each student.

### 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 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 aide 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 132—Introduction to Organisms  
Biology 222—General Ecology  
Biology 314—Plant Community Ecology  
Biology 411—Principles of Wildlife Biology  
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)\*

Economics 211—Introduction to Resource Economics  
Economics 215—Environmental Economics  
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—Population and Society  
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 132 toward their minor.

## Family and Nutritional Sciences

[upei.ca/fns](http://upei.ca/fns)

### Family and Nutritional Sciences Faculty

Doris M. Anderson, Professor Emeritus  
Kathy Gottschall-Pass, Professor, Chair  
Debbie MacLellan, Professor  
Jennifer Taylor, Professor  
Lori Weeks, Associate Professor  
Dany MacDonald, Assistant 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  
Provisional Certified Family Life Educator (CFLE)  
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  
241 Human Development and the Family  
242 Dynamics of Family Living  
261 Communications  
331 Introduction to Research Methods  
381 Professional Practice with Children and Families  
382 Program Planning and Evaluation  
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

131 Introduction to Cell and Molecular Biology  
122 Human Physiology

#### Global Issues and Writing Intensive Course

Global Issues 151 Critical Thinking and Writing  
One writing intensive course

#### Social Sciences

Two 3 semester hour courses 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 131	Introduction to Cell and Molecular Biology
Chemistry 111	General Chemistry I
Chemistry 112	General Chemistry II
Global Issues 151	Critical Thinking and 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 241 (formerly 341)	Human Development and the Family
Family Science 242	Dynamics of Family Living
Family Science 261	Communications
Math 221	Introductory Statistics I
Biology 122	Human Physiology
Two free electives	

**Third Year**

Family Science 331	Introduction to Research Methods
Family Science 381	Professional Practice with Children and Families
Family Science 382	Program Planning and Evaluation
Two Family Science electives	
Five free electives	

**Fourth Year**

Family Science 411	Field Placement I
Family Science 412	Field Placement II
Two Family Science electives	
Six 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 241	Human Development and the Family
Family Science 242	Dynamics of Family Living
Family Science 331	Introduction to Research Methods
Family Science 381	Professional Practice with Children and Families
Family Science 382	Program Planning and Evaluation
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

One English elective  
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

**COURSE SEQUENCE****First Year**

Family Science 221	Family Resource Management
Family Science 241	Human Development and the Family
Family Science 242	Dynamics of Family Living
Family Science 381	Professional Practice with Children and Families
Family Science 382	Program Planning and Evaluation
Math 111	Finite Mathematics
Math 221	Introductory Statistics I
English 101	Academic Writing
1 English elective	
1 free elective	

**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	
6 free electives	

**PROVISIONAL CERTIFICATION—NATIONAL COUNCIL ON FAMILY RELATIONS**

The Department of Family and Nutritional Sciences is approved by the National Council on Family Relations to offer the course work in order for graduates from the Family Science and Child and Family Studies programs to apply for provisional certification as a Certified Family Life Educator (CFLE). CFLEs work in a variety of health and social service positions. In particular, CLFEs are prepared to work with individuals and families in the areas of prevention and education. Students interested in becoming a CFLE need to ensure that they have completed all of the required course work for their major in addition to completing the following Family Science electives:

Family Science 383	Issues in Family Law and Social Policy
Family Science 471	Parent-Child Interaction
Family Science 491	Human Sexuality

**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  
351 Nutritional Assessment  
352 Clinical Nutrition I  
382 Program Planning & Evaluation  
412 Human Metabolism  
434 Community Nutrition  
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 321 (Food Service 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 for Managerial, Social and Life Sciences  
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

122 Human Physiology  
131 Introduction to Cell and Molecular Biology  
206 Microbial Diversity

### Global Issues and Writing Intensive Course

Global Issues 151 Critical Thinking and Writing  
One writing intensive course

### 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 131	Introduction to Cell and Molecular Biology
Chemistry 111	General Chemistry I
Chemistry 112	General Chemistry II
Global Issues 151	Critical Thinking and Writing
Math 111	Finite Mathematics <b>OR</b>
Math 112	Calculus for the Managerial, Social and Life Sciences
Three free electives	

#### Second Year

Foods and Nutrition 211	Introductory Nutrition I
Foods and Nutrition 212	Introductory Nutrition 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	
One free elective	

#### Third Year

Foods and Nutrition 302	Advanced Foods
Foods and Nutrition 331	Introduction to Research Methods
Foods and Nutrition 351	Nutritional Assessment
Foods and Nutrition 352	Clinical Nutrition I
Foods and Nutrition 382	Program Planning & Evaluation
Chemistry 353	Biochemistry
Biology 206	Microbial Diversity
One Family Science elective	
Two free electives	

#### Fourth Year

Foods and Nutrition 412	Human Metabolism
Foods and Nutrition 434	Community Nutrition
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
Family Science 114	Families in Contemporary Society
Chemistry 111-112	General Chemistry I and II
Math 111 or 112	Finite Mathematics or Calculus
Biology 131	Introduction to Cell and Molecular Biology
Global Issues 151	Critical Thinking and Writing
Three 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 351	Nutritional Assessment
Foods and Nutrition 352	Clinical Nutrition I
Foods and Nutrition 382	Program Planning and Evaluation
Chemistry 353	Biochemistry
Biology 206	Microbial Diversity
Family Science elective	
Two free electives	

### Fourth Year

Foods and Nutrition 412	Human Metabolism
Foods and Nutrition 434	Community Nutrition
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 9 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

Twelve 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 levels and their results will be recorded on students' transcripts. Upon successful completion of both the degree program (meeting internship requirements) and the required internship levels, 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 and achieved an overall average of 75%, will be eligible to apply for the program:

Family Science 114	Families in Contemporary Society
Foods & Nutrition 111	Introductory Foods
Foods & Nutrition 211 & 212	Introductory Nutrition I & II
Foods & Nutrition 262	Issues in Professional Practice
Foods & Nutrition 321	Food Service Management
Foods & Nutrition 331	Research Methods
Foods & Nutrition 351	Nutritional Assessment
Chemistry 111	General Chemistry I
Chemistry 112	General Chemistry II
Chemistry 243	Organic Chemistry
Biology 131	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 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 the first semester of their third year of the Foods and Nutrition program. Application forms are available from the departmental secretary.

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.

Students accepted into the dietetic internship program must show evidence of all immunizations being up to date prior to entering the program. As well, each student will be required to show proof of a criminal record check completed within the past year.

### CONTINUANCE REQUIREMENTS

Once admitted to the program, students must continue in full-time enrollment between internship levels. 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 75% and achieve a grade of no less than 75% 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 internship level 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 321 (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 internship levels.

### INTERNSHIP SCHEDULE

Students must complete three internship levels in the Integrated Dietetic Internship Program. The first and second internship levels are scheduled in the spring and summer months between the third and fourth academic years. The third internship level is completed following graduation. The first internship level will involve one week of professional practice course, followed by a four week placement, for a total of 5 weeks. This will be followed by two internship levels 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 placement to the program, or
2. They do not achieve a passing grade in required courses, or do not maintain standards for Nutrition courses and overall 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 internship levels at the Registrar's Office, according to normal registration procedures. Internship levels will officially be designated on students' transcripts as pass or fail. Students pay for their internship levels 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 internship level.

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.

## KINESIOLOGY COURSE

### 101 INTRODUCTION TO KINESIOLOGY

This course will provide students with an introduction to the study of human movement, and explore the physical, social, and psychological aspects of development as they relate to physical activity. Topics include: exercise physiology, biomechanics, sport psychology, sport sociology and exercise psychology.

PREREQUISITE: None

Three hours a week

## 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 or a student in the Bachelor of Child and Family Studies

Three lecture hours

### 241 (formerly 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 241 if a student has already received credit for Psychology 201

### 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

#### 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. Cross-listed with Women's Studies (cf. Women's Studies 351)

PREREQUISITE: Family Science 114 or at least one introductory Women's Studies course

Three lecture hours

#### 362 FAMILY VIOLENCE

This course will examine the history and various definitions and theories used in investigating the problem of family violence across the life span (i.e. children in abusive families, dating violence, intimate partner violence, the abuse of older adults). Emphasis will be placed on violence against women and violence in diverse family forms. A particular emphasis will be placed on examining strategies for the prevention of family violence over the life course.

PREREQUISITE: Family Science 242 or permission of the instructor

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 PROGRAM PLANNING AND EVALUATION**

In this course, students develop competency in planning, implementing, and evaluating programs for health promotion and family education. Topics include theories and models commonly used for program planning and behaviour change, assessing needs, selecting appropriate intervention strategies, identification and allocation of resources, the marketing process, and evaluation models and design.

**PREREQUISITES:** Family Science 381

Three lecture hours and the development, implementation and evaluation of a program.

### **383 ISSUES IN FAMILY LAW AND SOCIAL POLICY**

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

### **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 241

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 and credit will not be allowed for Foods and Nutrition 101 if a student has already received credit for Foods and Nutrition 102.

### **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

**NOTE:** Credit will not be allowed for Foods and Nutrition 102 if a student has already received credit for Foods and Nutrition 101.

### 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

### 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

### 321 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

### 331 INTRODUCTION TO RESEARCH METHODS

See Family Science 331

### 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

### 382 PROGRAM PLANNING AND EVALUATION

In this course, students develop competency in planning, implementing, and evaluating programs for health promotion and family education. Topics include theories and models commonly used for program planning and behaviour change, assessing needs, selecting appropriate intervention strategies, identification and allocation of resources, the marketing process, and evaluation models and design.

**PREREQUISITES:** Foods and Nutrition 212 or permission of the instructor.

Three lecture hours and the development, implementation and evaluation of a program.

#### 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 353, and Foods and Nutrition 212 or permission of the instructor. Three lecture hours

##### 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

##### 431 EVIDENCE-BASED PRACTICE IN THE HEALTH SCIENCES

This course focuses on the development of skills and knowledge required to find, appraise, use and communicate evidence in the health sciences. It provides students with the opportunity for the continued development of reasoning and decision making skills allowing them to integrate research evidence and critical thinking into professional practice.

**PREREQUISITE:** DIET 200 or permission of the instructor

This course is graded Pass/Fail

##### 434 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/Family Science 382 or permission of 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

[upeu.ca/finearts](http://upeu.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 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.

## Global Issues

**Co-ordinator**

Ron Srigley

**GLOBAL ISSUES COURSE****151 CRITICAL THINKING AND WRITING**

This foundational writing course provides an interdisciplinary approach to contemporary communication skills, through the lens of current global issues. Students develop skills to write effectively, think critically, and communicate clearly in a variety of contexts.

**PREREQUISITE:** Successful completion (a passing grade) of the English Academic Preparation program for those students

enrolled in the EAP program. Successful completion of one year of university studies for students enrolled in the Transitions Program.

Three hours a week

**NOTE:** This course is a graduation requirement for all first time first-entry undergraduate students beginning September 2008 **EXCEPT** for DVM, BEd, transfer students and students who have passed English 101.

## History

[upepei.ca/history](http://upepei.ca/history)

### History Faculty

Rev. Francis W.P. Bolger, Professor Emeritus

Andrew Robb, Professor Emeritus

Susan Brown, Associate Professor, Chair

Ian Dowbiggin, Professor

Lisa Chilton, Associate Professor

Richard G. Kurial, Associate Professor

Edward MacDonald, Associate Professor

James Moran, Associate 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, Global, Greek and Roman, and Others:

#### 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
- 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
- 310 Tudor England, 1485-1603: Creation of a Nation
- 362 Victorian Britain
- 363 Modern Irish History
- 472 20th-Century Great Britain
- 473 18th-Century English Society and Culture

#### European

- 111 Discovering the Past
- 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 in Premodern Europe
- 323 Russian History since 1682
- 341 German History since 1648
- 342 History of France since 1500
- 404 Monsters, Gold, and Glory: Travel, Trade and the Problem of Discovery in Premodern Europe
- 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
- 405 Crusades and Crusading
- 432 Britain and the Imperial Experience
- 434 Madness and Society
- 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 civilizations, 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) of which a minimum of 12 hours (4 courses) must be at the 300 level, and 12 hours (4 courses) must be at the 400 level. 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
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
History 231/232	The Atlantic Region
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.

## 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

### III DISCOVERING THE PAST

History is not just something one learns about through lectures and textbooks; instead, like physics or chemistry, it is something one discovers through an active engagement with the remains of the past. This course will invite students to think about the past through the study of an array of different types of original sources. By confronting the past directly, students will be able to reach their own understanding of a particular historical period and its role in shaping the present. They will also become familiar with the methods and practices of the professional historian. In the process, students in this course will come to understand why historians hold different interpretations of the significance of the same events.

**PREREQUISITE:** Admission by interview and writing sample  
Three hours a week

### 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

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.

Three hours a week

### 232 THE ATLANTIC REGION

A continuation of History 231

Three hours a week

### 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 312

**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

**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.

**310 TUDOR ENGLAND -1485-1603: CREATION OF A NATION**

This course examines how the kings and queens of the Tudor dynasty transformed England from a crumbling, medieval monarchy into a powerful, centralized nation. It was a bloody process that saw thousands of English men and women lose their lives, but the result was an English nation endowed with a unique sense of identity, culture, and mission in the world. Topics include Henry VIII and the search for a legitimate heir; the Reformation in England; the evolution of queenship under Mary and Elizabeth; the ideological revolution and the problem of dissent; the changing structures of society; and the contrasting worlds of high and low culture.

PREREQUISITE: History 201

**311 SCIENCE, MAGIC, WITCHCRAFT AND THE OCCULT IN PREMODERN EUROPE**

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

### **404 "MONSTERS, GOLD, AND GLORY": TRAVEL, TRADE, AND THE PROBLEM OF DISCOVERY IN PREMODERN EUROPE**

This advanced seminar examines European interaction with Asia and Africa from the time of Alexander the Great and the Ancient Greeks up to the formation of the large trading companies in the early 17th century, when Europeans understood the lands of the far east and south to be inhabited by strange semi-human peoples and the earth filled with gold and precious stones. This course examines the sources and evolution of this lore, noting how it affected the way explorers and merchant adventurers of the 16th century understood the world and interacted with the peoples they encountered. Topics include the development of the Greek and Roman world view; Europe's experience with barbarism; the Pax Mongolica and the development of the medieval world system; medieval geography; the cartographic revolution; explanations of difference and the emergence of race; cross-cultural exchange; and hybridity.

**PREREQUISITE:** History 201

### **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.

#### 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 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, post-war 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 move-

ment 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

## Integrated Studies

#### Co-ordinator

Karen Dempsey, Centre for Life-Long Learning

The Bachelor of Integrated Studies (BIS) program is a 90-credit degree designed to accommodate the personal, educational, and career goals of adult students, most of whom already possess diverse learning and who study part-time.

The structure is flexible while ensuring that students receive both depth and breadth of knowledge within their studies. The student achieves depth through choosing a concentration of at least 8 courses in an area of interest. Breadth comes through the completion of a required and recommended core of basic

courses ranging from literature and communication skills to philosophy and leadership, and by pursuing a diversity of offerings to satisfy personal intellectual curiosity. This degree is suitable to learners who do not anticipate directly pursuing second undergraduate degrees or graduate studies.

#### DEGREE REQUIREMENTS

The program requires completion of 90 semester-hours of course work.

#### AREA OF CONCENTRATION (24 semester-hours)

Students must complete an area of concentration totalling 8 courses or 24 semester-hours. Two of these courses must be at the 300 or 400 level. A further 8 courses at the senior (300 and 400) level are required for graduation. Not more than 12 courses or 36 semester-hours can be at the Introductory (100) level. Several additional courses are recommended, depending on individual learning plans. At least 30 semester-hours must be at the 300 level or above, with a grade of 65% in at least 7 of the 10 courses completed at the senior level.

#### REQUIRED COURSES (12 semester-hours)

English 101 and one other English OR Global Issues 151 and one other writing-intensive course

Integrated Studies 193: Creating a Career and Learning Portfolio

Integrated Studies 493: Senior Project

A number of courses are identified as forming the foundation of a university career. These are recommended rather than required to allow flexibility in devising learning plans with students. Academic advisors give priority to these courses.

#### STRONGLY RECOMMENDED (9 semester-hours)

At least one Information Technology course

At least one General Science course

A statistics course in, or related to, the chosen area of concentration

#### RECOMMENDED

University 103/103w

Philosophy 111: Critical Thinking

One or more courses from Fine Arts and/or Music

#### ELECTIVES

Students are required to explain and reflect on their course choices when they establish their learning plan. However, the need to ensure coherence in study should not restrict students from intellectual exploration, or from addressing conspicuous gaps in knowledge unrelated to their primary learning objectives. One of the primary roles of the BIS Co-ordinator is to help ensure that the course choices are balanced, and the overall outcomes of a well-rounded degree program are achieved.

#### SUMMARY

The Bachelor of Integrated Studies requirements include:

- 24 semester-hours (8 courses) in their area of concentration, 2 at senior (300 & 400) levels
- 30 semester-hours (10 courses) at the senior level
- A grade of 65% in at least 7 of the 10 courses completed at this senior level
- Not more than 36 semester-hours (12 courses) at the preparatory (100) level
- 6 semester-hours in English 101 and one other English course OR Global Issues 151 and one other writing intensive course
- Integrated Studies 193: Creating a Career and Learning Portfolio

- Integrated Studies 493: Senior Project
- A number of strongly recommended courses as outlined

### PLAR PROCESSES IN THE BIS

Program PLAR at the University of Prince Edward Island provides for assessment and recognition of prior learning (PLAR) through portfolio assessment. Learners must demonstrate equivalency of their learning from sources other than formal study to the outcomes expected of a student who is completing the degree through course work. For more information on the role of PLAR, contact the BIS Co-ordinator.

### COURSE DESCRIPTIONS

Students may choose from a broad range of courses, according to their area of concentration and with academic advice. Two University Studies courses are required

### INTEGRATED STUDIES 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. Learners understand the various purposes of portfolios; know the conventions of developing and professionally presenting a portfolio; and are capable of articulating acquired learning in job descriptions or degree requirements.

Cross-listed with Education (cf. Education 319) and University (cf. University 193)

Three semester hours

### INTEGRATED STUDIES 493 SENIOR PROJECT

In this capstone project, students synthesize and coherently present knowledge, skills, and attitudes developed over their university careers using a portfolio process. The project thematically demonstrates reflection, analysis, and integration of their personal and intellectual growth; shows how their original learning plans have been advanced and concluded; and demonstrates how they have met the outcomes of the degree program. Although students enroll in Integrated Studies 493 in the final stages of their degree, they are expected to work toward this final project over the duration of their studies. In certain situations, a major paper may be substituted for the portfolio.

## International Development Studies

### Co-ordinator

Wimal Rankaduwa, Economics

### 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 201-202: Intermediate Spanish

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 393: International Theory

### Sociology/Anthropology

SAN 212: Peoples of South Asia

SAN 242: Peoples of Oceania

SAN 251: Peoples of Africa

SAN 355: Globalization

\* Special Studies in the other disciplines may be considered.

## INTERNATIONAL DEVELOPMENT STUDIES COURSES

### 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

[upe.ca/iis](http://upe.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.

### 202 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.

### 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

### 309 SPECIAL TOPICS

### 374 TOURISM

(See Sociology/Anthropology 374)

PREREQUISITE: Island Studies 201

### 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 222	General Ecology
English 331	Literature of Atlantic Canada
Env 201	Introduction to Environmental Studies
History 331	History of PEI - Pre-Confederation
History 332	History of PEI - Post Confederation
History 489	20th Century PEI
Philosophy 371	Community-based Inquiry in Agriculture and Globalization
Political Studies 202	The Politics and Government of PEI

### Comparative Courses

Acadian Studies 201	Introduction to Acadian Studies
Anthropology 332	Social Organization
Biology 452	Biogeography and Macroecology
Business 373	Tourism Management
Economics 212	Regional Economics: Less Developed Areas
Economics 331	International Trade
Economics 341	Economic Development Theory
Education 463	Culture and Society in Education
Engineering 211	Introduction to Geology
History 231-232	The Atlantic Region
Political Studies 282	Introduction to International Politics
Political Studies 362	Comparative Politics of Latin America and Caribbean
Sociology/Anthropology 374	Tourism



**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

**Co-ordinator**

Wendy Shilton, English

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, 132, 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 278, 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

[upe.ca/math](http://upe.ca/math)

**Mathematics and Statistics Faculty**

David Horrocks, Associate Professor, Chair

Maxim Burke, Professor

Gordon MacDonald, Professor

Ken Sulston, Professor

Shannon Fitzpatrick, Associate Professor

Sami Khedhiri, Associate Professor

Nasser Saad, Associate 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 Global Issues 151 and one writing intensive course, 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 Global Issues 151 and one writing intensive course, 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
<b>Third and Fourth Year</b>	
Mathematics 301.....	3
Mathematics 321.....	3
Mathematics 331.....	3
Mathematics 351.....	3
Mathematics 361.....	3
Mathematics 480 (Honours project).....	6
Mathematics Electives.....	15
Electives.....	30
<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 Global Issues 151 and one writing intensive courses 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
<b>Third and Fourth Year</b>	
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 321 Probability and Mathematical Statistics I .....	3
Math 324 Applied Regression Analysis .....	3

### EITHER

Math 322 Probability and Mathematical Statistics II ..... 3

### OR

Math 424 Experimental Design .....

**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 **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)

Four lecture hours 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

Four lecture hours 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 continu-

ous probability distributions, random sampling and sampling distributions, confidence intervals, one- and two-tail tests of hypotheses, and correlation and linear regression.

PREREQUISITE: Grade XII academic Mathematics. Three semester hours of university mathematics is strongly recommended

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: Business 251, Education 481, Psychology 271, 278, 279 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 offers a survey of topics in discrete mathematics that are essential for students majoring in Mathematics or Computer Science. Topics include logic; proof techniques such as mathematical induction; counting methods; algorithms and big-Oh notation; introductory graph theory; and Boolean algebras.

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 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 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

### **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 non-linear 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

### **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

### **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 or Math 272  
 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. 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

### 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

### 452 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

### 462 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

### 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.  
**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. 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

[upei.ca/modernlanguages](http://upei.ca/modernlanguages)

### Modern Languages Faculty

Doreley Coll, Associate Professor, Chair

Sanda Badescu, Associate Professor

Carlo Lavoie, Associate Professor

Scott Lee, Associate Professor

Pamela Bastante, 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: [upei.ca/modernlanguages/](http://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. French 241 and French 242 are required courses.
3. At least 24 semester hours must be taken from upper-level courses above 242.
4. 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.

### 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 requirement of Global Issues 151 and one writing intensive course, 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. French 241 and French 242 are required courses.
3. At least 9 semester hours must be taken from among upper-level courses above French 242.
4. 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 242.

### FRENCH COURSES

#### 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

### 209 SPECIAL TOPICS

#### 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.

**PREREQUISITE:** French 121 or French Placement Test

Three hours a week plus lab and conversation class.

#### 212 FRENCH VI

This course is a continuation of French 211.

**PREREQUISITE:** French 121 or French Placement Test

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 212, 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 lab

## 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 lab

## 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 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 lab

### 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week plus one hour conversation class

### 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week

### 261 INTRODUCTION À L'ÉDUCATION EN FRANÇAIS AU CANADA

See Education 213

PREREQUISITE: French 222 or French Placement Test

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.

## 309 SPECIAL TOPICS

### 311 ADVANCED WRITING

This course is an upper-level grammar course designed for students who already have a good knowledge of French. It focuses on the acquisition of practical knowledge and skills to improve writing in specific contexts such as essays, activity reports, summaries, CV, etc. The course covers various types of writing

and, at the same time, reviews important basics essential for good writing in French.

PREREQUISITE: French 241 or permission of the instructor

### 312 COMMENT LE DIRE ET L'ÉCRIRE? LE FRANÇAIS ET SES VARIÉTÉS

This upper-level course, designed for students who have a good knowledge of French, focusses on the construction of the French language norm and variations through different contexts, times, and places. Topics include the origins of the French language; the differences between French spoken and written in Acadia, Québec, France, and other regions of the Francophonie, and why there are these differences; archaisms, regionalisms, and neologisms; and how context affects our way of speaking or writing. The study of linguistic variation and the construction and functioning of standard French helps students better understand their own speaking and writing skills and assists them in enunciating their ideas.

PREREQUISITE: French 241 or permission of the instructor

Three hours per week plus one hour conversation class.

### 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week plus one hour conversation class

### 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week plus one hour conversation class

### 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week plus one hour conversation class

### 333 XVIIIe SIECLE: L'AGE DES LUMIERES 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week plus one hour conversation class

### 334 XVIIIe SIECLE: L'AGE DES LUMIERES II

As a continuation of 333, 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.

PREREQUISITE: French 222 or French Placement Test

Three hours a week plus one hour conversation class



**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**344 XVIIe SIECLE: LE GRAND SIECLE II**

This course focuses on writers in the Age of Louis XIV. PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**401 RENAISSANCE**

This course focuses on French literature of the XVth 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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**409 SPECIAL TOPICS****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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**432 LITTÉRATURE 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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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.

PREREQUISITE: French 222 or French Placement Test  
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.

PREREQUISITE: French 222 or French Placement Test  
Cross-listed with English (cf. English 324)  
Three hours a week plus one hour conversation class

**443 CULTURE ET LITTÉRATURE 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.

PREREQUISITE: French 222 or French Placement Test  
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.

**PREREQUISITE:** French 222 or French Placement Test  
Three hours a week plus one hour conversation class

**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 plus one hour conversation class

**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 plus one hour conversation class

**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 SPANISH**

Under the supervision of the Department, a student is allowed 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. It is highly recommended that students take part of the exchange programs available with the University of Salamanca (Spain) and/or the University of la Republica (Uruguay).

A major consists of a minimum of 42 semester hours of Spanish.

**ELECTIVES**

Students must include at least 12 semester hours in a modern language or modern languages other than Spanish.

Students should discuss these courses or other alternatives with the Chair of Modern Languages as early as possible.

**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 Spanish 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

## 209 SPECIAL TOPICS

### 215 SPANISH FOR BUSINESS

This course is designed to prepare students who have an intermediate competence in Spanish with the skills necessary to conduct business in Spanish-speaking countries successfully. Students will continue to develop their listening, speaking, reading and writing proficiency through a variety of exercises, such as preparing written documents (CV, letters and memos), and oral presentations. In addition, students can expect to learn specialized vocabulary and important cultural aspects of business language that will be useful for meetings in Spain and Latin America.

PREREQUISITE: Spanish 102 or permission of instructor

### 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

## 309 SPECIAL TOPICS

### 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

### 315 TRANSLATION AND COMPOSITION I

This course is intended for students who have an intermediate level in Spanish and wish to perfect their grammatical, speaking, and reading comprehension skills. This course is dedicated to intensive practice in advanced translation from English to Spanish and Spanish to English with a focus on lexical and syntactic matters. In addition, students can expect to write compositions based on current literary and cultural issues.

PREREQUISITE: Spanish 202 or permission of 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.

**407 SPANISH MEDIEVAL LITERATURE**

This course proposes to give students an overview of the literature produced in the Spanish Middle Ages through a variety of canonical texts from the eleventh to the fifteenth century. The texts selected for this course are studied in their socio-historical and socio-political contexts. Some of the literary genres studied are: the early lyric, the epic (Poema de Mio Cid), courtly and ecclesiastical poetry, didactic literature, and theatre. In addition to these genres, the French, Muslim and Jewish influences in the literary production of Medieval Spain are studied, as well as the problematic of the "originality" of medieval texts and the medieval "author".

