For further information please contact:

University College of Cape Breton
P.O. Box 5300, 1250 Grand Lake Road,
Sydney, Cape Breton
Nova Scotia B1P 6L2
www.uccb.ca

Student Service Centre Hours:

Monday to Friday
8:30 a.m. to 4:30 p.m.

General Contact Information:

Student Service Centre Telephone (902) 563-1330
Toll Free 1-888-959-9995
Student Service Centre Fax (902) 563-1371
UCCB General Telephone (902) 539-5300
UCCB General Fax (902) 562-0119

NOTE: All extension numbers listed can be reached directly by dialing 563 and then the extension number.
Calendar 2005/2006

The information contained in the UCCB Calendar is under continual review. The University College reserves the right to make such amendments and additions as are deemed appropriate.

Each student bears the responsibility for ensuring that his/her course choices satisfy both the overall program regulations and the individual department regulations for specializations, concentrations or majors.

See Calendar of Events for Important Dates.

When changes are made in program structure, a student already registered may choose to satisfy the new program requirements or to complete the program as it was when the student began his/her program if this is still possible and reasonable.

University College of Cape Breton does not accept any responsibility for loss or damage suffered or incurred by any student as a result of suspension or termination of services, courses, or classes caused by reason of strikes, lockouts, riots, weather, damage to University College property, or for any other cause beyond the reasonable control of UCCB.

University College of Cape Breton is an ordinary (full) member of the Association of Universities and Colleges of Canada (AUCC), the Association of Canadian Community Colleges (ACCC), and Association of Atlantic Universities as well as an Associate Member of the Association of Commonwealth Universities. The Calendar is published by the Office of the Registrar, within the Student Service Centre.

Emergency Preparedness

In case of an on-campus emergency:

- If you are mobility impaired, identify yourself to fire wardens or others who can provide assistance you may require.

- Follow instructions for evacuation as given by fire wardens, commissionaires or persons in charge.

- Do not use the elevators. Use the stairs.

- Proceed to the nearest designated meeting area and wait for further instructions.

- Do not re-enter the building until the “all clear” is given.
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MESSAGES

PRESIDENT & VICE-CHANCELLOR’S MESSAGE

H. John Harker, LL.D.

As the President of this wonderful institution, located in one of the world’s most beautiful destinations, I am proud to welcome you to the University College of Cape Breton. UCCB, due to be re-named in 2005 as Breton University, the Pride of Cape Breton, has a wide range of integrated and comprehensive liberal arts, science, technology, and trade programs to meet your learning needs.

With one of the most favourable student-to-faculty ratios in the country, personalized education is key at UCCB. In fact, UCCB received 2nd place ranking, among Canadian universities, from the MacLean’s Graduate Satisfaction Survey. Our approachable faculty, diverse and stimulating students and researchers, and close campus atmosphere will enable you to pursue your studies and training in the best possible environment. You can also take in a CAPERS game – our athletes have earned a reputation for both sport and academic achievement.

Our campus is home to more than 3,700 students. In addition to our programs and activities, we offer students enriched opportunities for work and community service placements and student research positions at the undergraduate level – an opportunity usually reserved for graduate students.

Whatever your goals, UCCB will offer you a world-class education in an environment of innovation and tradition.

President and Vice-Chancellor

STOP PRESS
As of February 25, 2005, the University’s Board of Governors voted to change the institution’s name to Cape Breton University.

CHANCELLOR’S MESSAGE

Annette Verschuren

As the institution’s new Chancellor and a native Cape Bretoner, I am delighted to introduce you to the University College of Cape Breton. Just 30 years young, UCCB has grown into a leading Canadian post-secondary educational institution.

The university is located on one of the most beautiful islands I’ve ever known. Rooted in solid tradition while being poised to explore the frontiers of creative and scientific innovation; UCCB inspires personal and professional excellence for the great thinkers and leaders of tomorrow.

With the university being as dynamic, young, and enthusiastic as the students attending, we focus on quality academic and research excellence, student services, a vibrant campus life, and technology tools to support undergraduate education.

The university is well established in providing successful liberal arts, science, applied technology, and trade programs by offering a well-rounded education and a skills training environment that enhances students’ success in achieving their personal and professional best.

I’m also pleased to say that our campus continues to thrive and grow. Since our 1997 addition of a new Student, Culture, & Heritage Centre, our 1998 addition of a Technology Enterprise Centre, and the 1998 construction of a new residence, we have now opened the doors to a new state-of-the-art apartment-style/dorm residence.

Whatever your goals, UCCB will offer a world-class education in an environment of innovation. Regardless of where you come from – be it around the corner or the other side of the world, I am confident that you will enjoy your UCCB experience!

Annette Vershuren
President of the Home Depot Canada
### April 2005
- **1** Last day of classes - winter term.
- **4** Examinations begin.
- **15** Co-op work term reports due in Career Services Office.
- **15** Examinations end.
- **21** Evaluations for senior IT diploma work reports due in Student Service Centre.
- **22** Final grades due in Student Service Centre.
- **29** Final grades accessible.

### May 2005
(For information on Registration 2005, visit UCCB web site: www.uccb.ca)
- **2** Work term 1 begins - co-op students.
- **2** Registration for 4th term co-op students.
- **2** Classes begin - term 3 (spring/summer).
- **2** Graduation list posted at 1:00 p.m.
- **6** President’s Convocation dinner.
- **7** Convocation.
- **9** Work report evaluations (other than for senior IT diploma students) due in Student Service Centre.
- **14** English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.
- **16** FINAL DATE TO APPLY FOR FALL GRADUATION.
- **16** FINAL DATE TO APPLY FOR SUPPLEMENTARY EXAMINATIONS FOR FULL-YEAR AND TERM 2 COURSES 2004/2005.
- **23** Victoria Day Holiday - UCCB closed.
- **28** Math diagnostic test for entering science and engineering degree students at 9:30 a.m. Students must write the test before registering.

### June 2005
(For information on Registration 2005, visit UCCB web site: www.uccb.ca)
- **7** Supplementary examinations for full-year and term 2 courses 2004/2005.
- **10** Supplementary grades due in Student Service Centre.
- **16** Examinations begin for co-op students.
- **25** Math diagnostic test for entering science and engineering degree students at 9:30 a.m. Students must write the test before registering.

### July 2005
(For information on Registration 2005, visit UCCB web site: www.uccb.ca)
- **1** Canada Day - UCCB closed.
- **2** English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.
- **4** Spring session grades due in Student Service Centre.
- **4** Classes begin - term 3 (summer session).
- **14** Academic Advising Session 9:00 a.m. to 8:00 p.m.
- **23** English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.
- **25** Examinations begin for co-op programs.

### August 2005
(For information on Registration 2005, visit UCCB web site: www.uccb.ca)
- **1** Civic Holiday - UCCB closed.
- **2** Final grades for co-op programs due in Student Service Centre.
- **6** English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.
- **6** Math diagnostic test for entering science and engineering degree students at 9:30 a.m. Students must write the test before registering.
- **8** Final grades for summer session courses due in Student Service Centre.
- **15** Co-op work term reports due in Career Services Centre.
- **16** Academic Advising Session 9:00 a.m. to 8:00 p.m.
- **19** FINAL DATE TO APPLY FOR SUPPLEMENTARY EXAMINATIONS FOR TERM 3 COURSES.
- **27** English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.

### September 2005
(For information on Registration 2005, visit UCCB web site: www.uccb.ca)
- **5** Labour Day Holiday - UCCB closed.
- **12** Classes begin.
- **13** Math diagnostic test for entering science and engineering degree students at 9:30 a.m. Students must write the test before registering.
- **14** Work report evaluations due in Student Service Centre.
- **23** FINAL DATE TO REGISTER FOR OR ADD A COURSE FOR FALL TERM (except for returning Hospitality Tourism Management students).

### October 2005
- **1** Treaty Day.
- **10** Thanksgiving Holiday - UCCB closed.
- **13** Registration of 2nd- and 3rd-year Hospitality and Tourism Management students.
- **31** Hospitality and Tourism Management students - journal and other required documentation to be submitted to departmental secretary.
- **31** FINAL DATE FOR RETURNING HOSPITALITY AND TOURISM MANAGEMENT STUDENTS TO REGISTER FOR OR ADD A COURSE FOR FALL TERM.

### November 2005
- **4** FINAL DATE TO APPLY FOR SPRING GRADUATION.
- **4** FINAL DATE TO WITHDRAW FROM A FALL TERM (THREE CREDIT) COURSE WITHOUT ACADEMIC PENALTY.
- **4** FINAL DATE TO WITHDRAW FROM A FALL TERM 2nd- OR 3rd-YEAR HOSPITALITY AND TOURISM MANAGEMENT COURSE WITHOUT ACADEMIC PENALTY.
- **7** Parchment date for fall graduates.
- **11** Remembrance Day - UCCB closed.
- **14** Hospitality and Tourism Management students - research project to be submitted to Industry Internship Co-ordinator.
- **17** Hospitality and Tourism Management Job Fair.
- **22** UCCB Memorial Service.
<table>
<thead>
<tr>
<th>Month</th>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>December</td>
<td>Last day of classes - fall term.</td>
<td>2</td>
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<tr>
<td></td>
<td>Examinations begin.</td>
<td>6</td>
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<tr>
<td></td>
<td>Co-op work term reports due in Career Services Office.</td>
<td>9</td>
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<tr>
<td></td>
<td>Examinations end.</td>
<td>16</td>
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<tr>
<td></td>
<td>Final grades due by 4:00 p.m. in Student Service Centre.</td>
<td>19</td>
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<tr>
<td></td>
<td>Grades received after this date will not be processed until January 2006.</td>
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<td></td>
<td>Fall grades accessible.</td>
<td>22</td>
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<td></td>
<td>UCCB offices closed at 4:30 p.m.</td>
<td>23</td>
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<tr>
<td>January</td>
<td>UCCB re-opens.</td>
<td>3</td>
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<tr>
<td></td>
<td>Co-op students’ 2nd work term begins.</td>
<td>3</td>
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<tr>
<td></td>
<td>Registration for (winter term) 5th term co-op students.</td>
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<td></td>
<td>Classes begin - winter term.</td>
<td>4</td>
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<td>Payment deadline for winter term fees.</td>
<td>6</td>
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<td></td>
<td>FINAL DATE TO APPLY FOR FALL TERM SUPPLEMENTARY EXAMINATIONS.</td>
<td>6</td>
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<tr>
<td></td>
<td>Supplementary examinations for fall term courses.</td>
<td>14</td>
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<td></td>
<td>Supplementary grades due in Student Service Centre.</td>
<td>18</td>
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<tr>
<td></td>
<td>FINAL DATE TO REGISTER FOR OR ADD A COURSE FOR WINTER TERM.</td>
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<tr>
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<td>Reading week (no classes).</td>
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<td>3</td>
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<tr>
<td></td>
<td>Season of Plays (tentative dates - contact Boardmore Playhouse).</td>
<td>12-24</td>
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<tr>
<td></td>
<td>Confirmation to Return forms due in Student Service Centre.</td>
<td>31</td>
</tr>
<tr>
<td>April</td>
<td>(For information on Registration 2006, visit UCCB website: <a href="http://www.uccb.ca">www.uccb.ca</a>).</td>
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<tr>
<td></td>
<td>Last day of classes - winter term.</td>
<td>4</td>
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<td></td>
<td>Examinations begin.</td>
<td>8</td>
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<tr>
<td></td>
<td>Good Friday - UCCB closed.</td>
<td>14</td>
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<td></td>
<td>Easter Monday - UCCB closed.</td>
<td>17</td>
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<tr>
<td></td>
<td>Co-op work term reports due in Career Services Office.</td>
<td>18</td>
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<tr>
<td></td>
<td>Examinations end.</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>Final grades due in Student Service Centre.</td>
<td>25</td>
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<tr>
<td></td>
<td>Evaluations for senior IT diploma work reports due in Student Service Centre.</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>Final grades accessible.</td>
<td>28</td>
</tr>
<tr>
<td>May</td>
<td>(For information on Registration 2006, visit UCCB website: <a href="http://www.uccb.ca">www.uccb.ca</a>)</td>
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<td></td>
<td>Work term 1 begins - co-op students.</td>
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<td>Registration for 4th term co-op students.</td>
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<td>Classes begin - term 3 (spring/summer).</td>
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<td></td>
<td>Graduation list posted at 1:00 p.m.</td>
<td>8</td>
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<tr>
<td>June</td>
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<td></td>
<td>Convocation.</td>
<td>13</td>
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<td></td>
<td>FINAL DATE TO APPLY FOR FALL GRADUATION.</td>
<td>15</td>
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<td></td>
<td>Work Report evaluations (other than for senior IT diploma students) due in Student Service Centre.</td>
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<tr>
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<td>FINAL DATE TO APPLY FOR SUPPLEMENTARY EXAMINATIONS FOR FULL-YEAR AND TERM 2 COURSES 2005/2006.</td>
<td>19</td>
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<td>Victoria Day Holiday - UCCB closed.</td>
<td>22</td>
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<td></td>
<td>English placement test for entering science and engineering degree students. Students must write the test before registering.</td>
<td>27</td>
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<tr>
<td></td>
<td>English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.</td>
<td>27</td>
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<tr>
<td>July</td>
<td>(For information on Registration 2006, visit UCCB website: <a href="http://www.uccb.ca">www.uccb.ca</a>)</td>
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<td></td>
<td>Supplementary examinations for full-year and term 2 courses 2004/2005.</td>
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<tr>
<td></td>
<td>Supplementary grades due in Student Service Centre.</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Examinations begin for co-op programs.</td>
<td>12</td>
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<tr>
<td></td>
<td>Math diagnostic test for entering science and engineering degree students. Students must write the test before registering.</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>English placement test for entering degree students at 1:30 p.m. Students must write the test before registering.</td>
<td>24</td>
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<tr>
<td>August</td>
<td>(For information on Registration 2006, visit UCCB website: <a href="http://www.uccb.ca">www.uccb.ca</a>)</td>
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<tr>
<td></td>
<td>Math diagnostic test for entering science and engineering degree students. Students must write the test before registering.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Civic Holiday - UCCB closed.</td>
<td>7</td>
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<tr>
<td></td>
<td>Final grades for co-op programs due in Student Service Centre.</td>
<td>11</td>
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<tr>
<td></td>
<td>Final grades for summer session courses due in Student Service Centre.</td>
<td>11</td>
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<tr>
<td></td>
<td>Final grades accessible.</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>FINAL DATE TO APPLY FOR SUPPLEMENTARY EXAMINATIONS FOR TERM 3 COURSES.</td>
<td>18</td>
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</table>
Discover a world of opportunity. Invest in a UCCB education. Rooted in a solid academic tradition, and poised to explore the frontiers of creative and scientific innovation, UCCB inspires personal and professional excellence. UCCB’s distinctive blend of degree, diploma and certificate programs allows students to pursue dynamic fields of study and to design a university education ideally suited for success in liberal arts, business, science, and technology. UCCB is the perfect fit for students beginning their post secondary studies, or for those looking to enhance their skills or develop new areas of expertise.

Located near Sydney in the Cape Breton Regional Municipality, UCCB is a member of an extended community deeply rooted in its culture. Cape Breton Island, and its University College, enjoys a long tradition of economic development coupled with a profound belief in the power of knowledge. UCCB’s commitment to applied research, which is supported by several research institutes, provides a wealth of technical assistance to business and industry. Our growing reputation as a provider of superior post-secondary education is strengthened by expert faculty and promoted by a dedicated administration and staff.

UCCB’s promise to provide relevant, meaningful, and accessible programs to a variety of learners guides our institution. We are proud to offer solid study options that are delivered through a leading model of liberal arts, business and science/technology programming.

UCCB’s dedication to quality is represented throughout the entire learning community—a community that recognizes students and their priorities within a framework of sharing.

The sharing and nurturing of ideas, abilities, and dreams between students, faculty, staff, administration, and the public makes us unique in the nation.

UCCB enables learners by maintaining low student/teacher ratios. UCCB professors are committed to providing quality education to learners in an accessible, student friendly environment as clearly evidenced by the Maclean’s 2004 University Graduate Survey. In terms of the satisfaction levels of recent graduates specific to teaching and instruction and learning environment, the results rank UCCB second among Canadian universities! UCCB class sizes are the envy of other institutions, affording both students and teachers opportunities for discovery and interaction not available in larger classes.

Beyond our small class size, our classrooms are on the cutting edge of technological innovation. UCCB provides Smart Classrooms—these classrooms are equipped with technology designed to support and enhance instruction. This technology includes an on-site computer configured as network host, a fixed ceiling mounted LCD projector, a fixed projection screen, and a sound system. Smart Classrooms further enable UCCB to provide better resources and services through an initiative to convert or upgrade the classroom experience.

The transition between classroom and workplace is made easier though UCCB's Co-operative Education work placement, internship, and work/study programs. Available in many disciplines, UCCB Co-op placements are designed to integrate academic study with practical, paid work experience. UCCB maximizes accessibility to post-secondary education with the most flexible credit transfer policy in Canada.

We welcome students who attended other universities or colleges, encouraging them to build on their prior learning experience within our program structure. An impressive record of industrial outreach and an expanding distance education offering complement UCCB’s existing academic and skills training strengths.

UCCB boasts a solid research capability. With over 6 million dollars invested in upgrading and creation of labs and research opportunities, UCCB affords undergraduates the option to pursue both basic and applied research. UCCB research institutes perform scientific and academic research in a variety of disciplines and are home to two Tier 1 Canada Research Chairs. Dr. Cheryl Bartlett was granted a Tier 1 Canada Research Chair in Integrative Science in 2003, a first for UCCB. Recently, a second award was announced and Dr. Richard MacKinnon was granted a Tier 1 Canada Research Chair in Intangible Cultural Heritage. Building on these strengths, while developing research opportunities for undergraduates, is a priority at UCCB.

UCCB is also a cultural centre. Our research tradition began with the Beaton Institute, Cape Breton’s leading source of genealogical and historical research. Our cultural roots extend to the Boardmore Playhouse, a fully equipped theatre that produces original work, classic theatre, and award-winning musical entertainment. UCCB’s Art Gallery is home to an impressive collection of national and international artwork. Cape Breton’s Scottish, Acadian, and Mi'kmaq cultures are celebrated in our classrooms, our art, and our courses of study.

UCCB takes great pride in its special partnership with the people, cultures, and communities of Cape Breton Island but we also recognize the connections between our local allegiances and an increasingly integrated global community. International Students are an important part of the UCCB community. UCCB provides in-depth support to students from around the world with English as second language training, an international students’ centre, and many support and social groups throughout campus.

Cape Breton is a land of rich history, colourful traditions, and dynamic innovation. The ground-breaking technological accomplishments of Alexander Graham Bell and Guglielmo Marconi trace their roots to Cape Breton Island. It is upon this foundation of excellence that UCCB is building a future bright with the promise of unlimited potential and strengthened by a people inspired to greatness.
UCCB MISSION

MISSION

To provide leadership and employ partnerships that assist learners and their communities to meet their educational, cultural, and economic needs.

VISION

To be Canada’s best University College, understood and respected for its uniqueness, sense of purpose, creativity in learning, and the capabilities of its learners and the quality of its educational, training and discovery models. These put learners first in a community-based educational environment that identifies and celebrates humanistic values while embracing creativity and innovation for the common good.

The University College will realize its vision by:

A. Providing the learner with access to high quality learning programs and experiences which reflect, integrate, and develop knowledge traditions of the liberal arts, sciences, technologies, and trades;

B. Ensuring the continued pursuit of excellence in education, scholarship, service, and innovation, while recognizing the diversity of learners and celebrating the contribution of all learners to the community of scholars; and

C. Emphasizing partnerships with the people, cultures, and communities of Cape Breton and expanding connections to the wider global community, its peoples and cultures.

VALUES

Shared values are fundamental to the success of the University College in achieving its mission and realizing its vision. When pursuing its mission and vision, UCCB will share values such as people, process, partnerships and flexible education, training and discovery models.

PRINCIPLES

UCCB accepts that the principles of academic freedom, accountability, integrity, innovation and obligation to society are fundamental to effective transfer of knowledge, scholarship, creativity, discovery, quality teaching and learning experiences that are of benefit to learners and their communities.
SERVICES AND RESOURCES

STUDENTS’ UNION

Welcome to UCCB from your Students’ Union, Canadian Federation of Students local 95

It is very important for you to remember that YOU are the Students’ Union.

The Students’ Union was formed in 1985. For much of its early history, UCCB Administration played a central role. In the beginning, the Students’ Union primarily focused on entertainment and sponsoring events, spending less time on activism and student advocacy. Over the years, the Union branched out; obtained its autonomy from the administration, and embarked on a path that pointed the Students’ Union in the direction of providing both services to students and advocacy for and on behalf of students. In November 2000, the Students’ Union received its own Act, passed by the Nova Scotia House of Assembly.

PURPOSE OF THE STUDENTS’ UNION

We are a lobby and advocacy organization. Your Union represents students to the university and all levels of government. We advocate and protect student rights, particularly with respect to academics. Our membership with the Canadian Federation of Students (CFS) is a tremendous asset when advocating for affordable and accessible education. We also lobby provincial and federal governments for increased funding, tuition reductions, and improved access to education.

The Canadian Federation of Students was formed in 1981 to provide students with an effective and united voice, provincially and nationally. Students recognized that to be truly effective in representing their collective interests to the federal and provincial governments, it was vital to unite under one banner.

Today, the Federation is composed of more than 450,000 students from 67 college and university students’ union associations across Canada.

SERVICES OF YOUR STUDENTS’ UNION

UCCB Students’ Union provides services for students by students. The Students’ Union further supports its members by being the largest student employer on campus.

The following is a complete list of the services the Students’ Union offers:

- Tutoring Services
- Course Counselling
- Frosh Week
- Health Plan
- Socials
- Legal Counselling
- Emergency Bursary Fund
- Mine Games Arcade
- Student Societies Lounge
- Winter Carnival
- Homes4students.com
- Our website, uccbsu.com

For a thorough description of our services to you, please consult your Students’ Union Member Handbook. Visit the Students’ Union offices to pick up one.

STUDENT REPRESENTATIVE COUNCIL

It would be unfair and virtually impossible for the executive of the Students’ Union to make all of the major decisions faced by the Students’ Union. The executive makes the day-to-day decisions. Major decisions are made by the Student Representative Council (SRC). This group is elected by students, in a general election, to speak on their behalf. Through the SRC decisions are made efficiently and fairly to benefit the entire student community.

We encourage people to consider putting their names forward to run for office.

YOUR RIGHTS, YOUR EXPECTATIONS

As a UCCB student, you have certain rights and your Union has certain obligations to you. Here, briefly, are some highlights of what we mean:

- You have the right to expect the Students’ Union to be accountable to you.
- You have the right to access any information, including financial, from your Union.
- You have a right to know where your Students’ Union dues are allocated and spent.
- You have a right to expect that those student leaders who are elected are fulfilling their responsibilities.
- You have a right to get involved and be part of the organization that represents you.
- You have a right to expect that the Students’ Union plays a healthy and positive role in our community.
- You have a right to access all the services of the Students’ Union.
- You have a right to run for any elected position of the Students’ Union.
- You have a right to apply for any available job with your Union.
- And finally, you have a right to disagree with your Union, although we hope to work hard enough to maintain your support and confidence.
SERVICES AND RESOURCES

SOCIEDADES

An important function of the Students’ Union is to provide societies with funding. Societies are an essential part of the University College community. They provide students with an opportunity to become more involved; they provide educational experience, recreation, national recognition, and increase student morale. Your Students’ Union encourages new groups to form and grow. Societies are dynamic—new ones form as old ones disband. Our current societies change and adapt constantly. Here are some societies endorsed by the Students’ Union:

- BOSS
- Cape Breton Gaming Society
- Club de Francais
- Engineering Society
- Information Technology Society of Cape Breton
- Innovation Society
- International Students’ Society
- Newfoundland & Labrador Society
- Public Health Society
- Sexual Diversity Society
- Society in the Interest of Animals
- Student Society for Anthropology and Sociology
- The UCCB Goddess Society
- The Guitar Club
- The Islamic Study Circle (ISC) of UCCB
- UCCB Biology Society
- UCCB Business Society
- UCCB Chemistry Society
- UCCB Debate Society
- UCCB Goodwill Society
- UCCB Hockey Society
- UCCB NDP Youth Club Society
- UCCB Nursing Society
- UCCB Political Science Society
- UCCB Psychology Society
- UCCB Uechi Ryu Karate Society
- UCCB Young Liberal Society

ABOUT OUR CREST

The UCCB Students’ Union Crest was developed in 1991 as a symbol of the Union’s place in the university college community. It incorporates the various aspects of student life.

The ivy symbolizes success and excellence.
The classical theatre faces depict all students. They represent the various lifestyles that compose the student body.
The quill pen represents formal education.
The torch and flame symbolize perseverance and leadership.
The parallel lines running upward, left to right show the road to graduation. They represent continued growth and perseverance.

The motto, “Our cause is Just...Our Union is Strong,” summarizes the struggle we face and the pride we share.

For further information regarding your Union, and the services it provides, please feel free to contact us at 563-1192 or visit the Students’ Union website at www.uccbsu.com.

RESEARCH

Joanne Gallivan, PhD, Dean of Research

LIBRARY

Wayne Cole, MA, MLS, Director of Library Services

Circulation

Reference Services

The UCCB Library is located in Campus Centre. The collection, including books, microform, government documents and maps numbers over 250,000 items. The Library subscribes to over 500 print serials and more than 15,700 electronic full text serials. A wide variety of print, electronic, and web-based indices and abstracts is also available. As a member of Novanet, a consortium of Nova Scotia university and college libraries, the UCCB Library provides access to a combined collection of over two million volumes.

The Library’s holding include:
1. the Bras d’Or Institute collection of Cape Breton studies and maps (5000 items);
2. the Dr. Thomas Joseph Khattar special collection (4000 items);
3. the Scottish collection on the history, literature, and culture of Scotland (1800 items);
4. over 1300 records, videos, CDs, and audio tapes of plays, poetry, music, and movies;
5. the selected National Film Board collection; and
6. the Centre for International Studies (3000 items)

The Library strives to enhance access to knowledge for the benefit of all patrons, both on and off-site, by facilitating use of information resources located within the University College and beyond. Services provided include online searching, interlibrary loan, photocopiers, microfilm readers and printer, audio-visual playback equipment, and study facilities. The Library reference staff is available to offer help in the use of information resources. Orientation tours and instructional classes are available upon request.

For additional information on any aspect of the UCCB Library’s holdings and services, consult the web page (www.ucb.ca/library) or contact us by phone numbers listed above) or by e-mail (library_circulation@uccb.ca).

TEACHING AND LEARNING CENTRE

Eileen Smith-Piovesan, MA, Co-ordinator

The Teaching and Learning Centre (TLC) facilitates teaching effectiveness throughout the university college community and encourages teaching staff to focus on the impacts of teaching on
students. By offering a forum for the sharing of ideas and providing guidance, critique, and support, the TLC promotes flexibility and helps staff to adapt to the changing nature of teaching and learning. The TLC encourages the use of innovative teaching techniques and assists teaching staff with the use of emerging technologies in the classroom. Guidance and support are available to all teaching staff through activities such as workshops, information sessions, round table discussions, and peer mentoring. By these means, the TLC helps teaching staff to develop more effective approaches to teaching.

**OFFICE OF RESEARCH AND ACADEMIC INSTITUTES**

Carole MacLeod, BBA, CMA, Manager Research Operations

The Office of Research and Academic Institutes was established in August, 1999 as a result of a restructuring of the Research and Development Office, organized in March, 1990. Its mandate is to promote and develop faculty and student research at UCCB. It establishes research policy, administers internal research grants, and acts as a clearing house, or communications net-work between external granting agencies and researchers. Internally, research policy focuses on interdisciplinary and community-based research, while also providing a pathway to the external resources. The office is the administrative home of the University College’s institutes and centres.

**BEATON INSTITUTE**

Wendy Bullerwell, MA, Archivist/Director

This institute is a research centre and archives mandated to collect and conserve the social, economic, political, and cultural history of Cape Breton Island. Relevant material is organized and made available for the use of students, academics, researchers, the media, and the general public. The institute acts as a stimulus for the development of Cape Breton’s unique cultural heritage.

**THE COMMUNITY ECONOMIC DEVELOPMENT (CED) INSTITUTE**

Gertrude MacIntyre, PhD, Director

The Community Economic Development (CED) Institute, through its Advisory Board of UCCB faculty and community members, is a vehicle for UCCB to promote, encourage and support community economic development research and initiatives within a participatory framework. The CED Institute has established a national and international presence through a network of research associates: individuals skilled in community development who serve as advisors and enablers in developing programs to meet the differing needs of diverse communities. The CED Institute offers community economic development training, policy advice and evaluation, organization and community strategic planning, and information about community consultative processes. One vital function of the CED Institute is promoting the exchange of information among those active in the field. To this end, the Institute provides workshops, conferences, newsletters, and multimedia presentations.

**SERVICES AND RESOURCES**

**TOMPKINS INSTITUTE FOR HUMAN VALUES AND TECHNOLOGY**

Harvey Johnstone, PhD, Director

The Tompkins Institute investigates the impact of technological change on society in general and, more particularly, on the Cape Breton community.

**THE CHILDREN’S RIGHTS CENTRE**

Katherine Covell, PhD, Director

The Centre conducts research on, answers enquiries into, and furthers public education about children’s rights. It also monitors the implementation of the United Nations Convention on the Rights of the Child in Canada, particularly in Nova Scotia, and makes reports to the Canadian Coalition for the Rights of Children (of which it is a provincial affiliate) and the U.N. on the progress of Nova Scotia and Canada in implementing children’s rights.

**CENTRE FOR INTERNATIONAL STUDIES**

Lee-Anne Broadhead, PhD, Director

Founded in 1978, the Centre is responsible for promoting internationalization and global awareness both within UCCB and in the community. The Centre co-ordinates educational programs with respect to development, the environment, multiculturalism, human rights, and peace. It encourages internationalization of the curriculum, research and publications, sponsors guest speakers, workshops and seminars, co-operates with local non-governmental organizations, and develops linkages with educational institutions and organizations both in Canada and internationally.

Specifically, the Centre has negotiated and co-ordinated international technical assistance projects involving UCCB faculty and students in Colombia, The Gambia, India, and Southern Africa. The Centre also conducts research on, answers enquiries into, and monitors reports to the Canadian Coalition for the Rights of Children (of which it is a provincial affiliate) and the U.N. on the progress of Nova Scotia and Canada in implementing children’s rights.

For more information on the Centre or its activities, please contact the Centre.

Phone: 902-563-1626 or 902-563-1169
E-mail: cis@uccb.ca or leeanne_broadhead@uccb.ca

**SMALL AND MEDIUM-SIZED ENTERPRISE INSTITUTE**

Harvey Johnstone, PhD, Director

The Small and Medium-sized Enterprise Institute (SMEI) provides faculty and students with a base from which research into the SME sector can be undertaken. Through the Institute, UCCB students obtain direct experience in business operations and the entrepreneurial process and culture. The Institute develops an innovative repository of ‘best practices’ of fast growth firms and markets business support services based on this information for clients located inside and outside the Atlantic region.
SERVICES AND RESOURCES

The SMEI builds on UCCB’s community-focused mission statement and innovative educational model. It supports ECBC/ACOA’s strategic initiatives in SME development. The Institute acts as a linchpin to work effectively with other internal units such as the CED Institute, the Institute of Small Business Counsellors, Extension and Community Affairs, and the Technology Enterprise Centre. As well, the Institute develops partnerships with existing external bodies such as the YMCA Enterprise Centre. Partnering with those initiating technological development, UCCB’s SMEI offers a different focus from the existing five University Development Centres in Nova Scotia.

MARKETING RESEARCH CENTRE
Frank Renwick, PhD, Director Ext. 1310

The Centre offers research and business services in Atlantic Canada. It provides career experience and commercial training for UCCB students and serves clients within the communications, financial, manufacturing, retail, service, and tourism sectors of the local business community.

ALEXANDER GRAHAM BELL INSTITUTE
Ron MacNeil, PEng, Director Ext. 1909

This Institute joined with Bell Telephone and several local corporations to place the work of Alexander Graham Bell in WWW format for use on the Internet. A second project undertaken is a data acquisition project to study the long term energy consumption of lithium batteries.

CENTRE FOR NATURAL HISTORY
David McCorquodale, PhD, Director Ext. 1260

The Centre develops and promotes research on the natural history and biodiversity of Cape Breton Island and provides a base for students and researchers studying Cape Breton natural history. Currently, the major focus of activity is the UCCB Herbarium with its valuable collection of vascular plants, lichens, and mosses.

CENTRE OF HUMANOMICS
Masud Choudhury, PhD, Director Ext. 1236

The Centre is a formally established intellectual association of university professors from around the world. The main objective of the Centre is to disseminate scholarly views and writings of social thinkers and personalities on ethico-economic issues for the awareness, education, and interest of informed readership. The programs of the Centre are editorship of the international academic journal, Humanomics; publication of occasional refereed monographs on ethico-economic issues; and organization of occasional learned seminars and conferences.

THE ABRAHAM CENTRE FOR RELIGION AND SOCIETY
Anthony O’Connor, EdD, Director

The Abraham Centre for Religion and Society was formed in at UCCB by a small group of faculty and community religious leaders. The activities of the Centre draw on the rich traditions of Judaism, Christianity, and Islam. Through research and public education events the goal of the Centre is critically to apply the values and insights of these traditions to problems facing contemporary society.

INSTITUTE FOR EDUCATION
Coleen Moore-Hayes, MAdEd, Director Ext. 1307

The Institute provides the framework under which the School of Education, Health, and Wellness partners with school boards and other agencies in the delivery of post secondary education programs at the certificate, diploma, and degree levels.

LOUISBOURG INSTITUTE
Carol Corbin, PhD, Co-chair Ext. 1234

The Institute was established with an MOU between the Fortress of Louisbourg and UCCB to facilitate collaboration between them on mutually beneficial projects which utilize the strengths and resources of both organizations.

MARINE ECOSYSTEM RESEARCH CENTRE
Bruce G. Hatcher, CFI, Chair Ext. 1138

CENTRE FOR RESEARCH AND EMPLOYMENT ON WORK (CREW)
Andrew Molloy, PhD, Director Ext. 1858

The Centre is committed to meeting the needs of community stakeholders in a time of economic, political, and social restructuring in Eastern Canada. The Centre will provide a range of services to assist labour and management in developing mutually supportive and beneficial links between the academic world and the Maritime Region. The mandate of the centre will include researching the history of labour-management relations in Atlantic Canada and creating links between the working community and the student bodies of schools and universities. Conferences, seminars, and workshops will be held on local, provincial, national, and international issues affecting economic and social policies in the labour market.
The Philosophy and Religion Centre (PAR) co-sponsors the Philosophy and Religion series of Rodopi's Value Inquiry Book Series (VIBS). Rodopi is an international publisher of scholarly books and the series is co-sponsored by 35 centres worldwide. PAR is dedicated to a rigorous examination of religious attitudes, values, and beliefs. The Centre’s Director is a VIBS Senior Editor responsible for the publication of scholarly research in a wide variety of philosophical approaches to general and specific topics arising from the whole spectrum of religious traditions.

Development

In recent years, a number of Canadian national initiatives strengthened the links between Canada's universities and industry. UCCB acknowledges that both research productivity and the transfer of results to commercial application must increase if benefits to the nation and its regions are to be realized. Development, formerly the Department of Economic and Technological Innovation (DETI), established in 1999, facilitates the transfer of knowledge from the University College to the Cape Breton Community for the purposes of economic diversification. This is accomplished by identifying sources of support for research and commercialization infrastructure for UCCB faculty, DETI, in partnership with industry and government agencies such as the Canadian Foundation for Innovation (CFI) and the Canada Research Chairs program (CRC), assists faculty determine opportunities for commercialization of their research. In addition to coordinating proposals to national infrastructure support programs and performing the evaluation and monitoring of funded infrastructure projects, Development houses four industry driven units; Centre of Excellence in Petroleum Development, Information Technology Innovation Centre, Computer-Aided Drafting/Computer-Aided Manufacturing (CAD/CAM), and the Petroleum Applications of Wireless Systems Project. Advancement, which encompasses communications, fundraising, and Alumni Development also fall under the umbrella of Development.

Advancement Department

Advancement combines the functions of fundraising, communications, marketing, public relations, and alumni relations.

Advancement communicates the research, education and training activities, and operations of UCCB to internal and external audiences through news releases, features, web site, alumni magazine, brochures, and special reports. With a current student base of close to 3,700 and a growing national and international focus, Advancement highlights information on areas such as student success, UCCB initiatives in growing sectors like IT and petroleum, opportunities, and partnerships.

The Alumni Office, housed within Advancement, fosters relationships among alumni. The office welcomes the participation of students in playing an active role during their years at UCCB and encourages each graduate to remain a member of the growing UCCB family after graduation. Development focuses on the cultivation of relationships with individuals, foundations, and corporations. Fundraising, donor recognition, and stewardship are supported through development initiatives.