**PREREQUISITE:** Spanish 202 or permission of instructor

**409 SPECIAL TOPICS****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.)

**REQUIREMENTS FOR A MAJOR IN GERMAN**

Under the supervision of the Department, a student is allowed to major in German 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 German.

**ELECTIVES**

Students must include at least 12 semester hours in a modern language or modern languages other than 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

### 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: German 202 or equivalent, and permission of the instructor, or German 302

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.)

## 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.

### 209 SPECIAL TOPICS

A lecture course in which various topics or issues are explored in an introductory manner. Detailed descriptions of each year's Special Topics courses will be available in the Department's Calendar Supplement.

### 211 LATIN AMERICAN STUDIES: SOUTH AMERICA

This course is an introduction to the socio-political history and theories of cultures in Brazil, the Andean, and the Southern Cone regions of South America. Some of the topics examined are the construction of the nation state, populist governments, military dictatorships, the search for social reform in the 20th century, and the transition to economic development. Subtopics include: slavery and native servitude, acculturation, immigration and urbanization, machismo and marianismo, and current native and women's movements. Classes are conducted in English.

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.

### 212 LATIN AMERICAN STUDIES: MEXICO AND THE CARIBBEAN

An introductory course studying the development of societies in Mexico and the Caribbean from its pre-Columbian past to this heterogeneous present. Cultural, geographical, historical, literary, political and social topics are examined combining traditional historical narratives with art, cinema and other texts from popular culture and mass media. The course is structured thematically around significant themes and events. Some of the themes covered are the Mexican, Cuban and Nicaraguan revolutions, gender relations and U.S. imperialism and hegemony policies in the region. Classes are conducted in English. 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.

### 309 SPECIAL TOPICS

A lecture course in which various topics or issues are explored in an introductory manner. Detailed descriptions of each year's Special Topics courses will be available in the Department's Calendar Supplement.

### 409 SPECIAL TOPICS

A lecture course in which various topics or issues are explored in an introductory manner. Detailed descriptions of each year's Special Topics courses will be available in the Department's Calendar Supplement.

## Music

[upe.ca/music](http://upe.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  
June Countryman, Assistant Professor  
G. David Shephard, Lecturer

## ENTRANCE REQUIREMENTS

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. The sole prerequisite for entrance into the BA program with a major in Music is a personal interview and the equivalent of RCM Grade II Theory. Students who present proof of having achieved a minimum grade of 60% on the RCM Grade II Rudiments examination written within the last four years will not be required to write the Preliminary Theory Test as part of the audition procedures.

Students are encouraged to seek advice from music faculty in choosing their arts or science electives.

## 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 to the Bachelor of Music Education Program. 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 and 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

### Application Process

At the end of the second year of study, students wishing to complete the Bachelor of Music Education programme must submit a letter of application to the Chair of the Music Department outlining why they consider the field of music education to be an appropriate career path, and why they feel they would be good teachers. The music education faculty will interview the applicants to determine their suitability for this programme. Students must have an overall average of 70% and a music average of 75% in the second year of study and must maintain those minima in order to continue in the BMusEd programme.

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 a year's advanced standing, can be completed in one year. Bachelor of Music Education students who wish to specialize in the Early Years are advised, when choosing arts or science electives, to select from a variety of areas. Bachelor of Music Education students who wish to specialize in the Middle or Seniors Years are advised, when 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 second teaching area.

## BACHELOR OF ARTS WITH A MAJOR IN MUSIC

The BA with a Major in Music Program is a four-year program designed for those who wish to study music in a more general Arts curriculum. As a general program, it will not prepare students for teaching music, but will prepare them for further study toward careers such as music librarian, musicology, music publishing, communications media, and sound recording.

## BA MUSIC WITH A CERTIFICATE IN HIGHLAND BAGPIPES

The Certificate in Highland Bagpipes 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 with 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

Understanding Music as a Socio-Cultural Practice 201 and Explorations in Music 202 may be offered to any non-music major. Students should check with the Chair of the Department in which they are majoring to ensure that these courses may be counted as electives. Note: These courses are not offered every year.

## BACHELOR OF MUSIC PROGRAMS

**NOTE:** Completion of Global Issues 151 is strongly recommended before taking any music courses beyond the 100 level.

### 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 .....	3
Music 123-124 History.....	6
Music 131-132 Major Instrument or Voice .....	6
Arts and/or Science Electives .....	6
<b>Total.....</b>	<b>27</b>

**NOTE: ENSEMBLE REQUIREMENTS:** All students enrolled in a Bachelor of Music program are required to satisfactorily complete the requirements for participation in a minimum of six full-year ensembles for the 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
- Guitar majors—2 years Concert Choir and 4 years Guitar Ensemble (or serving as a guitarist in a large ensemble) Placement is at the discretion of faculty.

Unless the ensemble requirement is fulfilled, graduation will be denied.

**NOTE:** All students must pass a keyboard proficiency test before being admitted to Music 116, Keyboard Harmony, in Year II. Please contact the Music Department for current keyboard proficiency requirements and study options.

### 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 .....	3
Music 116-216 Keyboard Harmony .....	4
Music 223-224 History.....	6
Music 231-232 Major Instrument or Voice .....	6
Arts and/or Science Electives at 100-200 level.....	9
<b>Total.....</b>	<b>34</b>

**NOTE:** Ensembles required (see note at end of Year I).

### Year III

Bachelor of Music

	Semester hours of credit
Music 331-332 Major Instrument or Voice .....	6
Theory and History Electives .....	12
Music Electives .....	6
Arts and/or Science Electives .....	6

**Total..... 30**

**NOTE:** Ensembles required (see note at end of Year I)

### Year III

#### Bachelor of Music Education

	Semester hours of credit
Music 331-332 Major Instrument or Voice .....	6
Music 351 Philosophy of Music Education .....	2
Music 353-354 Elementary Music Education Methods ....	4
Music Education Elective .....	3
Theory/History Electives .....	6
Arts and/or Science Electives .....	9
<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 Elective .....	3
Music Electives (not from Music Education Electives).....	6
Education 412 Integrated Foundations of Education.....	3
Arts and/or Science Electives .....	6
<b>Total.....</b>	<b>31</b>

**NOTE:** Ensembles required (see note at end of Year I).

### 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
Education 415 The Inclusive Classroom .....	3

#### For Early Year Students:

Education 402 Meeting the Needs of the Young Learner	
<b>OR</b>	
Education 463 Perspectives on Culture & Society in Education .....	3
Education 432-433 Language Arts in Early Years I & II .....	6

#### For Middle Year Students

Education 417 Meeting the Needs of the Adolescent Learner	
<b>OR</b>	
Education 463 Perspectives on Culture & Society in Education .....	3
Education 434-435 Language Arts in the Middle Years I & II.....	6

#### OR

Education Subject Methods I & II.....	6
---------------------------------------	---

#### For Senior Year Students

Education 417 Meeting the Needs of the Adolescent Learner	
---	--

#### OR

Education 463 Perspectives on Culture & Society in Education .....	3
Education Subject Methods I & II .....	6
<b>Total.....</b>	<b>29</b>

### 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.....	3
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.

**NOTE:** All students must pass a keyboard proficiency test before being admitted to Music 116, Keyboard Harmony, in Year II. Please contact the Music Department for current keyboard proficiency requirements and study options."

	Semester hours of credit
<b>Year II</b>	
Music 213-214 Theory .....	6
Music 215 Sight Singing and Dictation .....	3
Music 116-216 Keyboard Harmony .....	4
Music 223-224 History.....	6
Arts and/or Science Electives (15).....	
<b>OR</b>	
Arts and/or Science Electives (9) and Music Electives (6) .....	15
<b>Total.....</b>	<b>34</b>

**NOTE:** Ensembles required (see note at end of Year I).

	Semester hours of credit
<b>Year III</b>	
Theory/History Electives .....	6
Music Electives (see Electives for Music Majors).....	6
Arts and/or Science Electives .....	18
<b>Total.....</b>	<b>30</b>

**NOTE:** Ensembles required (see note at end of Year I).

**COMMENT:** Students may take a maximum of six (6) semester hours credit in Music Education toward the Music electives required for Years III and IV.

	Semester hours of credit
<b>Year IV</b>	
Music Electives .....	12
Arts and/or Science Electives .....	18
<b>Total.....</b>	<b>30</b>

**NOTE:** Ensembles required (see note at end of Year I). See Comment at the end of Year III regarding Music Electives.

**PLEASE NOTE: AT LEAST TWO-THIRDS (2/3) OF THE NON-MUSIC ELECTIVES MUST BE ARTS COURSES**

## **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 .....	3
Music 123-124 History .....	6
Arts and/or Science Electives .....	9
<b>Total</b> .....	<b>30</b>

### **NOTES:**

- (1) **Electives:** At least two-thirds (2/3) of the non-Music electives must be Arts courses.
- (2) **Ensemble Requirements:** Students are required to take part in Pipe Band (or another ensemble approved by the Piping instructor) for each semester they are in the program. This is equal to a minimum of four full-year ensembles. Unless the ensemble requirement is fulfilled, graduation will be denied.
- NOTE:** All students must pass a keyboard proficiency test before being admitted to Music 116, Keyboard Harmony, in Year II. Please contact the Music Department for current keyboard proficiency requirements and study options.

### **Year II**

	Semester hours of credit
Music 207-208 Highland Bagpipes .....	6
Music 213-214 Theory .....	6
Music 215 Sight Singing and Dictation .....	3
Music 116-216 Keyboard Harmony .....	4
Music 223-224 History .....	6
Arts and/or Science Electives .....	9
<b>Total</b> .....	<b>34</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
Theory/History Electives (see Electives for Music Majors) .....	6
Music Electives (see Electives for Music Majors) .....	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.

**COMMENT:** Students may take a maximum of six (6) semester hours credit in Music Education toward the Music electives required for Years III and IV.

### **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 and at the end of Year III regarding Music electives.

## **COURSES FOR NON-MUSIC MAJORS**

105	Studio Minor
201	Understanding Music as a Socio-Cultural Practice
202	Explorations in Music
205	Studio Minor
305	Studio Minor
405	Studio Minor

## **ELECTIVES FOR MUSIC MAJORS**

### **Music Theory:**

311	Special Topics in Music Theory
315-316	Composition I
317-318	Form and Analysis
319	Advanced Topics in Music Theory
411	Special Topics in Music Theory
412	Music Cognition
413	Orchestration
415-416	Composition II
419	Advanced Topics in Music Theory

### **Music History:**

321	Special Topics in Music History
322	Popular Music
325	Studies in Film Music
326	Musical Theatre
329	Advanced Topics in Music History
421	Special Topics in Music History
422	Global Musics (may also be counted as a Music Education elective)
423-424	Canadian Music
428	Inquiry Methods
429	Advanced Topics in Music History

### **Applied Music:**

335	Chamber Music I
336	Recital Performance I
337	Special Topics in Applied Music
338-339	Directed Studies in Applied Music
433-434	Literature and Pedagogy of Major Instrument or Voice
435	Chamber Music II
436	Recital Performance II
437	Special Topics in Applied Music
438-439	Directed Studies in Applied Music

### **Music Education:**

245-246	Percussion Techniques
341	Special Topics in Music Education
343-344	Choral Techniques
345-346	Woodwind Techniques
347-348	String Techniques
351	Philosophy of Music Education
353-354	Elementary Music Education Methods
359	Advanced Topics in Music Education
422	Global Musics (may also be counted as a Music History elective)
441	Special Topics in Music Education
445-446	Brass Techniques
447	Jazz Techniques
453-454	Secondary Music Education Methods
455-456	Conducting
458	Musicianship Workshop (Note: may also be counted as Applied or Theory elective, with approval of the Chair)
459	Advanced Topics in Music Education



## MUSIC COURSES

### 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 60% in the Preliminary Music Theory Test or in the RCM Grade II Theory Exam

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 is used to improve score reading skills, musical memory, and inner hearing.

**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.

PREREQUISITE: A minimum grade of 60% in the Preliminary Music Theory Test or in the RCM Grade II Theory Exam

1 hour credit over two semesters

### 123 INTRODUCTION TO MUSIC HISTORY

This course provides students with an introduction to the tools, materials, methods, and issues of the study of music history. Through the exploration of musical repertoire and writings from the Middle Ages and other stylistic periods, students develop strategies for reading historical and musical texts critically and learn basic skills in historical inquiry.

3 hours credit

### 124 EARLY MUSIC

This course explores repertoire, themes, and issues in Western art music up 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, organ and guitar.

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

### 201 UNDERSTANDING MUSIC AS A SOCIO-CULTURAL PRACTICE

This course provides non-music students with an introduction to intelligent listening to music and to critical thinking about musical experiences. While engaging with musical examples from a wide variety of styles, students develop critical listening skills as they consider music as a social art, performance practice, spontaneous creation, historical artifact and a cultural signifier. No musical background is required. This course cannot be counted toward the credits required for Music degrees.

PREREQUISITE: English 101 and successful completion of 30 credit hours, or permission of the instructor.

3 hours credit

### 202 EXPLORATIONS IN MUSIC (Not offered every year)

This course provides an opportunity for non-music majors to explore contemporary topics in music (such as identity, belief systems, and power structures). Drawing on various styles and genres of music, the course examines the ways in which music plays significant cultural and political roles in contemporary societies. This course cannot be counted toward the credits required for Music degrees.

PREREQUISITE: English 101 and successful completion of 30 hours, or permission of the instructor

3 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 CLASSIC AND ROMANTIC ERAS**

This course explores repertoire, themes, and issues in Western art music from the mid-eighteenth century to the end of the 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 TWENTIETH AND TWENTY-FIRST CENTURIES**

This course explores repertoire, themes, and issues in Western art music in the twentieth century, as well as emerging trends in the twenty-first 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

**245 PERCUSSION TECHNIQUES**

This course provides group instruction in percussion instruments, including snare drum, tympani, mallet instruments and accessory percussion. 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

**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

**311 SPECIAL TOPICS IN MUSIC THEORY**

PREREQUISITE: Music 214 and permission of the instructor

**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: Music 214 and 224

3 hours credit

**318 FORM AND ANALYSIS**

This course is a continuation of Music 317.

PREREQUISITE: Music 317

3 hours credit

**319 ADVANCED TOPICS IN THEORY**

This course allows advanced study in a particular area of music theory for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

3 hours credit

**321 SPECIAL TOPICS IN MUSIC HISTORY**

PREREQUISITE: Music 214 & 224

**322 POPULAR MUSIC (Not offered every year)**

This course explores the range of North American and British popular music from the early 1950s to the present, with an emphasis on rock music. Students will examine selected repertoire while exploring relevant critical methodologies used in the study of popular music.

PREREQUISITE: Music 214 and 224

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

### **326 MUSICAL THEATRE** (Not offered every year)

This course explores the development of the Broadway musical from the early 1940s to the present. Students examine selected repertoire while exploring relevant critical methodologies used in the study of the genre.

PREREQUISITE: Music 214 and 224

3 hours credit

### **329 ADVANCED TOPICS IN MUSIC HISTORY**

This course allows advanced study in a particular area of music history for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

3 hours credit

### **331 MAJOR INSTRUMENT OR VOICE**

This course is a continuation of Music 332.

PREREQUISITE: Music 332

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

### **337 SPECIAL TOPICS IN APPLIED MUSIC**

Restricted to 3rd, 4th and 5th year music majors, or permission of the instructor

### **338 DIRECTED STUDIES IN APPLIED MUSIC**

This course allows advanced study in a particular area of applied music for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

### **339 DIRECTED STUDIES IN APPLIED MUSIC**

This course allows advanced study in a particular area of applied music for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

### **341 SPECIAL TOPICS IN MUSIC EDUCATION**

Restricted to 3rd, 4th and 5th year music majors

### **343 (formerly 243) CHORAL TECHNIQUES**

Instruction is given in the principles of vocal production, basic functional choral techniques, and choral conducting. Repertoire from the sixteen century to the present will be selected in order to facilitate development in both singing and conducting techniques. Three main activities of this course include: sight singing at an advanced level, group and solo singing, and choral conducting.

PREREQUISITE: Music 115 and at least one year of UPEI Concert Choir. Non-music majors must have some choral/singing background, or pass a vocal and aural skills audition.

2 hours credit

### **344 (formerly 244) CHORAL TECHNIQUES**

This course provides a continuation of Music 343, with more demanding repertoire. It concentrates on changing tempo, changing meter, and cueing problems.

PREREQUISITE: Music 343.

2 hours 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

### **351 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.

Restricted to 3rd, 4th and 5th year music majors  
2 hours credit

### 353 ELEMENTARY MUSIC EDUCATION

(Offered in alternating years)

This course examines four major approaches to teaching elementary school music—Dalcroze, Kodaly, Orff and Comprehensive Musicianship. Students interrogate curriculum expectations and repertoire choices and they develop pedagogical skills, focusing on the young child, Grades K-3.

PREREQUISITE: Music 215  
2 hours credit

### 354 ELEMENTARY MUSIC EDUCATION

(Offered in alternating years)

The investigations begun in Music 353 are continued in Music 354, focusing on children in Grades 4-6. Learning theories as they relate to music are examined.

PREREQUISITE: Music 353  
2 hours credit

### 359 ADVANCED TOPICS IN MUSIC EDUCATION

This course allows advanced study in a particular area of music education for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors  
3 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

### 411 SPECIAL TOPICS IN MUSIC THEORY

PREREQUISITE: Music 214 and permission of the instructor

### 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 214  
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

### 419 ADVANCED TOPICS IN MUSIC THEORY

This course allows advanced study in a particular area of music theory for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors  
3 hours credit

### 421 SPECIAL TOPICS IN MUSIC HISTORY

PREREQUISITE: Music 214 and 224

### 422 GLOBAL MUSICS (not offered every year)

This course explores traditional and contemporary musics from various world cultures—both the actual sounds of diverse musical traditions and the uses of and beliefs about music within those traditions. Part of each class involves listening to a performing music from various cultures. Students have the opportunity to investigate a specific musical culture in some depth.

PREREQUISITE: Music 224  
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 224  
3 hours credit

### 428 INQUIRY METHODS

This course introduces students to the skills and methods of inquiry in music history, music theory, and music education. Each student conducts an independent research project. Class time is devoted to discussion of works-in-progress and to research strategies and tools.

PREREQUISITE: Music 214 and Music 224, plus permission of the instructor  
3 hours credit over two semesters

### 429 ADVANCED TOPICS IN MUSIC HISTORY

This course allows advanced study in a particular area of music history for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors  
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

**437 SPECIAL TOPICS IN APPLIED MUSIC**

Restricted to 3rd, 4th and 5th year music majors or permission of the instructor

**438 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.

**439 DIRECTED STUDIES IN APPLIED MUSIC**

This course is a continuation of Music 491.

PREREQUISITE: Music 438 and permission of the Chair

3 hours credit

NOTE: See Academic Regulation 9 for Regulations Governing Directed Studies.

**441 SPECIAL TOPICS IN MUSIC EDUCATION**

Restricted to 3rd, 4th and 5th year music majors

**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

**458 MUSICIANSHIP WORKSHOP**

This performance-based course will provide opportunities for upper year students to apply their musicianship skills to improvisational situations in a variety of musical styles and forms (from various oral traditions, the Western composed tradition and various popular music styles). The course will emphasize the development and refinement of skills in the melodic and harmonic aspects of spontaneous composition both vocally and instrumentally. Singers will improvise vocally and on piano or guitar. Instrumentalists will vocalize, use their major instrument, and use piano or guitar.

PREREQUISITE: Successful completion of Year II of the music program or by permission of the instructor.

**459 ADVANCED TOPICS IN MUSIC EDUCATION**

This course allows advanced study in a particular area of music education for students who possess a special expertise or interest in one facet of the discipline. Written application must be made to the Chair of the Department.

PREREQUISITE: Restricted to 3rd, 4th and 5th year music majors

3 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, minimum music average of 75% minimum overall average of 70%, and permission of the Music Education faculty  
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, minimum music average of 75%, minimum overall average of 70%, and permission of the Music Education faculty  
3 hours credit

**Nursing**

[upei.ca/nursing](http://upei.ca/nursing)

**Nursing Faculty**

Kimberley A. Critchley, Professor, Dean  
Janet Bryanton, Associate Professor  
Barb Campbell, Associate Professor  
Rosemary J. Herbert, Associate Professor  
Gloria McInnis-Perry, Associate Professor  
Donna A. Murnaghan, Associate Professor  
Vickie Foley, Assistant Professor  
Mary Jean McCarthy, Assistant Professor  
Jo-Ann MacDonald, Assistant Professor  
Janet MacIntyre, Assistant Professor  
Christina Murray, Assistant Professor  
David Pedlar, 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 (ANPEI, 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 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. 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. Detailed information on this policy can be obtained in the School of Nursing Handbook located on the School of Nursing website.

### STUDENT DISMISSALS

13. 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

14. 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. 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.

**\*Please see table on page 166.**

### \*NOTES:

1. Within their electives, students will be required to complete the following semester hours of credit:
  - a. Global Issues 151 and one writing intensive course
  - b. 3 semester hours 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 102 and FS 341, see Family and Nutritional Sciences.
6. For course descriptions VPM 101 and VBS 212, see Veterinary Medicine.

## THE ACCELERATED BACHELOR OF SCIENCE IN NURSING PROGRAM

The Accelerated Bachelor of Science in Nursing (BScN) Program is intended for applicants with a university degree

who wish to become professional nurses. Students apply through the Registrar's Office, and must submit the UPEI Undergraduate Application Form. Students in the Accelerated Program are required to take the same courses and have the same number of clinical hours as students in the four-year BScN program. They are governed by the academic regulations for Nursing as outlined in the Calendar.

To be eligible for the Accelerated BScN Program, applicants must have:

- successfully completed Grade 12 or equivalent courses in English, Math, Chemistry, and Biology;
- completed an undergraduate degree with a minimum average of 75% (GPA 3.0 or B) in the last 20 courses of the degree and normally registered as a full-time student;
- students who have completed courses after being granted a degree must have a minimum 75% average based on the best 20 course of the last 22 courses taken;
- completed courses for credit in Human Anatomy, Physiology, Microbiology, Developmental Psychology, Statistics, an introductory Nutrition course, two introductory Psychology courses, English 101 and one other English course.

**Note:** Required courses in Pathophysiology and Pharmacology can be taken during the Accelerated Program.

Enrolment is limited to 14 students per year. Application for admission is **February 15**. Applicants receive conditional acceptance into the Accelerated Program based on completion of the required prerequisites.

### Year I

- Sept.–Dec.: This is not a Nursing semester, however, it may be used to complete prerequisite courses
- Jan.–April: N101, N102, N232, VBS 212
- May–Aug: N213, N245, N223, N306

### Year II

- Sept.–Dec.: N323, N303, N304
- Jan.–April: N313, N403
- May–Aug: N310, N402

### Year III

- Sept.–Dec.: N401, N404

## 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 experiences 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 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 practice. 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

### 242W HEALTH ASSESSMENT FOR PRACTICING NURSES

Health Assessment is a three credit, 13 week course which emphasizes the knowledge and skills required for comprehensive health assessment. Specifically, the content focuses on helping learners' develop health history interviewing skills, physical examination techniques, and nutritional assessment techniques for clinical practice and to identify the wide range of "normal" health states for adults. Emphasis will be placed on analysing assessment findings to identify health concerns as a basis for planning care.

**PREREQUISITE:** Available for any practising nurse  
 Web-based course

### 245W HEALTH ASSESSMENT

This web-based course provides you with knowledge and skills for holistic assessment of individuals. The focus is on the well individual while identifying the wide range of "normal" health states for adults. Students learn to use a variety of data collection techniques, including interviewing and critical thinking skills, as well as physical examination techniques such as inspection, palpation, percussion, and auscultation. Teaching modalities include a combination of web-based learning and laboratory application of concepts.

**PREREQUISITE:** Biology 121 and Biology 122

**Semester hours of credit:** 3  
**Hours per week:** Web-based learning and Lab: 3 hours

### 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:** 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

### **324 MENTAL HEALTH NURSING OF OLDER PEOPLE**

This specialty course focuses on theories, issues, and trends re-

lated to the care of older persons who have, or who are at risk of developing, mental health needs. Emphasis is on a person-centered holistic approach to care, which focuses on older persons within the context of their lives, experiences, and relationships. The roles of the nurse as advocate, care provider, and educator are considered in relation to the services of primary health care. Concepts such as collaboration, prevention, promotion of mental health, as well as the treatment, care, and rehabilitation of mental health disorders in later life are reviewed.

**PREREQUISITE:** Undergraduate nursing students must have successfully completed the mental health nursing course at UPEI (Nursing 323) or its equivalent. RNs who have completed an undergraduate degree in nursing are welcome. Those practising RNs who do not have an undergraduate degree in nursing or related field will require permission from the professor.

Semester hours of credit: 3

### **342W CULTURE IN NURSING (web-based course)**

This course focuses on multi-cultural awareness and recognition of specific health care beliefs and values, exploring the role of the nurse within each country's health care system, and participating in a cultural immersion experience. Opportunities are provided to allow students to achieve a better understanding of cultural similarities and differences in a selected setting. **PREREQUISITE:** Available for any practising or student nurse

### **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

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
V PM 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 102 (Note 5)	Nutrition for Nursing Practice	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 Human Development & the Family	3	1				3
V BS 212 (Note 6)	Pathophysiology for Nursing Students	3			3		3
NURS 203	Health Assessment	3			3		3
NURS 213	Nursing of Young Families	3			3	11	6
NURS 223	Nursing of Individuals and Families in Wellness and Illness	3			3	13	6
NURS 232 (Note 3)	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 305	Health Teaching	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
Electives (Notes 1 & 2)							3
<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							9
NURS 402	Nursing and Population Health	3	1.5			22.5	6
NURS 403	Advanced Nursing Focus	2				322 hrs/9 wks	3
NURS 404	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>

#### 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

#### 405 LEADERSHIP FOR HEALTH PROFESSIONALS IN A PRIMARY HEALTH CARE CONTEXT

This web-based course will include blended learning techniques that examine theoretical and practice concepts in health care leadership/management within the context of Primary Health Care. Students will critically analyze concepts in health care organization(s) and management and the implications of those concepts using a variety of leadership styles in a clinical setting. Students explore leadership roles assumed by health care professionals and examine challenges confronting these leaders. Emphasis is placed on strategic methods that enhance leadership to influence the evolving Canadian health care system. Models of partnership, decision making, collaboration and communication and the importance of team work are stressed.  
 Semester hours of credit: 3  
 Hours per week: Lecture 3

## Philosophy

[upei.ca/philosophy](http://upei.ca/philosophy)

#### Philosophy Faculty

Verner Smitheram, Professor Emeritus  
 Malcolm Murray, Professor, Chair  
 Pamela Courtenay-Hall, Associate Professor  
 Tony Couture, Associate Professor  
 Neb Kujundzic, Associate Professor  
 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.

The Department strongly recommends that the following courses should be completed by philosophy majors intending to

pursue graduate studies in philosophy: Phil 221 (Social Philosophy); Phil 251 (Formal Logic); Phil 262 (Plato and Aristotle); Phil 303 (History of Ethical Theory in 1900); Phil 373 (Philosophy of Language); Phil 384 (Rationalists and Empiricists); Phil 385 (The Philosophy of Kant).