CAD/CAM Centre

One of only two facilities in Nova Scotia, the CAD/CAM Centre, under joint funding from the province and federal governments, provides CAD/CAM support for eastern Nova Scotia enterprises in the following areas:

- CAD Programming, Operation Training
- CAD/CAE Training
- Part-Prototype Design and Manufacture
- CAD/CNC Communications
- CAD/CNC Configuration and Commissioning Robotics
- CAM Programming, and Operation Training

This support is offered on separate CAD and CAM components and in a CIM environment to the manufacturing cell level. Other areas of endeavour include:

- Post-Processor Development Assistance
- Vision Incorporation in the Manufacturing Cell
- Electronic CAD
- CAD Software Development
- Fostering applied research and development
- Software design
- Specialized technical support
- Specialized technical training and academic support to Technology Diploma Programs and Engineering

The Centre provides direct assistance to various manufacturing companies and prototyping, design, manufacture, and applied research to Canadian and international university environmental research centres.

The Centre has established several partnerships with local, regional, national and international research institutions, NGOs and private sector companies. Students are welcome to become involved with research conducted by the Centre.

Information Technology Innovation Centre (ITIC)

The Information Technology Innovation Centre at UCCB supports and assists with the growth in the Information Technology sector of the knowledge economy.

The mission of the Centre is to improve access to research and development expertise, especially for the Cape Breton IT and Multimedia industries. It focuses on software design, wireless networking and computing architectures, microelectronics, and applications of imbedded processors. ITIC transfers people, knowledge, and technology to the community.

The Information Technology Innovation Centre at UCCB establishes a strategic cluster of education, research, and industry for the Information Technology sector on Cape Breton Island. The ITIC helps the local industry gain a competitive advantage from software engineering and opportunistic networking innovations, and serves as the cornerstone of Cape Breton’s new and thriving IT industry. Locating this Centre at UCCB allows a
direct link between the educational and research resources on campus and the emerging IT sector companies.

Centre of Excellence Information Technology (CEIT), a component of ITIC, is conducting several projects aimed at improving IT resources on campus to support classroom activity, research, and curriculum development. CEIT’s activities and resources enable close collaboration between local companies and multiple-use laboratories.

The Research and Projects Unit focuses on developing project activities that directly support on-campus infrastructure and academic program development. The Industry Outreach Unit manages projects in collaboration with government or industry partners, with other universities, or with other research initiatives.

Other units include the MultiMedia Production Lab, the Microelectronics Lab, the Networking Lab, and the Certification Lab.

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**Audio Visual Centre (ITIC)**

Location: B-1018  Ext. 1156

The Audio Visual Unit provides the University College community with equipment for classroom use.

- LCD Projectors, Overhead Projectors and Screens
- TV/VCR or DVD/VCR Combination Units
- Slide Projectors, CD Players and Tape Recorders

Advanced booking is required.

**Hours of Operation:**

Monday - Thursday: 8:30 am - 10 pm
Friday: 8:30 am - 4:00 pm

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**Multimedia/Video Production Unit (ITIC)**

Location: B-110  Ext. 1601

The Multimedia/Video Production Unit is a designated project area. Students are able to access equipment for course-related projects. The area is equipped with video cameras and accessories as well as AVID digital editing systems. For multimedia projects, there are 6 computers set up with software such as Adobe Photoshop, Flash, and Dreamweaver. A graphic tablet and scanner are available. Advanced booking is recommended for accessing these services and equipment.

**Hours of Operation:**

Monday - Friday: 8:30 am - 4 pm

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**Petroleum Applications of Wireless Systems – (PAWS)**

Petroleum Applications of Wireless Systems (PAWS) is a research and development project that explores new development opportunities for commercialization of innovative technologies in oil and gas producing environments. Atlantic Canada’s offshore oil and gas industry is moving rapidly from the project phase into the industrial sector phase. The provinces of Newfoundland and Labrador and Nova Scotia have experienced a tremendous demand on technical resources to support this industry and all its facets. This project brings together three institutions that are recognized for their applied research and technology transfer capabilities with strong links to the oil and gas sector, together with the National Research Council. The project team will be focused on the development of advanced electronic devices that can be utilized in the oil and gas industry to capture massive amounts of production data and transmit it to offshore locations for access by technical teams. Specifically, process operations, industrial controls, communications, and production operations are key areas where wireless communications, embedded chips, virtual reality, voice recognition, and microelectronics can provide solutions to existing offshore operational challenges.

The Nova Scotia team, which is made up of the National Research Council’s Wireless Systems research team and the University College of Cape Breton’s Information Technology Innovation Centre (ITIC) and Centre of Excellence in Petroleum Development, will focus on wireless sensor network technologies suitable for use in the petroleum industry. The New Brunswick team, situated in Fredericton at the University of New Brunswick Department of Electrical and Computer Engineering, will focus on the systems and control related information technology (control/IT) aspects of the proposed effort. The massive amounts of raw data from the distributed oil and/or gas production facilities that will be supplied by the network of wireless sensors will only have value if it is managed, interpreted, and utilized effectively. The Newfoundland team, located in Seal Cove, will provide realistic testing facilities to evaluate the devices and systems in an industrial petroleum production and processing facility.

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**Centre of Excellence in Petroleum Development**

Lucia MacIsaac, PEng, Director  Ext. 1860

The Centre of Excellence in Petroleum Development began in response to the exploration of the region’s offshore petroleum industry. The Centre provides dedicated infrastructure for research and training for the petroleum sector, which include the creation of academic programs and contributions to the business community. The Centre has established Multiple-Use Laboratories with assistance from industry partners: Shell Canada Process Operations Lab, the Duke Energy Fluid Flow and Measurement Lab, and the Petroleum Simulation Lab. The Petroleum Simulation Lab is the main learning facility for the petroleum students. It houses eighteen Dell Optiplex Pentium III workstations and one instructor teaching command centre.

The Centre is involved in research and development and commercialization activities with industry partners and other educational institutions. It is the contact point for the SSHRC Oceans Management Initiative led by Simon Fraser University. UCCB researchers contribute to the Oceans Research Network - Linking Science with Local Knowledge and building Capacity for Decisionmaking.

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**Canada Research Chair in Integrative Science**

The Canada Research Chairs Program stands at the centre of a national strategy to make Canada one of the world’s top five countries for research and development. In 2000, the Government of Canada provided $900 million to support the establishment of 2,000 research professorships—Canada Research Chairs—in universities across the country. Chairholders advance the frontiers of knowledge in their fields, not only through their
own work, but also by teaching and supervising students and coordinating the work of other researchers.

University College of Cape Breton has been awarded a Tier I Canada Research Chair in Integrative Science held by Dr. Cheryl Bartlett. Dr. Bartlett's research has the potential to generate new interest in science among Aboriginal youth, providing a new stream of innovative students, and to create a powerful synthesis of academic and non-academic knowledge about science.

In the mid-1990s, the University College of Cape Breton began work toward developing a new approach to science programming in higher education that would bring together Western and Aboriginal knowledge to create a curriculum to reflect both traditions and appeal to Aboriginal students across the country. Dr. Bartlett's research program entails extensive synthesis of information from sources as diverse as existing literature, “living knowledge” from within Aboriginal communities, and material gathered in her own applied science research projects. The six objectives she has established address such topics as the need to extend the capacity to bring together different types of knowledge, broad consultation, the design of projects to apply and test new integrative science understandings, and the dissemination of new knowledge to create awareness of integrative science.

**Canada Research Chair in Intangible Cultural Heritage**

The University College of Cape Breton has been awarded its second Tier 1 Canada Research Chair in as many years. Dr. Richard MacKinnon’s Chair in Intangible Cultural Heritage involves research that studies, records, interprets, and shares with the public globally significant, endangered, traditional cultural expressions of Cape Breton Island. With significant economic changes in communities throughout the world, many cultural traditions are now at risk and should be understood and preserved for future generations.

Dr. MacKinnon’s research is focused around four key areas of study: oral traditions and expressions, performing arts, vernacular architecture and material culture, and the establishment of a Centre for Cape Breton Studies. His research will lead to publications and inventories of endangered traditions and the development of new media tools and policies for safeguarding threatened traditions.

Cape Breton is ideally situated for Dr. MacKinnon’s research project. There are many cultural groups living here including Scottish, Irish, English Loyalists, Acadian French, Ukrainian, Italian, Polish, Czechoslovakian, African-Canadian, and Chinese. It is also home to five Aboriginal First Nation communities. The island is a potential laboratory for studying innovative ways to protect, preserve, and educate people about intangible cultural heritage.

**Recruitment Department**

Shea McInnis, MEd, Director Ext. 1888

The Student Recruitment Office at UCCB is responsible for providing prospective students with information on all post-secondary education programs and on student life at the University College. It also undertakes work to educate students of all ages about the importance of post-secondary education by raising aspirations and building links with local schools and colleges. Some of the recruitment activities undertaken by the department include high school visitations, campus tours, education fairs, open house events, and an alumni referral network. The office is located across from the Student Service Centre (room B-190).

**University College of Cape Breton Foundation**

The University College of Cape Breton Foundation is incorporated under the Province of Nova Scotia University Foundations Act and is a registered charity under the Federal Income Tax Act. The Foundation acts solely for the benefit of University College of Cape Breton.

As a result of the changes to the Federal Income Tax Act in early 1997 that neutralized the benefit of providing gifts through the Foundation to UCCB, the Foundation turned its attention to more innovative ways of realizing benefits for the institution. It currently owns a number of active subsidiaries, incorporated as private-sector companies, including Applied Communications Technologies, Inc.; Environmental Services Laboratory, Inc.; LearnCorp International, Inc; and University College of Cape Breton Press, Inc.

**University College of Cape Breton Press**

Established in 1974, University College of Cape Breton Press, Inc. publishes works of historical and cultural importance, enhancing knowledge of Cape Breton, and contributing to its place in the larger regional, national, and international community.

UCCB Press is a leading publisher of works related to community development (CED), read by scholars and activists around the world, award winning illustrated intercultural books for children, and books depicting and analyzing Cape Breton’s rich history and cultures.

**General Services and Resources**

**Art Gallery**

Beryl Davis, MA Ext. 1342

The UCCB Art Gallery is the first and only public art gallery on Cape Breton Island. Located 12 kilometres east of downtown Sydney, the art gallery serves as a cultural centre for the island. The gallery acquires and presents to the public the finest works of art, with particular emphasis on contemporary Canadian works and the artistic traditions of Cape Breton Island. In its role as custodian of an extensive permanent collection, the gallery offers educational and research facilities to broaden and enhance the knowledge of contemporary and historical accomplishments in visual art with particular emphasis on the development and understanding of Canadian art.

Contact the Gallery at: (902) 563-1342 fax: (902) 563-1142 or www.ucbc.ca/artgallery
SERVICES AND RESOURCES

BANKING
A banking machine is available to the University College community in the lobby of Campus Centre.

BOARDMORE PLAYHOUSE
Todd Hiscock, MFA, Manager Ext. 1351
The Boardmore Playhouse is the centre for theatre arts at the University College. The Playhouse is fully equipped for theatrical and live music productions and houses state-of-the-art lighting and sound systems. The seating capacity is 337. The UCCB Dramagroup is open to students and community members.

BUS SERVICE
Cape Breton Transit 539-8124
Cape Breton Transit provides daily bus service to and from the University College. Bus shelters are located beside the Library and beside the Canada Games Complex.

CAPER RADIO INC.
Ext. 1475
CAPR Radio Inc. became autonomous from the Students’ Union in the spring of 1998 and recently won the National Campus/Community Radio Association (NCRA) award for achievement as a small radio station. From its location in the Students’ Union Centre, it broadcasts using the latest in sound equipment technology. Caper Radio Inc. relies on volunteer DJs who are members of UCCB and local communities and who work under the supervision of the Executive Staff. It is the hope of all the staff that students will take part in the UCCB Radio experience and that Caper Radio Inc. will become a successful FM station in the very near future.
capr.uccb.ca

CHILD CARE
Family Childhood Centre Ext. 1811
University College of Cape Breton Early Childhood Centre offers on site, quality child care services for the children of students, staff and faculty.

FOOD SERVICE
Ext. 1172
The Campus Cafeteria provides full course meals and fast food service. Transactions in the cafeteria are in cash, debit card, or on a meal plan basis.

September to April Hours:
Monday-Thursday - 7:30 a.m. to 9 p.m.
Friday - 7:30 a.m. to 6 p.m.
Saturday - 10 a.m. to 5:30 p.m.
Sunday - 11 a.m. to 2 p.m. & 4:30 p.m. to 6 p.m.
Limited service is provided between May and August.

LOST AND FOUND
Security Ext. 1133
The Commissionaire makes note of items lost and receives items found. Items are held for three months. The Commissionaires’ Office is located on the first floor of Campus Centre.

PARKING
Security Ext. 1133

UCCB PARKING REGULATIONS
1. All vehicles parked on the UCCB campus must either display a valid permit or use a parking meter. One dollar daily permits can be purchased at any of the five dispensers on campus. Term parking passes can be purchased at the Bookstore.
2. UCCB parking permits are not valid at parking meters. Vehicles parked in reserved parking spots must display a valid Reserved Parking permit.
3. UCCB assumes no responsibility for damage to, or theft of, any vehicle and/or its contents. UCCB does not assume responsibility for injury or accident however caused.
4. All violations of UCCB parking regulations, including meter violations, may result in a Cape Breton Regional Police Service ticket and towing of the vehicle at the owner’s risk and expense.
5. Parking regulations are in force 24 hours a day, seven days a week.

PUBLICATIONS
Distinction is a feature Alumni magazine published twice a year by Advancement. More than 10,000 copies are distributed to Alumni and Friends of UCCB.

Administrative Offices and Services

PRESIDENT’S OFFICE
H. John Harker, President & Vice-Chancellor Ext. 1120
The President is the Chief Executive Officer of the University College and provides leadership for all academic, administrative, financial, and physical programs, in keeping with the University College’s mandate. The President is responsible for implementing all policies approved by the Board of Governors, as well as other pertinent legislation and regulations. The President also represents the University College to governments, academic agencies and other organizations.

Deborah Anne George, University College Secretary Ext. 1188
The University College Secretary is responsible for coordinating and facilitating the activities of the Board of Governors, the University College Foundation and Academic Council. This office is the custodian of the official bylaws, minutes and governance files of the University College.
Reporting to the President, the Vice-President, Finance and Administration is responsible for all non-academic operations of the University College. Working in cooperation with Senior Management Group members, the Vice-President, Finance and Administration, provides leadership on administrative and financial matters of concern to the University College. The Vice-President, Finance and Administration, in the capacity of treasurer of the institution, serves as a member of the University College’s Board of Governors.

Stephen Kavanagh, Executive Assistant to the President
Ext. 1951

Reporting to the President, Prof. Kavanagh assists and advises the Office of the President in matters relating to administrative, academic, and community affairs and is a member of the Executive Team of UCCB. In this role, the Executive Assistant to the President leads and coordinates a diverse array of initiatives associated with the Office of the President.

Ramona Lewis, Administrative Assistant to the President
Ext. 1393

Anthony Secco, PhD, Vice-President, Academic
Ext. 1980

Reporting to the President, the Vice-President, Academic, is responsible for providing senior academic and research leadership for UCCB faculty and staff. The Vice-President, Academic, leads the ongoing review and renewal of academic programs and the continued enhancement of the student learning experience. As a member of the Executive Team, the Vice-President, Academic, collaborates with the Vice-President, Finance and Administration, to foster strategic planning and plan allocations for budget, technology, and facilities. In addition, this key position serves as the chief academic representative to government, external agencies, consortia, and partnerships.

Facilities Management supports the University College’s overall mission by effectively and efficiently delivering a multitude of diverse functions. Specifically, the Department is responsible for:
- management of the residences
- utilities services
- facilities maintenance and repair
- alterations and renovations to existing facilities
- management of all new construction on campus
- grounds upgrade and maintenance
- security through the Corps of Commissionaires
- food service through Compass Canada
- custodial services through Crothall Support Services
- solid waste collection, disposal, and recycling
- office moving and special event set-ups
- snow removal and salting
- operation and maintenance of the Canada Games Complex

Doug Connors, Residence Manager
Ext. 1791
The UCCB residences are under the management of the Department of Facilities Management.

There are three residences: MacDonald Residence, which is a traditional-style residence accommodating 152 students in single and double rooms, Cabot Residence which is an apartment-style residence that accommodates 123 students in four-bedroom apartments, and a new 190-bed residence completed in September 2004. It is divided into 24 five-bedroom apartment-style units. The other 70 beds are broken up into 35 two-bedroom dorm-style rooms.

The best way to experience campus life is to live in residence. Students are at the centre of campus activities and close to the library, classes, cafeteria, sports facilities, Computer Centre, Student Service Centre, and the Student’s Union. Residence staff seek to promote academic achievement and personal development.

A major part of residence life is meeting people and making new friends. Residence Assistants will help students to adjust to adjust and grow in their new environment.

George MacLeod, Manager
Ext. 1356
The University College of Cape Breton Bookstore is located on the ground floor of the Student Union Building next to the University College Commons and is open Monday to Friday from 9:00 a.m. to 4:30 p.m. Hours are extended at the beginning of the fall and winter terms in September and January.

The bookstore supplies new and used textbooks and course material for the courses taught at UCCB, including distance courses. Textbook buy backs are regularly held to provide students with an opportunity to sell their used textbooks for cash and to provide used textbooks for resale in the bookstore. There is also a good selection of school supplies, cards, art supplies, and general reading books at reduced prices.

Caper Corner is located in the bookstore and provides a range of crested clothing including hoodies, jackets, hats, t-shirts, pants, crews, gift ware, and backpacks.
SERVICES AND RESOURCES

PRINT SHOP

Gerry Shea  
Ext. 1152/1607

The Print Shop is located beside the Mailroom. Services available to faculty and staff are: printing, binding, laminating, and preparation of overheads. These services are also available to students, but are dependent upon workload.

Hours: M-F 8:30 a.m. - 12:00 p.m.  
1:00 p.m. - 4:00 p.m.

MAILROOM

John Doue  
Ext. 1137

The Campus Mailroom is located across from the Bookstore. Canada Post mail boxes are located next to the mailroom. There is also a box for interoffice mail.

HUMAN RESOURCES OFFICE

Brian D. Siegner, BComm, Director  
Ext. 1157

The Human Resources office provides a coordinated personnel management service, including staff recruitment, compensation and benefits administration, labour relations, staff development and training, employment equity, and occupational health and safety.

HUMAN RIGHTS OFFICE

Ken Bickerton, BA, Interim Director  
Ext. 1873

The Human Rights Officer is responsible for matters and issues relating to all kinds of harassment and discrimination in accordance with the University College Human Rights Policy. This individual deals directly with students, faculty, and staff who have complaints in these areas. Workshops and seminars on fair and equitable treatment of all members of the UCCB community are offered.

COMPUTER SERVICES

Parker MacDonald, DiplTech, Director  
Ext. 1159

The Computer Centre provides support services for all students, faculty, and staff engaged in education, research, and the public service mission of the University College. Computer Services also assists the administrative functions that support these activities.

Computer Services maintains the University College’s Internet connection, E-mail and web services, DNS services for the UCCB domain, firewall configuration, other electronic communication services including video conferencing services and telephone PBX, and administrative software support. Staff members can provide detailed specifications for computer purchases and are responsible to configure and install new desktop computers for faculty and staff.

The Computer Centre is located on the first floor of B block.

COMPUTER CENTRE

Ext. 1123

The first point of contact for IT support from Computer Services is the Help Desk located on the first floor of B-Block next to the computer labs. Students, faculty, and staff may obtain help and advice on computer-related problems pertaining to on-campus facilities by visiting the Help Desk in person or by phoning at 563-1123. Problems not resolved at the Help Desk are entered into a call tracking system and assigned to appropriate staff based upon the nature and severity of the problem.

Faxes can be sent or received through the Computer Centre for a fee. The University College fax number is 902-562-0119. Video conferencing services can also be booked through the Help Desk; there is a fee for this service.

Students have access to seven computer labs equipped with Intel Pentium based microcomputers and laser printing; there is a fee for laser printing.

Each computer has software to provide word processing, spreadsheet processing, database development, statistical analysis, web browsing, email services, and a host of language compilers and course specific software. All lab computers are connected to the University College’s network/internet and sit behind the Internet firewall. To authenticate access to the University College’s network facilities a user Login ID and password are created for each student upon registration. Students must activate this account before the last week in October by visiting the Help Desk and signing an Acceptable Use Agreement document, otherwise the account will be deactivated.

Residence students have Internet access connections in their rooms. Access to the Internet is provided through a Proxy Server and provides for E-mail and web browsing services only.

Office of the Associate Vice-President, Student Services and Registrar

Alexis Manley, MBA, Associate Vice-President, Student Services and Registrar  
Ext. 1116

SCHOLARSHIPS, BURSARIES, AND OTHER PRIZES

Kathie Pronko, Administrative Assistant  
Ext. 1650

The University College offers students a wide range of scholarships and bursaries. A comprehensive list of those scholarships, bursaries, and prizes, along with the criteria and policies, may be obtained from the Student Service Centre. See also the section, Scholarships, Bursaries, and Other Prizes in this Calendar, as well as our web site at www.ucbc.ca/scholarships

STUDENT SERVICES

Norm Smith, MBA, Director  
Ext. 1225
HEALTH SERVICES

Dr. Sebastian Ext. 1349
Pat Collins, Nurse/Office Manager Ext. 1359/1443
Nancy Dingwall, Physiotherapist Ext. 1275

The Campus Health Service is located in the Max Bell Centre in the Canada Games Complex. A nurse, physiotherapist, and a physician are on staff. Confidential health services are provided to students, staff, and faculty. It is preferred that those wishing to see the physician make appointments.

Health services offered include blood pressure clinics, health promotion screening, provision of educational materials (about STDs, birth control, smoking cessation, and nutrition), nursing assessments, and physiotherapy. In general, services are free of charge and provided on a walk-in basis.

STUDENTS WITH PHYSICAL DISABILITIES

Mel Clarke, BACS, Department of Education, Province of Nova Scotia Ext. 1404

Our new center is well equipped to assist our disabled students with a wide variety of services. Services range from arranging tutorials to facilitating academic accommodation. The Center also utilizes or has access to a wide selection of assistive technologies to provide additional support.

The Center is centrally located close to the Student Service Center and students are encouraged to visit the Center to discuss their academic needs.

COUNSELLING SERVICES

Brenda Durdle, PhD, Psychologist Ext. 1443

The University College provides confidential, professional counselling for students. The purpose of the counselling service is to promote the personal, academic, and career development of students.

Through counselling, students can address immediate concerns and learn useful skills for dealing with future issues. Students are welcome to consult with the counsellor on an individual basis about any personal difficulties in a nonjudgmental atmosphere. Students who have difficulty with managing their time efficiently, or with coping with the pressures of their academic programs, can learn useful skills to make these challenges manageable. Career counselling can assist students with clarifying their goals and exploring their career options. The Counselling Centre is located in the Max Bell Centre in the Canada Games Complex. Appointments can be made by calling (902) 563-1443.

CHAPLAINCY

Fr. Conrad Edwards Ext. 1173

The Chaplaincy Office at University College of Cape Breton enhances the lives of all students, faculty, and staff and attempts to fulfill this mandate in an invitational and inclusive manner. The vision of Chaplaincy is rooted in a belief in the holistic development of persons which includes their spiritual, social, emotional, and educational growth. Several students are hired each year to develop and deliver specific programs. Programs offered by chaplaincy include three annual retreats, a food bank, peer services, a tutorial outreach program, and Care Line for seniors. Spiritual direction, individual counselling, and opportunities for friendship and advocacy are available through Chaplaincy.

CAREER SERVICES

Career Services is an educational training and advisory centre that is responsible for developing and facilitating work placement opportunities for students in the following programs:

- Bachelor of Arts Community Studies
- Bachelor of Science Community Studies
- Bachelor of Arts
- Bachelor of Technology Information
- Diploma in Business Technology
  (Information Technology Diploma)
- Bachelor of Business Administration
- Bachelor of Technology (Environmental Health)
- Bachelor of Technology (Environmental Studies)
- Bachelor of Technology (Manufacturing)
- Bachelor of Technology (Petroleum)

Career Services also provides assistance with:

- Identifying interests and skills in relation to career options.
- Reflecting on work experiences and identifying transferable skills.
- Preparing cover letters and résumés.
- Job search techniques.

Other projects that are coordinated through Career Services include:

- International Student Exchange Program
- University Preparatory Course
- Caper Patrol
- Student Oriented Solutions

INTERNATIONAL EXCHANGE PROGRAMS

UCCB participates in a number of international student exchange programs, which enable UCCB students to attend university in another country for one or two terms at approximately the same tuition cost as attending UCCB. Credits are fully transferable in most cases.

Currently, UCCB has direct exchange agreements with universities in England, France, Sweden, and the United States. Through our membership in the National Student Exchange, we also have linkages with approximately 200 universities and colleges throughout the world.

There are a number of international internship or work-abroad opportunities as well.

To find out more, contact the Student Development Centre in the Student Service Centre.

Telephone: 902-563-1278
E-mail: diane_toomey@uccb.ca
SERVICES & RESOURCES

INTERNATIONAL STUDENTS

Michael Reppa, BA  Ext. 1671  
Diana Cole, BA  Ext. 1986

The International Student Advisors are responsible for international student orientation, non-academic advisory services, registration of students for medical coverage, and co-ordination of special events related to the international students such as field trips and community orientation. Mike Reppa's office is in room B111G, and Diana Cole's office is in room B111B in the Student Service Centre.

STUDENTS LOANS

Beverley Patterson, BACS  Ext. 1420

Students with questions or who need help concerning securing financial aid should visit our Financial Aid Office in B111H in the Student Service Centre. There is an open door policy, so no appointments are necessary. Students who need help with loan applications, loan appeals, and emergency loans and bursaries should contact the Financial Aid Office.

READING AND WRITING DEVELOPMENT CENTRE

Pat Campbell, MA  Ext. 1325

The Reading and Writing Development Centre is located in the Information and Communications Centre (1st floor, off the entrance in Campus Centre). The service is available free of charge to students in all of UCCB's programs. Appointments may be made during regular office hours (9 a.m. to 12 noon; 1:30 to 4:30 p.m., Monday to Friday).

This centre helps students improve their writing skills. It does not hold courses in reading and writing, but it does offer two services that have helped many students: (1) Writing Conferences: These sessions are essentially interviews with individual students about papers that they are writing. In these conferences, help is given to improve any aspect of writing that is troublesome. Discussion surrounds the organization of the paper as well as grammar, spelling, and punctuation. (2) Self-help Materials: The Centre has a collection of audio tapes, brochures, and other publications that provide information and practice in reading, writing, and study skills.

ATHLETICS

John Ryan, BBA, Director  Ext. 1657

The University College views athletics as an integral part of the student's education. This unit encompasses four major activities: varsity, recreational, club, and intramural athletics which operate primarily in the Canada Games Complex and the Sullivan Field House. At present UCCB offers five varsity sports: Men's and Women's Basketball, Men's and Women's Soccer, and Women's Volleyball. A diversified schedule of programs and events for students, faculty, staff, and the wider community is also offered, including major sporting events, all-age athletic camps, tournaments and championships. Rugby (for men and women), baseball (for men), volleyball (men's), and gymnastics currently operate at the club level.

STUDENT SERVICE CENTRE

Arlene Mullan, MSc, Director, Registration and Admissions  Ext. 1198

The Student Service Centre (SSC) is the academic record-keeping centre for the institution. It is responsible to create and protect student files to record students' applications, admissions into programmes, registrations, tuition payments, grades, and credentials. The Centre serves students and the UCCB community by responding to general inquiries, administering the academic regulations, and overseeing the annual convocation ceremony.

Admissions staff are available to help students seeking to enter UCCB programs and to work with those seeking prior learning or transfer credit. SSC staff prepare the course and exam timetables and provide students with registration services. Representatives are available to accept students' payments, to sign student loan documents, to issue transcripts, and to record registrations during regular business hours.

UCCB I.D. cards are issued by the Student Service Centre during normal office hours. Each student and faculty and staff member is encouraged to have an I.D. card made. The cards are used for library borrowing, meal plans, and use of on-campus facilities.
SCHOLARSHIPS, BURSARIES AND OTHER PRIZES

SCHOLARSHIPS, BURSARIES AND OTHER PRIZES

INTRODUCTION

The University College offers students a wide range of scholarships and bursaries. Scholarships are determined primarily on the basis of academic standing; however, in several cases, especially where external donors are involved, certain other conditions come into play. For example, the Rita MacNeil “Working Man” Scholarship requires the applicants to be sons or daughters of miners. Bursaries, on the other hand, are distributed primarily in terms of financial need. The University College offers scholarships and bursaries upon the recommendations from the Awards Committee. Throughout the academic year, a number of prizes (e.g., the Dora MacDonald debating prize) are also offered to students. A comprehensive list of scholarships, bursaries and prizes, along with the criteria, is available on the UCCB Web Site: www.uccb.ns.ca.

GUIDELINES

◆ Students coming directly from High School: the application for admission to UCCB automatically gives the student consideration for entrance scholarships.

◆ Students not coming directly from High School: are required to write directly to the Chair of the Awards Committee (contact the Registrar). However, please note that students with post-secondary educational experience are not eligible for entrance scholarship consideration in the year of transfer.

◆ Applications for entrance scholarships should be submitted to the Registrar by March 15.

◆ In-course scholarships are also offered and are based primarily on the academic performance during the course of study. International students are eligible for consideration for scholarships after completion of their first term.

◆ Some scholarships are not portable between degree and diploma programs.

◆ In-course scholarships are normally applied in the academic year immediately following their awarding. However, scholarship recipients registered in Co-op programs may have their scholarships paid over two terms of study.

◆ Payments: Scholarships provided from UCCB funds are credited towards the student’s account for tuition and prescribed fees. The portion of scholarship money in excess of the outstanding balance of the student’s account will be refunded.

◆ Most scholarships are paid to the student’s account at the beginning of the academic year immediately following the award.

Please remember that a student may be excluded from scholarship consideration if he/she has an account outstanding with the University College.

◆ Degree students must have completed a minimum of five three-credit courses or the credit combination equivalent to eighteen credits to be considered for a scholarship and diploma students must be enrolled in a minimum of sixty per cent of the prescribed course load (as outlined in the Academic Calendar) for the term in question unless stated in the specific criteria.

TYPES OF AWARDS

[1] Entrance
Scholarships and Bursaries are awarded to new students entering Degree and Diploma Programs.

[2] In-Course
Scholarships are also awarded on an “in-course” basis to students who have completed a minimum of three full courses during an academic term in their programs. Both degree and diploma students are eligible for in-course scholarships. Students enrolled in Co-operative Education programs are considered at the end of their academic terms.

Applications are not required for UCCB in-course scholarships. The Awards Committee chooses recipients on the basis of academic performance. An automatic review is conducted by the Committee normally in July for the term beginning in September.

A variety of awards is available to degree and diploma graduates of University College of Cape Breton.

Students attending University College of Cape Breton may qualify for scholarships and bursaries based on academic qualifications or financial need from a variety of sources outside the institution. An example of such a non-institutional opportunity is that offered by the Whitney Credit Union.
LIST OF AWARDS

Please note that a detailed description of each award may be obtained from the Dean of Student Services/Registrar, Student Service Centre.

ENTRANCE:

Aquinas, Sister Mary Memorial Scholarship
Bennett, Evelyn Memorial Fund Scholarship
Campbell, The Rev. A. B. (Brooks) Memorial Scholarship
Campbell, Angus J. Memorial Scholarship
Canada (1987) Winter Games Volunteer Commemorative Scholarships
Canadian Engineering Memorial Foundation Scholarship
Canadian Federation of University Women/Cape Breton Women in Engineering Memorial Scholarship
Chancellor’s Scholarships
Dairy Queen Entrance Award
Eyking, Drs. John and Jeanne Scholarship
Farrell, John Hugh Scholarship
Fitzgerald, Art Science Scholarship
Geddes, Ben Memorial Award
Gillis, Lauchie Memorial Entrance Scholarship
Hickey, Arthur and Tina Memorial Scholarship
Lieutenant Governor’s Medal Scholarships
MacDonald, Hughie Gillis Bursary
MacLean, The Rev. George Memorial Scholarships
MacNeil, John Martin, Catherine and Rita Memorial Bursary
MacNeil, Rita “Working Man” UCCB Scholarship
MBA (CED) Entrance Award
MBA (CED) Renewable Entrance Award
McLachlan, James Bryson Memorial Scholarship
Miles, Johnny Scholarships
North Nova Scotia Highlanders Memory Club Scholarship
Nova Scotia Power Inc. Environment Fund Entrance Bursary
Nova Scotia Power Inc. Environment Fund Entrance Scholarship
Nova Scotia Power Inc. University Scholarship
Polegato, Dean Lino Scholarship
Pratt & Whitney Entrance Scholarship
Reid, William Maurice Scholarship
Rise & Follies of Cape Breton Island Scholarship
Rossetti, Bruce and Dorothy Scholarships
Steel Centre Credit Union External Scholarships
Steel Centre Credit Union UCCB Scholarships
Stevens, Francis Memorial Scholarship
Studer, Margaret Harte Bursary
Terrio-Cameron, Lulu Memorial Award
Thayer, Orpha Scott Award
Tremblett, Selina and Stewart Memorial Scholarship
UCCB Alumni Association Scholarship
UCCB Entrance Scholarships
UCCB Faculty/Staff Entrance Scholarships
Walker, Margaret Memorial Scholarship
Whitney Credit Union Entrance Award
Wicks, The Rev. Robert Memorial Scholarship

IN COURSE:

Athletic Academic Bursaries
Birks Family Foundation Bursaries
Board of Governors of University College of Cape Breton Scholarship
Bourinot, Sir John G. UCCB Debating Tournament Award
Britten, Elmer Memorial Award
Campbell, Anne Marie Award for Excellence in Creative Writing
Campbell, Michael R. and Evelyn Memorial Bursary
Canadian Superior Energy Bursaries
Canadian Hospitality Foundation Scholarship
Cape Breton Business Hall of Fame Bursaries and Scholarships
Chartwell Foods Bursaries
Claener, Norma Bursary
Coca Cola Scholarship
CWL Antigonish Diocesan Bursary
Daly, John and Selena Scholarship
Deturbide, Eugene and Valerie Scholarship
Dubinsky, Newman Memorial Bursary
Excellence in English Literature Scholarship
Gallivan, Danny Memorial Fund Bursary
Gillis, Lauchie In Course Memorial Scholarship
Girl Guides of Canada/Cape Breton East Area Millennium Award
Henderson, John and Thomas Memorial Bursary
Joseph, Fabian Scholarship
Kiech, Michael and Anna Memorial Scholarship
MacAulay, Robert and Anna Memorial Bursary
MacDonald, C. W. Memorial Bursaries
MacDonald, Dora UCCB Public Speaking Tournament
MacIsaac, Alexander Memorial Scholarship
MacIsaac, The Rev. Angus J. Memorial Bursary/Scholarship
MacMullen, Joe Memorial Scholarship
MacPhee, Archie and Catherine Bursary
MacQueen, William Memorial Bursary
Magna International Award for Excellence in Manufacturing Technology
Maritimes & Northeast Pipeline Legacy Scholarship
Massey, The Right Honourable Vincent C.H. Chapter IODE Bursary
MBA (CED) In Course Scholarship
Morrison, Kathryn Helen Memorial Scholarship
Nova Scotia Power Inc. Environment Fund In Course Scholarships
Rotary Club of Sydney
Schizophrenia Society of Nova Scotia - Cape Breton Chapter Bursary
Schwartz, Irving Scholarship
Somers, Ronald J. Memorial Bursary
Steel Centre Credit Union External Scholarships
Steel Centre Credit Union UCCB Scholarships
Stora Enso Port Hawkesbury Mi’kmaq Scholarship
Students’ Union David White Bursary
Sydney Kinsmen Bursaries
Sydney Steel Corporation Bursary
Sydney Steel Corporation Scholarship
Thayer, Orpha Scott Award
TD Canada Trust Scholarship
Trans-Atlantic Preforms Limited Scholarship
UCCB Faculty/Staff In-Course Bursaries
UCCB In-Course First Place Scholarships
UCCB In-Course Scholarships
SCHOLARSHIPS, BURSARIES AND OTHER PRIZES

UCCB International Student Scholarship
Usher, Darren Memorial Bursary
Vance, Webb - CAW Scholarship
Whitney Credit Union In-Course Award
Yates, The Honourable Mr. Justice George Scholarship Fund

GRADUATION:

Armishaw, Bert Memorial Award
Association of Professional Engineers of Nova Scotia (APENS) Scholarship
Association of Professional Engineers of Nova Scotia (APENS) Student Affairs Award
Beaton, Sister Margaret Memorial Scholarship
Butler, William Memorial Award for Entrepreneurship
Canadian Society for Chemical Technology Medal
Cape Breton District - Local Nova Scotia Teachers Union Scholarship
Cape Breton Ecumenical Women's Conference Scholarship
Cape Breton Island Builders Exchange Scholarship
Chernin, Mendel Memorial Scholarship
Chief of Police Award
CWL Holy Redeemer Bursary
CWL Sacred Heart Parish Scholarship
Engineering Degree Related Subjects Scholarship
Engineering Diploma Related Subjects Scholarships
Epstein, Erwin and Sylvia Scholarship
Fergusson, Dr. Donald Celtic 100 Memorial Scholarship
Fergusson, Dr. Donald Celtic 200 Memorial Scholarship
Gaum, Louis and Pearl Bursary
Gordon, Warren Degree Award
Gordon, Warren Diploma Award
Governor General's Collegiate Bronze Medal
Governor General's Gold Medal
Governor General's Silver Medal
Harriss, Joan Scholarship
Hillman, Darren Memorial Scholarship
Hines, Mary C. Memorial Bursary
Jost, Marjorie S. Scholarship
Joy Gift and Jewellery Award
Leica Geosystems Ltd. Award
Leith, George PCS Award
MacAskill, Marilyn Award
MacDonald, C. W. Memorial Trophy and Scholarship
MacKay, John Wayne Memorial Bursary
MacKenzie, Dr. Donald J. Prize
MacKinnon, Jeannette Award
Malinowski, Kay Bursary
Marshall, Murdena MSHT Scholarship
Mathieson, Dr. Marion Memorial Scholarship
McCarthy, John J. Memorial Scholarship
McIntyre, Allister Memorial Trophy and Scholarship
Moore, Glen Memorial Trophy and Scholarship
Morrison, Angus (Gus) Memorial Scholarship
Morrison, Jennie Memorial Scholarship
Nova Scotia Association of Quantity Surveyors Scholarship
Oberoi, R. C. and R. T. Memorial Bursary
Oland's Scholarship
Philosophy Essay Prizes