#### REQUIREMENTS FOR A MINOR IN PHILOSOPHY

1. A minor in Philosophy consists of twenty-one semester hours in Philosophy
2. At least three courses (9 semester hours) should be at the 300 or 400 level. The Department strongly recommends that Philosophy minors complete the following courses to ensure development of basic philosophical knowledge: Philosophy 101 (Introduction to Philosophy) and Philosophy 111 (Critical Thinking).

#### 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 great books such as Plato's Republic, Thoreau's Walden or J.S. Mill's On Liberty. 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: 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.

Lectures: Three hours a week

**204 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.

Lectures: Three hours a week

**206 ANIMAL ETHICS**

This course introduces the recent paradigm shift from anthropocentric ethics to biocentric ethics. The main objectives of the course are 1) to develop understanding of the main arguments concerning the moral status of nonhuman animals; 2) to cover the full range of different ethical positions regarding animals and discuss their advantages and disadvantages; and 3) to identify ideologies associated with thinking about animals and develop a critique which liberates us from one-dimensional thinking about animals. Topics addressed include whether animals have minds, whether animals have rights analogous in some way to human rights, and how to balance the interests of animals with other environmental goods. Other topics include animals as food, animal research ethics, animals in entertainment, cloning, biotechnology, companion animals, and legal and moral issues associated with animal activism.

**207 PHILOSOPHIES OF WAR AND PEACE**

This course investigates the complex issue of war and violence, peace and justice, and the future of war. Is war a necessary part of the human condition? What are the ethics of war? The course examines the opposing positions of political realism, just war theory, and pacifism. The course will focus on the meaning of war for philosophers in particular, and study World War II veterans who became philosophers such as Stuart Hampshire, R.M. Hare, J. Glenn Gray, John Rawls and others. Michael Walzer's classic account, *Just and Unjust Wars*, and additional historical writings by Tolstoy, Arendt, Hobbes, Marx, Gandhi, and Martin Luther King may be studied to understand the debate over the meaning of the problem of war for philosophers and how they attempt to cope with it.

**209 SPECIAL TOPICS****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: 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 relation-



ships, families, sex-trade work and pornography.

Lecture: 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: 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)

Lectures: Three hours a week

### 264 RELIGION AND PHILOSOPHY IN CHINA

See Religious Studies 261

### 284 INTRODUCTION TO MEDIEVAL THEOLOGY AND PHILOSOPHY

See Religious Studies 284

### 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: One course in Philosophy or permission of the instructor

Lectures: 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 course in Philosophy or permission of the instructor

Lectures: Three hours a week

### 309 SPECIAL TOPICS

#### 322 RELIGIOUS ETHICS EAST AND WEST

See Religious Studies 322

### 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.L.A. Hart, Gregory Vlastos and John Rawls may be examined as well.

PREREQUISITE: One course 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: One course 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: One course in Philosophy or Religious Studies

Lectures: 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

### 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:** One course in Philosophy or permission of the instructor

Lectures: 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 RATIONALIST AND EMPIRICISTS

This course is an introduction to early modern philosophy through the study of the most important works of the rationalists (Descartes, Spinoza, and Leibniz) and the empiricists (Locke, Berkeley, and Hume).

Lectures: Three hours a week.

### 385 THE PHILOSOPHY OF KANT

This course examines the philosophy of Immanuel Kant (1724–1804), with a particular focus on his influence on the discipline of epistemology and his major work, *A Critique of Pure Reason*. If time permits, students may also consider Kant's approach to philosophy, as well as his main critics.

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

### 409 SPECIAL TOPICS

### 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 three recent classics in political philosophy: John Rawls' *A Theory of Justice*, 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(S):** One course in Philosophy or permission of the instructor

Lectures: Three hours a week

### 428 20th CENTURY FRENCH AND GERMAN PHILOSOPHY

This course introduces German philosophers such as the Frankfurt School and Jurgen Habermas and French philosophers such as Michel Foucault. Students consider the idea of a critical theory, the public sphere, rationality and ideology, and the disciplinary society.

**PREREQUISITE:** One course in Philosophy or permission of the instructor

Lectures: Three hours a week

### 431 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:

(See Academic Regulation 9 for Regulations Governing Directed Studies)

## Physics

[upei.ca/physics](http://upei.ca/physics)

### Physics Faculty

Sheldon Opps, Associate Professor, Chair

William Whelan, Professor

Douglas C. Dahn, Associate Professor

Derek W. Lawther, Associate Professor

James Polson, Associate 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 132) .....	3
Electives (Biology 131-132 are highly recommended) .....	9

### Second Year

Physics 201 .....	3
Physics 202 .....	3
Physics 221 .....	3
Physics 272 .....	3
Mathematics 251-252 .....	6
Mathematics 261 .....	3
Electives .....	9

### Third and Fourth Years

Physics 312 .....	3
Physics 372 .....	3
Physics 381 .....	3
Physics—At least five courses taken from among Physics 322, 341, 342, 382, 391, 402, 412, 414, 421, 422, 431, 441, 451, 481. At least one of the courses chosen must be at the 400 level .....	15
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 131-132 are highly recommended electives.

Semester hours of credit

#### First Year

Physics 111-112 .....	6
Mathematics 151-152 .....	6
Computer Science 151	
(or Engineering 132) .....	3
Chemistry 111-112 .....	6
Electives (Biology 131-132 are highly recommended) .....	9

#### Second Year

Physics 201 .....	3
Physics 202 .....	3
Physics 221 .....	3
Physics 272 .....	3
Mathematics 251-252 .....	6
Mathematics 261 .....	3
Electives .....	9

### Third and Fourth Years

Physics 312 .....	3
Physics 322 .....	3
Physics 372 .....	3
Physics 381 .....	3
Physics 402 .....	3
Physics 412 .....	3
Physics 421 .....	3
Physics 441 .....	3
Physics 451 .....	3
Physics 490 .....	12
Mathematics 301 .....	3
Mathematics 331, 471, or 472 .....	3
Electives, at least one of which must be a Physics elective chosen from the following: Physics 382, 391, 414, 422, 431, 461, 462, 481 .....	21
<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. 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

#### First Year

Physics 111-112 .....	6
-----------------------	---

**Second Year**

Physics 201.....	3
Physics 202 (for students enrolled in the Engineering Diploma Program, this may be replaced by Engineering 321).....	3
Physics 221.....	3

**Third and Fourth Years**

Physics 312.....	3
Physics 381.....	3
Physics—At least seven additional courses taken from the following: Physics 202 (if not already counted above), 272, 322, 341, 342, 372, 382, 391, 402, 412, 414, 421, 422, 431, 441, 451, 481, and Engineering 342, 382. At least <b>one</b> of the courses chosen must be at the 400 level.....	21

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 consists of eight academic terms and a minimum of four work terms. It is available as an option 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 their degree parchments.

**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 except for the inclusion of the work-term courses as follows: Physics 280, Physics 380, and Physics 480 are required three-semester hour physics courses (these replace three general electives); Physics 580 is a required physics course with no semester-hours of credit awarded; and Physics 680 is an optional physics course with no semester-hours of credit awarded. 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 should submit a completed application to the Physics Co-op Program Director no later than the fall semester of their second year of study. Early applications are encouraged. Applicants must be full-time students in either a major or the honours physics program, and must have a cumulative average of at least 70% in the required physics courses taken to date. Students will be admitted to the program based on their interest, aptitude, and assessed ability to combine successfully the academic requirements with the work-term requirements of the Physics Co-op program. Students not admitted may reapply at the next opportunity.

**CONTINUANCE REQUIREMENTS**

Students admitted to the program must continue to be enrolled full-time (except while on work terms). Students are

expected to maintain the minimum academic performance as may be specified for the applicable Physics Major or Honours program. Students who fail to meet these standards or who fail a required course 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. Dismissal from, discontinuance of, or failure of a work-term course may result in immediate withdrawal from the Physics Co-op program.

**WORK TERM REQUIREMENTS**

Satisfactory fulfilment of the work-term component of the Physics Co-op program requires:

1. Successful completion of a minimum of four work terms (one must be in a fall semester, and one must be in a winter semester) in approved, academically-related, paid employment situations of 12 to 16 weeks duration;
2. Fulfilment of other requirements specified by the Department of Physics, such as the participation in seminars and workshops.

Although successful work-term placement is not guaranteed by the University, every reasonable effort is made to assist Physics Co-op students. 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.

**REGISTRATION AND GRADING**

It is the responsibility of the students to register for the work-term courses. Work-term courses are graded on a pass/fail basis.

**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 semester hours) at the 200 level or above.

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, circular motion, and conservation of energy and momentum.

**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



torque and static equilibrium, oscillations, wave motion, sound and light, thermodynamics, fluid mechanics, and 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 properties of waves, acoustics and hearing, optics and vision, fluid mechanics, 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.

## 201 WAVES AND OSCILLATIONS

This course provides a basic introduction to the physics of mechanical waves. It begins with a study of the free, forced and damped harmonic oscillator and is followed by a study of discrete coupled oscillators in one dimension. This is used to derive the one-dimensional wave equation, which is used to study traveling and standing waves in continuous media. The course also provides an introduction to relevant mathematical concepts and methods, including complex numbers, partial derivatives, techniques for solving ordinary and partial differential equations, and Fourier series.

**PREREQUISITE:** Physics 112 and Math 152, or permission of the instructor

Three hours lecture, three hours laboratory per week

## 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, and central force motion.

**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

## 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 201 or Engineering 341, and Mathematics 152, otherwise permission of the instructor is required

Three hours lecture, three hours laboratory per week

## 280 CO-OP WORK TERM I—PROFESSIONALISM

This course is available only to Physics Co-op students, and is an integration of the first work-term experience with the learning of professional skills related to job placement such as the writing of resumes and cover letters, job-search strategies, and interviewing. Students are required to submit a work-term report. Students are assessed on a pass/fail basis.

**PREREQUISITE:** Acceptance into the Physics Co-op program

Semester hours of credit: 3

## 312 ELECTROMAGNETISM I

This course develops fundamental concepts in electricity and magnetism. Topics include electric fields and potentials, capacitance, dielectric materials, magnetic fields, magnetic properties of materials, electromagnetic induction, inductance, Maxwell's equations, and an introduction to electromagnetic waves.

**PREREQUISITE:** Physics 112 and Math 252

Three hours lecture, three hours laboratory per 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 202, Physics 221 and Mathematics 252 or permission of the instructor  
Three hours lecture per week

### **341 BIOPHYSICS I—PHYSICS OF THE HUMAN BODY**

This course provides students with an introduction to the physics of the human body. Physics concepts such as mechanics, energy, work, fluid statics and dynamics, sound, optics, electricity, and magnetism will be applied to better understand the functioning of the human body.

**PREREQUISITE:** Biology 131, and Physics 122 or Physics 112. Otherwise, permission of the instructor is required  
Three hours lecture per week

### **342 BIOPHYSICS II—INTRODUCTION TO MEDICAL PHYSICS**

This course provides students with an introduction to physics methods and methodology in medicine. Topics include: basic concepts in medical imaging, ionizing and non-ionizing radiation sources, radiation transport in tissues, nuclear medicine, radiation dosimetry and therapy, and biomedical optics and acoustics applications.

**PREREQUISITE:** Biology 131, 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

### **380 CO-OP WORK TERM II—SCIENTIFIC WRITING**

This course is available only to Physics Co-op students, and is an integration of the second work-term experience with the learning of scientific-writing skills. Students learn how to write scientific abstracts and papers for publication in science journals. Students are required to submit a work-term report in the form of a science publication. Students are assessed on a pass/fail basis.

**PREREQUISITE:** Physics 280  
Semester hours of credit:3

### **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 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 are used to study a number of phenomena, including realistic projectile motion, chaotic motion, planetary dynamics, electromagnetism, wave motion, and quantum wave function dynamics. The course also provides an introduction to advanced molecular simulation methods, including Monte Carlo and molecular dynamics techniques.

**PREREQUISITE:** Physics 202 or Physics 221, Mathematics 252, and Computer Science 151 or Engineering 132  
Three hours lecture 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

### **412 ELECTROMAGNETISM II**

This is an advanced course covering classical electromagnetic theory based on Maxwell's equations. Topics include: electrostatics, magnetostatics, solutions to boundary value problems, electric and magnetic properties of materials, electromagnetic wave propagation, electromagnetic radiation, and an introduction to relativistic electrodynamics.

**PREREQUISITES:** Physics 312 and 381  
Three hours lecture per week

### **414 OPTICS AND PHOTONICS**

This course focuses on the fundamentals of optics and photonics with biomedical applications. Topics include energy flow in electromagnetic fields, reflection and transmission, interference and diffraction, optical properties of materials, dispersion and losses, waveguides, spectra and spectral line broadening, partially polarized radiation, lasers and modulators, crystal optics, detectors and couplers.

**PREREQUISITE:** Physics 201, Physics 312 and Physics 381  
Three hours lecture, three hours laboratory 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 272, Physics 312, 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

#### **480 CO-OP WORK TERM III—SCIENCE COMMUNICATION**

This course is available only to Physics Co-op students and is an integration of the third work-term experience with the learning of science communication skills. Students learn how to prepare and present oral and poster presentations. Students are required to submit a work-term report in the form of a science publication, and present their work during a public presentation. Students are assessed on a pass/fail basis.

**PREREQUISITE:** Physics 380  
Semester hours of credit: 3

#### **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

#### **580 CO-OP WORK TERM IV**

This course is available only to Physics Co-op students and is the fourth work term. Students are required to submit a work-term report in the form of a science publication, and present their work during a public presentation. Students are assessed on a pass/fail basis.

**PREREQUISITE:** Physics 480  
Semester hours of credit: 0

#### **680 CO-OP WORK TERM V**

This course is available only to Physics Co-op students and is the optional fifth work term. Students are required to submit a work-term report in the form of a science publication, and present their work during a public presentation. Students are assessed on a pass/fail basis.

**PREREQUISITE:** Physics 580  
Semester hours of credit: 0

## **Political Studies**

[upe.ca/politicalstudies](http://upe.ca/politicalstudies)

#### **Political Studies Faculty**

David Milne, Professor Emeritus  
Peter McKenna, Professor, Chair  
Barry Bartmann, Professor  
Henry Srebrnik, Professor  
Gil Germain, 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
- 353 The Politics of Canadian-American Relations
- 401 Law, the Courts and the Constitution I
- 411 Political Parties and Elections in Canada

### Political Theory

- 222 Political Ideologies
- 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
- 434 Leo Strauss Neo-conservatism, and American Foreign Policy

### 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
- 361 Comparative Politics of Africa
- 362 Comparative Politics of Latin America and the Caribbean
- 363 The Comparative Politics of the Middle East
- 371 Political Transition in Central and Eastern Europe
- 372 The Politics of Russia and Its Borderlands
- 422 Ethnic Nationalism in Comparative Perspective
- 451 Contending Approaches in Comparative Politics

### International Politics

- 231 War and Peace
- 282 Introduction to International Politics
- 390 US Foreign Policy
- 393 International Theory
- 435 The Globalization Debate
- 436 European Intellectual History Since 1789
- 471 International Organizations
- 472 International Law
- 475 International Human Rights
- 482 The Politics of European Integration
- 483 American-European Relations in the Post-Cold War

## 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 biculturalism. 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 polities. 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

### **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

### **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.

### **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

### **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

## **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

### **390 US FOREIGN POLICY**

This course examines the conduct of US foreign policy in the post-1945 period. It focuses on the key determinants and overarching objectives of US foreign policy, the major actors, and the various constraints acting upon these decision-makers—all within a theoretical context. Particular attention is paid to key developments and themes, case studies, various US administrations, and the ramifications of US foreign policy behaviour.

### **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

### **435 THE GLOBALIZATION DEBATE**

This course examines various arguments clustered around the theme of globalization. It investigates theoretical issues pertaining to globalism as an idea, outlines the forces that contribute to ‘real world’ globalization, reviews the responses and reactions to globalization, and assesses likely future scenarios for an increasingly globalized world.

Seminar: Three hours a week

### **436 EUROPEAN INTELLECTUAL HISTORY SINCE 1789**

See History 485

**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

**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

**483 AMERICAN-EUROPEAN RELATIONS IN THE POST-COLD WAR**

In spite of enduring for nearly 60 years, the Atlantic Alliance continues to reflect sharply different perspectives facing the Western world in the 21<sup>st</sup> century. In his landmark essay on the subject Robert Kagan argued that Americans are from Mars and Europeans are from Venus. This course will examine the roots of European-American tensions since 1945 but the essential focus of the seminars will be the contemporary global system and issues confronting both sides that have arisen with the end of Communism, the tragedy of 9/11, international terrorism, nuclear proliferation and challenges in the Middle East since the 2003 invasion of Iraq.

**POLITICAL THEORY****222 POLITICAL IDEOLOGIES**

This course introduces students to the concept of ideology, or the “science of ideas.” It examines the modern origin

of ideologies, their various forms and evolution, and how ideological thought affects political change. Surveyed are Ideologies such as liberalism, conservatism, socialism, anarchism, fascism, feminism, and environmentalism.  
Lecture: Three hours a week

**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

**434 LEO STRAUSS, NEO-CONSERVATISM, AND AMERICAN FOREIGN POLICY**

This course examines the political thought of one of North America's most influential political theorists and its impact on the foreign policy decisions of recent American administrations. It focuses on Strauss's teaching, the school of thought that bears his name, the formative influence of Straussian thought on neo-conservatism, the entry of Straussians into positions of political power, and the impact of this development on American foreign policy, especially as it relates to Iraq and the War on Terror. This extended investigation will speak to the central and abiding tension between politics and truth.

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**

[upei.ca/psychology](http://upei.ca/psychology)

**Psychology Faculty**

Thomy Nilsson, Professor Emeritus  
Philip B. Smith, Professor, Chair  
Annabel J. Cohen, Professor  
Catherine L. Ryan, Professor  
Scott Greer, Associate Professor  
Colleen MacQuarrie, Associate Professor  
Michael Arfken, Assistant Professor  
Jason Doiron, Assistant Professor  
Stacey MacKinnon, Assistant Professor  
Fiona Ann Papps, 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 278 and Psychology 279, 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 278	Statistics and Research Design I
Psychology 279	Statistics and Research Design II

**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 278-279 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 major are expected to take Psychology 278 and 279 rather than 271 and 272. Students who complete 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 and 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 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 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
- 342 Intimate Relationships
- 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
- 278 Statistics and Research Design I
- 279 Statistics and Research Design II
- 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 131 and 132
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.

### REQUIREMENTS FOR A MINOR IN PSYCHOLOGY

Students may declare a minor in Psychology at any time. Minors complete the following core courses, preferably in their first two years: Psychology 101-102 (Introduction to Psychology I and II) and either Psychology 278-279 (Statistics and Research Design I and II) or Psychology 251 (Thinking Critically About Psychological Research). A formal review of each student's performance is conducted upon completion of the core courses. Continuation in the program requires a 70% average in the core courses with no mark below 60% in the core courses.

Students considering whether to take 278-279 or 251 are advised that many upper-level courses are open only to students who have completed 278-279. Students planning a minor, but wanting the option to change from a minor to a major in Psychology within the same degree, are advised that the major requires 278-279, and that 251 does not count as one of the 14 Psychology courses required for a major (but would count as a non-Psychology elective for someone who becomes a major). Students completing a minor in Psychology complete at least seven Psychology courses, including the core courses, and including at least one course at the 300- or 400-level.

### 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 278 or equivalent and 279 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 278 and 279 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 278-279, 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

### 232 SPECIAL TOPICS

#### 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 learn about paradigms of research and knowledge, consider key assumptions in both quantitative and qualitative research, and explore how quantitative and qualitative perspectives influence the construction of knowledge. Students apply critical thinking strategies within the context of psychological research and develop skills to evaluate claims made about psychological phenomena in the popular media and professional literature. Concepts explored include understanding and prediction, description and inference, biases in research conduct and communication, representativeness, evaluating testimonials, correlation and causation, multiple causation, operational definitions, placebo effects, experimental control, and probability.

**PREREQUISITES:** Psychology 101-102. This course is not open to students who already have earned credit for Psychology 278 or 279, or who are currently enrolled in Psychology 278 or 279.

**NOTE:** This course **cannot** be counted as one of the 14 courses required to earn a major in Psychology.

### 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 test (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, Mathematics 321, Education 481, Psychology 278, Psychology 279, and Sociology 332.

### 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, Mathematics 321, 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 with a minimum grade of 60% required

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, Mathematics 321, 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, 278-279 or 251

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, 278-279 or 251;

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, 278-279, 251 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, 278-279 or 251

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, 278-279 or 251

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, 278-279 or 251

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, 278-279 or Biology 204; or permission of instructor (Biology 131 or 102 is recommended but not essential). **“Students who do not have Psychology 278-279, but do have equivalent statistics research methods courses may enrol with permission of the instructor.”**

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, 278-279, 311 or Biology 221; or permission of instructor

Three hours a week class, two hours 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, 278-279, or 311, or permission of instructor. **“Students who do not have Psychology 278-279, but do have equivalent statistics research methods courses may enrol with permission of the instructor.”**

Three hours a week class, two hours 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, 278-279. **“Students who do not have Psychology 278-279, but do have equivalent statistics research methods courses may enrol with permission of the instructor.”**

Three hours a week class, two hours 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, 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, 278-279 or 251  
Three hours a week

### 332 SPECIAL TOPICS

#### 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, 278-279, 251 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

#### 342 INTIMATE RELATIONSHIPS

This course is designed to examine a variety of areas of study within the field of intimate relationships. Through in-class discussion of the major theoretical frameworks of the discipline and by designing their own original relationship research proposals, students will gain an increased understanding of the multifaceted nature of intimate relationships. Topics to be covered include but are not limited to: attraction, social cognition, interdependency, conflict, and love.

**PREREQUISITES:** Psychology 101-102, 242, 278-279 or 251.

#### 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, 278-279, or 251  
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, 278-279 or 251  
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, 278-279, 251 or 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, 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, 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, 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, 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.

Cross-listed with Women's Studies (cf. Women's Studies 374)

**PREREQUISITE:** Psychology 101-102, 278-279

**NOTE:** For Women's Studies students: WST 101 or 102, and at least one other WST course at the 200 level or above, or permission of the instructor

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, 278-279. **"Students who do not have Psychology 278-279, but do have equivalent statistics research methods courses may enrol with permission of the instructor."**

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, 278-279 or 251

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, 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:** When taken as a Psychology credit, Psychology 101-102, 278-279, 251 or permission of the instructor. When taken as a Women's Studies credit, WST 101 or 102, at least one other WST course at 200 level or above, or permission of the 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, 278-279 or 251

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, 278-279 and permission of instructor. **"Students who do not have Psychology 278-279, but do have equivalent statistics research methods courses may enrol with permission of the 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, 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, 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, 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, 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:** When taken as a Psychology credit, Psychology 101-102, 242, 278-279, one of 301, 302, 391, or 392, OR permission of the instructor. When taken as a Women's Studies credit, WST 101 or 102, at least two other WST courses, at least one of which is at 300 level or above, OR 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, 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, 278-279, 251 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, 278-279, 251, 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, 278-279 or 251 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, 278-279, 352, and permission of the instructor  
Three hours a week

#### 462 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, 278-279, 352, 461 and 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, 278-279 or 251  
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 C. 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 171
Introductory Microeconomics	Economics 101
Introductory Macroeconomics	Economics 102
Critical Thinking and Writing	Global Issues 151
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 441
Communications	Business 461
Organizational Development 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	Business 301
Business Law II	Business 302
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 and Research Design I	Psychology 278
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

[upei.ca/radiography](http://upei.ca/radiography)

### Queen Elizabeth Hospital School of Radiography Faculty

Wayne McKenna, RTR, ACR, Co-ordinator

Cindy Fisher, RTR, Instructor

Erin Lewis, RTR, BSc, BScR, Instructor

Linda MacMillan, RTR, ACR, 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 131/132	Introduction to Cell & Molecular Biology	6
Physics 111/112 or Physics 111/122	Introduction to Organisms General Physics or Physics for Life Sciences	6
Chemistry 111/112	General Chemistry	6
Mathematics 112	Calculus for Life Sciences (alternatively, Math 151/152)	3
Information Technology 111	Introduction to Microcomputers	3
Global Issues 151	Critical Thinking and Writing (highly recommended)	3
1 Free Elective		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
Mathematics 221	Introductory Statistics I	3
1 Free Elective		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
Psychology 101/102	Introduction to Psychology	6
Group II Elective	Philosophy 101, or 102 or any course above the first year level in the Faculty of Arts	3
2 Free Electives		6
<b>Total</b>		<b>29</b>

#### Fourth Year

Writing Intensive Course		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
Global Issues 151	Critical Thinking and Writing	3
Writing Intensive Course		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 171	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

### 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 QEHI, students complete two weeks of clinical experience at another hospital.

CONTACT HOURS: approximately 15 weeks

Three hours of credit

## Religious Studies

[upei.ca/religiousstudies](http://upei.ca/religiousstudies)

### Religious Studies Faculty

Joe Velaidum, Associate Professor, Chair

Philip G. Davis, Professor

Edward Y.J. Chung, Associate Professor

Denis Grecco, Assistant Professor

Peter Koritansky, Assistant 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 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 Life and Thought, chosen from 278, 283, 284, 331, 332, 384, or 385
- c. Two courses on Christianity and the Modern world, chosen from 234, 235, 302, 322, 323, or 352

At least two courses in total should be at the 300 level.

## 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. One core course—171
- b. Two courses in Scripture, chosen from 263, 273, 312, 371, or 372
- c. One course in Catholic History, chosen from 275, 279, 331, or 374
- d. Three courses in Catholic Theology, chosen from 276, 277, 278, 375, 376, or 384

## 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  
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  
371 John and the Johannine Literature  
372 Paul and the Pauline Tradition  
376 Thomas Aquinas and the Thomist Tradition  
384 Early Christian Thought

### 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  
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.

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.

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.

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.

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)

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

**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.  
Cross-listed with Philosophy (cf. Philosophy 284)  
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 Judeo-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

**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

### 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

### 376 THOMAS AQIUNAS AND THE THOMISTIC TRADITION

This course is intended as an introduction to the philosophical and theological thought of Thomas Aquinas. In addition to investigating Thomas' thoughts on questions of knowledge, God, and morality, and the relationship between faith and reason, we will also raise questions concerning his contribution to the history of philosophy, Christianity, and the development of western civilization. To accomplish all this, we will consider the writings of St. Thomas himself, as well as the writings of some key contributors to what is now called the "Thomistic renewal" of the twentieth century, such as Etienne Gilson, Jacques Maritain, and Josef Pieper.

Three hours a week

### 384 EARLY CHRISTIAN THOUGHT

This course surveys the major issues and developments in Christian life and thought from the end of the New Testament period to the fifth century. The contributions of writers such as Irenaeus, Origen, Tertullian, Chrysostom and Augustine are considered with respect to such topics as the Trinity, Christology, church-state relations, and dealings with alternative forms of Christianity and non-Christian religions.

**PREREQUISITES:** Religious Studies 101 or 171 or 202 or permission of the instructor

Three hours a week

### 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

upei.ca/socanth

### Sociology and Anthropology Faculty

Satadal Dasgupta, Professor Emeritus  
Judy Lynn Richards, Associate Professor, Chair  
Godfrey Baldacchino, Professor  
Benet Davetian, Associate Professor  
Udo Krautwurst, Associate Professor  
Jean Mitchell, Associate Professor  
Richard Wills, Associate Professor  
Charles Adeyanju, 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

Any of the following 4 sequences of courses, completed with a combined average of 60%, will qualify a student into admission into courses at the 200-400 level (additional requirements apply in certain 300 and 400 level courses).