Reid, Winnifred J. Memorial Scholarship
School of Business Information Technology Instructor's Achievement Award
Smith, Glenda Memorial Trophy and Scholarship
Sullivan, Judge Allan E. Memorial Scholarship
Switzerland Ambassador to Canada Book Prize
Sydney Credit Union – Hubert Lewis Memorial Scholarship
Sydney Credit Union – John McPhee Memorial Scholarship
Sydney Credit Union – Margaret Paruch Scholarship
Sydney Credit Union Part-time Scholarship
Sydney Credit Union Scholarships
UCCB Awards of Excellence
UCCB Chaplain's Award
UCCB Silver Medals
Webb, Fr. John G. Social Work Scholarship

UCCB Academic Calendar 2005/2006
## Admission Requirements for University College of Cape Breton Undergraduate Programs

### Required Courses

<table>
<thead>
<tr>
<th>Program</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Additional 12AD or AC</th>
<th>Required Average</th>
<th>Recommended Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts</td>
<td>12AD or AC</td>
<td>11AD or AC</td>
<td></td>
<td>4</td>
<td>60%</td>
<td>Math</td>
</tr>
<tr>
<td>Bachelor of Arts Community Studies</td>
<td>12AD or AC</td>
<td></td>
<td></td>
<td>4</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td></td>
<td>3</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Hospitality and Tourism Management</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td></td>
<td>3</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Technology Information Management Network Management</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td></td>
<td>3</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science and Bachelor of Science Community Studies</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td>12PC</td>
</tr>
<tr>
<td>Bachelor of Science Nursing</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;2&lt;/sup&gt;</td>
<td>1</td>
<td>65% Gr. 11 and 12</td>
<td></td>
</tr>
<tr>
<td>Science and Technology Bridge</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Please refer to page 70</td>
</tr>
<tr>
<td>Bachelor of Technology (Computer Systems Development)</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td>12AD or AC</td>
</tr>
<tr>
<td>Bachelor of Technology (Chemical Sciences)</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
<td>60% no Gr. below 50%</td>
<td>12PC</td>
</tr>
<tr>
<td>Bachelor of Technology (Emergency Management)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Completion of diploma or degree in Environmental or Environmental Health Technology</td>
</tr>
<tr>
<td>Bachelor of Technology (Environmental Health)</td>
<td>12 AD or AC</td>
<td>12AD or AC</td>
<td>Chemistry and 1 - 12AD or AC&lt;sup&gt;3&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td>12AD or AC</td>
</tr>
<tr>
<td>Bachelor of Technology (Environmental Studies)</td>
<td>12 AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td>12AD or AC</td>
</tr>
<tr>
<td>Bachelor of Technology (Manufacturing)</td>
<td>12 AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;1&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td>12AD or AC</td>
</tr>
<tr>
<td>Bachelor of Technology (Nautical Sciences)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Admission through Canadian Coast Guard College</td>
</tr>
<tr>
<td>Bachelor of Technology (Petroleum)</td>
<td>12 AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;4&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Computer Science (Transfer)</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>1 - 12AD or AC&lt;sup&gt;1&lt;/sup&gt;</td>
<td>2</td>
<td>60% with 75% in math &amp; science</td>
<td>12PC</td>
</tr>
<tr>
<td>Bachelor of Engineering (Transfer)</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;5&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td>12PC</td>
</tr>
<tr>
<td>Bachelor of Science in Human Nutrition (Transfer)</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;6&lt;/sup&gt;</td>
<td>1</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science - Kinesiology</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td>2 - 12AD or AC&lt;sup&gt;7&lt;/sup&gt;</td>
<td>2</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Information Technology Diploma</td>
<td>12AD or AC</td>
<td>12AD or AC</td>
<td></td>
<td>3</td>
<td>60%</td>
<td></td>
</tr>
<tr>
<td>Trades Pre-employment Certificates</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Completion of Grade 12</td>
</tr>
</tbody>
</table>

### Legend

- **AD** - advanced
- **AC** - academic
- **PC** - pre-calculus

1. Includes biology, chemistry, geology, and physics.
2. Includes biology, chemistry, and physics with biology and chemistry recommended.
3. Additional sciences from biology, geology and physics.
4. Includes biology, chemistry, geology, and physics with chemistry and physics recommended.
5. Additional sciences from biology, chemistry and geology.
6. Includes biology, chemistry, geology, and physics with biology and chemistry recommended.
7. Includes biology, chemistry, geology, mathematics, and physics.
Admission Regulations for Undergraduate Programs

The Admission Regulations form part of the Academic Regulations of the University College.

GENERAL ADMISSION REQUIREMENTS

An overall average of 60% is required for all students who are applying to most UCCB credit programs based on their high school performance. Additional requirements may apply to specific programs.

Program-specific admission requirements are summarized in the preceding table.

If space permits, UCCB will accept all candidates who can verify that they have met the minimum entry requirements established by the University College for the program in which they wish to enrol.

ADMISSION PATHS

NOTE: UCCB does not guarantee that applications completed after August 1 will be processed for September registration.

Students may enter the University College by any of three paths, subject to restrictions of space and program capacity.

1. High school graduates who satisfy the admission requirements of their chosen program will be admitted to that program.
2. Students who transfer from another post-secondary institution who are in good standing at that institution, and who satisfy the admission requirements for their chosen program will be admitted to that program. Transfer students may be able to obtain credit in their UCCB programs for courses taken elsewhere.
3. Students may also be admitted as “non-traditional learners”.

Details of the requirements for these three paths are given below.

PLEASE NOTE THE FOLLOWING:

Students who enter UCCB through any of the above paths and who have not made a final decision on a program, may register as students in no specific program.

Applicants will be required to submit formal documents (e.g. transcripts from other institutions) when they apply for admission. Normally these documents are sent directly from the other institutions to UCCB.

Students will also require the approval of the relevant School Dean to register at another university or college while attending UCCB.

General Admission Requirements for Students from Outside of Nova Scotia

OTHER CANADIAN PROVINCES

For all provinces except Quebec, students who have successfully completed university preparatory programs will be admitted, subject to the same grade and average requirements expected of Nova Scotia students, and subject to program capacity. For Quebec students, the entrance requirement is one year of study at a CEGEP, with a 65% average.

Present Course Code Equivalencies from Eastern and Central Canada are:

Newfoundland
- English: 11 - 2101 plus 2201
- Mathematics: 11 - 2201 or 2203
- Sciences: 11 - 2200 courses

New Brunswick
- 11 - 111, or 112 (also 101 or 102 Science)
- 12 - 121, 122 or 120

Prince Edward Island
- 11 - 521 (other academic courses may be acceptable)
- 12 - 621

Ontario
- 11 - Course Codes Grade 11 and 12 senior advanced level subjects or Grade 11U or M
- 12 - OAC level or Grade 12U or M courses

Quebec
- One year of CEGEP study with a 65% average is equivalent to Nova Scotia Grade 12.

United States

Students who have successfully completed a high school university entrance program with 16 points including four courses in English will be considered for admission. Program requirements will apply. Results on Scholastic Aptitude Test (SAT) or Tests of the College Entrance Examination Board (CEEB) must be submitted.
INTERNATIONAL APPLICANTS

BEFORE YOUR ARRIVAL

International students should refer to Citizenship and Immigration Canada website www.cic.gc.ca/english/study for documentation and information required for studying in Canada. As well, all pertinent forms are available on this government website for downloading.

It is important to plan your academic career abroad by obtaining (1) a passport, (2) a letter of acceptance from the University College of Cape Breton (UCCB), (3) securing adequate financial support for your stay in Canada, and (4) medical clearance, if necessary. Depending on your country of origin, you may be required to have a Temporary Resident Visa (TRV). You can check whether you need a TRV by going to this website: http://www.cic.gc.ca/english/visit/visas.html.

You may study in Canada for six months or less on a Temporary Resident Visa. However, if you intend to study for more than six months in Canada, you should be aware that you must have a valid study permit indicating your eligibility to study at the University College of Cape Breton before traveling to Canada to study.

Study permit application forms may be found online at www.cic.gc.ca/english/study.

Generally, study permits are granted by the Canadian Consulate after the applicant fills in an application form, pays the application fee, presents a letter of acceptance from a Canadian university, shows evidence of the ability to support him or herself from a financial institution or guarantor, and offers details concerning his/her intended departure from Canada.

PLEASE NOTE: Although it is possible for international students to work on campus, jobs in Cape Breton are not easy to find. Students without sufficient funds to support themselves for academic study at UCCB will be placing their immigration status at risk.

International students must show proof (a study permit) that they have received official permission from Citizenship and Immigration Canada to study in Canada BEFORE registering for courses at UCCB.

Transfer students from other Canadian institutions must ensure that their current study permit allows for transfer to UCCB. If changes are required to the study permit, then these modifications should be made through Immigration Canada prior to arrival at UCCB. Failure to do so may result in inability to register for courses, a fine or even deportation.

Further information on “Applying to Change Conditions or Extend Your Stay in Canada” may be found at http://www.cic.gc.ca/english/applications/extend-student.html.

International students registering for the first academic term (September to December) are required to pay all tuition and applicable fees at the time of registration. International students registering for both academic terms (September to April) are required to pay 60% of all tuition and fees at the time of registration. The remaining 40% must be paid no later than January 15th. International students in residence are required to pay all residence accommodation and meal plan fees at the beginning of each term.

PLEASE NOTE: Failure to comply with this regulation will put your immigration status at risk.

It is important for International students to plan where they will live when they come to study in Canada. If your intention is to live on campus, a $250 confirmation fee for the residence must be paid in advance of your arrival—immediately following the receipt of Offer of Accommodation Letter from the Residence Manager. Please notify the residence manager of your fee submission by email and your planned arrival date to doug_connors@uccb.ca.

If you are planning to live off campus, you must make reservations a head of time to stay in a hotel after your arrival in Canada. For a listing of hotels, please go to the website http://www.canadianhotelguide.com/ca/Nova_Scotia-hotels.html.

WHEN YOU ARRIVE IN CANADA

You must have an official letter of acceptance from the University College of Cape Breton to show immigration officials in Canada. You must also have a valid passport, a Temporary Resident Visa, if necessary, and your study permit. All three documents should have an expiry date on them. Please ensure that your allowable period for residence and study in Canada match the dates you wish to be living in Canada.

It is possible to renew your important documents while you are in Canada. Should you decide to renew your passport while you are in Canada, please contact your embassy or consulate at least 3 months before your passport expiration date.

PLEASE NOTE: If any of the circumstances should change with regard to your studies, funding, or documentation, you must contact the CIC Call Centre immediately at 1-888-242-2100 to avoid placing your immigration status at risk.

During your stay in Canada, you may have accidents or become ill. Health care in Canada can be expensive. Canadian immigration law mandates that international students must be responsible for all health care costs incurred on Canadian soil. Therefore, it is compulsory for international students either to purchase health insurance available from UCCB at the time of registration or to present a valid health insurance card of their own.

In order to forego the UCCB health care plan, a valid health insurance card must be presented to obtain a waiver form from the International Student Office.

After 13 consecutive months of residence in Nova Scotia, international students are eligible to apply for free provincial health care coverage. MSI. MSI will only cover provincial health care services within Nova Scotia for one year. International students
must reapply each year for additional free provincial health care coverage. MSI covers physician care and hospital care in a ward. The provincial health care plan does not cover extended health care costs of prescription drugs, dental or normal vision care.

Medical care insurance should always be kept in force. Remember to carry your health insurance card with you at all times.

**ADMISSION**

**Note:** Admission requirements for international students are under review. Contact the UCCB Student Service Centre for information.

International applications will be considered on an individual basis. The deadline for receipt of applications is March 31 for admission to the September-April academic year. A fee of $100 Canadian is required before the application is processed.

**REQUIREMENTS**

Graduates from Senior Secondary School are required to have five GCE or GCSE subjects including English and with at least two subjects at the advanced level. A grade of C or higher is required in each course. Where UCCB program admission regulations require specific subjects these must be included among the five. The equivalent from other systems of education will be considered. Original transcripts must be submitted with the application for admission.

**ENGLISH LANGUAGE PROFICIENCY**

Students whose first language is not English, or whose education was not delivered in English, should provide proof of English proficiency from a recognized language testing school (e.g. TOEFL - Test of English as a Foreign Language) with their application.

**ADMISSION OF STUDENTS WITH LEARNING DIFFERENCES**

The University College recognizes that individual students may learn differently, and this recognition is reflected in its teaching strategies and methods of evaluation. Students who enter UCCB with some skill deficiency or who suffer persistent learning difficulty because of cultural or other differences will be provided with remedial or alternate academic support so far as possible within the resources of the University College.

**ADMISSION REQUIREMENTS FOR NON-TRADITIONAL LEARNERS**

Students who do not meet the usual qualifications for entrance will be admitted to UCCB as Non-Traditional Learners, subject to program requirements and program capacity provided they:

- have been out of high school for two years;
- have completed at least Grade 10;
- are at least twenty years of age.

**CREDIT RECOGNITION FOR OUTSTANDING ENTRY STUDENTS**

**FROM HIGH SCHOOL**

UCCB will admit first year students from high school with academic credit to a maximum of three full courses in a UCCB Degree Program and two full courses in a Diploma or Certificate program. To obtain such recognition, students must meet one of the following criteria:

1. Completion of an International Baccalaureate course with an overall standing of 4 or more in each course.

**IB Program in Math**

Students who have completed the grade 12 IB program in Math with a grade of 4 or better on the external examinations shall be granted credit for both MATH 111 and 151, as appropriate for their program.

**IB Program in English**

Students who have completed the grade 12 IB program in English with a grade of 4 or better on the external examinations shall

a. be exempt from the English Placement Test and
b. be granted credit for English 200, if they request it.

Students who have been successful in grade 12 IB English may take English 200 for credit if they so wish.

OR

2. Completion of a Grade 12 honours course with a mark of 85% or higher, and successful completion of an Outstanding Entry Student Examination. This examination is prepared and graded by an instructor in the discipline. Success in the examination means that the Department and the Dean are confident that the student’s knowledge is equivalent to that of a student who has successfully completed the introductory level of that course at UCCB.

**FROM OTHER THAN HIGH SCHOOL**

UCCB recognizes extra-institutional learning and may grant credit for learning experiences acquired outside an educational institution. Students may obtain credit for such prior learning in either of two ways:

1. By presenting evidence demonstrating that the student has mastered the material covered in the course in question. The Dean of the appropriate academic school is responsible for ensuring that the relevant member of faculty appraises such evidence of prior learning.

2. By challenging a course (as described later in this document) with the approval of the relevant School Dean.
INTERNAL TRANSFER

CREDIT TRANSFER

The transfer of credit refers to the acceptance of courses by UCCB from another institution (external transfer) or from one UCCB program to another program (internal transfer). All external credit arrangements are administered by the Student Service Centre in consultation with the Dean and the appropriate Department. All internal credit arrangements are administered by the Academic Schools in consultation with the Student Service Centre.

NOTE: Students seeking transfer credit assessments must submit the Application for Transfer Credit Assessment with the nonrefundable $50.00 application fee.

EXTERNAL TRANSFER

1. All first- and second-year credit courses offered at all other Canadian Universities will be accepted for credit at UCCB, with the following limitations:
   - A minimum of 10 full courses must be completed at UCCB in a Degree Program, unless stated otherwise in the program descriptions.
   - Credit transfer is distinct from “admission”, and decisions with regard to admission remain the prerogative of UCCB.
   - The specific program requirements of UCCB must be met. An otherwise acceptable transfer credit may not be usable in a particular program of study.
   - Students must also meet any requirements with regard to grades. External credits will be treated identically with those of UCCB students who move from one program to another within the institution. If a grade of 60% is required in a UCCB prerequisite course, for example, then a 60% grade will also be required in a transfer course.

2. A Dean, in consultation with the Registrar and the Department, may approve courses beyond the first and second year levels for credit transfer in Degree, Diploma, and Certificate programs, bearing in mind that at least 10 full courses must be completed at UCCB in a Degree Program. In a Diploma or a Certificate Program at least 50% of courses must be completed at UCCB.

3. UCCB has entered into a variety of special agreements with other institutions, and such agreements often provide for extended credit transfer arrangements within specific UCCB programs. For general information on such arrangements, contact the Student Service Centre.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

(PLA or PLAR)

University College of Cape Breton recognizes the value of both formal and informal learning and may grant academic credit for skills and knowledge gained through life and work experience and volunteer activities.

Methods of determining prior learning may include: assessment of formal credentials and portfolios, challenge examinations, demonstration of skills and structured and unstructured interviews.

NOTE: Students seeking assessment for prior learning credits must submit the Application for Prior Learning Assessment and the nonrefundable $50.00 application fee. If credits are awarded a fee equivalent to 50% of the tuition for those credits will be assessed.

Please contact the Admissions/PLA Co-ordinator at 563-1117 or visit the Student Service Centre for more information.

Admission Procedures

Application for admission to University College of Cape Breton is made through the Student Service Centre on the designated application forms. Correspondence regarding admission should be addressed to:

Admission
Student Service Centre
University College of Cape Breton
PO Box 5300
Sydney, Nova Scotia
B1P 6L2
Phone: (902) 563-1330
Fax: (902) 563-1371

STEPS TO FULL-TIME ADMISSION FOR CANADIAN HIGH SCHOOL STUDENTS

1. Students should send the completed application form (available from the Student Service Centre) as early in the year as possible since applications received after August 2 cannot be guaranteed processing for September registration. The application for admission serves as the application for scholarships.

2. Students applying from high school should ask their schools to send their Grade 11 final grades and their Grade 12 December grades. Grade 12 final evaluations should be submitted as soon as they are issued to the student. Grade 11 final grades will be considered as supporting documentation in the application.

3. Applications will be considered as soon as they are received, and preliminary admission will be granted on the basis of the information provided if there is capacity in the program sought and if the information to date is complete. Final admission decisions will be made when all relevant information is submitted. No application will be delayed or denied if all of the substantial information is supplied, if the requirements are met, and if there is capacity in the program sought.

4. The $35 non-refundable application fee (cheque or money order only) should be attached to the application.
INTERNAL TRANSFERS

STEPS TO FULL-TIME ADMISSION FOR STUDENTS TRANSFERRING FROM OTHER UNIVERSITIES AND COLLEGES

The same steps for Full-Time Admission for High School Students above should be followed, with this difference: the student’s high school should send the final grade 11 and 12 results and the university or college should send an official transcript.

STEPS TO PART-TIME ADMISSION

As indicated elsewhere in these guidelines, UCCB makes no fundamental distinction between full-time and part-time students. Technically, students are considered part-time if they are enrolled in three or fewer full-time course equivalents during the fall-winter session. As well, the admission requirements for part-time students are no different from the admission requirements for any other students.

NOTE also that credit to a maximum of 17 courses in the Degree program may be granted for previous study taken at UCCB prior to formal admission. A minimum of three courses must be completed following registration in the program.

INTERNAL TRANSFER

The following are the transfer credits that are applied within UCCB between Degree and Diploma Programs. The normal program requirements for the Degree or Diploma must be satisfied.

Articulation Agreement with Colleges

Articulation agreements exist with many colleges such as the Nova Scotia Community College, New Brunswick Community College, and College of the North Atlantic (Newfoundland) whereby students can receive credit toward diplomas and degrees at UCCB for courses and programs completed at these institutions. Details about specific program transfer arrangements are available from the Student Service Centre or the appropriate School Dean at UCCB. Students must apply for and be offered admission and register at UCCB before transfer credits are granted.

Transfer from a Diploma to Bachelor of Arts

1. All of the Diploma in Engineering Technology courses listed for transfer into Science Degree Programs are accepted in the BA Program. In addition, the following should be noted:
   - Engineering courses are not accepted.
   - Mathematics and Natural Science courses are accepted.
   - Any six credits of Mathematics will fulfil the BA core Numeracy/Logic requirement.
   - Any six credits in a Natural Science course will fulfil the BA core requirement in Science.

2. Diploma in Business Technology courses may be applied to the BA Degree program as follows:
   - Economics courses are accepted.
   - Up to 12 credits (18 in area majors) of BUSS courses are accepted within the BA program.
   - Any six credits from two of Information Systems, Statistics or Accounting fulfil the BA core requirement for Mathematics.

Communication 105 fulfils the BA core requirement for Communication.

Transfer from a Science Degree to Bachelor of Arts

3. Bachelor of Science courses will be accepted for credit in the BA program as follows:
   - Philosophy 222 or six credits in a Natural Science course fulfil the BA core requirement for Natural Science.
   - Humanities 105 provides three of the required six credits in Humanities.
   - Six credits in Mathematics fulfil the BA core requirement in Numeracy/Logic.
   - Other Science courses can be used in pairs, in concentrations, or as second majors in a double major.
INTERNAL TRANSFER

TRANSFER FROM A TECHNOLOGY DIPLOMA TO BACHELOR OF ARTS COMMUNITY STUDIES

After earning any Co-op Diploma, students may take advantage of the unique nature of UCCB by proceeding directly into the Bachelor of Arts Community Studies program. Co-op Diploma graduates will receive a block of credits equal to PCSS 100, 251 and 351; the four career-related courses; and two electives as specified in the UCCB Calendar. Transfer students will be required to successfully complete eight degree courses as follows:

• Four courses in Problem Centred Studies (PCSS 200, 253, 300, and 353)
• Four courses of 6 credits in any degree discipline other than Problem Centred Studies

Students may also receive, on an individual basis, up to one full course of internal transfer credit (6 credits) if they have successfully completed a Diploma course that has a Degree course equivalency and wish to designate this discipline as their Academic Discipline within the BACS structure. Diploma students may also enrol concurrently in certain Diploma and Degree courses with the permission of the School Dean.

Internal transfer credit for School of Business

Transfer from a Degree Program
ECON 101 and 102 Micro & Macro Economics
BUSS 111 Intro to Business
BUSS 121 and 122 Accounting
BUSS 181 Computer
BUSS 182 Statistics
BUSS 231 Marketing
BUSS 251 Business Law
BUSS 260 Organizational Behaviour

To a Business Technology Diploma Program
BRLT 991/992 Economics
BOMN 211 Business Organization
ACCT 111/112 Accounting
ITEC 114 Information Systems

Transfer from a Business Technology Diploma Program (after completion of Year 1)
ACCT 111/112 Accounting
BOMN 211 Business Organization
BOMN 212 Business Organization
ITEC 112/114 Operating Systems and Information Systems
BRLT 991/992 Economics
MRKT 411/412 Marketing

To a Degree Program
BUSS 121 and 122 Accounting
BUSS 111 Intro to Business
3 credit Business elective
BUSS 181 Computer
ECON 101 and 102 Micro and Macro Economics
BUSS 231 Marketing

A student transferring to the diploma program from a degree program with MATH 135 or Math 243, will obtain credit for BRLT 923 Statistics. A diploma program student transferring to a degree program with BRLT 923 Statistics will receive credit for Math 135.

Business Technology Diploma Graduates to a Bachelor of Business Administration

Diploma Graduates
Hospitality/Tourism Management Graduates are eligible to receive advanced standing in the BBA degree concentration in Tourism, Marketing and Management. Contact the Office of the Dean, School of Business, for details.
### Internal Transfers

#### Internal Transfer Credit for School of Science and Technology Engineering Courses

**Transfer from a Degree Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGI 125</td>
<td>Graphics</td>
</tr>
<tr>
<td>ENGI 145</td>
<td>Statics</td>
</tr>
<tr>
<td>ENGI 245</td>
<td>Thermodynamics</td>
</tr>
<tr>
<td>ENGI 255</td>
<td>Electric Circuits</td>
</tr>
<tr>
<td>ENGI 265</td>
<td>Strength of Materials</td>
</tr>
<tr>
<td>ENGI 275</td>
<td>Fluid Mechanics</td>
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**To an Engineering Technology Diploma Program**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>DRAF 111</td>
<td>Drafting I</td>
</tr>
<tr>
<td>ENGI 111</td>
<td>Statics</td>
</tr>
<tr>
<td>MECH 224</td>
<td>Thermodynamics</td>
</tr>
<tr>
<td>ELEC 111</td>
<td>Fundamentals of Electricity I</td>
</tr>
<tr>
<td>ENGI 122</td>
<td>Strength of Materials</td>
</tr>
<tr>
<td>CIVI 112</td>
<td>Fluid Mechanics</td>
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**Transfer from an Engineering Technology Diploma Program**

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<tr>
<td>ENGI 111</td>
<td>Statics</td>
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<tr>
<td>MECH 224</td>
<td>Thermodynamics</td>
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<tr>
<td>ELEC 111</td>
<td>Fundamentals of Electricity I</td>
</tr>
<tr>
<td>ENGI 122</td>
<td>Strength of Materials</td>
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<tr>
<td>CIVI 112</td>
<td>Fluid Mechanics</td>
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</tbody>
</table>

**Mathematics Courses**

**Transfer from a Degree Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 111 and 112</td>
<td>Calculus</td>
</tr>
<tr>
<td>MATH 121</td>
<td>Calculus</td>
</tr>
<tr>
<td>MATH 121 and 122 or 111, 112, and 122</td>
<td>Calculus</td>
</tr>
<tr>
<td>MATH 135 or 243</td>
<td>Calculus</td>
</tr>
<tr>
<td>MATH 183</td>
<td>Introduction to Fortran</td>
</tr>
<tr>
<td>MATH 187</td>
<td>Programming in C++</td>
</tr>
<tr>
<td>MATH 189</td>
<td>Intro to Computer Applications</td>
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</tbody>
</table>

**To an Engineering Technology Diploma Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MATH 131/132/233</td>
<td>Math I, II, &amp; III</td>
</tr>
<tr>
<td>MATH 131/132/233</td>
<td>Math I, II, &amp; III</td>
</tr>
<tr>
<td>MATH 131/132/233/234</td>
<td>Math I, II, III, &amp; IV</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Statistics</td>
</tr>
<tr>
<td>COMP 111</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>COMP 111</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>COMP 111</td>
<td>Computer Applications</td>
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**Transfer from an Engineering Technology Diploma Program**

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<tbody>
<tr>
<td>MATH 131/132/233</td>
<td>Math I, II &amp; III</td>
</tr>
<tr>
<td>MATH 131/132/233/234</td>
<td>Math I, II, III, &amp; IV</td>
</tr>
<tr>
<td>MATH 335</td>
<td>Math V</td>
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</table>

*Credits for Math 122 will be considered on an individual basis where the Math sequence actually taken in the Diploma in Engineering Technology includes significant work in infinite sequences and series.

**Science Courses**

**Transfer from a Degree Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 200</td>
<td>Physical Chemistry</td>
</tr>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Historical Geology</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Elements of Physics</td>
</tr>
<tr>
<td>PHYS 121 and 122</td>
<td>General Physics</td>
</tr>
</tbody>
</table>

**To an Engineering Technology Diploma Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>CHEM 251/252</td>
<td>Physical Chem I &amp; II</td>
</tr>
<tr>
<td>GEOL 11</td>
<td>Geology I</td>
</tr>
<tr>
<td>GEOL 12</td>
<td>Geology II</td>
</tr>
<tr>
<td>PHYS 111 &amp; 112</td>
<td>Physics I &amp; II - Students will take</td>
</tr>
<tr>
<td>PHYS 111 &amp; 112</td>
<td>Physics I &amp; II</td>
</tr>
</tbody>
</table>

**Transfer from an Engineering Technology Diploma Program**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEOL 11</td>
<td>Geology I</td>
</tr>
<tr>
<td>GEOL 12</td>
<td>Geology II</td>
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</tbody>
</table>

**To a Degree Program**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Historical Geology</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>Elements of Physics, or PHYS 122 General Physics II</td>
</tr>
</tbody>
</table>
### Academic Structure

**SCHOOL OF ARTS AND COMMUNITY STUDIES**

Arthur Tucker - Dean

The School of Arts and Community Studies is the administrative home of the Bachelor of Arts degree and the Theatre Arts Certificate. The degree may be completed through either full-time or part-time study. There are three Bachelor of Arts degrees: the three-year (General), the four-year (Major), and the Honours Degree. These degrees provide a well-rounded education through the combination of a core program with the following possibilities of specialization:

**General Program (3-year degree):** Anthropology, Anthropology-Sociology (jointly), Celtic Studies, Communication, Economics, English, French, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Religious Studies, Sociology.

**Major Program - Major/Minor (4-year degree):** Major in Anthropology, Anthropology-Sociology (jointly), Communication, English, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Sociology.

**Major Program - Double Major, Area Major (4-year degrees):** Students considering these options should consult a departmental chair or the school dean.

**Honours Program** - in Anthropology, English, Political Science, Psychology, or Sociology

The School of Arts and Community Studies is also the home of the Bachelor of Arts Community Studies (BACS) program, a process-oriented, experiential degree program that focuses on problem-solving, self-directed learning, critical thinking, action research, and preparing students for the job market. Departments in the School also service the Bachelor of Science and Bachelor of Business Administration degree programs. Through the University College, the School also has transfer credit arrangements with community colleges in Newfoundland, New Brunswick, and Nova Scotia. Moreover, it offers prior learning assessment for those students who enrol in UCCB with appropriate work experience.

BACS students may choose a three-year general, a three-year sports management option, or a four-year major program. With the School of Business, the School of Arts and Community Studies offers a joint Bachelor of Arts Community Studies/Bachelor of Business Administration (BACS/BBA) degree program.

In addition to the BACS degree the School offers a Diploma in Public Administration and Management and Certificates in Heritage Preservation, Heritage Studies, Mi'kmaq Culture and Heritage Preservation, Public Administration, Social Research, and Social Services.

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### Anthropology and Sociology

Chair, John deRoche

The Department of Anthropology and Sociology provides a full range of courses in Cultural Anthropology and Sociology.

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### Communication

Chair, Judith Rolls

The Department of Communication offers courses in communication theory and practice, rhetoric, and media studies. This emphasis on interpersonal and oral communication is rare in Canadian universities.

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### Culture, Heritage, and Sports Management

Chair, Jack Porter

The Department of Culture, Heritage, and Sports Management is dedicated to the study, stewardship, and presentation of regional and ethnic heritages. It encompasses Mi'kmaq Studies, Celtic Studies, Folklore, Heritage Studies, and Sports and Human Kinetics.

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### History and Fine Arts

Chair, Graham Reynolds

The Department of History and Fine Arts offers a three-year specialization and four-year majors in History as well as elective courses in drawing, painting, history of art, history of music, and cinema.

The History program provides options in both European and North American history. A special resource for the study of Atlantic and Cape Breton history is the world-class collection of documents available on the UCCB campus in the Beaton Institute. A post-BA Certificate in Heritage Preservation is offered in conjunction with the staff of the Fortress of Louisbourg.

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### Languages and Letters

Chair, Richard Marchand

The Department of Languages and Letters offers a three-year specialization, four-year majors and an Honours degree in English as well as pairs, a minor, and electives in French, Spanish, and electives in Gaelic.

The English program provides a full selection of options in British, Canadian, American, and world literature as well as advanced writing. The English Subdepartment also provides courses for the undergraduate Certificate in Theatre Arts.

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### Philosophy and Religious Studies

Chair, R. Scott Stewart

The Department of Philosophy and Religious Studies provides a three-year specialization and four-year majors in Philosophy as well as a three-year specialization, pairs, and a minor in Religious Studies.
A revision of the Department’s offerings allows students to choose a three-year specialization, pairs, and electives selected from a new set of courses focusing on the examination of values - religious, scientific, social, political, moral, aesthetic. A traditional, historically-based four-year major in Philosophy is also available.

**Political Science**

Chair, David Johnson

The Department of Political Science offers a variety of courses in the fields of Canadian Politics and Government, Law and Justice Policy, Public Administration and Public Policy, Local and Regional Politics, Government-Business Relations, International Relations, Strategic Studies, and Political Theory.

**Problem Centred Studies**

Chair, Nicole Claener

The Department of Problem Centred Studies provides the core PCSS courses for the BACS degree. These process-education courses are delivered in small group format and emphasize problem-solving skills, critical analysis, and community-based research and intervention.

**School of Business**

Ed Grimm, MBA - Dean
John MacKinnon, CA - Associate Dean

University College of Cape Breton’s School of Business offers flexible, innovative, business programming. The programs offered through the School of Business are:

- Master of Business Administration (Community Economic Development)
- Bachelor of Business Administration Internship Opportunity
- Bachelor of Hospitality and Tourism Management, 3-year Internship
- Bachelor of Technology Information (Co-op) Information Management Network Management
- Diploma in Information Technology (Co-op)* Certificate in Management Certificate in Professional Development

* Formerly Computer Information Systems

In addition to degree and diploma programs, the School of Business offers courses which are recognized by a wide variety of professional societies and institutes.

The School of Business consists of three departments: Financial and Information Management, George Karaphillis, Chair (Finance, Accounting, Information Technology, Management Science, Economics); Organizational Management, Frank Renwick, Chair (Marketing, Management, Organizational Behaviour, Industrial Relations); and Specialist Business Studies, Tania Sherwood, Chair (Hospitality).

The School of Business has approved an arrangement whereby graduates of Business Administration Technology Co-operative Education options in Accounting*, Information Technology, Management* or Marketing*, Paralegal Technology* and Hospitality/Tourism Management are awarded credit for a number of the required twenty courses for the Bachelor of Business Administration degree. Students can, therefore, fulfill degree requirements with some additional full-time study. The Dean, Associate Dean, or Chairs can provide detailed information.

* Program suspended September 2002.

**School of Science and Technology**

Joanne Gallivan, PhD - Acting Dean
Allen Britten, PhD - Associate Dean
Hubert Chiasson, PEng - Associate Dean

The School of Science and Technology is the home of a wide variety of courses and programming in science, engineering, technology and trades. The offerings include:

- Bachelor of Science Degrees – 3-year General, 4-year Concentration and Distinction - Biology Chemistry (3-year only) Mathematics Psychology
- Bachelor of Science Degrees – Transfer – Agriculture Computer Science Human Kinetics Human Nutrition
- Bachelor of Science Community Studies Degrees – concentrations in Biodiversity Integrative Science Psychology, Health and Environment
- Bachelor of Science (Nursing) Degree
- Bachelor of Technology Degrees - 4-year co-op, 3-year fast-track, 1-year post-diploma – Chemical Sciences Computer System Development Emergency Management Environmental Health Environmental Studies Manufacturing Nautical Sciences Petroleum
- Bachelor of Engineering Degree - Transfer – options in Biological - Biosystems Biological - Environment Chemical Civil Electrical and Computer Industrial Mechanical Metallurgical Mining
ACADEMIC STRUCTURE

Engineering Technology Diploma – in
Electrical (Instrumentation and Controls) - See BTI (Computer System Development)
Mechanical - See BTech (Manufacturing)
Petroleum - See BTech (Petroleum)

Technology Diploma in Environmental Health

Certificate in Orthopaedic Technology

Pre-employment Trades Training – for
Automotive Service Technician
Heavy Duty Equipment Repair/ Truck and Transport Technician
Industrial Mechanic/Millwright
Machinist/Computer Numerical Control (CNC)
Motor Vehicle Body Repairer
Welding (Basic)

Apprenticeship Training – for
Automotive Service Technician
Heavy Duty Equipment Repair/ Truck and Transport Mechanic
Industrial Mechanic / Millwright
Motor Vehicle Body Repairer

UCCB has developed several engineering facilities which allow the integration of leading edge technology and education programs. A CAD/CAM Centre fosters applied research and development in the modern manufacturing sector and a CADD laboratory specializes in training in computer aided drafting and design. The National Research Council has established an on-site facility engaged in research on wireless electronics. Both facilities and personnel are involved in Science and Technology programs.

BIOLOGY
Chair, Michael Tanchak

The Biology Department delivers courses in Biology, Psychology, MSI, and Nutrition for all degree programs. It includes Biology, Nursing, Nutrition, and Integrative Science faculty with primary responsibility for the BSc in Biology and Nursing, BScCS, Integrative Science and Biodiversity, and the Human Nutrition transfer program.

PHYSICAL AND APPLIED SCIENCES
Chair, Douglass Grant

The Department of Physical and Applied Sciences includes faculty in Chemistry, Mathematics, Physics and Geology with primary responsibility for the BSc in Chemistry and Mathematics, the Computer Science Transfer program and the Bachelor of Technology (Chemical Sciences).

PSYCHOLOGY
Chair, Gary Collier

The Department of Psychology focuses on the scientific study of mental processes and delivers a full range of courses for psychology majors in the three- and four-year BA, BSc, and BACS programs.