- 1) Sociology 101 and 102, or,
- 2) Anthropology 105 and 106, or,

- 3) Anthropology 105 and 107, or,
- 4) Sociology 101 and Anthropology 106

A. It is strongly recommended that those students who are considering a major or Honours in **Sociology** take Sociology 101 and 102. It is further recommended that these two courses be taken in the same year for the sake of continuity

B. It is strongly recommended that those students who are considering a major or Honours in **Anthropology** take Anthropology 105 and 106. It is further recommended that these two courses be taken in the same year for the sake of continuity.

C. Courses designated as Sociology/Anthropology (S/AN) are designed for both sociology and anthropology students and are appropriate for both majors. Area courses required for the Anthropology Major are listed in the Sociology/Anthropology (S/AN) section. Students majoring in Sociology are encouraged to take an area course in order to broaden their knowledge of regions of the world.

D. For students taking Sociology/Anthropology (S/AN) courses cross listed with Women's Studies and bearing a WST number, Women's Studies prerequisites can be substituted. See the individual description of these courses for more details.

E. Normally, students take 200 level courses before proceeding to higher levels. Students registering for their first 400-level course are required to have completed at least two 300-level courses.

F. Students considering entry into graduate and professional programmes should plan their courses and study-time wisely in order to secure the highest grades possible. Entry into post-graduate programmes is competitive and based on prior academic performance. Please see your departmental advisor.

**NOTE:** Introductory courses do not count 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. 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. It is also

recommended that students majoring in Sociology take one S/A area course to broaden their knowledge of cultures .

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.

#### HONOURS PROGRAMME REQUIREMENTS 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,

one additional member of the Department of Sociology and Anthropology, and a member from another Department.

### 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 is competitive, and subject to the availability of a full-time faculty supervisor in the student's chosen thesis area.

## 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 credits (126 semester hours).

## REQUIREMENTS FOR HONOURS IN SOCIOLOGY

### COURSE REQUIREMENTS

For an Honours in Sociology, the student will take fifty-seven semester hours of courses as listed below:

- a. Six semester hours of introductory courses: Sociology 101 and Sociology 102; or Anthropology 105 and Anthropology 106; or Sociology 101 and Anthropology 106.
- 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. at least 4 courses must be at the 300 or 400 level, two of which must be at the 400 level (excluding S-AN 490)
  2. three other courses can be at the 200, 300, or 400 levels.
- e. Twelve semester hours of Anthropology or Sociology Anthropology as follows:
  1. one of either Anthropology 321 (Field Methods);

Anthropology 332 (Knowledge and Culture); or Anthropology 361 (Anthropology Theory). Please talk to your advisor. Course selection would depend on the nature of your thesis research.

2. Sociology/Anthropology 442 (Social and Cultural Change)
3. Sociology 335 (Globalization)
4. one of either Sociology 432 (Comparative Sociology) or Sociology 401 (Doing Social Research) or Sociology 462 (Applied Sociology). Please talk to your advisor. Course selection would depend on the nature of your thesis research.

It is recommended that Sociology Honours students include an S/A area course in their overall programme in order to broaden their knowledge of regions of the world.

To graduate with an Honours degree in Sociology, a student requires a total of 42 credits (126 semester-hours).

## REQUIREMENTS FOR HONOURS IN ANTHROPOLOGY

### COURSE REQUIREMENTS

For an Honours in Anthropology, the student will take fifty-seven semester hours of courses as listed below:

- 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 Anth 201, Anth 202, Anth 211, Anth 291, S/A 208, S/A 261, or two additional area courses.

**NOTE:** A minor in Anthropology is not available to students with a joint major in Sociology/Anthropology.

**NOTE:** 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
- 105 Civility and Society
- 201 Deviance and Control
- 202 Criminology
- 209 Special Topics
- 211 Marriage and the Family
- 242 Social Problems
- 271 Self and Society
- 275 Social Inequality
- 282 Social Psychology
- 290 Introduction to Social Work
- 292 Work and Society
- 301 Sociological Theory I (**core course**)
- 302 Sociological Theory II (**core course**)
- 305 Population and Society
- 309 Special Topics
- 311 Small Groups
- 331 Methodology and Research I (**core course**)
- 332 Methodology and Research II (**core course**)
- 362 Urban Sociology
- 370 Penology and Corrections
- 371 Canadian Society
- 372 Collective Behaviour and Social Movements
- 374 Victims of Crime: An Introduction to Victimology
- 391 Sociology of Organizations
- 392 Media and Society
- 394 Movies and Culture
- 401 Doing Social Research
- 409 Evaluation
- 412 Sociology of Health
- 432 Comparative Sociology
- 451 Sociology of the Body
- 461 Directed Studies
- 462 Approaches in Applied Sociology

### Anthropology

- 105 Introduction to Anthropology I
- 106 Introduction to Anthropology II
- 107 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 Knowledge and Culture (**core course**)
- 352 Kinship and Family
- 361 Anthropological Theory (**core course**)
- 382 Understanding Folklore
- 401 Medical Anthropology
- 402 Issues in Contemporary Anthropology
- 403 Cybercultures

- 404 Applied Public Interest Anthropology
- 431 Directed Studies

### Sociology/Anthropology

- 208 Developing the Socio-cultural Imagination
- 212 Peoples of South Asia (**area course**)
- 222 Native Canadians (**area course**)
- 242 Peoples of Oceania (**area course**)
- 251 Peoples of Africa (**area course**)
- 252 Aging and Society
- 256 Anatomy of Addictions
- 259 Special Topics
- 261 Sex, Gender, and Society
- 263 Global Youth Cultures
- 266 Science, Culture, and Society
- 306 Demography of Aging
- 307 Constructing Difference and Identity
- 312 Rural Society in Canada
- 331 The Community
- 341 Technology, Society, and the Environment
- 355 Globalization
- 359 Special Topics
- 371 Evolution of the Brain and Social Behaviour
- 374 Tourism
- 411 Environmental Change, Society, and Culture
- 421 Religion and Society
- 431 Minority/Ethnic Groups and Canadian Multiculturalism
- 442 Social and Cultural Change
- 456 Visual Culture
- 461 Special Topics
- 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

### 105 CIVILITY AND SOCIETY

Civility and its practice is the backbone of social interaction in all settings. This multi-media course provides all students, regardless of their major, with a fascinating introduction to the important roles played by civility (courtesy) and incivility (discourtesy) in social life. Students will gain a very useful understanding of how conceptions and practices of civility have

changed over the years. They will also be introduced to the fascinating social and emotional processes that are involved in the creation and maintenance of a civil culture.

**REGULAR PREREQUISITES**

Three hours per week

**NOTE: REGULAR PREREQUISITES:** For all courses from Sociology 201 to Sociology 452 (inclusive), prerequisites are Sociology 101-102, or Anthropology 105-106, or Anthropology 105-107, or Sociology 101-Anthropology 106. 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**

Family and courtship are examined from a variety of perspectives: the origins and development of the family institutions, the family's present position in Canadian society, the social, political and economic factors affecting modern marriage and the manner in which these are leading to the emergence of new family forms (i.e. single-parent and blended families).

**REGULAR PREREQUISITES**

Three hours a week

**242 SOCIAL PROBLEMS**

A sociological approach to the nature and definition of social problems, their theoretical explanations, and their interventions. Topics are selected from: alcoholism and drug addiction, the criminal justice system, poverty, racism, sexism, familial instability, aging, mental disorders, alienation, political and religious dissent and overpopulation.

**REGULAR PREREQUISITES**

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

**275 SOCIAL INEQUALITY**

This course examines how social, economical and political inequality is organized along the lines of class, age, gender, race, and ethnicity. Students are introduced to the major theoretical and ideological explanations (and justifications) for such inequalities and given the opportunity to engage in a critical examination of how power, ideology, and the distribution of material, cultural, and social resources continue to contribute to social injustice.

Cross-listed with Women's Studies (c.f. Women's Studies 275)

**REGULAR PREREQUISITES** and permission of the instructor

Seminar: Three hours a week

**282 SOCIAL PSYCHOLOGY**

See Psychology 242.

**290 INTRODUCTION TO SOCIAL WORK**

This course provides students with an overview of the foundations and practice of social work. Students will gain a comprehensive understanding of the historical development of social work in Canada, what social workers do, the setting and methods used as part of social work and the opportunities available to professionally trained social workers. The course includes an evaluation of emerging issues and future directions.

**REGULAR PREREQUISITES**

Three hours a week

**292 WORK AND SOCIETY**

This survey of the sociology of work will focus on the study of the following aspects of work: how work has changed through history in keeping with technological and political change, the new workplace, work and inequality, work and the family, types of work, training for work, and future trends in a workplace increasingly affected by globalization.

Three hours a week

**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. It is strongly recommended that Sociology 301 and 302 not be taken in the same year as Sociology 331 and 332.

**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. It is strongly recommended that Sociology 301 and 302 not be taken in the same year as Sociology 331 and 332.  
**REGULAR PREREQUISITES**, Sociology 301 and permission of instructor  
 Lectures and seminars: Three hours a week

### 305 POPULATION AND SOCIETY

This course is an introduction to the study of human population. It exposes students to the essential theories 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. It is strongly recommended that Sociology 331 and 332 not be taken in the same year as Sociology 301 and 302.  
**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. It is strongly recommended that Sociology 331 and 332 not be taken in the same year as Sociology 301 and 302.  
**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

### 370 PENOLOGY AND CORRECTIONS

This course provides a critical analysis of the major theoretical orientations associated with the Canadian penal system, highlighting a variety of perspectives, ranging from the origins of the prevailing correctional philosophy in Canada, to a discussion of the various forms of punishment utilized over the centuries. Upon completion of the course, students will be able to critically assess past and future developments within the field of Penology and Corrections.  
**REGULAR PREREQUISITES**  
 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 review and analysis of the various forms of collective norm-challenging social action: crowds, mobs, riots, fads, cults, revolutions and social movements. Students are introduced to their structural sources, their political content and their implications for social change. Specific movements are studied via textual and video records.  
**REGULAR PREREQUISITES**  
 Three hours a week

### 374 VICTIMS OF CRIME: AN INTRODUCTION TO VICTIMOLOGY

The fairly recent area of Victimology has given victims of crime their rightful place in the Criminal Justice System. This course provides a survey of the evolution of victim rights, the emergence of victim-friendly legislation, and the establishment of victim services within the broader criminal justice system. Upon completion of the course, students should possess a comprehensive understanding of the complicated, sensitive and difficult issues associated with this long-overlooked segment of society.  
**REGULAR PREREQUISITES**  
 Three hours a week

### 391 SOCIOLOGY OF ORGANIZATIONS

Formal/complex organizations are analyzed using classical and contemporary sociological theory and research. The course uses three levels of analysis which focus on individual/group behavior, organizational structures and processes, and organizations as social actors in their environments. Topics will include the nature of power/authority, conflict, decision-making, organizational change, effectiveness, socialization, goals, organizational technologies, and inter-organizational relations.

## 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.

## REGULAR PREREQUISITES

Three hours a week

### 394 MOVIES AND CULTURE

This course examines the powerful role played by movies in the preservation of social traditions as well as the introduction of new ways of thinking, feeling and behaving. Students will learn how to watch films from a critical perspective, and will use content analysis methods to probe into a film's historical context, its explicit and implicit themes, and how its story-line and cinematographic methods contribute to the presentation of the social norms and values embedded in the film.

## REGULAR PREREQUISITES

Three hours a week

### 401 DOING SOCIAL RESEARCH

Students engage in sociological inquiry at an intermediate level. Using statistical computer software, such as SPSS and SAS, students learn to code, manipulate, analyze, and interpret data from a variety of data sources. Students learn also how to carry out multi-variate data analysis (including how to store and retrieve data and create graphic presentations).

REGULAR PREREQUISITES and Soc 331 and Soc 332 or Anth 321 and Soc 332 and permission of the instructor.

Seminar: Three hours per week.

### 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.

PREREQUISITES: Sociology 331 or an equivalent course in Research Methodology. A previous course in statistics is recommended or permission of 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

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

Seminar: 3 hours a week

### 451 SOCIOLOGY OF THE BODY

What are the social forces that affect human bodies and human emotions? What is the body's relation to the self? How do conceptions (and treatments) of the body vary in different societies and different historical periods? In this course, we will study the body as the product of complex social interactive processes and political-economic values; as the expression of the self; and as the object of social control. Particular attention will be paid to race, gender, identity symbols, and body awareness within a culture of consumption.

## REGULAR PREREQUISITES

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)

### 462 APPROACHES IN APPLIED SOCIOLOGY

Sociologists are increasingly having influence in the development of public policy. Research projects in aging, work and globalization, social injustice, families, crime and media have contributed to the improvement of society. This course reviews the development of applied sociology and provides students with practical applications in a selected area of social life in which sociologists have had a strong impact.

## ANTHROPOLOGY COURSES

### 105 INTRODUCTION TO ANTHROPOLOGY I

This course introduces students to the field of cultural anthropology through an examination of cultural practices (religious, political, familial, economic) in various areas of the world.

PREREQUISITE: None

Three hours a week

### 106 INTRODUCTION TO 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 105

Three hours a week

### 107 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.

PREREQUISITE: Anthropology 105  
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 105-106, or Anthropology 105-107 or Sociology 101-Anthropology 106. 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.

### 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  
Three hours a week

### 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 KNOWLEDGE AND CULTURE

An advanced course on how the forms of knowledge production used influence social anthropology's perspectives on structure and organization in human society. The principal focus is on comparing scientific and interpretive approaches to social organization in a range of societies through case studies. 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 and for students taking the course as WST 352, WST 101 or 102  
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.

Cross-listed with Women's Studies (cf. Women's Studies 401)  
REGULAR PREREQUISITES and Anthropology 361 or any two 300-400 level courses; or permission of the instructor. For students taking the course as WST 401 two 300 or 400 level Women's Studies 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

#### 403 CYBERCULTURES

This course examines how cyberspace in its various guises (e.g., web pages, virtual communities) and its associated technologies create numerous and often conflicting identities while shaping and being shaped by local and global cultural forces. It provides students with the opportunity to reflect critically upon, and engage with, the symbolic meanings and social effects of cyberspace. The course examines recent anthropological theories of technology, and looks at the impact of social organization and cultural practices of communities around the world and on the identities of individuals within those different cultural contexts.  
Cross-listed with Women's Studies (cf. Women's Studies 402)  
REGULAR PREREQUISITES and any two 300-400 level courses in Anthropology or Sociology/Anthropology. For students taking the course as WST 402, two 300 or 400 level Women's Studies courses, or permission of the instructor.

#### 404 APPLIED AND PUBLIC INTEREST ANTHROPOLOGY

This course reviews the history of applied anthropology and investigates major case studies, research methodologies, intervention strategies, and theoretical issues. One of the fastest-growing areas within the discipline of anthropology, applied anthropology is also known as public interest anthropology

#### 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 105-106 or Anthropology 105-107, or Sociology 101-Anthropology 106. 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 DEVELOPING THE SOCIO-CULTURAL IMAGINATION

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

#### 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 AGING AND SOCIETY

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

#### 256 ANATOMY OF ADDICTIONS

This course provides an in-depth introduction to addictions and their impact on families, communities and societies. Students are given the opportunity to study various forms of addictions and the manner in which professionals intervene to help addicts as well as those who are impacted by them in a secondary way. An important part of the course focuses on the unintended additional social consequences and problems that emerge when communities are distracted from their usual norms and routines by substance abuse.  
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 and for students taking this course as WST 261, WST 101 or 102

Three hours a week

### 263 GLOBAL YOUTH CULTURES

The emergence of global youth cultures of desire, self expression, consumption and representation will be considered from a number of perspectives including gender, age and globalization. Issues related to youth, which are a critical factor in understanding contemporary change, conflict, and cleavages, will be explored cross-culturally. Attention will be given to theoretical developments as well as ethnographic case studies. Cross-listed with Women's Studies (cf Women's Studies 263) REGULAR PREREQUISITES and for students taking the course as Women's Studies 263 at least 1 Women's Studies course, or permission of the instructor.

Three hours a week

### 266 SCIENCE, CULTURE, AND SOCIETY

This course considers three centuries of modern Western science as it has been imagined and practised in Europe, initially, and eventually the rest of the globe. It especially considers the relationships between contemporary science and its socio-cultural contexts; discrepancies between the ideal of Science and its actual practice; the role of gender, class, and race in the production of scientific knowledge; and some important debates within the field of science studies, such as the place of subjectivity and objectivity, or whether science is universal or dependant on time, place and field of study.

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

### 307 CONSTRUCTING DIFFERENCE AND IDENTITY

Cross-listed with Women's Studies (cf. Women's Studies 302)

REGULAR PREREQUISITES

### 312 RURAL SOCIETY IN CANADA

A basic course in the sociology of rural life with emphasis on Canadian rural life. The course systematically examines the structure of Canadian society in terms of distinctive features of its population, family, community, church, school and local government and how they have all been traditionally shaped by farming as the predominant economic activity. The course further explores how the mechanization and commercialization of farming and the forces of urbanization are revolutionizing Canadian rural life and threatening its very existence.

REGULAR PREREQUISITES

Three hours a week

### 331 THE COMMUNITY

A course on the social realities of rural and urban communities in Canada: rural neighbourhoods, villages, small towns, rural-urban fringe communities, and cities. The course examines the structure of each type of community and how structural features influence social lives and interactions of residents. Different theoretical perspectives used in the study of the community are examined and compared, in order to deepen understanding of how processes of centralization and urbanization are influencing the patterns of relationships among the various types of communities.

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

### 355 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

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

### 374 TOURISM

The Course examines both the sociological and anthropological theory/research in tourism and travel. Since tourism is a significant force in shaping both travellers and their destinations, the course employs several analytical models to understand the nature, dynamics and effects of modern tourism. Topics include tourist behaviour, tourist systems, socio-cultural impact, tourist-local relations, tourism carrying capacity, commodification, and mass tourism. Cross-listed with Island Studies (c.f. Island Studies 374)

REGULAR PREREQUISITES

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

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

**431 MINORITY/ETHNIC GROUPS AND CANADIAN MULTICULTURALISM**

A study of minority and ethnic groups (native and immigrant) within Canadian “multicultural” society. The course also includes a review of Canada’s immigration policies and their effects on Canada’s multicultural landscape.

REGULAR PREREQUISITES

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 and any two 300-400 level courses in Sociology, Anthropology, or Sociology/

Anthropology

Seminar: 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.

Cross-listed with Women’s Studies (cf. Women’s Studies 456)

REGULAR PREREQUISITES and any two 300-400 level courses in Sociology, Anthropology, or Sociology/Anthropology, and for students taking the course as WST456, at least two Women’s Studies courses at the 300 level.

Three hours a week

**461 SPECIAL TOPICS**

Course code for Special Topics offered by the Department of Sociology and Anthropology at the fourth year level.

**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, one additional member of the Department of Sociology and Anthropology, and a member from another Department.

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 connection between Art and people. Unlike most forms of studied literature, dramatic literature is intended to be performed for and experienced by an audience. As a result, Dramatic literature exists between scholarly and practical realms. It requires the acquisition of both analytic and practical skills. UPEI’s Minor in Theatre Studies offers students the opportunity to develop their analytic, practical, and creative skills required for theatrical production. The Minor in Theatre Studies provides students with foundational skills on which they can pursue their interest in the Theatre, or any area of study.

### 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 222	Reading Film: Introduction to Film Studies
English 255	Introduction to Shakespeare
English 285	Linguistics I: The Sound System of English
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 Early Modern Literature

### Classics

Classics 212	Ancient Tragedy
Classics 222	Ancient Comedy

### Fine Arts Studio

111	Studio Arts
-----	-------------

### Modern Languages (French)

339	Théâtre Canadienne-Français
344	XVIIe Siecle: Le Grand Siecle II

### Theatre Studies

Theatre Studies 434	Special Topics in Theatre Studies
---------------------	-----------------------------------

### 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

### 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 103W\* (A World Wide Web Based Introduction to University Studies)

University 103w 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

### 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. Learners understand the various purposes of portfolios; know the conventions of developing and professionally presenting a portfolio; and are capable of articulating acquired learning in job descriptions or degree requirements.

Cross-listed with Education (cf. Education 319) and Integrated Studies (cf. Integrated Studies 193)

Three semester hours

**\*NOTE:** Students may receive credit for **only one of:** University 100, 103W, OR 103.

### UNIVERSITY 199 SPECIAL TOPICS

## University Writing Minor

#### Co-ordinator

Wendy Shilton, English

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, Global Issues 151 and one writing intensive 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

upei.ca/womenstudies

## Co-ordinator

Ann Braithwaite, Women's Studies

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 involves 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) and 11 additional courses from the list of Women's Studies courses, with at least four courses (12 semester hours) at the 300-400-level. Up to 4 courses may potentially be substituted for those on the list, only upon consultation with the Coordinator of Women's Studies.

## WOMEN'S STUDIES ELECTIVES

WST 205	Sex and Culture
WST 206	Bad Girls and Transgressive Women
WST 211	Selected Topics in Women's Studies
WST 221	Writings by Women (English 221)
WST 242	Philosophies of Love & Sexuality (Philosophy 242)
WST 243	Introduction to Feminist Ethics (Philosophy 243)
WST 261	Sex, Gender and Society (Sociology/Anthropology 261)
WST 263	Global Youth Cultures (Sociology/Anthropology 263)
WST 309	Special Topics
WST 311	Identity and Popular Culture
WST 343	Topics in Feminist Philosophy (Philosophy 343)
WST 351	Housing and Society (Family Science 352)
WST 352	Kinship and Family (Anthropology 352)
WST 374	Qualitative Research Methods (Psychology 374)
WST 381	Women, Economics and the Economy (Economics 381)
WST 385	Women in 19th Century Canada (History 385)
WST 386	Women in 20th Century Canada (History 386)
WST 391	Psychology of Women (Psychology 391)
WST 392	Men's Experiences (Psychology 392)
WST 401	Medical Anthropology (Anthropology 401)
WST 402	Cybercultures (Anthropology 401)
WST 405	The Legacy of the Spanish Mystic (Spanish 405)
WST 409	Special Topics
WST 412	Theories of the Body
WST 435	Gender and Sexuality (Psychology 435)
WST 436	Media, Sex, and Power (Psychology 436)
WST 451	Women and Aging (Family Science 451)
WST 453	Gender in European History (History 453)
WST 456	Visual Culture (Sociology and Anthropology 456)
WST 466	Advanced Topics in Gender and Sexuality (English 466)
WST 473	18th Century English Society and Culture (History 473)
WST 491	Directed Studies

## 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, and either 302 or 403. At least six-semester hours must be at the 300- or 400-level.

## 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.

**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.

Cross-listed with Sociology/Anthropology (cf. Soc/Anth 307)

**PREREQUISITE:** Women's Studies 101 or 102, or permission of the instructor

Three hours a week

**309 SPECIAL TOPICS****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 or 102 and 302, or permission of the instructor

Three hours a week

**409 SPECIAL TOPICS****412 THEORIES OF THE BODY**

This course introduces students to what is often called "body studies," exploring a range of theoretical and cultural accounts 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**

[upei.ca/avc](http://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. NOTE: Weighted averages are not rounded up. 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.

NOTE: Weighted averages are not rounded up.

#### 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 and Student 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 and Student 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 and Student Affairs so that a central record may be 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 and Student 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 and Student 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 and Student 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 Semester 1

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 141 Integration of Structure and Function I	0	5	2
VCA 131 Animal Behaviour and Animal Welfare	1	2	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	VCA 312	Gastrointestinal, Hepatic, and Dental Diseases of Small Animals	2	0	2
VHM 112	Principles of Veterinary Epidemiology	2	1	2	VCA 322	Endocrine and Dermatologic Diseases of Small Animals	2	0	2
VHM 124	Clinical Orientation I	0	3	1	VCA 332	Renal, Genitourinary, Immunologic and Hemolymphatic Diseases of Small Animals	2	0	2
VPM 122	Parasitology	2	2	3	VCA 340	Surgical Exercises in Companion Animals	0	2	2
VPM 152	General Pathology	2	2	3	VCA 341	Diagnostic Radiology	1	1	2
		11.4	17.7	19	VCA 342	Medical Exercises in Companion Animals	0	1	1
<b>Second Year</b>		<b>Weekly Contact</b>			VHM 332	Large Animal Medicine II	2	1	2
<b>Semester 3</b>		Lecture	Lab	Credit	VHM 342	Large Animal Surgery II	2	2	3
<b>Course</b>					VHM 372	Health Management of Dairy Cattle	2	1	2
VBS 241	Veterinary Pharmacology & Toxicology I	3	2	4	VHM 382	Health Management of Beef Cattle, Horses and Small Ruminants	2	1	2
VCA 252	Principles of Diagnostic Imaging	1	1	1			16	10	21
VHM 231	Veterinary Public Health	2	0	2	<b>Elective(s)</b>				
VHM 241	Principles of Health Management	1	1	1	VBS 352	Avian and Reptile Medicine	1	0	1
VHM 251	Clinical Orientation II	1	2	1	<b>Fourth Year</b>				
VPM 201	Bacteriology and Mycology	3	4	5	<b>Semester 7 or 8</b>				
VPM 211	Virology	2	2	3	<b>Weekly Contact</b>				
VPM 221	Systemic Pathology I	2	2	3			Lecture	Lab	Credit
		15	14	20	VHM 411	Clinical Conference	0	2	2
<b>Semester 4</b>		<b>Weekly Contact</b>			<b>THE FOURTH-YEAR</b>				
<b>Course</b>		Lecture	Lab	Credit	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:				
VBS 242	Veterinary Pharmacology and Toxicology II	2	1	2	• 27 semester-hours of credit must consist of internal rotations offered by the AVC.				
VCA 212	Principles of Medicine	2	0	2	• 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)				
VCA 242	Principles of Anaesthesiology and Surgery	3	2	4	• 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)				
VHM 222	Principles of Theriogenology	2	0	2	• 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				
VPM 222	Systemic Pathology II	2	2	3					
VPM 242	Clinical Pathology	2	2	3					
VPM 262	Aquaculture and Fish Health	2	2	3					
		15	9	19					
<b>Third Year</b>		<b>Weekly Contact</b>							
<b>Semester 5</b>		Lecture	Lab	Credit					
<b>Course</b>									
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	0					
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					
		15	10	16					
<b>Elective(s)</b>									
VBS 351	Exotic Mammal Medicine	1	0	1					
<b>Semester 6</b>		<b>Weekly Contact</b>							
<b>Course</b>		Lecture	Lab	Credit					
VBS 312	Clinical Pharmacology and Toxicology	1	1	1					

- 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.

CA Discipline - a course in which the student's time is largely devoted to veterinary clinical practice of dogs or cats or both.

LA Discipline - a course in which the student's time is largely devoted to veterinary clinical practice of horses or cattle or both. While some part of the student's efforts may be devoted to herd health, there must be a substantial component of the course given to individual animal medicine.