ENGINEERING
Chair, Clayton Locke

UCCB houses the newest Engineering Department in the province and is second in size only to that at Dalhousie University. The Department is mainly responsible for the Engineering Transfer program, Engineering Technology programs and the Bachelor of Technology Degree programs.

TRADES
Chair, Brent MacLeod

The Trades Department delivers pre-employment and apprenticeship programs in several areas of Trades training at the national (Red Seal) level. The Department also offers on-demand Technology Skills Development required by industry in the local area and beyond. Apprenticeship programs are offered at the Halifax and Sydney campuses.

EXTENSION AND COMMUNITY AFFAIRS
Jane Lewis – Dean

The Department of Extension and Community Affairs works in partnership with UCCB’s academic schools to design and deliver community-based programming throughout Cape Breton Island. The focus of this activity is in response to the present and anticipated educational, cultural, economic, societal, and political needs of the communities we serve. ECA has particular interest and expertise in Adult Learning and supports a philosophy of working towards improved access to post-secondary learning for all ages. This interest has led to a significant expertise and presence in the areas of distance and distributed learning, and through ECA, a number of UCCB credentials are available, all or in part in a distance format. ECA has developed strong partnerships with the public school system, business community, First Nations communities, science and technology interests, numerous government agencies, and other constituencies.

At present some of ECA’s offerings include English Second Language (ESL), Customized Training, Youth Programs, the Senior’s College, non-credit certificates, the International Computer Driver’s License (ICDL), and a number of non-credit initiatives in concert with the Mi’kmaw College Institute. The Department is the administrative home for the Boardmore Playhouse and the University College Art Gallery and manages the university relationship with the private operators of the UCCB Early Childhood Centre. Tied closely to our distance education initiatives, ECA is UCCB’s lead on Campus Canada, a federally funded initiative around online learning where we take specific responsibility as the national lead in workplace assessment. Through ECA, UCCB also participates as a shareholder in Canadian Virtual University.

In partnership with Human Resources Development, ECA manages The Virtual Firm, a highly successful learning model for trained individuals seeking re-entry into the workforce. UCCB’s Virtual Firm, the first English-speaking firm in Canada, has boasted a 90% success rate for participant employment over its seven years of operation.
The UCCB Art Gallery and Boardmore Playhouse continue to play a key role in the growth of the artistic and cultural communities in Cape Breton. The community is invited to take advantage of these national-calibre facilities through the Annual Festival of Plays, Exhibits, Film Series, and UCCB’s permanent art collection. In addition, interested individuals can develop their artistic interests through innovative academic courses that are integrated within the activities of the Playhouse and Art Gallery, including the Certificate in Theatre Arts.

Non-Credit Certificate Programs

Non-credit Certificate Programs of UCCB are administered by the Department of Extension and Community Affairs. UCCB Certificate programs are defined as a program of studies requiring a central component comprised of a minimum of 200 hours of integrated programming which includes an independent study. Extension and Community Affairs may develop and seek approval for a certificate program, or a certificate program may be a collaborative effort between a sponsoring academic department/school and ECA.

Certificate programs primarily target adult, professional, part-time learners, as well as full-time students, and provide them with the opportunity to attain a non-degree, non-diploma post-secondary credential (the UCCB Certificate), based on a mix of credit and/or non-credit programming.

Distance Education

University College of Cape Breton is committed to meeting the ever-changing educational needs of our students. The distance education program has been developed to serve learners who are unable to attend on-campus courses. UCCB provides the same academic quality in distance courses as in courses taught on campus. Distance learning does, however, require a high level of self-motivation and commitment from students. The distance education program also serves students studying on-campus who may choose to combine distance and on-campus delivery in developing their course schedules.

The UCCB distance education program provides flexibility and choice to adult learners. A number of full degree, diploma, and certificate programs are available. Courses are offered in a number of disciplines in a variety of formats. Currently, the focus for the UCCB distance education program is on course delivery by the World Wide Web; however, a number of courses are still available in print format. Courses are continually being developed for delivery so be sure to check our web site for our most up-to-date course and program offerings.

On-line Delivery

The UCCB distance education program is using the resources of the WWW to provide an on-line classroom experience for distance learners. Classes deliver this way use a number of resources in the development of the virtual classroom. On-line classrooms give learners access to course material and notes, related web links, and, most importantly, opportunities for collaboration, discussion, and sharing of information. Through on-line forums, students are able to communicate with each other as well as with the professor at any time. The on-line classroom also provides a space for students and professors who wish to have a real-time discussion in the classroom chat area. A number of courses are currently available in this format with many more in various stages of development. Students who choose to enrol in WWW courses must have regular access to a computer with Internet connection and a recent version of Netscape or Internet Explorer.

Correspondence/Independent Study

Courses offered by Correspondence/Independent Study allow students to complete courses at their own pace. Upon registration for a course, students receive a packet of study materials, including a course outline, study guides, and other items particular to individual courses. These materials enable students to plan their programs and to work through a course.

Each course consists of a series of study sessions and assignments. Students complete each assignment on their own and mail, fax, or e-mail assignments to UCCB where they are reviewed by the course instructor and returned with comments and suggestions. This program demands a great deal of self-discipline. Students must work almost entirely on their own to create their own study schedule.

Please contact the Distance Education office for specific information on the distance education program or visit our web site at www.uccb.ca/distance

English as a Second Language (ESL)

International and Canadian students wishing to study ESL at the University College of Cape Breton may do so on a full- or part-time basis. The ESL program teaches listening, speaking, reading, and writing to speakers of other languages. It is an interactive course designed for all levels of ESL learners who want to improve their English language skills. Students are tested prior to beginning the program and placed in an appropriate level of ESL: elementary, intermediate, or advanced. Each level covers the following skills: conversation/speaking - addresses formal and informal speech so that students can function competently in a multitude of situations.

Listening—students practise this skill through the use of lectures, audio and videocassettes, and Computer Aided Language Learning (CALL).

Reading—reading material is taken from a variety of sources which include entertainment, business, professional, and technical subjects. Skimming, scanning, reading for specific purposes, and comprehension are stressed.

Writing—a number of writing activities is used to demonstrate formal and informal writing styles for professional and personal use. Special attention is paid to grammar, spelling, and punctuation.

Presentations—students combine their English reading, writing, and speaking skills to complete this task.

Throughout the program additional support is offered by ESL staff to address individual student's language needs. Students are evaluated throughout the program through a series of quiz-
zes and tests, and a portfolio of their work. Successful completion of the advanced level ESL course prepares students to write an internationally recognized English language proficiency test such as the TOEFL, IELTS, CAEL, or CanTEST. UCCB is an institutional CanTest site.

For more information on ESL programs, please contact: Darlene Boone, Program Co-ordinator, 902-563-1857 or darlene_boone@uccb.ca.

**VIRTUAL FIRM**

Leanne Simmons 567-1340
Charlene Blackie-Boutilier 567-1340

The virtual firm is a learning model for unemployed, trained individuals. It functions like a real business enterprise, interacting with other practise firms in a closed business network. The key focus of a practise firm is to help participant's access employment and use hands on training to enhance their professional knowledge and skills in a 20-week period.

**CUSTOMIZED TRAINING INITIATIVES AT UCCB**

For information contact:
Mike Kelloway, Program Director
902-563-1801 or mike_kelloway@uccb.ca

Through workshops, seminars, and customized training programs, the Department of Extension and Community Affairs has been active in designing programs for community and government agencies and the corporate sector. Our goal is to help with workplace and community needs by providing leading-edge training opportunities.

Our training programs can be customized to meet specific needs and can be delivered through full-day, half-day or evening sessions. For convenience, training can take place at University College of Cape Breton, at an off-campus site, or via distance education. Value-added training is our specialty. Where possible, the opportunity for accreditation and credit toward degree programs will be addressed.

Operation of programs and courses is subject to enrollment. A partial list of customized training options includes:

**TRAIN THE TRAINER**

Train the Trainer is a program designed for those responsible for classroom training, course material development, or one-to-one consulting. The program is 80 hours and can be customized to meet specific needs. It is accredited by the NS Department of Education.

**SUPERVISORY LEADERSHIP SKILLS FOR MANAGERS**

The program includes learning to organize, delegation, leading vs. managing, team building, managing conflict, leadership skills, motivation, and empowerment. This is an eight-day program which can be delivered at UCCB or at other locations.

**SPECIALIZED COMPUTER TRAINING**

ECA offers various types of computer training, for example, Microsoft Project 2000, Microsoft Word, Excel, Access, and Powerpoint. These programs are delivered in ECA's computer lab to small groups of 12 students. The programs can be customized to suit specific needs and can be delivered during the day, evenings, or Saturday.

**OCCUPATIONAL HEALTH AND SAFETY (OH&S)**

Programs can be designed to meet all OH&S training needs including WHMIS, Confined Space, and Hazwoper Forty-hour, and 8 hour refresher courses.

**PERSONAL AND PROFESSIONAL DEVELOPMENT**

ECA offers a wide variety of seminars designed for both personal and professional development. Included are Making Effective Presentations, Event Management, Advertising for Success, Service Excellence, Effective Supervision, and Personal Development. Contact ECA for more information.

**INTERNATIONAL COMPUTER DRIVING LICENCE (ICDL)**

University College of Cape Breton is pleased to be a certified International Computer Driving Licence (ICDL) testing centre in Nova Scotia. The ICDL is an internationally recognized standard of competence for computer users. It is a certificate that verifies competence, declares your computer skills, and makes you readily mobile within Canadian business and across the world. In practice the ICDL certificate indicates that the holder has passed one theoretical test and six practise-based tests. You are awarded an International Computer Driving Licence (ICDL) upon successful completion of all modules. The Canadian Information Processing Society (CIPS) and the Information Technology Association of Canada (ITAC) endorses the ICDL. UCCB offers testing at its Sydney location.

**INTERNATIONAL COMPUTER DRIVING LICENCE (ICDL) SKILL CARD**

Testing is done for each of the modules listed below and tracked on your International Computer Skills card. You must purchase a skill card before taking the first test. This is a one-time fee.

If you choose, you can prepare for the tests through self-study or by taking part-time courses. These courses are offered during the day or evening.

Module 1 - Introduction to Microcomputers
Module 2 - Windows 98/Me Level 1 & 2
Module 3 - Microsoft Word 2000 Level 1 & 2
Module 4 - Microsoft Excel 2000 Level 1
Module 5 - Microsoft Access 2000 Introduction
Module 6 - Microsoft PowerPoint 2000
Module 7 - Electronic Mail (e-mail) & Newsgroups and Internet Introduction

For more information contact 563-1801.
**Understanding Project Management**

Five day program includes:
- Microsoft project 2000 (2 days)
This is a must for project managers, engineers or anyone involved in the managing of projects.

**Certificate in Petroleum Operations (Non-Credit)**

The Certificate in Petroleum Operations is intended to present an overview of the petroleum sector with job skills training designed to relate traditional industrial work experience to comparable opportunities in the petroleum sector. It will be of interest to students from traditional, resource-based industries including mining and fishing. In addition to exposure to the key elements in the industry, the program will include training related to specialized technical equipment from this industry. This certificate program is meant to increase a basic understanding of the mechanical and maintenance aspects of the offshore and onshore petroleum industry. The course will be delivered over 15 weeks with both Petroleum Content modules and Application of Science modules.

**Environmental Site Certificate (Non-Credit)**

The Environmental Site Technician Certificate Program is based upon the National Occupational Standards for Environmental Employment in the Environment Industry as published by the Canadian Council of Human Resources. It will provide the student with the requisite skills and knowledge to work on any hazardous waste site in Canada or the United States. This program will offer one year of intensive training in environmental sciences and site practices making the graduate of the program an invaluable resource for a remediation contractor.

For information contact:
Mike Kelloway, Program Director 902-563-1801
e-mail: mike_kelloway@uccb.ca

**School of Education, Health, and Wellness**

Jane Lewis, Dean

Created in July 2004 to better position the University College to take advantage of growing opportunities in the areas of Education and Health, the School of Education, Health, and Wellness is in initial stages of evolution at the time of Calendar printing. The School builds on the strong programming base of teacher professional programs established in the Department of Extension and Community Affairs, and a number of well-established areas of health-interest and programming from the School of Science and Technology. The School further recognizes and nurtures the community partnerships with the school boards on Cape Breton Island and the Cape Breton District Health Authority and works to position the University College as a critical regional stakeholder in the areas of Health and Education as our region moves forward.

At present, the School of Education, Health, and Wellness is home to a Master's Degree in Education (Information Technology) offered in partnership with Memorial University of Newfoundland and is the administrative arm for the delivery of MUN's Bachelor of Education (intermediate-secondary program) on Cape Breton Island. The School also offers a number of graduate certificate and diploma programs for practising teachers. All of UCCB's current graduate diploma programs for teachers are fully delivered by distance.

**UCCB Institute for Education**

University College of Cape Breton has been serving the needs of Cape Breton teachers from its inception. In the early sixties, more than half of the seven hundred students enrolled at College of Cape Breton were professionals, many of them teachers, completing and upgrading requirements for licences and certificates.

The model of Teacher Education at UCCB is not built around a traditional university faculty of education. It is a cooperative one, involving the University College, the school boards, teachers and, to an increasing extent, the public. This partnership was designed to deal with the identification of needs, the planning and designing of programs, and the allocation of resources. The result is an effective and efficient delivery system of relevant courses and programs. It also involves highly trained professionals from both the University College and the school system as instructors.

UCCB provides specialized professional development opportunities for teachers and school administrators with a full slate of programming including conferences and diploma and certificate programs. In September 2000, the first students entered the Master of Education (IT) degree which is offered in conjunction with Memorial University of Newfoundland. In September 2003, we welcomed the first group of students enrolled in UCCB's offering of Memorial University's Bachelor of Education (Intermediate-Secondary) program. The program continues with a second cohort.

Credit courses in all UCCB's graduate diplomas in education are now offered to teachers by distance through the World Wide Web. This move to distance format accommodated a broader audience including Nova Scotia teachers working in rural areas, teacher cohorts from across Atlantic Canada, as well as a growing number of international educators.

All graduate certificates and diplomas have been approved by the Nova Scotia Department of Education for licence recategorization. Depending on individual circumstances, teachers may increase their licence up to a ATC3. Teachers seeking licence recategorization should contact the Registrar, Teacher Certification, Nova Scotia Department of Education.

**Certificate in Educational Studies**

The Certificate in Educational Studies is awarded to teachers and school administrators who complete a sabbatical program following the guidelines established by the Institute for Education. This supervised year of study requires the completion of thirty credits in an approved subject area, including an advanced graduate seminar and an internship/research project.
ACADEMIC STRUCTURE

DEGREE, DIPLOMA AND CERTIFICATE PROGRAMS

The Institute for Education offers the Education Programs listed below. It should be noted that courses in these programs are designed to be taken on a part-time basis and will be offered based upon enrollment.

Graduate Degree:
Master of Education (Information Technology) conferred by Memorial University

Graduate Diplomas:
Diploma in Education (Curriculum)
Diploma in Education (Counselling)
Diploma in Educational Technology

Graduate Certificates:
Certificate in Educational Studies (Arts Education)
Certificate in Educational Studies (Sabbatical Offering).

BEd Intermediate/Secondary
(UCCB Cohort of Memorial University’s BEd)

Mi’kmaq College Institute
Mary Ellen Googoo, Director

In keeping with the mission of University College of Cape Breton, the Mi’kmaq College Institute strives to meet the needs of the Mi’kmaq communities of Mi’km’ki. Mi’km’ki, in English, is “the Land of the Mi’km’k” which includes Atlantic Canada, Québec, and parts of the New England states. The foundation of the Mi’kmaq College Institute has made it possible for Mi’kmaq students, educators, scholars, and researchers of Mi’kmaq cosmology to establish a curriculum and research agenda which contributes to the achievement of the educational and community goals set by Mi’kmaq communities.

University College of Cape Breton has the largest Mi’kmaq student population in eastern Canada and the highest number of Mi’kmaq graduates each year. Mi’kmaq students have graduated from the Bachelor of Business Administration, Bachelor of Arts, Bachelor of Science, and Bachelor of Arts Community Studies degree programs. These programs are offered under the aegis of the academic schools of UCCB and with the co-operation of the Mi’kmaq College Institute. To complement the move toward educational achievement in the Mi’kmaq Nation, the Mi’kmaq College Institute will deliver programs in such areas as teacher training, court worker certification, business, Mi’kmaq language, health careers, and natural resources. In addition, the Mi’kmaq College Institute is responsible to administer the Mi’kmaq Resource Centre which is a repository of documents available for use by students, Mi’kmaq social and cultural organizations, and individuals interested in Mi’kmaq issues. The Institute provides a relaxed atmosphere where students can comfortably discuss issues and concerns.

The Program Director for Aboriginal programs works closely with the communities to see that their educational needs are addressed. Several programs that have emerged through contacts with communities are Elmitek (access for First Nations students), Mi’kmaq Science Advantage, Mi’kmaq Business Development, Court Workers Certificate, Natural Resources Certificate, and modularized BA and BBA programs.

ABORIGINAL PROGRAMMING

Ann Denny, Director Ext. 1402

ELMITEK

Elmitek, also known as the UCCB Access Program, is a one-year post-secondary program designed for Mi’kmaq students who wish to further their education by attending university. “Elmitek”, a Mi’kmaq expression for showing someone a path to follow, succinctly explains the program to its Aboriginal participants, many of whom use English as a second language. Elmitek points to a path that students may travel toward successful completion of a university college education.

The Elmitek Program is designed to make the transition into the university college environment less traumatic and more successful for Aboriginal students. Their ranks comprise of newly graduated high school students and mature students who have not been in a formal education system for several years. The Elmitek
program utilizes several methods to make post-secondary education more accessible:

1. Several classes are offered in First Nations Communities.
2. During the first year, students are required to attend classes at the UCCB campus only one day per week.
3. Workshop sessions are scheduled to prepare students for their classes and assignments.
4. A co-ordinator is assigned to maintain close contact with and to support students at each site.

**MI'KMAQ SCIENCE ADVANTAGE PROGRAM**

There is an immediate need to prepare for a shift in employment opportunities by providing a science path for Mi'kmaq students to follow. This science path will start at the secondary level and continue to at least year one of post-secondary studies. A linkage between secondary school science courses and preparation for science degree or diploma options is the central focus of the Mi'kmaq Science Advantage Program (MSAP). The goal of MSAP is to provide Mi'kmaq students with the ability to succeed in a science or technology program. This is accomplished by providing academic support in a culture and science curriculum with small classes and community involvement and delivery. The first year of MSAP provides a solid foundation in science as students take some of the courses that are offered in science and technology programs. After completing MSAP, students continue in either science or technology as appropriate to their interests and goals.

MSAP also provides feedback and recommendations to improve Mi'kmaq secondary science and math programs.