**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 440	Exotic and Laboratory Animal Medicine (P)
VBS 490	External Clinical Experience-Institutional or Specialist Practice
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)
VCA 440	Clinics in Radiology I
VCA 442	Clinics in Radiology II
VCA 450	Clinics in Large Animal Anaesthesiology and Pain Management (P)(LA)
VCA 460	Clinics in Dermatology (P)(CA)
VCA 462	Clinics in Companion Animal Behaviour
VCA 470	Issues in Animal Welfare
VCA 475	Client Communications
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
VCA 494	External Clinical Experience-General Private Practice

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)
VHM 405	Aquaculture Health Management II (P)
VHM 406	Topics in Regulatory Veterinary Epidemiology
VHM 410	Clinics in Large Animal Medicine and Theriogenology (P)(LA)
VHM 420	Clinics in Theriogenology—General (P)(LA)
VHM 422	Clinics in Theriogenology—Equine (P)(LA)
VHM 431	Clinics in Farm Service - Ruminants and Swine I (P)(LA)
VHM 432	Clinics in Farm Service—Dairy (P)(LA)
VHM 434	Ecosystem Health
VHM 435	Clinics in Ambulatory Services—Equine I (P)(LA)
VHM 436	Clinics in Farm Services—Swine (P)
VHM 437	Clinics in Ambulatory Services—Equine II (P)(LA)
VHM 438	Ecosystem Health—Case Studies
VHM 440	Clinics in Large Animal Medicine I (P)(LA)
VHM 441	Clinics in Farm Service - Ruminants and Swine II (P)(LA)
VHM 443	Clinics in Farm Service—Feedlot Management
VHM 445	Clinics in Farm Service—Ruminant Nutrition
VHM 446	Clinics in Farm Service—Ruminant Mastitis
VHM 447	Clinics in Farm Service—Ruminant Production Record Analysis
VHM 448	Clinics in Farm Service—Ruminant Reproduction (P) (LA)
VHM 449	Clinics in Farm Service - Cow/Calf Management (P)(LA)
VHM 450	Clinics in Large Animal Surgery I (P)(LA)
VHM 452	Clinics in Large Animal Surgery II (P)(LA)
VHM 460	Clinics in Large Animal Medicine & Surgery (P)(LA)
VHM 464	Clinics in Large Animal Medicine II-1 (P)(LA)
VHM 465	Clinics in Large Animal Medicine II-2 (P)(LA)
VHM 466	Clinics in Large Animal Medicine II-3 (P)(LA)
VHM 467	Swine Health Monitoring
VHM 468	International Small Holder Dairy Health Management (LA)
VHM 480	Clinics in Regulatory Medicine
VHM 482	Veterinary Acupuncture
VHM 484	Veterinary Chiropractic Techniques
VHM 490	External Clinical Experience-Institutional or Specialist Practice
VHM 492	Advanced Equine Dentistry and Health Care (P)
VHM 494	External Clinical Experience—General Private Practice
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
VPM 482	Aquaculture Diagnostic Services
VPM 490	External Clinical Experience—Institutional or Specialist Practice
VPM 495	Special Topics in Pathology and Microbiology



# Biomedical Sciences

upei.ca/biomedical

## Biomedical Faculty

Amreek Singh, Professor Emeritus  
Tarek M. Saleh, Professor, Chair  
Luis A. Bate, Professor  
John F. Burka, Professor  
Russell Kerr, Professor  
David E. Sims, Professor  
R. Andrew Tasker, Professor  
William Whelan, Professor  
Glenda M. Wright, Professor  
Susan D. Dawson, Associate Professor  
Susan E. Dohoo, Associate Professor  
Collins Kamunde, Associate Professor  
Sandra McConkey, Associate Professor  
Michael R. van den Heuvel, Associate Professor  
Sunny Hartwig, Assistant Professor  
Tammy Muirhead, Assistant Professor  
Jonathan Spears, Assistant Professor  
Carmen Fuentealba, Adjunct Professor  
James Johnston, Adjunct Professor  
Bobby Khan, Adjunct Professor  
Marianna Kulka, Adjunct Professor  
Michael Mayne, Adjunct Professor  
Harold Robertson, Adjunct Professor  
Don Stevens, Adjunct Professor  
Jackalina VanKampen, Adjunct Professor  
Yanwen Wang, 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 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 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**

[upei.ca/companion](http://upei.ca/companion)

### **Companion Animals Faculty**

Hans C.J. Gelens, Associate Professor, Chair  
 Kip Lemke, Professor  
 Caroline L. Runyon, Professor  
 Darcy H. Shaw, Professor  
 Etienne Côté, Associate Professor  
 Sherri L. Ihle, Associate Professor  
 Leigh Lamont, Associate Professor  
 David C. Seeler, Associate Professor  
 Trina Bailey, Assistant Professor  
 Romain Béraud, Assistant Professor  
 Marion Desmarchelier, Assistant Professor  
 Peter Foley, Assistant Professor  
 Peter Moak, Assistant Professor  
 LeeAnn Pack, Assistant Professor  
 Tonya Stewart, Assistant Professor  
 Karen Tefft, Assistant Professor  
 Alice Crook, Adjunct Professor  
 Norma Guy, Adjunct Professor  
 Brett Kantrowitz, Adjunct Professor  
 James O. Noxon, Adjunct Professor  
 Anne Marie Carey, Lecturer

## **COMPANION ANIMAL COURSES**

### **VCA 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

### **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, hemolymphatic 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 the following rotations: VCA 410 and VCA 430

#### **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 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 462 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

#### **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

[upeu.ca/avc/healthmgt](http://upeu.ca/avc/healthmgt)

### Health Management Faculty

Lawrence E. Heider, Professor Emeritus  
 J.T. McClure, Professor, Chair  
 Michael Cockram, Professor  
 T. Jeffrey Davidson, Professor  
 Ian R. Dohoo, Professor  
 Larry Hammell, Professor  
 Gregory Keefe, Professor  
 Jeanne Lofstedt, Professor  
 Robert Lofstedt, Professor  
 Mary A. McNiven, Professor  
 Timothy H. Ogilvie, Professor  
 Crawford Revie, Professor  
 John VanLeeuwen, Professor  
 Jeffrey Wichtel, Professor  
 Wendy Duckett, Associate Professor  
 Daniel Hurnik, Associate Professor  
 Laurie McDuffee, Associate Professor  
 Arthur Ortenburger, Associate Professor  
 Javier Sanchez, Associate Professor  
 Elizabeth Spangler, Associate Professor  
 Henrik E. Stryhn, Associate Professor  
 Heather Ayles, Assistant Professor  
 Brownyn Crane, Assistant Professor  
 Aimie Doyle, Assistant Professor  
 Erica Koch, Assistant Professor  
 Shawn McKenna, Assistant Professor  
 Kathleen MacMillan, Assistant Professor  
 Kristine Reyher, Assistant Professor  
 Maureen Wichtel, Assistant Professor  
 Lei Ang, Adjunct Professor  
 Herman Barkema, Adjunct Professor  
 Michael Beattie, Adjunct Professor  
 Tillman Benfey, Adjunct Professor  
 Vaughn Black, Adjunct Professor  
 Patrick Boerlin, Adjunct Professor  
 Jette Christensen, Adjunct Professor  
 Brent Dixon, Adjunct Professor  
 Caroline Dubé, Adjunct Professor  
 Ian Gardner, Adjunct Professor  
 Judith Guernsey, Adjunct Professor  
 David Kelton, Adjunct Professor  
 Thomas Landry, Adjunct Professor  
 Jean Lavalley, Adjunct Professor  
 Stephen LeBlanc, Adjunct Professor  
 David Léger, Adjunct Professor  
 Ken Leslie, Adjunct Professor  
 Matthew Litvak, Adjunct Professor  
 Andrea Locke, Adjunct Professor  
 Frederick Page, Adjunct Professor  
 Jane Parmley, Adjunct Professor  
 Juan Carlos Rodriguez-Lecampete, Adjunct Professor  
 Jean-Philippe Roy, Adjunct Professor  
 Caroline Sanford, Adjunct Professor  
 Daniel Scholl, Adjunct Professor  
 Anthony Shaw, Adjunct Professor  
 John Tait, Adjunct Professor  
 Jennifer Taylor, Adjunct Professor

Thomas Therriault, Adjunct Professor  
 Jillian Westcott, 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 124 CLINICAL ORIENTATION I

This course develops proficiency in animal identification skills and approach and handling of normal domestic animals. Species of interest include companion, farm, and laboratory animals, and avian species. Students are introduced to communication skills using case modules developed by Bayer. Three hours of laboratory per week  
 This course is graded pass-fail

### 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 per week

**VHM 241 PRINCIPLES OF HEALTH MANAGEMENT**

In this course, material from VHM 112 is utilized in a practical way to assist students in becoming better critical thinkers and decision-makers. Students learn a systemic approach to critical reading of literature so that they are able to apply evidence based approaches to all areas of veterinary medicine. The course will alternate between lectures and tutorials, with the tutorials giving the students a change to practice and reinforce principles presented in lectures.

One hour of lecture and one hour of tutorial on alternate weeks

**VHM 251 CLINICAL ORIENTATION II**

This course develops proficiency in general and advanced physical examination skills in normal domestic animals. Species of interest include companion, farm, and laboratory animals, and avian species. Students develop their communication skills using advanced case modules developed by Bayer.

One hour of lecture and two hours 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 406 TOPICS IN REGULATORY VETERINARY EPIDEMIOLOGY**

This course provides students with the opportunity to work on various topics pertinent to national, regional or local animal disease control programs, including foreign animal disease control and disease monitoring and surveillance. Background information on risk analysis and outbreak investigation is also provided. With faculty supervision, students apply their knowledge of specific animal diseases to scenarios, utilizing the principles discussed.  
**PREREQUISITE:** 4th year standing in the DVM program  
 One semester hour of credit.  
 40 hours per week 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  
 Three 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  
Three weeks in duration

#### **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 468 INTERNATIONAL SMALL HOLDER DAIRY HEALTH MANAGEMENT**

This course provides 3 weeks of practical experience, in the context of an international development project, for veterinary students from AVC on management of small holder dairy farming in Africa, and on the diagnosis, treatment and prevention of common animal diseases and dairy management problems encountered in East Africa.

**PREREQUISITE:** 4th year standing in the DVM Program

Enrolment is limited with a selection process

Three weeks in duration

#### **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  
Two weeks in duration

#### **VHM 484 VETERINARY CHIROPRACTIC TECHNIQUES**

In this course, students learn the fundamentals of veterinary chiropractic medicine and apply its principles to the management of patients with problems of gait, posture, and movement. Lectures and laboratories in the biomechanics and neurophysiology of manipulative therapeutics are supplemented with clinical cases admitted to the Veterinary Teaching Hospital. Students are introduced to the basic skills, instrumentation, and examination methods required for successful treatment of animal patients by using chiropractic medicine.

**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

#### **VHM494 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**

[upei.ca/pathmicro](http://upei.ca/pathmicro)

#### **Pathology and Microbiology Faculty**

Frederick S.B. Kibenge, Professor, Chair  
Richard J. Cawthorn, Professor  
Pierre-Yves Daoust, Professor  
Gerald Johnson, Professor  
Alfonso López, Professor  
Lisa Maag Miller, Professor  
Donald Reynolds, Professor  
David J. Speare, Professor  
Enrique M. Aburto, Associate Professor  
Shelley A. Burton, Associate Professor  
Arnost Cepica, Associate Professor  
Gary A. Conboy, Associate Professor  
Paul E.A. Hanna, Associate Professor  
Barbara S. Horney, Associate Professor  
P. Jeffrey Lewis, Associate Professor  
R.J. Frederick Markham, Associate Professor  
Anne Muckle, Associate Professor  
Melanie Buote, Assistant Professor  
Noel Clancy, Assistant Professor  
Mark Fast, Assistant Professor  
Maria Forzan, Assistant Professor  
Cornelia V. Gilroy, Assistant Professor  
Byeong Hwa Jeon, Assistant Professor  
Fabiola Akaisi, Adjunct Professor  
Andrea Battison, Adjunct Professor  
Michel Comeu, Adjunct Professor  
Earl Dawe, Adjunct Professor  
David B. Groman, Adjunct Professor  
Paula Jackman, Adjunct Professor  
James Johnston, Adjunct Professor  
Denis Kay, Adjunct Professor  
Molly Kibenge, Adjunct Professor  
Scott McBurney, Adjunct Professor  
Shannon Martinson, Adjunct Professor  
Frank Morado, Adjunct Professor  
Don Rainnie, Adjunct Professor  
Angela Riveroll, Adjunct Professor  
Neil Ross, Adjunct Professor  
Ahmed Siah, Adjunct Professor  
John Tremblay, 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

PREREQUISITE: Fourth year standing in the DVM program  
One to three hours per week

**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.





## 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  
J. Randall—Vice-President, Academic  
B. Wagner—Assistant Vice-President, Graduate Studies

R. MacDonald—Dean, School of Business Administration  
K. Critchley—Dean, School of Nursing  
C. Lacroix—Dean, Science  
D. Reynolds—Dean, Veterinary Medicine  
R. Kurial—Dean, Arts  
T. Goddard—Dean, Education

J. Wichtel—Associate Dean, Graduate Studies & Research  
L. Miller—Associate Dean, Academic & Student Affairs

T. Saleh—Chair, Biomedical Sciences  
H. Gelens—Chair, Companion Animals  
J. T. McClure—Chair, Health Management  
F. Kibenge—Chair, Pathology & Microbiology

#### School of Business

T. Carroll	S. Graham
W. Carroll	S. Hennessey
M. Cassidy	B. Jelley
R. Domike	J. Krause
A. Duncan	G. Mahar
G. Evans	A. MacFarlane
E. Gamble	D. Wagner
D. Good	

#### Faculty of Arts

L. Clark	J. Mitchell
P. Courtney-Hall	P. Nagarajan
U. Krautwurst	W. Rankaduwa
G. MacDonald	M. Silva
B. MacLaine	H. Srebrnik
C. MacQuarrie	A. Trivett

#### Faculty of Education

C. Blanchard	G. McKenna
A. Brookes	D. MacLellan
C. DiGiorgio	J. Taylor
R. Doiron	S. Thomas
B. Favaro	E. Townsend
M. Gabriel	M. Turnbull
G. Hopkirk	F. Walton
J. Lees	

#### Faculty of Science

D. Barabe	M. Liu
D. Bardati	D. McCorquodale
R. Bethell	C. Nelson
R. Bissessur	C. Neto
D. Cairns	S. Opps
R. Chapman	C. Peach Brown
R. Coffin	J. Pearson
S. Courtenay	R. Peters
D. Dahn	W. Peters
T. Doucette	H. Platt
N. Etkin	G. Pohle
B. Fofana	P. Quijon
D. Giberson	G. Reid
K. Gottschall-Pass	C. Ryan
D. Guignon	M. Shaver
L. Hale	M. Silva-Opps
N. Hogan	J. Slemmer
D. Holdway	M. Sweeney-Nixon
R. Hurta	J. Taylor
K. Jarvis	K. Teather
J. Kemp	A. Trivett
R. Kerr	M. van den Heuvel
K. Kidd	B. Wagner
S. Li	W. Whelan
B. Linkletter	J. Zhang

#### Department of Biomedical Sciences

L. Bate	H. Robertson
J. Burka	D. Sims
E. DeMont	J. Spears
C. Fuentealba	D. Stevens
F. Guo	A. Tasker
S. Hartwig	M. van den Heuvel
J. Johnston	Yanwen Wang
C. Kamunde	Yingwei Wang
R. Kerr	W. Whelan
M. Kulka	G. Wright
M. Mayne	J. Zidichouski
S. McConkey	

#### Department Companion Animals

T. Bailey	K. Lemke
R. Béraud	J. Miller
E. Côté	L. Pack
P. Foley	C. Runyon
S. Ihle	D. Shaw
L. Lamont	

#### Department of Health Management

L. Ang	M. Beattie
H. Ayles	T. Benfey
H. Barkema	V. Black

**Department of Health Management cont'd**

P. Boerlin	S. McKenna
W. Browne	M. McNiven
J. Christensen	G. Olivier
M. Cockram	F. Page
L. Comeau	J. Parmley
J. Davidson	Z. Poljak
B. Dixon	C. Revie
I. Dohoo	G. Richardson
C. Dubé	C. Riley
I. Gardiner	J. Rodriguez-Lecompte
K. Gottschall-Pass	J. P. Roy
J. Guernsey	J. Sanchez
L. Hammell	D. Scholl
D. Horohov	A. Shaw
D. Hurnik	L. Spangler
G. Keefe	H. Stryhn
D. Kelton	J. Tait
T. Landry	J. Taylor
J. Lavallée	T. Therriault
S. LeBlanc	R. Uglow
D. Léger	J. VanLeeuwen
K. Leslie	J. Westcott
M. Litvak	M. Wichtel
A. Locke	P. Wright
C. McClure	
L. McDuffee	

**Department of Pathology and Microbiology**

F. Akaisi	G. Johnson
A. Battison	J. Johnston
S. Burton	D. Kay
R. Cawthorn	M. Kibenge
A. Cepica	J. Lewis
M. Comeau	A. López
G. Conboy	S. McBurney
P. Daoust	F. Markham
E. Dawe	S. Martinson
A. Enrique	F. Morado
M. Fast	A. Muckle
M. Forzan	D. Rainnie
C. Gilroy	A. Riveroll
S. Greenwood	N. Ross
D. Groman	A. Siah
P. Hanna	D. Speare
A. Heriazon	J. Tremblay
B. Horney	S. Whyte
P. Jackman	C. Yason
B. Jeon	

## 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 FEE

Applications to Graduate programs must include these fees for the first and any subsequent applications:

Canadian—\$75.00

International—\$100.00

#### APPLICATION FORM

Forms upon which to apply for admission may be obtained at [upe.ca/registrar/files/registrar/gradapp.pdf](http://upe.ca/registrar/files/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. An undergraduate or graduate degree from an approved

university with an average of 70% or higher in the last 20 courses (60 credit hours). An applicant lacking a degree, or an applicant possessing a degree with an academic average under 70%, may be considered for admission under exceptional circumstances. In such cases the Graduate Studies Committee must be satisfied that the student has the capacity to complete graduate work. This capacity could be demonstrated through extensive and relevant professional experiences, leadership, research and publications;

ii. at least two years of successful professional experience;

### APPLICATION FOR ADMISSION

All documents pertaining to application for admission are to be sent to the Office of the Registrar. All application materials must be received no later than **January 15** of the year for which admission is sought. Late applications are reviewed only if seats are still available after all those meeting the deadline have been considered.

- Application Checklist:  
[upei.ca/registrar/files/registrar/checklistMED2011.pdf](http://upei.ca/registrar/files/registrar/checklistMED2011.pdf)
- Graduate Application Form  
[upei.ca/registrar/files/registrar/gradapp.pdf](http://upei.ca/registrar/files/registrar/gradapp.pdf)
- Personal Statement Form  
Reference Forms (Professional) & (Academic)

### TRANSCRIPTS

Official transcripts 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. When such transcripts or statements are in a language other than English, a notarized translation of the document must be submitted, in addition to the original document.

### REFERENCE LETTERS

Letters of reference from two professors, under at least one of whom the applicant has taken a significant proportion of academic 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 first language 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 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 [upei.ca/registrar/files/registrar/gradapp.pdf](http://upei.ca/registrar/files/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 deadline is **April 1**.

### APPLICATION FORM

Forms upon which to apply for admission may be obtained at [upeir.ca/registrar/files/registrar/gradapp.pdf](http://upeir.ca/registrar/files/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.

### E) MASTER OF BUSINESS ADMINISTRATION (MBA)

Applicants for admission to the MBA program must have demonstrated the potential to learn within a demanding integrated program, typically through high academic standing in previous university studies. The basic requirements and qualifications are:

i. for the Innovative Management Stream, an undergraduate degree in any discipline is required. For the Biotechnology Management and Entrepreneurship Stream, an undergraduate degree in the sciences or a degree in any discipline plus considerable work experience in a science field is required.

For both streams, the required degree must be from a recognized university and the applicant should have achieved a minimum average of B (70% or higher) in the last four semesters or last two years of undergraduate study.

ii. acceptable professional designations such as CFA, CA, CGA, CMA, or PEng plus work experience will also be considered. Under exceptional circumstances, a person who lacks a formal degree or professional designation but who has other outstanding management qualifications, such as a well-established and documented business career, may be admitted to the MBA program. In these circumstances, applicants will normally be expected to have a minimum of ten years full-time work experience, including significant experience in upper management or entrepreneurial positions. The MBA Committee must be satisfied that the applicant has demonstrated a level of academic competence at least equivalent to an undergraduate degree.

iii. a minimum of three years of full-time work experience is preferred, with a required minimum of one year full-time, relevant work experience. The relevant work experience may include managerial and supervisory responsibilities, new venture ownership, and professional or project development experiences. A variety of work experiences and backgrounds enhance the caliber of class interaction so students learn from both the professor and each other.

## APPLICATION FOR ADMISSION

All documents pertaining to application for admission must be submitted to the Office of the Registrar with the appropriate fee.

## APPLICATION CHECKLIST

- Graduate Studies Application Form ([upei.ca/registrar/files/registrar/gradapp.pdf](http://upei.ca/registrar/files/registrar/gradapp.pdf))
- All Official Transcripts
- Current, detailed resume
- Two Reference Letters (form downloadable; references must be dated within 6 months of program application)
- GMAT Score (if requested)
- Personal Statement
- TOEFL Scores (for applicants whose first language is not English)
- \$75 CAD Application Fee

Applications and all documentation must be received by April 15 for a September start date. Applicants from the People's Republic of China must submit their application by January 31 for a September start. All other international applicants must meet a submission deadline of March 1 for a September start in the same year.

Applications received after the specified deadlines will be reviewed only if seats are available.

Early applications are highly recommended as there are a limited number of seats in the program and these fill up as completed applications are adjudicated throughout the year. All applications are assessed on a case-by-case basis and adjudicated only once.

## TRANSCRIPTS

Official transcripts or certified copies 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. If original documentation is not in English, you must also provide a notarized English translation. This does not apply to French language universities in Canada.

## RESUMÉ, REFERENCE LETTERS, AND PERSONAL STATEMENT

A current resume must be submitted to the Office of the Registrar along with two reference letters, and a personal statement. The resume must detail work experiences, responsibilities, and contributions. Two reference letters are to be submitted on the appropriate referee form. They must be placed in an envelope, sealed and signed by the referee. A personal statement, of no more than 400 words, must explain the reasons why you wish to enroll in UPEI's MBA program. It should include details of your relevant past experience, your long and short term goals, and explain how the MBA program will meet your needs and assist you in reaching your educational and career goals.

**NOTE:** Applicants without a formal degree or professional designation will be expected to provide convincing evidence of their capabilities in communications, analysis, and knowledge transfer, as well as their professional contributions and accomplishments within their personal statement. For these applicants only, the personal statement must be no more than 800 words.

## GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

A Graduate Management Admission Test (GMAT) score may be requested. If GMAT results are requested, applicants must achieve a minimum score of 550, with preference given to scores of 600 and over. This will be considered as an indicator and a tool for evaluating applicants for quantitative and verbal skills. These scores should be less than five years old.

## INTERVIEW

Once all application materials are received, the MBA Committee may conduct an interview for admission. The committee will be seeking well-rounded and knowledgeable people with managerial and leadership potential. Innovative management and entrepreneurial thinking requires teamwork and relationship building so applicants will be chosen based on their ability to enhance this type of diverse and dynamic learning environment.

## ENGLISH PROFICIENCY

The MBA program is taught in English and it moves quickly, requiring significant reading, writing, presentations, and group effort. Students are expected to be proficient in English when they begin their studies at the University of Prince Edward Island. The University requires that certification of proficiency be presented by international applicants whose mother tongue is not English or whose normal language of instruction throughout their education was other than English.

Prospective students whose first language is not English must submit a TOEFL with a minimum score of 580 on the paper exam or 237 on the computer based exam. The exam should have been written within the last two years. Students should make arrangements to take the test at least three months before the semester opening date.

## REFUSAL OF ADMISSION

Admission to the MBA Program is a competitive process. 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. Meeting minimum requirements does not guarantee admission to the program. To avoid disappointment, applicants are encouraged to submit their documents well before the deadline of **April 15**.

## F) DOCTOR OF PHILOSOPHY IN EDUCATIONAL STUDIES

Candidates for admission to the PhD in Educational Studies must have demonstrated high academic standing and evidence of ability to conduct original, independent and sustained research. Normally, the basic requirements are:

- (i) First class standing (e.g., a minimum academic average of 80%, or A-, or a GPA of 3.7) or equivalent, in a Masters program conferred by an accredited university (students with Pass grades must request that former professors complete a narrative assessment form to confirm first class standing equivalence and potential for admission to a PhD program).
- (ii) A Masters thesis. An equivalent research report such as a Masters project, or a substantial research-focused technical report, authored solely by the applicant, may also be considered.
- (iii) Evidence of a minimum of 5 years professional experience in field deemed relevant to the field of educational studies.

## APPLICATION FOR ADMISSION

All documents pertaining to application for admission are to be sent to the Office of the Registrar. All application materials must be received no later than **January 15** of the year for which admission is sought. Late applications are reviewed only if seats are still available after all those meeting the deadline have been considered.

Applicants to the UPEI PhD program in Educational Studies would submit the following documents for consideration by the Graduate Studies Committee:

- A current Curriculum Vitae and statement of intent (please see Faculty of Education website for details relating to the statement of intent).
- 3 references (at least two letters should come from professors familiar with the applicant's work at the Masters level; one would normally come from the applicant's thesis advisor. The third reference could be provided by another professor familiar with the applicant's work or by a relevant employer who is in a position to assess the candidate's suitability for a doctoral program). Referees are asked to complete the reference form provided on the Faculty of Education website.
- A portfolio including supporting materials the applicant considers relevant. These materials could include scholarly articles, professional publications, evidence of research-driven professional activities, professional/artistic presentations, performances or exhibits.

Applicants may also be invited to an interview (face-to-face or virtual) to discuss the application with the Graduate Studies Committee.

All applications to the PhD program are assessed on a competitive basis. Satisfaction of the minimum requirements does not guarantee admission to the program. Due to the nature of the program, deferral of admission will normally not be possible. The Faculty of Education endeavours to provide some financial support for all candidates admitted to the program.

## TRANSCRIPTS

Official transcripts of the applicant's complete undergraduate and graduate 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. When such transcripts or statements are in a language other than English, a notarized translation of the document must be submitted, in addition to the original document.

## 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 first language 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. Students whose first language is French may complete the

PhD dissertation in Educational Studies in French provided a qualified supervisory Committee can be established at UPEI.

## REFUSAL OF ADMISSION

Limitations of funds, space, facilities or suitable faculty supervisor 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.

# 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: non-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 (with the exception of programs in the Faculty of Education, in which a graduate student who receives a grade of less than 70% 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. The Registrar will advise the Department Chair that the grade of "F" requires a percentage grade for posting on the student 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:

1. 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.

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.

## 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;

**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.

**MAIS Regular Student:** An applicant who has met the admission requirements set out for this program and for UPEI. Students are enrolled in the MAIS on a program basis and are considered to be full time graduate students.

**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. The Registrar will advise the Department Chair that the grade of “F” requires a percentage grade for posting on the student 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) PHD IN EDUCATIONAL STUDIES AND MASTER OF EDUCATION

### i) GLOSSARY OF TERMS

#### a. Doctor of Philosophy in Educational Studies

**(PhD):** degree granted for successful completion of the requirements for the Doctor of Philosophy degree in Educational Studies, as listed in the regulations.

**b. Master of Education (MEd):** degree granted for successful completion of the requirements for the Master of Education degree as listed in the regulations.

**c. 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 coordination 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.

**d. Graduate faculty:** members of the Faculty of Education who teach, supervise and serve on supervisory committees 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 Coordinator of Graduate Studies and the Graduate Studies Committee, based on criteria established by the Graduate Studies Committee.

From time to time faculty members, with relevant expertise and appropriate qualifications, drawn from other Faculties may be recommended as graduate faculty. Similarly, Adjunct Professors, who are active researchers with relevant expertise and appropriate qualifications, may be appointed as graduate faculty to co-supervise a graduate student or serve on graduate student Supervisory Committees as a result of particular expertise related to a particular project. Normally, graduate faculty will hold a Doctorate in Education.

**e. Co-ordinator of Graduate Studies:** has administrative responsibility for the coordination of graduate programs in the Faculty of Education and is Chair of the Graduate Studies Committee.

**f. Supervisory Committee:** a committee of the Faculty of Education responsible for the supervision of a student's research. Normally, the committee for a PhD dissertation consists of three members with Graduate Faculty appointment in the Faculty of Education, one of whom serves as the student's supervisor. Supervisory Committees for a Masters thesis normally consists of two members with Graduate Faculty appointment in the Faculty of Education, one of whom serves as the student's supervisor. Two Graduate Faculty members may co-supervise student dissertations and theses. Adjunct Faculty who are also members of the Graduate Faculty may serve as co-supervisor for a Masters thesis or PhD dissertation. If a member of the Supervisory Committee is requested who has an appointment in another UPEI Faculty or at another university, this member must be recommended as Graduate Faculty by the Education Graduate Studies Committee and approved by the Dean of Education.

**g.** 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.

### h. Description of Graduate Students

**Regular Student:** All Masters students will be enrolled as full-time students for two years (6 semesters). A program fee will be paid over this two year period in six installments. If Masters students have not completed all degree requirements within two years, they will continue as full-time students and pay maintenance fees as full-time students until all degree requirements are met. Masters students who began their program before September, 2010, may choose to enroll as part-time or full-time students, to be decided in consultation with the Coordinator of Graduate Studies.

All PhD students will be enrolled as full-time students for three years (9 semesters). A program fee will be paid over this three year period in nine installments. If PhD students have not completed all degree requirements at the end of three years, they will continue as full-time students and pay maintenance fees as full-time students until all degree requirements are completed.

**Special Student:** A special student is not enrolled in a degree or diploma program at UPEI but may apply to the Coordinator of Graduate Studies for permission to register in no more than two Master level courses. In unusual circumstances, a special student may participate in research, but only with the permission of the Coordinator of Graduate Studies and of 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 Coordinator of Graduate Studies at the Faculty of Education before applying for admission. Special student status is not available for the PhD program in Educational Studies.

## 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 Coordinator 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.

**Registration Changes** Changes in registration (deletion or addition of courses) must be approved by the Coordinator of Graduate Studies. 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 semester as defined in Regulation 1g above. Registration could include ongoing work on a Master thesis or PhD dissertation. 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.

Notwithstanding the foregoing, a regular student may make prior arrangements, with the approval of the Faculty and of the Coordinator 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 may also make application to the Coordinator of Graduate Studies and obtain approval from the Graduate Studies Committee and the Dean of the Faculty for a leave of absence from the program in which the student is enrolled. Normally, up to one year (three semesters) of leave may be granted.

Candidates must be registered in the semester in which they complete the requirements for the degree. Normally, students must complete the Master degree within four years of first registering in the program. Normally, students must complete the PhD degree within seven years of first registering in the program.

**Cancellation of Registration** A student who wishes to withdraw from the program is expected to consult with the Coordinator of Graduate Studies prior to completing the "withdrawal form" at the Office of the Registrar.

In the event that a Master 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. In the event that a PhD student fails to obtain satisfactory standings or to make satisfactory progress either in course work, the comprehensive requirement or in the dissertation 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.

## 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 Coordinator of Graduate Studies in consultation 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 Coordinator of Graduate Studies in consultation with 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 Coordinator of Graduate Studies in consultation with the Graduate Studies Committee.

**Program** Once the program of courses is established, changes may be made subject to the approval of the Coordinator of Graduate Studies in consultation with the Graduate Studies Committee.

**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 towards a course-based Master of Education for up to 12 semester hours of course work outside of the program or 6 semester hours towards a thesis-based Master of Education. The arrangements for these courses must be made through the Coordinator of Graduate Studies and the Registrar's Office. Credit for up to six semester hours of course work completed at the PhD level (700 level) will be considered by the Coordinator of Graduate Studies in consultation with the Graduate Studies Committee. Credit granted for course work completed outside of UPEI will not result in a reduction in the required MED or PhD program fee.

All Master course work must be at the 600 level, or equivalent. PhD course work will normally be at the 700 level, or equivalent. Students who entered the Master of Education program before September, 2010, may receive credit for up to two education courses at the 500 level.

**Review of Progress** At the end of each semester, the academic record and progress of each student will be reviewed by the Coordinator of Graduate Studies in consultation with the Graduate Studies Committee, and a report thereon will be submitted by the Coordinator 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

- a. Graduate courses in the Faculty of Education will be evaluated using percentages grades.

b. The minimum passing grade in the Master of Education and the PhD in Educational Studies is 70%. A candidate who receives a final grade below 70% in any program course may repeat that course one time to obtain a minimum passing grade of '70%'. Should a grade of less than 70% be obtained in the repeated course, or in any other program course, the candidate will normally be required to withdraw from the program.

c. 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, the Coordinator of Graduate Studies 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. 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.

d. **AUD:** an "audited" course (additional courses only)

e. **DISC:** discontinued with permission

#### 5. MASTER OF EDUCATION THESIS

Normally, students complete the course work and research to fulfill the thesis requirement within two years. 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 student's supervisory committee. Research involving human subjects must be approved by the University's Research Ethics Committee

**Unacceptable Thesis** If a candidate is unable to prepare an acceptable thesis, the Supervisory Committee will so report to the Coordinator of Graduate Studies and to the Dean (sending to the student a copy of the report).

#### 6. THE PHD DISSERTATION

The dissertation will provide evidence of the candidate's ability to carry out independent and original research, develop the necessary theoretical and methodological framework and analyses, and present the findings in a scholarly manner. The dissertation will be examined by arms-length internal and external examiners after the Supervisory Committee has agreed that the completed dissertation is ready for defense.

The dissertation will be assessed using a pass-fail designation (Pass as is, Pass with minor revisions, Major Revisions, Fail). The final assessment will be based both on the written dissertation and the oral defense.

#### 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.

#### 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. The Registrar will advise the Department Chair that the grade of "F" requires a percentage grade for posting on the student 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.

### D) MASTER OF BUSINESS ADMINISTRATION (MBA)

#### I. GLOSSARY OF TERMS

**a. Master of Business Administration (MBA):** degree granted for successful completion of the requirements for the Master of Business Administration degree as listed in the regulations.

**b. MBA Committee:** a standing committee formed to oversee the graduate business program. This committee will work with the UPEI Graduate Studies Committee to ensure all policies and guidelines are being fulfilled.

Other activities will include reviewing and making recommendations to the Dean on programming, courses, graduates' research, and students' issues. In particular, the committee will

- i. establish and periodically review the goals and objectives of the MBA program of the School of Business;
- ii. review all applications from prospective students and recommend acceptance or rejection;
- iii. make recommendations to the Dean concerning creation, deletion, or modification of graduate programs and courses;
- iv. direct the coordination of graduate courses and research in the School of Business;
- v. 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. recommend changes to the Graduate Studies Academic Calendar; and

vii. evaluate and recommend to the Dean those faculty to serve as members of the graduate Business faculty.

**c. Director of MBA Program:** is a faculty member who has administrative responsibility for the coordination of MBA program in the School of Business and is Chair of the MBA Committee.

**d. Graduate Business Faculty:** members of the School of Business who participate in the graduate program are described herein as graduate faculty. These members are assigned their duties by the Dean of the School of Business with the assistance of the Director of the MBA program. 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 expertise related to a particular project. Normally, graduate faculty will have a doctorate in business or a related field.

**e. Business Supervisory Committee:** a committee of the School of Business responsible for the supervision of a student's signature research project. Normally, the committee for each student consists of two members of the School of Business, one of whom serves as the student's supervisor. If a member of the Supervisory Committee has an appointment in another UPEI faculty or at another university, approval must be provided by the MBA Committee.

**f. MBA Advisory Council—**members from the larger business community who will have defined terms of reference. Its primary objectives are to provide advice and assist with governance, strategic development of the program, and connections to the larger community.

**g.** For the purpose of these regulations, the term “semester” includes first and second semesters (fall and winter) as defined in the calendar and the period from May to August (spring/summer) as a third semester.

#### **h. Description of Graduate Students** **Regular Student:**

An applicant who has met the requirements set out for this program and for UPEI and has been accepted into the program. Students are enrolled in the MBA on a program basis and considered to be full time graduate students.

## **2. ENROLMENT AND REGISTRATION**

**Procedures** This is a course-based graduate program with a Signature Project. After examining the student's academic record, the Director of the MBA Committee will confirm the program for the student. The program will include prescribed studies on the basis of which the candidate's final standing will be determined and, in exceptional cases, it may include additional courses either chosen by the student or specified by the MBA Committee.

Applicants must receive formal notification from the Office of the Registrar that they have been accepted into the program before registering as graduate students in the MBA program. See the Admissions section in the calendar that applies to the MBA. Students will register each semester in the courses outlined in their MBA program.

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.

**Registration Changes** Changes in student registration (deletion or addition of courses) must be approved by the Director of the MBA program (with input as required by the MBA Committee) and formal approvals of the University when required. Please check the UPEI and the School of Business web sites for the most recent program updates.

Except where credits are granted by special permission for courses outside of the School of Business, credits will only be given for courses listed on the student's registration form or authorized through an official change of registration.

In exceptional cases, the MBA Committee and the Dean of the School of Business may consider flexibility in courses for applicants. This means that students deemed to have significant learning in a particular area may normally be allowed one course exemption which is to be substituted with another approved course. Appropriate documentation will be required in order to consider course exemption.

The core courses of the MBA program are offered in sequential order within years 1 and 2. Subject to the approval of the Director of the MBA program, students may be permitted to take more than one course at a time. Also, with the approval of the Director of the MBA program, students may be permitted to take courses out of sequence only if the prerequisites are not impacted. Financial and Managerial Accounting must be successfully completed before taking Corporate Finance and courses 601, 602, 603, 605 are required for Strategic Management.

**Academic Credit from Outside the Program** The MBA Program is highly integrated and does not easily lend itself to course by course credit for advanced standing. The courses designed for the Program are of high value for interpersonal skills building, team building and leadership development. Transfer of relevant, graduate course credits from recognized universities is therefore limited.

Students who wish to request a course credit transfer must have the approval of the MBA Committee and the Dean of the School of Business. They must complete a Permission to Transfer form and submit it to the Office of the Registrar. Students may take and receive credit for up to 9 semester hours of course work from academic units outside the School of Business. All course work must be at the graduate level.

**Active Status** Students are expected to register for each of their courses. To maintain active status, a student must register for at least one course in the program within any given 12-month period and pay the program fee. If a student withdraws from the program or seeks a deferral, the regulations must be followed. Normally, students must complete the degree within six years of first registering in the program.

If a student has prior permission from the Director of the Program and the Dean of the School of Business to miss a semester or defer studies due to changed circumstances, the student must apply for readmission and the application fee will be waived; however, if program fees increase, the difference must be paid. With the assistance of the Director of the MBA program, students are required to develop a course schedule to satisfy all outstanding core courses. A deferral must be requested 21 days before the course start date.

**Withdrawal from the Program** Students wishing to withdraw from the program should consult with the Director of the MBA program. Students may withdraw from a program by notifying the office of the Registrar using the appropriate form. The date of withdrawal is the date the written notification is received.

Students may request in writing, and after discussion with the Director of the MBA program, a one-time, one year deferral of admission. Upon deferral of admission, the tuition deposit is normally non-refundable.

Unless otherwise stated in materials given to students, refunds will generally be granted as follows:

Students accepted into year one of the program may withdraw by completing the Program Withdrawal form at least 45 calendar days before commencement of the program. In such cases, 50% of the program admission fee will be refunded. For program withdrawals at any other time, no refund of the program admission fee will be provided.

For withdrawals from the program after courses have begun, the refund of program tuition fees will be on a pro-rata basis depending on the number of courses that the applicant has registered in. This will be determined in accordance with University guidelines.

**Withdrawal from a Course** Withdrawal from a course will not occur by default. Students must discuss course withdrawals with the Director of the MBA program. Withdrawal forms must be submitted to the Office of the Registrar within the regulated time frames. If the course withdrawal occurs no later than 7 calendar days after the start of the course (or, in the case of courses that are less than 4 weeks in duration, before 25% of the course's classes are complete) then the withdrawal results in no academic penalty.

Course withdrawals after the deadline in the paragraph above, must be approved by the Director of the MBA Program. If such a course withdrawal occurs before two-thirds of the classes are complete, the student will receive a DISC (discontinued) as the grade on the transcript and must pay the course retake fee.

Withdrawals after two-thirds of the classes are complete will normally result in a failing grade on the transcript, and a course retake fee. In exceptional cases where a withdrawal was unavoidable, the course retake fee may be waived and a DISC may appear on the transcript instead of a failing grade.

**Incomplete Courses** A student, who fails to complete all components of a course due to circumstances, such as illness, may be granted permission for incomplete (INC) status in the course. Students must submit a request to the Director of the MBA program before the end date for the course. The Director will seek advice from the professor concerned as to granting the incomplete status.

If approved, students will have up to a maximum of 30 calendar days to complete the outstanding individual assignments, as specified by the professor and approved by the Director of the MBA program. If a student does not complete all the components of a course by the agreed-upon date, normally a failing grade shall replace INC on the transcript.

**Re-registrations and Course Re-takes** Students who fail a course in the MBA program may re-take the course up to an

additional two times and pay the course re-take fee each time. If the course is failed after the third attempt, the student will be expelled from the MBA program, with no opportunity for re-enrolment. If applicable, refunds of relevant fees will be issued.

A student who has not completed all the requirements for the Signature Project by the due date must re-take the course and pay the course re-take fee.

**Re-enrolment in the Program** Re-enrolment in the program can occur, but is subject to re-application and a statement explaining why re-admission should be permitted. The MBA Committee will review these materials for approval. Students will be required to pay all applicable fees and any fee increases that have occurred between the time of their last enrolment and re-enrolment. Credit for courses previously completed will be re-evaluated and applied to the program requirements where appropriate.

**Grading** A minimum grade of 60% is required in courses and an overall average of 70% is required to pass the program and obtain the degree.

**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.

**Graduation Requirements** To be awarded the Master of Business Administration degree, a graduate student must:

- i. successfully complete the program of studies as set out at the time of admission into the program or as agreed to by the MBA Committee,
- ii complete and submit an Application for Graduation form, and
- iii meet all other University regulations.

In addition, students must have paid all fees owed to the University and returned all library resources.

## Master of Science Program (MSc)

### VETERINARY MEDICINE GRADUATE STUDIES

[upeu.ca/avc/info](http://upeu.ca/avc/info)

### CHEMISTRY GRADUATE STUDIES

[upeu.ca/chemistry/msc.html](http://upeu.ca/chemistry/msc.html)

### BIOLOGY GRADUATE STUDIES

[upeu.ca/biology/mscbiology](http://upeu.ca/biology/mscbiology)

## 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 academic departments listed below and in one of the designated areas of specialization:

**Department of Biomedical Sciences**

Animal Behaviour  
Physiology, Pharmacology and Toxicology  
Cell and Molecular Biology  
Neuroscience  
Endocrinology

**Department of Companion Animals**

Anesthesiology  
Cardiology  
Diagnostic Imaging  
Small Animal Medicine  
Small Animal Surgery

**Department of Health Management**

Epidemiology/Health Management  
Animal Science and Animal Nutrition  
Clinical Sciences  
Aquatic Animal Health  
Animal Welfare  
Biostatistics  
Public Health

**Department of Pathology and Microbiology**

Morphologic Pathology  
Wildlife Pathology  
Clinical Pathology  
Parasitology  
Virology  
Bacteriology  
Public Health  
Immunology  
Aquatic Animal Health  
Biosecurity

**Faculty of Science**

Molecular and Materials Science  
Environmental Sciences  
Human Development and Health

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 VBS 803 (Principles of Biomedical Research) 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 Program (MVSc)

### 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  
 Small Animal Surgery  
 Cardiology  
 Diagnostic Imaging

**Department of Health Management**

Large Animal Medicine  
 Large Animal Surgery  
 Theriogenology  
 Population Medicine  
 Aquatic Food Animal Medicine  
 Equine Clinical Sciences  
 Food Animal Clinical Sciences

**Department of Pathology and Microbiology**

Bacteriology  
 Clinical Pathology  
 Immunology  
 Morphologic Pathology  
 Parasitology  
 Virology  
 Wildlife Pathology  
 Public Health  
 Aquatic Animal Health  
 Biosecurity

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 Program (PhD)

### 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 the academic departments of the Faculty of Veterinary Medicine and in one of the areas of specialization listed:

**Department of Biomedical Sciences**  
 Animal Behaviour  
 Physiology, Pharmacology and Toxicology  
 Cell Biology  
 Neuroscience  
 Endocrinology

### Department of Health Management

Animal Science and Animal Nutrition  
 Epidemiology/Health Management  
 Clinical Sciences  
 Aquatic Animal Health  
 Biostatistics  
 Public Health  
 Animal Welfare

### Department of Pathology and Microbiology

Bacteriology  
 Clinical Pathology  
 Immunology  
 Morphologic Pathology  
 Parasitology  
 Virology  
 Wildlife Pathology  
 Public Health  
 Aquatic Animal Health  
 Biosecurity

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.

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 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 VBS 815 (Essentials, Policies, and Guidelines for Animal Research) 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. Where no External Examiner can be identified who is able to attend the Final Oral Examination within a reasonable time frame, the Associate Dean of Graduate Studies and Research, in consultation with the Chair of the Examination Committee and the Chair of the Department, may permit examination via video conference. 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 Program (PGD.Path or PGD.Micro)

### 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 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 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 Courses—Master of Science & Master of Veterinary Science

## 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 803 PRINCIPLES OF BIOMEDICAL RESEARCH

This course provides graduate students in a biomedical field with general knowledge and principles of biomedical research. The lectures and tutorials cover topics like the scientific approach, experimental design, scientific writing, intellectual property, research ethics, preparing seminars, and grant writing. The laboratories focus on laboratory techniques that are useful in biomedical research.

LECTURES/TUTORIALS: 1-3 hours

LABORATORIES: 3 hours

HOURS OF CREDIT: 2 or 3

### 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 817 CURRENT TOPICS IN MARINE BIOTECHNOLOGY

This course deals with advanced topics in Marine Biotechnology. Topics include: marine microbiology, natural products biosynthesis, isolation and characterization of bioactive natural products, heterologous expression of biosynthetic genes, drug development, chemical ecology. The course will meet for three contact hours per week and will involve in-depth discussions of the relevant current literature.

PREREQUISITE: Chemistry 241/242 OR 243 and permission of instructor; a course in biochemistry would be an asset but is not required.

LECTURE: 3 hours

HOURS OF CREDIT: 3

### VBS 845 ADVANCED ENVIRONMENTAL TOXICOLOGY

This course provides in-depth analysis of environmental impacts of the major classes of contaminants including methodologies for environmental impacts assessment and monitoring. Effects of environmental contaminants are examined at the ecosystem, organismal, cellular, biochemical, and molecular levels. Additional emphasis is placed on

understanding the fate of contaminants of concern in aquatic and terrestrial environments, environmental chemistry, biogeochemical cycles, and exposure and uptake pathways by organisms. The course consists of lectures, discussions of peer-reviewed literature, case studies, presentations by students, and laboratories.

PREREQUISITE: Permission of the instructor

LECTURE/LAB: 3

HOURS OF CREDIT: 3

### 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 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 825 ADVANCED TECHNIQUES IN SCANNING ELECTRON MICROSCOPY**

This course covers the principles of scanning electron microscopy, including techniques used for the preparation of biological or other materials for microscopy and the use of specialized software to analyze surface features of samples.

Students learn to operate the instrument over the full spectrum of use, generating their own images and interpreting patterns. A microscopical investigation of material relevant to the student's discipline forms the basis of a course project.

**PREREQUISITE:** Admission to the graduate program or

Permission of the instructor

**HOURS OF CREDIT:** 3

**BIO 862 ADVANCED FRESHWATER ECOLOGY**

This course provides advanced study in the ecology of freshwater habitats, particularly those found on Prince Edward Island. The first part of the course concentrates on the physical, chemical, and biological characteristics of fresh waters. A laboratory/field component includes an introduction to water analysis techniques and field equipment, field water analysis, the collection and analysis of biological samples, and the physical properties of water. The second part is a field/lab project on a topic tailored to the student's individual program, and consists of an experimental or observational study coupled with a comprehensive literature review, project write-up, and oral presentation.

**NOTE:** Credit is not given for both Biology 462 and Biology 862

**BIO 865 ADVANCES IN MARINE ECOLOGY**

This course provides an update on relevant areas of ongoing marine research. The first part of the course concentrates on marine ecology topics including benthic-pelagic coupling, dispersal and adult-larval interactions, animal-sediment relationships, biodiversity ecosystem services, encrusting communities and their interactions, and aquatic invasive species. The second part includes participation in regular discussion sessions based on analysis of advanced literature relevant to the discipline and to the student's particular research. Assignments include an essay relevant (but not restricted) to a student's field of research, and a seminar on a topic relating general ecological hypotheses to the topic addressed in the essay.

**PREREQUISITE:** Entry into a graduate program program at UPEI and permission of the instructor.

3 hours lecture and 3 hours lab/field trip per week, plus discussion group.

**NOTE:** Credit will not be given for both Biology 465 (Marine Community Ecology) and Biology 865

**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**

In this course students attend seminars on current topics in Biology and deliver seminars in their thesis areas. 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: 2 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:** 2 hours

### **VCA 816 ADVANCED SURGERY OF THE MUSCULOSKELETAL SYSTEM**

This course provides advanced training in small animal surgery, including the pathophysiology of advanced musculoskeletal diseases of companion animals and advanced surgical treatments. Topics include fracture management, juvenile orthopaedic disease, osteoarthritis and management, joint replacement, ligament and tendon injuries, immune mediated muscular and joint diseases, orthopaedic surgical instrumentation, and biomaterials used in orthopaedic implants. Students use refereed journal articles and approved textbooks, and practise advanced surgical procedures using cadavers and models in the laboratory component.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor  
**HOURS OF CREDIT:** 3 (credits based on 3 hours of classroom instruction per week and 9 hours of laboratory time)

### **VCA 817 ADVANCED SURGERY OF THE NERVOUS SYSTEM AND REHABILITATION**

This course provides advanced training in small animal surgery. Students are instructed in pathophysiology of advanced neurologic diseases of companion animals and

advanced surgical and conservative treatment of these conditions. Topics include spinal fracture management, intervertebral disc disease, intracranial disease, immune mediated and infectious neurological diseases, neurological surgical instrumentation, and biomaterials used in neurosurgery. Students also discuss techniques and current theory regarding rehabilitation of neurologic animals and animals with musculoskeletal disease. Students use refereed journal articles and approved textbooks, and practise advanced surgical procedures using cadavers and models in the laboratory component.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor

**HOURS OF CREDIT:** 3 (credits based on 3 hours of classroom instruction per week and 9 hours of laboratory time)

### **VCA 818 ADVANCED SURGERY OF THE CARDIOTHORACIC SYSTEM**

This course provides advanced training in small animal surgery. Students are instructed in advanced surgical management of diseases involving the cardiovascular system, respiratory system, and thoracic cavity. Topics include pathophysiology of surgical diseases involving the cardiovascular system, respiratory system, and thoracic cavity; advanced surgical techniques to treat these diseases; and post-operative care and prognosis. Diseases covered include patent ductus arteriosus, pulmonary neoplasia, thoracic wall neoplasia and trauma, brachycephalic airway syndrome, laryngeal paralysis, and tracheal collapse. Students use refereed journal articles and approved textbooks, and practise advanced surgical procedures using cadavers and models in the laboratory component.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor

**HOURS OF CREDIT:** 3 (credits based on 3 hours of classroom instruction per week and 9 hours of laboratory time)

### **VCA 819 ADVANCED SURGERY OF THE UROGENITAL SYSTEM**

This course provides advanced training in small animal surgery. Students are instructed in the pathophysiology of diseases of the urogenital system and surgical treatment of these diseases. Topics include pre-operative management of patients with renal insufficiency, and indications and surgical methods for diseases involving the kidneys, ureter, urinary bladder, urethra, and the male and female reproductive systems. Specific techniques for diagnostics are discussed, as well as specific instrumentation and biomaterials for treating diseases involving the urogenital system. Students use refereed journal articles and approved textbooks, and practise advanced surgical procedures using cadavers and models in the laboratory component.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor

**HOURS OF CREDIT:** 3 (credits based on 3 hours of classroom instruction per week and 9 hours of laboratory time)

### **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:** 2 hours  
**HOURS OF CREDIT:** 2

### **VCA 822 ADVANCED SURGERY OF THE GASTROINTESTINAL AND ENDOCRINE SYSTEMS**

This course provides advanced training in small animal surgery. Students are instructed in the pathophysiology of diseases of the gastrointestinal and endocrine systems and surgical treatment of these diseases. Topics include gastric dilation volvulus; intestinal and gastric foreign bodies; intestinal and gastric neoplasia; persistent right aortic arch; abdominal wall and diaphragmatic hernias; diseases of the liver and gallbladder; diseases of the colon, thyroid, and parathyroid; and adrenal disease. Specific techniques for diagnostics are discussed, as well as specific instrumentation and biomaterials for treating diseases involving the gastrointestinal system. Students use refereed journal articles and approved textbooks, and practise advanced surgical procedures using cadavers and models in the laboratory component.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor

**HOURS OF CREDIT:** 3 (credits based on 3 hours of classroom instruction per week and 9 hours of laboratory time)

### **VCA 823 ADVANCED SURGICAL BIOLOGY, WOUND MANAGEMENT, AND EAR DISEASE**

This course provides advanced training in small animal surgery. Students are instructed in advanced surgical pathophysiology of wounds and ear diseases, as well as advanced concepts regarding biomaterials, asepsis, and critical care for trauma and post-operative patients. Topics include wound healing and grafting; methods of sterilization and pathophysiology of shock; use of blood transfusion medicine antibiotics in surgical patients; and general surgical techniques. Students use refereed journal articles and approved textbooks, and practise advanced surgical procedures using cadavers and models in the laboratory component.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor.

**HOURS OF CREDIT:** 3 (credits based on 3 hours of classroom instruction per week and 9 hours of laboratory time)

### **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:** 2 hours

**HOURS OF CREDIT:** 2

### **VCA 841 GRADUATE ANAESTHESIOLOGY I: APPLIED PHYSIOLOGY**

This course is a detailed study of the physiology and pathophysiology of different body systems as they relate to the clinical practice of veterinary anaesthesiology. Reviewed are neural, cardiovascular, respiratory, gastrointestinal, hepatic, renal, and neuromuscular physiology, as well as

body fluid composition and haemostasis. This course emphasizes clinically relevant aspects of the physiology and pathophysiology of different body systems and relates these aspects to the anaesthetic management of both small and large animals. The course is taught in a two-hour weekly seminar format using video conference links between anaesthesiology faculty and graduate students at the Atlantic Veterinary College and other Canadian veterinary colleges.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor

**LECTURES:** 2 hours

**HOURS OF CREDIT:** 2

### **VCA 842 GRADUATE ANAESTHESIOLOGY II: APPLIED PHARMACOLOGY**

This course is a detailed study of the pharmacology of different classes of anaesthetic and analgesic drugs as they relate to the clinical practice of veterinary anaesthesiology. Reviewed are the pharmacokinetics and pharmacodynamics of sedatives, analgesics, injectable and inhalant anaesthetics, local anaesthetics, and muscle relaxants, as well as autonomic and anti-inflammatory drugs. This course emphasizes clinically relevant aspects of the pharmacology of different classes of anaesthetic and analgesic drugs and relate these aspects to the anaesthetic management of both small and large animals. The course is taught in a two-hour weekly seminar format using video conference links between anaesthesiology faculty and graduate students at the Atlantic Veterinary College and other Canadian veterinary colleges.

**PREREQUISITE:** DVM or equivalent degree

**LECTURES:** 2 hours

**HOURS OF CREDIT:** 2

### **VCA 843 GRADUATE ANAESTHESIOLOGY III: CLINICAL ANESTHESIOLOGY**

This course is a detailed study of the anaesthetic management of patients with disease of different body systems, as well as selected patients and procedures. This course emphasizes clinically relevant aspects of the pathophysiology of different disease processes in both small and large animals. The course is taught in a two-hour weekly seminar format using video conference links between anaesthesiology faculty and graduate students at the Atlantic Veterinary College and other Canadian veterinary colleges.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor

**LECTURES:** 2 hours

**HOURS OF CREDIT:** 2

### **VCA 851 ANATOMY AND PHYSICS OF DIAGNOSTIC IMAGING**

This course will provide the student with an in-depth review of radiographic, ultrasonographic and cross-sectional anatomy, as well as basic physics uses in diagnostic imaging. Topics presented include: current anatomic nomenclature, radiographic anatomy of the axial and appendicular musculoskeletal system, cardiovascular system, nervous system, digestive system and urogenital system, as well as athrology, comparative anatomy, and embryology. All of the aforementioned topics will be in regards to radiographic, sonographic, and cross-sectional anatomy. Production and physical properties of X-rays, equipment and accessories, darkroom, computed and digital radiography, radiographic quality, artifacts, and technique chart formation.

**PREREQUISITE:** Undergraduate courses in anatomy and permission of the instructor.

**HOURS OF CREDIT:** Two

**LECTURES:** Three hours

**VCA 854 DIAGNOSTIC IMAGING SPECIAL PROCEDURES**

This course will provide the student with alternative imaging methods and diagnostic tests that may complement or supercede plain film radiography. Indications, contraindications, technical aspects, standard imaging protocols (including positioning), and principles of interpretation of various imaging studies will be presented. Specific topics presented include: contrast media, esophagography, upper GI series, gastrography, colonography, excretory urography, cystography, urethrography, vaginourethrography, myelography, angiocardiology, venography, lymphangiography, valvuloplasty, valvular embolization techniques, arthrography, fistulography, stress radiography, peritoneography, and stress radiographic techniques.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor.

**HOURS OF CREDIT:** Three

**LECTURES:** Two hours

**VCA 855 PATHOPHYSIOLOGY, RADIATION BIOLOGY, SAFETY AND ARTIFACTS**

This course provides a detailed study of physiology/pathophysiology as it relates to various veterinary diseases, as well as an introduction to radiation biology, safety, and artifacts. Specific topics include: physiology and pathophysiology of specific organ systems: alimentary, cardiovascular, central nervous system, musculoskeletal system, respiratory system, urogenital system, endocrine system. Radiation biology, oncology/tumor biology, radiation monitoring, and radiation protection.

**PREREQUISITE:** DVM or equivalent degree and permission of the instructor.

**HOURS OF CREDIT:** Two

**LECTURES:** Three hours

**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:** 5 hours

**LABORATORIES:** 1 hour

**HOURS OF CREDIT:** 4

**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:** 5 hours

**SEMINARS:** 1 hour

**HOURS OF CREDIT:** 4

**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

HOURS OF CREDIT: 3 hours

LAB/SEMINAR: 6 hours

### **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

HOURS OF CREDIT: 3 hours

LAB/SEMINAR: 6 hours

### **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 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 852 DIAGNOSIS OF WILDLIFE DISEASES**

In this two-semester course, the student is taught necropsy



and investigative techniques for the diagnosis of disease in free-living and zoo mammals (land and marine) and birds. Participation in additional laboratory procedures is encouraged. The student is required to satisfactorily complete between 40 and 50 cases. The report on every case is to include a summary of all ancillary tests done in other units of the diagnostic laboratory, and brief comments on the significance of the disease diagnosed. Selected cases are discussed at weekly necropsy rounds.

PREREQUISITE: DVM or equivalent degree, permission of the instructor

LAB/SEMINARS: 3 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 854 DIAGNOSIS OF WILDLIFE DISEASES I**

In this introductory course, students are taught necropsy and investigative techniques for the diagnosis of diseases in free-living wild animals (mammals, birds, and occasional reptiles and amphibians) submitted for post-mortem examination. Pathogenesis and morphologic diagnosis of diseases and their management implications are emphasized. Students are also encouraged to review collections of gross and histopathological slides of common wildlife diseases in the region and elsewhere.

### **VPM 855 DIAGNOSIS OF WILDLIFE DISEASES II**

In this course, the student gains further experience in necropsy techniques, interpretation of lesions, and evaluation of the significance of the diseases identified in individual wild animals for the rest of the population. The student is also encouraged to either write and submit one article for the newsletter of the Canadian Cooperative Wildlife Health Centre or give an oral presentation on a pertinent wildlife health topic at the Departmental level or at meetings of provincial Departments of Natural Resources, subject to approval by the instructor.

PREREQUISITE: VPM 854

### **VPM 856 DIAGNOSIS OF WILDLIFE DISEASES III**

In this course, students are expected to gain further experience in necropsy techniques, interpretation of lesions, and evaluation of the significance of the diseases identified in individual wild animals for the rest of the population, with increasingly independent work performance (necropsy, analysis, and interpretation of diagnostic cases). Students are encouraged to either write and submit one article for the newsletter of the Canadian Cooperative Wildlife Health Centre or give an oral presentation on a pertinent wildlife health topic at the Departmental level or at meetings of provincial Departments of Natural Resources (subject to approval of the instructor).

PREREQUISITES: VPM 854 and VPM 855

### **VPM 857 DIAGNOSIS OF WILDLIFE DISEASES IV**

In this course, students are expected to gain further experience in necropsy techniques, interpretation of lesions,

and evaluation of the significance of the diseases identified in individual wild animals for the rest of the population, with a high degree of independent work performance (necropsy, analysis and interpretation of diagnostic cases). Students are required to either write and submit one article for the newsletter of the Canadian Cooperative Wildlife Health Centre or give an oral presentation on a pertinent wildlife health topic at the Departmental level or at meetings of provincial Departments of Natural Resources (subject to approval of the instructor).

PREREQUISITES: VPM 853, 854 and 856

### **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 622 Research on Learning Difficulties

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 630 Perspectives in Ecology and Sustainable Leadership

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

or

Education 616 Action Research in Education

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 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 630 Perspectives in Ecology and Sustainable Leadership

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. Six copies, including one unbound copy, should be presented to the Graduate Studies Co-ordinator. If the result is “Unacceptable,” the student may be given one 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

### 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 Co-ordinator of Graduate Studies

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.

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

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  
**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.  
**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.  
**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 or permission of the instructor  
**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  
**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:** Education 615 or permission of the instructor  
**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  
**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  
**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:** Education 615 or permission of the instructor  
**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.  
**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.  
**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.  
**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.  
**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:** Education 611 or permission of the instructor  
**HOURS OF CREDIT:** 3



**ED 630 PERSPECTIVES IN ECOLOGY AND SUSTAINABLE LEADERSHIP**

This interdisciplinary course explores contemporary topics related to the environment, such as ecological consciousness, place attachment, principles of ecological design, sustainability and responsible stewardship, ecological citizenship, and environmental practice. Students apply a critical inquiry framework and consider philosophical ideologies related to anthropocentric and ecocentric perspectives, environmental ethics, and ecological worldviews. Participatory methodologies are encouraged to promote leadership in ecological knowledge and environmental preservation in a variety of contexts.

**ED 691 DIRECTED STUDIES**

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

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, 616, or permission of the instructor

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 Program (MA)

**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 three members of the Supervisory Committee, including the Supervisor of the candidate's research who will chair the Master's Examination Committee on behalf of the Dean of Arts.

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: 3

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  
Seminar: 1

### **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**

#### **IST 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  
Seminar: 1

#### **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
AHS 611	Directed Studies

**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. The Registrar will advise the Department Chair that the grade of "F" requires a percentage grade for posting on the student 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, deconstructionist, 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

#### **AHS 611 DIRECTED STUDIES**

This course will be developed with the student and professor focussed on specific learning outcomes that enhance the student’s program.

## **Master of Business Administration Program (MBA)**

Based on executive education models, this MBA program offers students a unique and valuable opportunity to advance their education while continuing to work. Specialized streams of study are available in “Biotechnology Management and Entrepreneurship” and “Innovative Management”. These will provide students with the theory, skills, experiential learning and research opportunities to advance their knowledge and enhance their success in these flourishing fields. Dedicated faculty, peer-to-peer learning, an integrated program approach, and an emphasis on developing global perspectives ensure that graduates are well prepared for the unique challenges of leading and innovating in an ever-changing, international business environment.

### Specialization in Biotechnology Management and Entrepreneurship

In this specialization stream, students gain a valuable combination of knowledge and skills in the business of science. The program will focus on the issues of commercialization, as well as the ethical and regulatory issues that face the biotechnology industry. Graduates of this specialization stream will be well-equipped to develop and manage new ventures and small businesses or to work in the public and private sectors in the business of biotechnology/science fields.

### Specialization in Innovative Management

The Innovative Management stream is designed to develop the skills and knowledge necessary to effectively manage within and for an innovative environment. Courses integrate the concepts of creativity and entrepreneurial thinking as well as real world learning and management skills such as leadership and teamwork. Global content ensures graduates have a well-developed perspective on worldly issues and decision-making. This program fits those who are interested in business from new perspectives.

## A) STRUCTURE OF THE PROGRAM

The Executive-style MBA program is designed for working people. The program structure will be flexible to fit students' needs as much as possible. For example, 6-week courses with meetings on weekends and/or evenings will accommodate working students. Students will normally enroll in two courses per semester and form small, self-managed teams to work on projects, thus enabling them to learn from each others' backgrounds and experiences.

The first year of studies will focus on enhancing managerial skills and understanding functional business topics. Students will be able to take two courses in each of the semesters of fall, winter, and spring/summer.

The second year of studies will focus on the development and application of more strategic perspectives and application within a dynamic global business environment. In year two, students will be able to take two courses in each of the fall and winter semesters. The signature (project) is normally started in year one of the program and is completed at the end of the second year.

## B) PROGRAM REQUIREMENTS

Students enrolled in the MBA program are required to complete a total of 42 credit hours (14 courses) comprised of required courses, specialization courses, and a signature project. Students have the opportunity to complete the MBA program in twenty-three months. They must complete all required courses within six years of being admitted to the program.

## C) GRADUATE COURSES

Students in both specialization streams must complete 24 credit hours of required core courses and a signature project equivalent to 6 credit hours. The required core courses for both streams are as follows:

- Business 601 Management of People and Organizations
- Business 602 Financial and Managerial Accounting
- Business 603 Marketing Management
- Business 604 Managing Technological Innovation

- Business 605 Corporate Finance
- Business 606 International Business for Entrepreneurship and Enterprise
- Business 607 Strategic Management
- Business 608 Business Research Methods
- Business 801 Signature Project (6 credit hours)

### Specialization Courses

Students are required to take 12 credit hours (4 courses) in one of the specializations. These four courses will normally include two required courses plus two elective courses in the chosen area of specialization. Students, however, will have the option to take one of the elective courses in the other specialization. Not all elective courses will be offered each semester. Electives may include Special Topics or Directed Studies courses.

### Biotechnology Management and Entrepreneurship Courses

- Business 701 Biotechnology Management and Development (required)
- Business 702 Commercialization of Biotechnology and Innovations (required)
- Business 703 Ethics and Governance in Biotechnology Management
- Business 704 International Relations, Laws, and Policies of Biotechnology
- Business 705 Growth Strategies
- Business 706 Venture Financing Strategies
- Business 707 Managing Biotechnology Innovation

### Innovative Management Courses

- Business 720 Managing In and Creating an Innovative Culture (required)
- Business 721 Innovative Management (required)
- Business 722 Managing Customer Value
- Business 723 Creativity and Innovation for Change Management
- Business 724 Governance, Leadership, and Professional Development
- Business 725 Management and Government Perspectives
- Business 726 Strategy and Management Consulting

### Special Topics Course

- Business 785 Special Topics in Business

### Directed Studies Course

- Business 786 Directed Studies

## BUS 601 MANAGEMENT PEOPLE & ORGANIZATIONS

This course considers concepts, knowledge, and skills related to the behaviour and management of people in organizations. Human resource management entails thinking systematically and strategically, essential for achieving meaningful outcomes through others. Included are topics such as leadership, motivation, organizational structure, recruitment, selection, reward systems, performance management, training and development, employee commitment and retention, workforce diversity, and managing people across borders and cultures.

## BUS 602 FINANCIAL AND MANAGERIAL ACCOUNTING

In this course students learn to become proficient at understanding and interpreting financial statements, assessing them for decision-making purposes and supporting value-

creating organizational strategies, operational tactics, and performance measurement schemes. The course employs international standards and addresses how accounting is used in decision-making. Tools for learning include guest speakers, case studies, and projects.

### **BUS 603 MARKETING MANAGEMENT**

This course looks at marketing in technology-intensive and technology-driven markets characterized by shorter life cycles, rapid information, and uncertainty, while studying the various concepts of marketing in order to create a competitive edge in a challenging environment. Emphasis is on using marketing analysis tools to evaluate potential market size, strategic risk, and financial return, which involves an understanding of marketing globally and competitively, as well as its drivers, societal awareness, and its integration within business.

### **BUS 604 MANAGING TECHNOLOGICAL INNOVATION**

This course focuses on the technology strategies that drive competitiveness and improve performance and profitability. It does so by considering successful industry innovations, effective organization, management of technology change in new ventures and multinational enterprises, and the strategic use of information and knowledge to enable global communications. Topics include knowledge management, customer-relationship systems, project management, e-business implementation, and emerging trends. Learning methodology includes applications and group work.

### **BUS 605 CORPORATE FINANCE**

This course provides a set of tools for analyzing financial data and making financial decisions in order to understand the impact of financing strategies on a firm's cost of capital and capital structure. Students acquire the tools for decision-making through case studies, team work, and guest speakers, thus connecting concepts with real-life situations.

**PREREQUISITE:** Business 602

### **BUS 606 INTERNATIONAL BUSINESS FOR ENTREPRENEURSHIP AND ENTERPRISE**

This course identifies the challenges and opportunities of venturing into international markets. While considering the competitive advantage of international markets and the benefits of global integration versus local differences, the course explores how new ventures and small businesses manage across borders and how they implement and evaluate strategies in the field. Specific topic examples include opportunity assessment, valuation, sources of financing, business-plan assessment, financial forecasting and management, deal structuring, initial public offerings in different countries, managing under changing contexts, and managing international expansion.

### **BUS 607 STRATEGIC MANAGEMENT**

This course looks at the development and implementation of management strategies to create a sustainable advantage in new ventures and entrepreneurial activities in the fast-changing knowledge economy. Utilizing a variety of pedagogy, the course may include such topics as venture concepts, product and market development, marketing knowledge-intensive products and services, growing markets, and investor relations.

**PREREQUISITE:** Business 601, 603, and 605

### **BUS 608 BUSINESS RESEARCH METHODS**

This course looks at research as a systematic, objective, and

creative process. It examines how research is a significant tool of the modern manager, and provides models and frameworks for completing research, decision-making, and integrated research writing. The course utilizes concrete research projects and dissemination of results.

### **BUS 701 BIOTECHNOLOGY MANAGEMENT AND DEVELOPMENT (required)**

This course provides an overview of management in the biotech/sciences fields. It develops a framework for understanding and analyzing issues in the strategic management of technology and innovation in the context of taking a scientifically feasible idea and examining whether or not it is commercially viable. It evaluates opportunities and challenges in the management of growth in entrepreneurial settings and looks at funding sources from venture capital, business angels, investment banking, and commercial banking sources, and considers the potential global impact of biotechnology research, regulatory requirements, and knowledge management.

### **BUS 702 COMMERCIALIZATION OF BIOTECHNOLOGY AND INNOVATIONS (required)**

This course examines the theory and practice of commercializing innovation through the launching of new business ventures in the biotechnology industry. It looks at the determination of the value of an innovation; if, when, and how to commercialize an innovation; the research, development, preparation, and presentation of a business plan; how to manage cross-disciplinary teams of scientists, engineers, lawyers, and MBAs; and the strategic alliances and partnerships that are critical to a successful biotech business.

### **BUS 703 ETHICS AND GOVERNANCE IN BIOTECHNOLOGY MANAGEMENT**

This course provides a foundation for the ethical and social problems involved in running today's biotechnology companies which may not have the advantages of deep cumulative knowledge and experienced long-term leadership. The course addresses major transitions in technology, markets, and government policy in industries such as pharmaceuticals, biotechnology, information technology, energy, and communications. It examines research collaborations between university and industry, ethical drug advertising, rules of competition, and incorporating ethics into the fabric of business decision-making. Classes feature guest speakers, venture capitalists, business executives, regulators, and others who can bring their insights and expertise to the issues.

### **BUS 704 INTERNATIONAL REGULATIONS, LAW, AND POLICIES OF BIOTECHNOLOGY**

This course reviews current legal issues affecting the biotechnology industry and the general public. Special attention is devoted to approval processes and regulations, technology transfer, facility design, and cleaning validation, with emphasis placed on intellectual property issues involving patents, assignment and licensing of technology, and trademarks. Included are international regulations and political policies and their impact on strategic and policy development. Major theoretical and practical approaches are utilized to examine such issues as the debt crisis, trade disputes, NAFTA, and the expansion of the European Union.

### **BUS 705 GROWTH STRATEGIES**

This course focuses on the evaluation of opportunities and the challenges involved in the management of growth. Because growth is the ultimate resource "constrainer," often stretching



systems in a company to the limit and beyond, the course emphasizes management “at the limit” of what students may have already learned in other functional courses. It provides students with a series of frameworks, analytical skills and techniques, and decision-making tools used in growing businesses.

#### **BUS 706 VENTURE FINANCING STRATEGIES**

This course focuses on raising seed and growth capital from various sources such as venture capital, business angels, investment banking, and commercial banking sources. It considers financial problems unique to small and medium-sized firms undergoing rapid growth. It also examines financial management for entrepreneurs over the life of a business project, including financing start-ups, financial planning for smaller enterprises, going public, selling out, bankruptcy, and other related topics.

#### **BUS 707 MANAGING BIOTECHNOLOGY INNOVATION**

This course takes a critical look at biotech industries and the life sciences revolution, examining what major transitions in technology, markets, and government policy mean to both established and emerging players, and to the demands on management. Since biotech industries have not normally enjoyed experienced long-term leadership, it is often difficult for them to acquire a cutting edge, particularly when the playing field is being drastically altered and the rules of competition rewritten. Students leave the course with a better understanding of the global challenges facing these industries, and with a broader perspective of leadership and strategy.

#### **BUS 720 MANAGING IN AND CREATING AN INNOVATIVE CULTURE (required)**

This course looks at how to manage a business in an innovative and entrepreneurial culture. Topics include an overview of innovation and its value for a firm, entrepreneurial thinking as an approach to general management, how the innovation process works, creating entrepreneurial companies, organizing and managing innovation within existing firms, the role of technology, and coping with the strategic challenges facing all innovators. The course utilizes real-world learning techniques such as case studies, guest speakers, and projects.

#### **BUS 721 INNOVATIVE MANAGEMENT (required)**

This course provides a practical and theoretical understanding of innovation and entrepreneurial management through leadership, professionalism, and governance. As responsibility to and for stakeholders increases in today's business world, companies are finding that social responsibility can have a material impact on their success as they consider the socio-economic impacts of their activities and decisions on their employees, their communities, and internationally. This course takes a comprehensive and timely look at corporate citizenship for large and small enterprises, the shareholders, and society at large. Consideration of leadership styles and methods are explored through various experiential processes.

#### **BUS 722 MANAGING CUSTOMER VALUE**

This course develops business decision-making skills that touch on customer value as a prerequisite to business success. Topics include defining the term “customer value”; how to align the company's product or service with customer needs and to distinguish it from competitive offerings; how to provide customers with a superior total package of benefits comprising the product itself, associated services, brand image, appropriate pricing, and availability; and an intimate

understanding of customers' needs and behaviour. Particular attention is paid to the unique contexts of marketing knowledge-intensive products and services, new and rapidly growing markets, business markets, and investors. Topics such as fusion branding and value-based marketing are also explored. This course readily lends itself to real-world learning and management skills.

#### **BUS 723 CREATIVITY AND INNOVATION FOR CHANGE MANAGEMENT**

This course considers the dynamics of change in organizations and how to achieve key goals by combining analysis, creativity, and wisdom. Topics include the forces affecting the nature and rate of innovation, the advantages and disadvantages of existing organizations in pursuing innovation objectives, and the choices made at different levels in the organization which promote or hinder creativity/innovation. Teaching and learning tools include research, practice, student experience, case discussions, group work, peer consulting, teamwork, and projects.

#### **BUS 724 GOVERNANCE, LEADERSHIP, AND PROFESSIONAL DEVELOPMENT**

This course provides a theoretical and practical understanding of leadership, professionalism, and governance. It takes a comprehensive and timely look at social responsibility and corporate citizenship for large and small enterprises, shareholders, and society at large as corporate leaders and managers consider the impacts of their activities and decisions on their employees, communities, and international markets. Consideration of leadership styles and methods are explored through various experiential processes such as self-assessment exercises, case studies, and presentations.

#### **BUS 725 MANAGEMENT AND GOVERNMENT PERSPECTIVES**

In this course students examine the workings of various levels of government in order to understand more clearly how they, as managers and future leaders, can build knowledge of the interface between business and government into daily business operations and strategy. By developing a thorough command of how government works, students learn how executives and managers can deal more effectively with various levels of government and make better use of public affairs resources to address more astutely the public policy aspects of strategic planning.

#### **BUS 726 STRATEGY AND MANAGEMENT CONSULTING**

This course looks at the subject of management consulting, which can provide some of the most challenging and rewarding aspects in today's business world. Topics include global strategy, game theory, management of innovation and creativity, strategy implementation, structure of global industries, strategic alliances, and building global organizations. Emphasis is placed on challenges in the consulting industry, working with clients, and preparing effective reports. This includes how to analyze cross-functional business problems and provide recommendations by applying appropriate frameworks and quantitative tools.

#### **BUS 785 SPECIAL TOPICS**

This course focuses on a number of topics judged by faculty to be current and relevant within the context of managing in a business environment.

**BUS 786 DIRECTED STUDIES**

In this course students pursue a specific topic or issue in business. Before approval is granted, each student must prepare a detailed outline of the topic to be studied, and obtain the consent of a faculty member to supervise the work.

**BUS 801 SIGNATURE PROJECT**

Upon completion of all course work, a student undertakes an independent signature project to provide him or her with the opportunity to use the management concepts and tools acquired to date. Research options include problem-solving for an existing client, creating a plan for a new business or a new venture within an existing organization, or carrying out academic business research. Products include a formal report and a presentation of findings. The project must be approved and supervised by a faculty member. The signature project is graded on a pass/fail model.

## PhD in Educational Studies Program

The degree of Doctor of Philosophy (PhD) in Educational Studies is a research degree requiring a dissertation on original and significant research within traditional educational and community-based educational contexts extending from early childhood through mature adulthood.

The general goal of the Doctor of Philosophy program in Educational Studies at the University of Prince Edward Island is to examine education at an advanced level from a variety of perspectives, including, but not limited to, the investigation of theoretical and practical aspects of policy, curricula, teaching and teacher education, administration, and professionalism.

Graduates of the PhD in Educational Studies develop the competence and expertise needed to assume positions of leadership, such as educational researchers in institutional and non-institutional contexts; teacher educators; curriculum and instructional leaders in school boards and private industry; and school, school board, and governmental educational administrators. This program also promotes collaborative work with colleagues in educational endeavours and lifelong professional development. The program provides learning opportunities in which the candidate, in supervisory and collegial relationships with one or more faculty members:

1. develops a critical and comprehensive understanding of significant trends and major concerns in the field of education, and formulates and expresses, both orally and in writing, personal and professional positions in relation to how these trends and concerns are manifested in their area of interest;
2. develops in-depth knowledge and understanding of different philosophical stances in education and educational research and their sociopolitical and practical implications;
3. develops an understanding of, and ability to use and evaluate, a wide range of research methodologies used in educational research;
4. designs and presents a proposal for an original research project of significance in the field of education;
5. completes the proposed research under faculty supervision, then writes and orally defends a dissertation;

6. develops competencies in clear and logical writing skills that allow for disseminating knowledge to a variety of audiences;

7. develops competencies in leadership roles within formal and/or informal educational institutions, agencies, or communities.

**Supervisory Committee**

The candidate works with a supervisor, and possibly a co-supervisor, appointed at the time of admission to the program and based on a fit between the candidate's area of interest and the area of expertise, publication, and funding of the supervisor(s). Supervisor(s) are member(s) of the UPEI graduate faculty with supervisory or co-supervisory privileges. The Supervisory Committee is chaired or co-chaired by the supervisor(s) and includes two other members of the UPEI graduate faculty.

**Program Requirements**

Students are enrolled in the UPEI PhD program in Educational Studies as a full-time student for three years. This program also requires a residency of three semesters, normally completed consecutively. If, after three years, students have not completed all degree requirements, they continue to pay a maintenance fee to UPEI until all requirements are completed. Students have a maximum of seven years to complete all degree requirements.

The UPEI PhD in Educational Studies includes four courses, a comprehensive portfolio, and a dissertation.

**Required courses:**

- ED 701 Advanced Methodology and Methods in Educational Research I
- ED 702 Advanced Methodology and Methods in Educational Research II
- ED 703 Directed Studies in Education Research and Theory
- Ed 704 Graduate Seminar in Educational Studies
- ED 705 Comprehensive Portfolio
- ED 706 PhD Dissertation

**Submission of Dissertation**

When the dissertation, in its final form, has been prepared after the final oral examination, the student brings six unbound copies to the Co-ordinator of Graduate Studies at least four weeks prior to Convocation.

Each copy must be submitted in a separate folder with the pages numbered and arranged in the appropriate order. The dissertation 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 Coordinator of Graduate Studies, one copy is retained for microfilming and deposited to the University Library after being bound. A second copy is released to the Faculty of Education. A third copy is released to the student's supervisor and three copies are released to the student.

**Publication**

The University requires publication of the dissertation in the following manner:

One unbound copy of the dissertation is forwarded to Library and Archives Canada, together with an agreement form signed by the candidate authorizing Library and Archives Canada to microfilm the dissertation and make microfilm copies available for sale on request. Library and Archives Canada film the dissertation exactly as it is and list the dissertation 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.

A Library and Archives Canada Microfilm Agreement form is sent to the candidate prior to the PhD Dissertation, to be signed and submitted to the Coordinator of Graduate Studies immediately after the successful completion of the examination.

The student, in consultation with the Supervisor and the Coordinator of Graduate Studies, shall have the right to request that circulation and/or copying of the dissertation in any form be withheld.

#### **Circulation and Copying of Dissertation**

In normal circumstances, as a condition of engaging in graduate study at the University, the author of a dissertation grants certain licences and waivers in respect to the circulation and copying of the dissertation:

- to the University Librarian, a waiver permitting the circulation of the dissertation as part of the Library collection;
- to the University, a licence to make single copies of the dissertation under carefully specified conditions;
- to Library and Archives Canada, a licence to microfilm the dissertation under carefully specified conditions.

#### **Copyright Provision**

Copies of the dissertation shall have on the title page the words “In partial fulfilment of requirements for the degree of PhD in Educational Studies.” The international copyright notice, which consists of three elements in the same line — the © symbol (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 dissertation.

### **GRADUATE COURSES**

#### **ED 701 ADVANCED METHODOLOGY AND METHODS IN EDUCATIONAL RESEARCH I**

This course explores an extensive range of approaches to research in education, such as case studies, narrative research, feminist research, experimental research, surveys, ethnography, mixed methods research, grounded theory, ethnography, phenomenology, arts-based inquiry, action research, post-modern, and post-structural research theories. Taught by active researchers with expertise in the respective research methodologies, the course prepares students for choosing their own methodologies for their PhD dissertations — and beyond.

#### **ED 702 ADVANCED METHODOLOGY AND METHODS IN EDUCATIONAL RESEARCH II**

Working with their dissertation supervisor(s), students develop in-depth knowledge and practical expertise related to specific research methods appropriate to their chosen dissertations.

#### **ED 703 DIRECTED STUDIES IN EDUCATIONAL RESEARCH AND THEORY**

Facilitated by the student’s supervisor(s), this course focuses on reading and development of a comprehensive literature review in the area of interest of the student’s doctoral dissertation.

#### **ED 704 GRADUATE SEMINAR IN EDUCATIONAL STUDIES**

In this seminar, students are exposed to and engaged in selecting and critiquing a wide variety of public scholarly presentations by visiting scholars and UPEI faculty researchers, and facilitating scholarly dialogue among those who attend. The course also requires students to prepare a book review for publication in a scholarly journal, and present for critique by peers and colleagues the literature review prepared for ED 703.

#### **ED 705 COMPREHENSIVE PORTFOLIO**

The Comprehensive Portfolio is an independent work, separate from the dissertation proposal, where the student provides evidence of his or her knowledge, skills, and readiness to embark on a dissertation journey. Students collect pieces of their own work completed throughout the program, in a variety of formats, which demonstrate 1) that they have read broadly in the field of educational studies; 2) that they have in-depth knowledge of the literature in one area of research interest, which could be related or unrelated to the intended dissertation topic; and 3) that they have a critical understanding of methodologies and attendant methods used in educational studies, including quantitative and qualitative paradigms. In an introduction to the portfolio, students make a case for the documents they include in the portfolio by justifying how the documents demonstrate that the goals of the comprehensive requirement have been reached.

#### **ED 706 PHD DISSERTATION**

The PhD dissertation provides evidence of the candidate’s ability to carry out independent and original research, develop the necessary theoretical and methodological framework and analyses, and present the findings in a scholarly manner.







## II. University of Prince Edward Island — Calendar Index

### A

Abbreviations, Transcripts .....	57, 235
Academic Appeals .....	57, 236
Academic Costume .....	11
Academic Dishonesty .....	59, 236
Academic Dismissal Veterinary Program .....	213
Academic Guidance .....	24
Academic Probation .....	39, 59
Academic Regulations, General .....	55
Academic Regulations, Graduate Programs .....	235
Academic Requirements DVM .....	212
Academic Standing .....	39, 59
Academic Suspension .....	39, 59
Acadian Studies .....	61
Accelerated Bachelor of Business Program .....	71
Accelerated Bachelor of Science in Nursing Program .....	163
Accessibility Services .....	30
Access to Examinations and Papers .....	57
Accreditation .....	7
Admission from Grade 11 .....	42
Admission Requirements (how to apply) .....	40
Admissions	
Accelerated Bachelor of Science in Nursing .....	50
Bachelor of Applied Science in Radiography .....	50
Bachelor of Arts, Bachelor of Science, and	
Bachelor of Business Administration .....	41
Bachelor of Business Studies .....	44
Bachelor of Child and Family Studies .....	44
Bachelor of Education .....	48
Bachelor of Education—French Immersion .....	49
Bachelor of Education	
Human Resource Development .....	45
Bachelor of Integrated Studies .....	45
Bachelor of Science in Nursing .....	49
Diploma in Engineering .....	52
Doctor of Philosophy .....	231
Doctor of Philosophy in Educational Studies .....	234
Doctor of Veterinary Medicine .....	46
Master of Applied Health Services Research .....	232
Master of Arts .....	232
Master of Business Administration .....	233
Master of Education .....	231
Master of Science .....	231
Master of Veterinary Science .....	231
Postgraduate Diploma in Pathology or Microbiology .....	231
Radiography Post-Diploma Degree .....	51
Adult Connections in Education (ACE) .....	30
Advancement and Probation-Veterinary Program .....	212
Advanced Placement Program .....	42
Advanced Standing .....	39
Agriculture, Pre- .....	52
Amendments to Regulations .....	55, 237
Ancillary Services .....	21
Anthropology, Department of Sociology and .....	198
Appeals .....	57, 236

Applicants from Quebec .....	43
Application Fee .....	41
Application of Certain Professional Courses .....	58
Application of Regulations .....	236
Application to Graduate, etc. ....	60, 235
Architecture, Pre- .....	52
Arts Seminars .....	62
Asian Studies .....	62
Athletics and Recreation .....	21
Atlantic Veterinary College (AVC) .....	212
Attendance .....	56
Audiovisual Services .....	23
Auditing Courses .....	39
Awards, Bursaries, & Scholarships .....	38

### B

Bachelor of Applied Arts in Print Journalism .....	141
Bachelor of Applied Science in Radiography Program .....	190
Bachelor of Arts, Bachelor of Science, and Bachelor of Business	
Administration Degrees .....	41
Bachelor of Arts with a Major in Music .....	154
Bachelor of Business Administration .....	70
Bachelor of Business Studies .....	72
Bachelor of Business in Tourism and Hospitality .....	72
Bachelor of Child and Family Studies .....	121
Bachelor of Education .....	99
Bachelor of Education—French Immersion .....	100
Bachelor of Education Specializing in	
Human Resource Development .....	100
Bachelor of Integrated Studies .....	22
Bachelor of Music .....	154
Bachelor of Music Education .....	154
Bachelor of Science in Nursing Program .....	162
Biology, Department of .....	63
Biomedical Sciences, Department of .....	217
Board of Governors Members .....	18
Bookstore .....	21
Bursaries, Scholarships, and Awards .....	38
Business Administration, School of .....	70
Business Co-operative Education Program .....	73

### C

Calendar Dates .....	27
Calendar Dates, Faculty of Veterinary Medicine .....	28
Campus Map .....	286
Campus Parking Fees .....	36
Canadian Education System .....	41
Canadian Studies, Department of .....	81
Career Services Centre .....	24
Catholic Studies Program .....	194
Centre for Life-Long Learning .....	22
Centre for Writing .....	31
Certificate in Accounting .....	75
Certificate in Adult Education .....	100
Certificate in Business .....	74

Certificate in Highland Bagpipes .....	154
Certificate in Inclusive Education .....	101
Certificate in School Librarianship .....	101
Certificate of Proficiency in Conversational Spanish .....	150
Certificate Program in Public Administration .....	190
Challenge for Credit .....	58, 212
Changing and Discontinuing Courses .....	56
Chaplaincy Centre .....	22
Chemistry, Department of .....	83
Child Care, Campus Kids .....	22
Christian Studies Program .....	193
Class Attendance Policy, Veterinary Program .....	214
Classics .....	87
College Transfer Students .....	42
Companion Animals, Department of .....	218
Computer Science Co-op Program .....	90
Computer Science and Information Technology, Department of .....	89
Concurrent Enrollment Policy .....	43
Conference Services .....	21
Confidentiality of Student Records .....	8
Conflict Resolution Studies .....	22
Co-operative Education Program .....	94
Co-operative Education Program, Business .....	73
Co-operative Education Program, Computer Science .....	90
Co-operative Education Program, Physics .....	172
Counselling .....	25
Course Load .....	56
Course Registration .....	56
Course Repetition .....	57
Course-work Evaluation .....	56
Credits, Transfer .....	58

**D**

Dates, Calendar, Faculty of Veterinary Medicine .....	28
Dates, General Calendar .....	27
Dates, Senate Meeting .....	29
Dates, Summer Session .....	29
Daycare Centre, Campus Kids .....	22
Deans' Honours List .....	59
Declaration of Major .....	55
Definitions and Terminology .....	39
Degree, Requirements for .....	55
Degree, Second Undergraduate .....	55
Degree Standing .....	59
Degrees and Diplomas .....	10
Dental, Pre- .....	52
De-registration .....	56
Dietitians of Canada Graduate Internship .....	124
Diploma in Engineering .....	108
Diploma in Public Administration .....	190
Diploma Regulations, Postgraduate Diploma in Pathology or Microbiology .....	237
Directed Studies .....	56
Disclosure and Protection of Student Information .....	8
Discontinuing and Changing Courses .....	56
Dismissed from Other Institutions .....	46
Diversity Office .....	25
Doctor of Philosophy Program .....	251
Doctor of Philosophy in Educational Studies .....	278
Doctor of Veterinary Medicine Program .....	214
Double Scheduling .....	56, 237

**E**

Economics, Department of .....	95
Education, Department of .....	99
Effective Reading Program .....	30

Electives—definition of .....	40
Engineering, Department of .....	108
English Academic Preparation .....	30
English Language Proficiency Requirements .....	41
English, Department of .....	112
Enrolment Status .....	56
Entrepreneurship and Small Business .....	75
Environmental Studies .....	118
Evaluation of Course-work .....	56
Evaluation of Transcripts .....	58, 237
Examinations and Papers, Access to .....	57
Examinations, Final Missed .....	57
Examinations, Re-reading of .....	236
Examination Regulations .....	57
Exchange Program—International Student .....	24

**F**

Faculty and Academic Officers .....	12
Faculty Development Summer Institute .....	22
Faculty—Graduate .....	229
Family and Nutritional Sciences, Department of .....	120
Fees .....	32
Final Examinations Missed .....	57
Financial Aid .....	25
Fine Arts, Department of .....	128
First-year Advisement Centre .....	24
Food Services .....	21
Fourth-year Rotations, Veterinary Medicine .....	214
French Immersion—BEd .....	100
Full-time Student .....	56

**G**

General Academic Regulations .....	55
General Regulations, Master of Applied Health Services Research .....	243
General Regulations, Master of Business Administration .....	245
General Regulations, Master of Education & PhD in Educational Studies .....	241
General Regulations, Master of Science, Master of Veterinary Science, Master of Arts, Doctor of Philosophy, and Postgraduate Diploma in Pathology or Microbiology .....	237
Global Issues .....	129
Governors, Board of .....	18
Grade Appeals .....	57
Grade Requirements Graduate Programs .....	235
Grading, System of .....	56
Graduate Courses, Master of Education .....	267
Graduate Courses, Master of Applied Health Services Research .....	273
Graduate Courses, Master of Arts .....	270
Graduate Courses, Master of Business Administration .....	275
Graduate Courses, Master of Science and Master of Veterinary Science .....	255
Graduate Courses, PhD in Educational Studies .....	279
Graduate Faculty .....	229
Graduate Student Association .....	26
Graduation Application .....	60, 235

**H**

Health Centre .....	25
Health Management, Department of .....	221
High School Graduates .....	41
Highland Bagpipes, Certificate .....	154
History, Department of .....	130
History of University .....	6
Home-Schooled Students .....	42

Honours—definition of.....	40
Anthropology .....	200
Biology.....	64
Business Administration.....	71
Chemistry.....	84
Computer Science.....	89
English.....	112
Foods and Nutrition.....	122
History.....	131
Mathematics.....	142
Physics.....	171
Psychology.....	183
Sociology.....	200
Sociology/Anthropology.....	200

**I**

Immunization, DVM Program.....	214
Incomplete Courses.....	57, 235
Indigenous Education.....	100
Information Technology Systems & Services.....	23
Institute of Island Studies.....	23
Integrated Dietetic Internship Program.....	123
Integrated Studies.....	138
Integrated Communications.....	23
International Baccalaureate.....	43
International Office.....	23
International Development Studies.....	139
International Education.....	99
International Education System.....	43
International Students, DVM Program.....	47
International Student Exchange Program.....	24
International Student Support.....	25
Introductory Level Courses, Maximum Number of.....	55
Island Studies.....	140

**J**

Journalism, Bachelor of Applied Arts in Print.....	141
Jumpstart.....	34

**K**

L.M. Montgomery Institute.....	24
Law, Pre-.....	52
Learning Enhancement Programs.....	30
Letters of Permission.....	56, 235
Librarians.....	18
Library, Robertson.....	24

**M**

Major-definition of.....	40
Anthropology.....	199
Biology.....	63
Business.....	70
Canadian Studies.....	81
Chemistry.....	83
Computer Science.....	89
Economics.....	95
English.....	113
Family Science.....	120
Foods and Nutrition.....	122
French.....	147
German.....	152
History.....	131
Mathematics.....	142
Mathematics with Engineering.....	143
Music.....	154
Philosophy.....	167
Physics.....	170

Physics Co-operative Education.....	172
Physics with Engineering.....	171
Political Studies.....	176
Psychology.....	181
Religious Studies.....	193
Sociology.....	199
Sociology/Anthropology.....	199
Spanish.....	150
Women's Studies.....	211
Master of Applied Health Services Research Program.....	271
Master of Arts Program.....	269
Master of Business Administration Program.....	274
Master of Education Program.....	266
Master of Science Program.....	247
Master of Veterinary Science Program.....	249
Mathematics Help Centre.....	30
Mathematics and Statistics, Department of.....	141
Mature and Part-Time University Students' Association.....	26
Mature Student Admissions.....	42
Maximum Number of Introductory Level Courses.....	55
Medical, Pre-.....	52
Minimum Grade Requirement, Graduate Programs.....	235
Minor-definition of.....	40
Acadian Studies.....	61
Anthropology.....	200
Asian Studies.....	62
Biology.....	65
Business Administration.....	74
Business Information Technology.....	74
Canadian Studies.....	82
Catholic Studies.....	194
Chemistry.....	83
Christian Studies.....	194
Classics.....	87
Computer Science.....	91
Economics.....	96
English.....	113
Environmental Studies.....	118
Family Science.....	121
Fine Arts.....	128
Foods and Nutrition.....	123
French.....	147
German.....	152
History.....	132
International Development Studies.....	139
Island Studies.....	140
Mathematics.....	143
Philosophy.....	167
Physics.....	172
Political Studies.....	176
Psychology.....	182
Religious Studies.....	193
Spanish.....	150
Statistics.....	143
Theatre Studies.....	208
University Writing.....	210
Women's Studies.....	211
Missed Examinations, Finals.....	57
Modern Languages, Department of.....	147
Murphy, W. A. Student Centre.....	24
Music, Department of.....	153

**N**

New Student Orientation.....	24
Nursing, School of.....	162

**O**

Occupational Therapy .....	52
Officials, University .....	19
Options Program .....	30
Orientation, New Student .....	24

**P**

Parking Fees .....	36
Pass-Fail Option Veterinary Program .....	212
Passing Grade .....	57
Pathology and Microbiology, Department of .....	226
Pathways to Academic Success .....	30
Philosophy, Department of .....	167
Physics, Department of .....	170
Physiotherapy .....	52
Photography .....	23
Policy on Confidentiality of Student Records .....	8
Political Studies, Department of .....	175
Postgraduate Diploma in Pathology or Microbiology .....	253
Powers of University .....	8
Prince Edward Island Health Research Institute .....	24
Pre-Professional Studies .....	52
Pre-Veterinary Medicine Stream .....	52
Print Journalism .....	141
Prior Learning Assessment and Recognition (PLAR) .....	22
Professional Courses, Application of Certain .....	58
ProfitLearn PEI .....	22
Provisional Certification .....	121
Psychology, Department of .....	181
Public Administration Program .....	190

**R**

Radiography, Degree Program .....	190
Radiography Post-Diploma, Degree Program .....	191
Re-admission .....	46
Re-reading of Examinations .....	236
Refunds on Fees .....	34
Regulations, Amendments to .....	55, 237
Regulations, General, Master of Science, Master of Veterinary Science, Master of Arts, Doctor of Philosophy, and Postgraduate Diploma in Pathology or Microbiology .....	237
Regulations, Graduate Academic .....	235
Regulations, Payment and Refund Fees .....	34
Regulations, Residence Payment and Refund .....	35
Religious Studies, Department of .....	193
Repeating Courses .....	57
Requirements for a Degree .....	55
Residence Fees .....	35
Residence Services .....	21
Restrictions on Testing .....	57
Robertson Library .....	24

**S**

Scholarships .....	38
Scholarships and Awards Office .....	25
Science Help Centre .....	30
Second Undergraduate Degrees .....	55
Semester—definition of .....	40
Senate Meeting Dates .....	29
Senate Members .....	19
Seniors' Bursaries .....	46
Seniors' College .....	22
Sociology and Anthropology, Department of .....	198
Spanish, Certificate of Proficiency in Conversational .....	150
Special Credits, Recognition of .....	59
Special Examinations .....	57
Specialization in International Business .....	75

Structure of the University .....	7
Student Centre .....	24
Student Services .....	24
Student Success Program .....	30
Student Tutoring .....	31
Student Union .....	25
Students Dismissed from Other Institutions .....	46
Students, Classification of .....	55
Study Year .....	55
Summer EAL Program .....	22
Summer Session Dates .....	29
Supplemental Examination-Veterinary Program .....	213
Support Services .....	21
Suspension, Academic .....	39, 59

**T**

Terminology and Definitions .....	39
Testing, Restrictions on .....	57
The PIT .....	31
Theatre Studies .....	208
Time Limit to Complete Degrees .....	55
Tourism and Hospitality, Bachelor of .....	72
Transcript Abbreviations .....	57, 235
Transcripts, Evaluation of .....	58, 237
Transcript Information .....	37
Transcript and Credit Assessment .....	52
Transfer Credits .....	58
Transfer Students, College .....	42
Transfer Students, University .....	42
Transition Program .....	43
Tuition Fees .....	32
Tutoring .....	31

**U**

University 100—Webster Centre .....	31
University 100 Program .....	209
University Officials .....	19
University Powers .....	8
United States Education System .....	43
University Transfer Students .....	42
University Writing Minor .....	210

**V**

Veterinary, Pre-medicine Stream .....	52
Veterinary Medicine, Admission .....	46
Veterinary Medicine, Fourth-year Rotations .....	214
Veterinary Medicine, Immunization .....	214
Veterinary Medicine Program .....	212
Veterinary Regulations .....	212
Video Game Programming Specialization .....	91

**W**

W. A. Murphy Student Centre .....	24
Webster Teaching & Learning Centre .....	30
Women's Studies .....	211
Writing Centre .....	31

**Y**

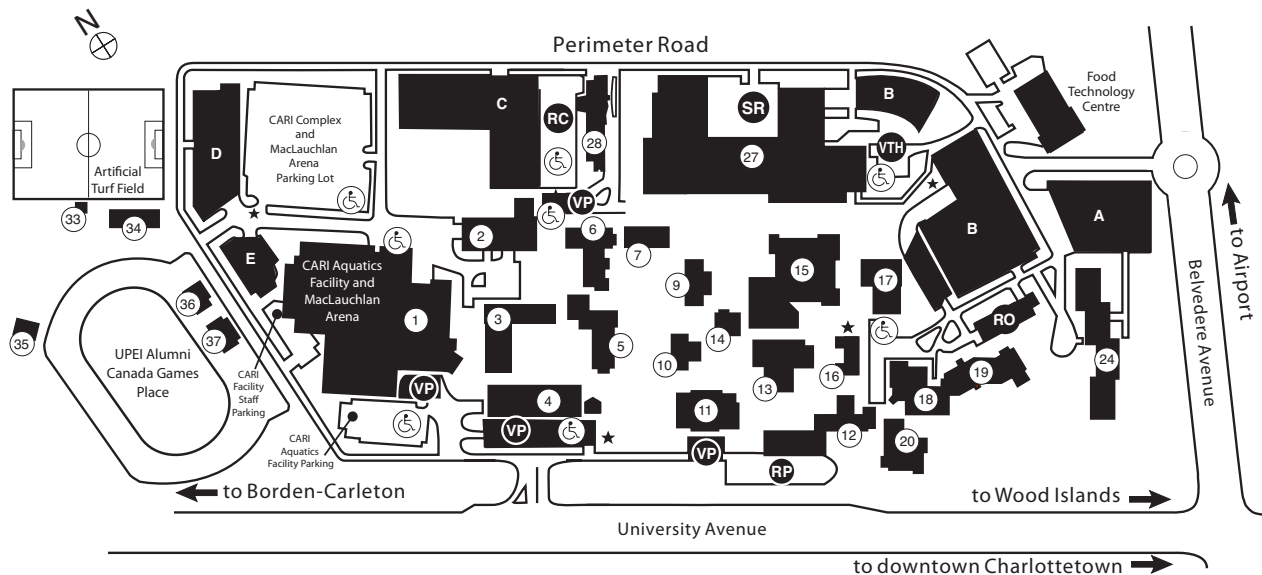
Year of Study, Regulation .....	55
Year of Study—definition .....	40



2011					
JANUARY 2011	FEBRUARY 2011	MARCH 2011	APRIL 2011	MAY 2011	JUNE 2011
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	1 2 3 4 5	1 2 3 4 5	1 2	1 2 3 4 5 6 7	1 2 3 4
2 3 4 5 6 7 8	6 7 8 9 10 11 12	6 7 8 9 10 11 12	3 4 5 6 7 8 9	8 9 10 11 12 13 14	5 6 7 8 9 10 11
9 10 11 12 13 14 15	13 14 15 16 17 18 19	13 14 15 16 17 18 19	10 11 12 13 14 15 16	15 16 17 18 19 20 21	12 13 14 15 16 17 18
16 17 18 19 20 21 22	20 21 22 23 24 25 26	20 21 22 23 24 25 26	17 18 19 20 21 22 23	22 23 24 25 26 27 28	19 20 21 22 23 24 25
23 24 25 26 27 28 29	27 28	27 28 29 30 31	24 25 26 27 28 29 30	29 30 31	26 27 28 29 30
30 31					
JULY 2011	AUGUST 2011	SEPTEMBER 2011	OCTOBER 2011	NOVEMBER 2011	DECEMBER 2011
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	1 2 3 4 5 6	1 2 3	1	1 2 3 4 5	1 2 3
3 4 5 6 7 8 9	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10
10 11 12 13 14 15 16	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17
17 18 19 20 21 22 23	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24
24 25 26 27 28 29 30	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31
31			30 31		
2012					
JANUARY 2012	FEBRUARY 2012	MARCH 2012	APRIL 2012	MAY 2012	JUNE 2012
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 6 7	1 2 3 4	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5	1 2
8 9 10 11 12 13 14	5 6 7 8 9 10 11	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9
15 16 17 18 19 20 21	12 13 14 15 16 17 18	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16
22 23 24 25 26 27 28	19 20 21 22 23 24 25	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23
29 30 31	26 27 28 29	25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30
JULY 2012	AUGUST 2012	SEPTEMBER 2012	OCTOBER 2012	NOVEMBER 2012	DECEMBER 2012
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 6 7	1 2 3 4	1	1 2 3 4 5 6	1 2 3	1
8 9 10 11 12 13 14	5 6 7 8 9 10 11	2 3 4 5 6 7 8	7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8
15 16 17 18 19 20 21	12 13 14 15 16 17 18	9 10 11 12 13 14 15	14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15
22 23 24 25 26 27 28	19 20 21 22 23 24 25	16 17 18 19 20 21 22	21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22
29 30 31	26 27 28 29 30 31	23 24 25 26 27 28 29 30	28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29 30 31
2013					
JANUARY 2013	FEBRUARY 2013	MARCH 2013	APRIL 2013	MAY 2013	JUNE 2013
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	1 2 3 4 5 6	1 2 3 4	1
6 7 8 9 10 11 12	3 4 5 6 7 8 9	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
13 14 15 16 17 18 19	10 11 12 13 14 15 16	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
20 21 22 23 24 25 26	17 18 19 20 21 22 23	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
27 28 29 30 31	24 25 26 27 28	24 25 26 27 28 29 30 31	28 29 30 31	26 27 28 29 30 31	23 24 25 26 27 28 29 30
JULY 2013	AUGUST 2013	SEPTEMBER 2013	OCTOBER 2013	NOVEMBER 2013	DECEMBER 2013
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 6	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5	1 2	1 2 3 4 5 6 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12	3 4 5 6 7 8 9	6 7 8 9 10 11
14 15 16 17 18 19 20	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19	10 11 12 13 14 15 16	12 13 14 15 16 17 18
21 22 23 24 25 26 27	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26	17 18 19 20 21 22 23	19 20 21 22 23 24 25
28 29 30 31	25 26 27 28 29 30 31	29 30	27 28 29 30 31	24 25 26 27 28 29 30	26 27 28 29 30 31



550 University Avenue  
Charlottetown, PE  
Canada C1A 4P3  
upei.ca



## CAMPUS BUILDINGS

*Reserved for Future Expansion – numbers 8, 21, 22, 23, 25, 26, 29, 30*

1. Chi-Wan Young Sports Centre
2. Central Utility Building
3. School of Nursing/FNS Building
4. W.A. Murphy Student Centre
5. Main Building
6. Steel Building
7. Dalton Hall
9. Memorial Hall
10. Cass Science Hall

11. Kelley Memorial Building
12. Don and Marion McDougall Hall
13. Duffy Science Centre
14. Chaplaincy Centre
15. Robertson Library
16. Campus Kids Child Care Centre
17. K.C. Irving Chemistry Centre
18. Wanda Wyatt Dining Hall
19. Bill and Denise Andrew Hall (Residence)

20. Bernardine Hall (Residence)
24. Blanchard Hall (Residence)
27. Atlantic Veterinary College
28. Regis and Joan Duffy Research Centre
33. Artificial Turf Field Announcers' Building
34. Clubhouse
35. Alumni Canada Games Storage Building
36. Alumni Canada Games Announcers' Building
37. Alumni Canada Games VIP Building

★ EMERGENCY CALL STATION

■ WEATHER SHELTER

## PARKING

- A** General & overnight during winter months
- B** General & Designated
- C** Designated
- D** General
- E** General

- VTH** Veterinary Teaching Hospital clients
- ♿** Accessible
- RO** Residence only

- VP** Visitor metered
- RP** Reserved
- SR** Shipping and Receiving
- RC** Research Centre

**upei.ca**

---

## NOTES

---

## NOTES