**MI'KMAQ STUDENT SERVICES**

Patrick Johnson, BA Ext. 1415
Mi'kmaq Student Centre Ext. 1632

Mi'kmaq Student Services is a support system at University College of Cape Breton for all Mi'kmaq and First Nations students enrolled in courses at the University College. Services range from academic counselling to assistance for Mi'kmaq students applying for post-graduate studies. Help is also provided for students seeking summer employment. The Mi'kmaq Student Advisor acts as a liaison for all Mi'kmaq and Aboriginal students with faculty and staff of the institution, educational counsellors from First Nation Communities and Mi'kmaq organizations, as well as the Department of Indian and Northern Affairs. Mi'kmaq Student Services also provides information regarding selection of programs, admission requirements, and career options available to potential and current Mi'kmaq students of UCCB. It is located in the Mi'kmaq College Institute.

The Mi'kmaq Student Centre provides a convenient room in which to study or to work on group projects. Computers with Internet access are available for the use of Mi'kmaq students.

The Centre is located near the side entrance to Campus Centre.

**MI'KMAQ BUSINESS DEVELOPMENT PROGRAM**

The main objectives of this program are:

- to develop appropriate training that will meet the immediate skill requirements of First Nations communities.
- to establish an accreditation system that will provide professional standards and training for the participants, thus providing a path to higher education
- to provide hands-on experience and practical learning, with the course content reflecting the needs within a community.

This program was developed to teach business education that can be customized to be effective and applicable to all Mi'kmaq communities. It is delivered in a three-phase process: 1. Mi'kmaq Business Development Certificate, 2. Canadian Institute of Management Certificate, and 3. Bachelor of Business Administration Degree. The courses are delivered on site in the Aboriginal communities.

**COURT WORKERS CERTIFICATE**

The purpose of the Court Workers Certificate is to provide an effective foundation for Mi'kmaq court workers and prospective court workers that will enable them to respond to legal questions and issues relevant to those making court appearances. It will give an opportunity to Mi'kmaq communities to have more qualified people working in the legal system, to get appropriate legal representation, to prepare for court appearances, and to respond to decisions rendered by the courts.

**CERTIFICATE IN NATURAL RESOURCES**

This Certificate program provides training in the skills needed for water sampling and testing, operating computer-based management systems and geomatic information systems, waste management, forest management, and water resource management needed by members of the Native Guardian Program.

The Native Guardian Program was formed to act as the outreach for the Mi'kma'ki Aboriginal Fisheries Services in communication with Aboriginal people of Nova Scotia. The Guardians patrol the lakes and rivers near their home communities and assist Aboriginals with the safety aspects of the fishery. The Guardians also inform the fishers and Aboriginal children about conservation and enhancement of the fish species.
ACADEMIC PROGRAM REGULATIONS

BACHELOR OF ARTS

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses including English, with an overall average of at least 60%. If academic, advanced, or pre calculus mathematics is not included among the Grade 12 courses then Mathematics 11 (academic) or Precalculus Mathematics 11 must have been completed. Students without Grade 11 or 12 mathematics (who otherwise meet admission requirements) may be admitted to year one of the program. The mathematics deficiency must be removed before entrance into year two.

Note: Students may substitute one Grade 12 open course for one advanced or academic course except where a particular course is specified.

PROGRAM OPTIONS

Students entering the BA program may enter the three-year option or one of the four-year major options (major/minor, double major, or area major). Those who begin in the three-year program may change to a four-year program at a later date if they meet program requirements for average and grades. Students who begin in a four-year program must attain the required average and grades to remain in the program. Students who wish to complete an Honours program may apply for admission after successfully completing two years of study with the required average and grades. Students in any BA option may choose to participate in the BA Co-operative Education Internship program.

1. THREE-YEAR GENERAL PROGRAM

The three-year program requires successful completion of 15 courses (90 credits):
- 6 courses (36 credits) from the core curriculum
- 5 courses (30 credits) in a disciplinary area of concentration
- 2 pairs of courses (24 credits), that is, 2 courses (12 credits) in subject A and 2 courses (12 credits) in subject B (where A and B are disciplines other than the area of concentration).

2. FOUR-YEAR MAJOR PROGRAM

The four-year major program requires the successful completion of 20 courses (120 credits):
- 7 courses (42 credits) from the core curriculum
- 1 of 3 possible combinations of 13 courses (78 credits). (Details given below.)

3. HONOURS PROGRAM

Students may apply for admission after successfully completing two full years of study (60 credits). In order to be accepted they must:
- have achieved an average of at least 65% in each of the first two years of study
- have achieved a grade of at least 70% in each course in the major subject.

4. BA COOPERATIVE EDUCATION INTERNSHIP PROGRAM

This program provides students with an opportunity to gain career-related, paid work experience during their degree program. The combination of theory and practice helps prepare students to make informed career choices and to acquire job skills through internships which may be from eight to sixteen months long.

To be eligible for the program students must:
- have a grade average of 70% or higher
- have completed two years of study (60 credits).

Applications can be made through the Career Services office.

THREE-YEAR PROGRAM

The three-year BA requires completion of 15 courses (90 credits). Six courses (36 credits) comprise the core curriculum, 5 courses (30 credits) are taken in the discipline of concentration, and 2 pairs of courses (12 credits each) complete the program. A student may count any single core course (with the exception of ENGL 100) as:
(a) part of a pair;
OR
(b) part of a concentration, major or minor configuration; but not both (a) and (b)

The student must offset this credit deficit with equivalent credits from any discipline.

The Core Curriculum
1. English: 100 or 200 (determined by a placement test). Note: English 100 can only be counted in the core.
2. Humanities: Humanities 101 and one other 3 credit class chosen from classes titled Humanities, Philosophy (except PHIL 115), or Religious Studies or History 100. Note: Students may not take both History 100 and the Humanities core for credit.
3. Social Science: Anthropology/Sociology 110 or Political Science/Economics 112.
4. Fine Arts: 3 credits from classes titled Fine Arts. Other courses which fulfill the Fine Arts requirements are: Art 100, 101 and 120, English 307 and 309. Note: In addition to the core, Fine Arts courses may be used in a pair.
5. Communication: Communication 103 or 105. Note: Students concentrating in Communication in the three-year program or majoring in Communication in the four-year program must count either Communication 103 or 105 in the core.
6. Natural Science: Natural Science 120, Anthropology/Sociology 220 or Philosophy 222. Any of these courses may be
paired with a science course with a lab component to fulfill one of the pair requirements.

7. Numeracy/Logic: any of these options will fulfill the numeracy/logic requirement:

1. any two of PHIL 115, MATH 151, or MATH 152 OR
2. AN/S 268 or POLS 268 OR
3. PHIL 412 (additional computer lab required) may be substituted for PHIL 115 in option 1. OR
4. any six credits of mathematics OR
5. PSYC 201 and PSYC 303 OR
6. any six credits of business mathematics (including statistics), accounting or computer courses.

Concentration
The three-year program requires completion of 5 courses (30 credits) in one discipline for the concentration. These are listed below under departmental regulations. Students may choose from Anthropology, joint Anthropology/Sociology, Celtic Studies, Communication, Economics, English, Fine Arts, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Religious Studies, Sociology.

Note: Some departments have regulations governing the choice of courses for the concentration. Students are urged to seek advice about course choice for the concentration from the appropriate department chair.

Pairs
Students must complete two pairs of courses in two disciplines which are different from the discipline of the concentration. These may be chosen from almost any university subject. This year, Sports and Human Kinetics, MSIT, Nutrition, Social Service, and ITEC courses have been added to this approved list as pairs or electives.

NOTE: Generally courses in engineering, problem centred studies (apart from PCSS 100), nursing, and other similar professional program courses cannot be counted towards a BA degree. A pair of Business Administration courses (12 credits) may be used in the three-year program (not including business courses used to satisfy the core mathematics requirement). Natural Science courses may be used as pairs or electives and PCSS 100 may be used as an elective in all BA programs.

THE FOUR-YEAR MAJOR PROGRAM

All options in the major program require completion of the core curriculum as given above. In addition students must complete the Senior Seminar: BA 400 or a 400-level Directed Studies class (6 credits) or, in some subjects, a 400-level (6 credits) seminar in the major subject. In any 4-year BA degree (full-time studies), 6 of the 7 core courses are usually completed within the first two years. The seventh core course (BA 400 or equivalent) is taken in the final year of a program. A student may count any single core course (with the exception of ENGL 100) as:
(a) an elective;
OR
(b) part of a concentration, major or minor configuration; but not both (a) and (b)
The student must offset this credit deficit with equivalent credits from any discipline.

<table>
<thead>
<tr>
<th></th>
<th>Major-Minor</th>
<th>Double Major</th>
<th>Area Major</th>
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<tbody>
<tr>
<td>Core Courses</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Includes BA 400 or equivalent credits</td>
<td>42</td>
<td>42</td>
<td>42</td>
</tr>
<tr>
<td>Subject A</td>
<td>7</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>credits</td>
<td>42</td>
<td>36</td>
<td>24</td>
</tr>
<tr>
<td>Subject B</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>credits</td>
<td>18</td>
<td>24</td>
<td>24</td>
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<td>Subject C</td>
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<td>3</td>
</tr>
<tr>
<td>credits</td>
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<td>-</td>
<td>18</td>
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<tr>
<td>Electives</td>
<td>3</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>credits</td>
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<td>12</td>
</tr>
<tr>
<td>Total Credits</td>
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<td>20</td>
<td>20</td>
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<td></td>
<td>120</td>
<td>120</td>
<td>120</td>
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</table>

Major Program Regulations
Students may enter the major program when they begin the BA program or they may begin in the three-year program and apply to enter the major program at a later date. Students may major in Anthropology, Anthropology/Sociology, Communication, English, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, or Sociology. The following regulations apply to students seeking admission to the major program and to students enrolled in the program:

1. A student in good academic standing who has achieved an average of at least 60% is eligible for admission to the Major program. Students who opt for the four-year degree from the beginning of their program must attain a 60% average to remain in the program.
2. An average of 65% in years three and four will be required to earn the Major degree.
3. A minimum average of 65% will be required over the courses offered towards the major subject(s).
4. Disciplines offering a major require specific courses. Please refer to the departmental regulations found in the following pages. Students are urged to consult a department chair about course choice for the major(s).

The diagram on the above outlines the minimum program requirements to complete the three Major programs in the Bachelor of Arts.

There are three options in the major program:
1. Major/Minor - the core (42 credits), 7 courses (42 credits) in the major discipline, 3 courses (18 credits) in the minor discipline, and 3 electives (18 credits).

Subjects available for the major in the major/minor program are: Anthropology, joint Anthropology/Sociology, Communi-
PROGRAM REGULATIONS

Anthropology/Sociology

A detailed list of requirements for concentrations in Anthropology or Sociology or a joint Anthropology/Sociology combination, in the three-year or four-year BA, is available from the Dean's office or the Chair of the Department of Anthropology and Sociology, and is also on the department's web site at http://faculty.uccb.ca/cdr/requirements.htm

Sociology and Anthropology are separate but overlapping disciplines. This unity in difference creates a special opportunity to students choosing fields of concentration in the BA. Both Anthropology and Sociology are considered teachable subjects to the Nova Scotia Department of Education. A student may study Anthropology as one separate field, and Sociology as another separate discipline, or a student may combine Anthropology and Sociology and use them as one field. Courses which are labelled "AN/S" may be counted as either Anthropology or Sociology in the BA degree where either of these is used as a separate discipline for concentration, and the same is true for teachables.

(i) 3 year General Degree

Strongly recommended: 6 credits in research methods (AN/S 266 or 268).

If using Anthropology and Sociology as two separate disciplinary concentrations (such as 5 in Anthropology and a pair in Sociology), any specific course (such as AN/S 110) counts in only one of those concentrations.

(a) In Anthropology: 5 courses (30 credits) in ANTH and/or AN/S, including 6 credits above the 200 level.

(b) In Sociology: 5 courses (30 credits) in SOCO and/or AN/S, including 6 credits above the 200 level.

(c) Joint Anthropology-Sociology: 5 courses (30 credits) in ANTH and/or SOCO and/or AN/S, including 6 credits above the 200 level.

ANTH, SOCO and AN/S courses may also be used in pairs.

(ii) 4-year Major Degree in Anthropology and/or Sociology

Each student’s major program must be approved by the chairperson of the Department of Anthropology and Sociology. Students can major in Anthropology or in Sociology or in a joint Anthropology/Sociology combination, under any one of the three structures of the BA. Detailed course requirements for any and all of these options are shown in the chart on page 45 and also on the Department’s website at: http://faculty.uccb.ca/cdr/requirements.htm

If using Anthropology and Sociology as two separate disciplinary concentrations (such as a Major in Sociology and a Minor in Anthropology), any specific course (such as AN/S 110) counts only in one of those concentrations.

SEE CHART ON NEXT PAGE
## PROGRAM REGULATIONS

### MAJOR-MINOR PROGRAM (MAJOR-42 CREDITS, MINOR-18 CREDITS)

<table>
<thead>
<tr>
<th>Anthropology Major</th>
<th>Sociology Major</th>
<th>Joint Anthropology/Sociology Major</th>
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</thead>
<tbody>
<tr>
<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
</tr>
<tr>
<td>1 theory (302)</td>
<td>1 theory (306)</td>
<td>1 theory (302 or 306)</td>
</tr>
<tr>
<td>1 methods (usually 266; can do 268)</td>
<td>1 methods (266 or 268)</td>
<td>1 methods (266 or 268)</td>
</tr>
<tr>
<td>1 physical, archaeological, &amp;/or linguistic anthro</td>
<td>1 400-level ANTH or AN/S</td>
<td>1 400-level ANTH, SOCO, or AN/S</td>
</tr>
<tr>
<td>1 400-level ANTH or AN/S</td>
<td>3 SOCO &amp;/or AN/S electives</td>
<td>3 ANTH, SOCO, &amp;/or AN/S electives</td>
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<tr>
<td>2 ANTH &amp;/or AN/S electives</td>
<td>3 SOCO &amp;/or AN/S electives</td>
<td>3 ANTH, SOCO, &amp;/or AN/S electives</td>
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### Anthropology Minor | Sociology Minor | Joint Anthropology/Sociology Minor |
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<td>1 Intro (AN/S 110)</td>
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<tr>
<td>2 ANTH &amp;/or AN/S electives</td>
<td>2 SOCO &amp;/or AN/S electives</td>
<td>2 ANTH, SOCO, &amp;/or AN/S electives</td>
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### DOUBLE MAJOR PROGRAM (FIRST MAJOR-36 CREDITS, SECOND MAJOR-24 CREDITS)

<table>
<thead>
<tr>
<th>Anthropology First Major</th>
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<tr>
<td>1 Intro (AN/S 110)</td>
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<td>1 Intro (AN/S 110)</td>
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<tr>
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<td>1 theory (302 or 306)</td>
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<tr>
<td>1 methods (usually 266; can do 268)</td>
<td>1 methods (266 or 268)</td>
<td>1 methods (266 or 268)</td>
</tr>
<tr>
<td>1 400-level ANTH or AN/S</td>
<td>1 400-level SOCO or AN/S</td>
<td>1 400-level ANTH, SOCO, or AN/S</td>
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<tr>
<td>2 ANTH &amp;/or AN/S electives</td>
<td>2 SOCO &amp;/or AN/S electives</td>
<td>2 ANTH, SOCO, &amp;/or AN/S electives</td>
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### Anthropology Second Major | Sociology Second Major | Joint Anthropology/Sociology Second Major |
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<tr>
<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
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<tr>
<td>3 ANTH &amp;/or AN/S electives</td>
<td>3 SOCO &amp;/or AN/S electives</td>
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### AREA MAJOR PROGRAM (FIRST MAJOR-24 CREDITS, SECOND MAJOR-24 CREDITS, THIRD MAJOR-18 CREDITS)

<table>
<thead>
<tr>
<th>Anthropology First Major</th>
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<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
</tr>
<tr>
<td>1 theory or methods (302 or 266; or can do 268)</td>
<td>1 theory or methods (306, 266 or 268)</td>
<td>1 theory or methods (302, 306, 266 or 268)</td>
</tr>
<tr>
<td>1 400-level ANTH or AN/S</td>
<td>1 400-level SOCO or AN/S</td>
<td>1 400-level ANTH, SOCO, or AN/S</td>
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<tr>
<td>1 ANTH &amp;/or AN/S elective</td>
<td>1 SOCO &amp;/or AN/S elective</td>
<td>1 ANTH, SOCO, &amp;/or AN/S elective</td>
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### Anthropology Second Major | Sociology Second Major | Joint Anthropology/Sociology Second Major |
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<td>1 Intro (AN/S 110)</td>
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<tr>
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<td>3 SOCO &amp;/or AN/S electives</td>
<td>3 ANTH, SOCO, &amp;/or AN/S electives</td>
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### Anthropology Third Major | Sociology Third Major | Joint Anthropology/Sociology Third Major |
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<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
<td>1 Intro (AN/S 110)</td>
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<tr>
<td>2 ANTH &amp;/or AN/S electives</td>
<td>2 SOCO &amp;/or AN/S electives</td>
<td>2 ANTH, SOCO, &amp;/or AN/S electives</td>
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</tbody>
</table>
(iii) Honours Degree in Anthropology or in Sociology

(A) Why choose the Honours program in Anthropology or Sociology?

Honours is like a Major, but you specialize more (50% of your courses are in your discipline of concentration) and you need higher marks.

The Honours program suits many career goals. It is not only for aspiring anthropologists or sociologists. But if your plans do include postgraduate study in one of those fields, Honours is typically a must. Take Honours if you have four qualities: (1) you are committed to being a well-educated person, (2) you especially enjoy this subject, (3) you have strong academic ability, (4) you are ready to work intensively.

(B) Entering and completing the Honours program in Anthropology or Sociology

Total credits needed. The entire BA Honours degree requires 120 credits, which include: (a) the 42 credits of the four-year BA core; (b) 18 credits of free electives; and (c) 60 credits in your specialty subject (as specified in C and D, below, for Anthropology and for Sociology respectively.) Note that certain Anthropology and Sociology courses also satisfy parts of the core and, when selecting courses, you should discuss this opportunity with your faculty advisors in the Department.

Planning and consulting. As soon as you finish your introductory (AN/S 110), start choosing courses to suit your long-range goals, and consult your professors. However, you must complete half your BA program (60 credits) before you are eligible to apply to switch into Honours. Before you apply, meet with the chair of the Department to organize the procedure.

Acceptance into Honours, halfway through your degree. To switch into the Honours program, you need: (a) a 65 average in each of your first two years (across all courses in all subjects, totalling 60 credits); and (b) 70 in each ANTH and AN/S course taken in that period, or for Sociology Honours, 70 in each ANTH and AN/S and SOCO course taken in that period. (See “Exception,” below.)

Completing the second half of the degree. To graduate with Honours, you also need: (a) a 70 average in each of your final two years (across all courses in all subjects, totalling another 60 credits); and (b) 75 in each ANTH and AN/S course taken in that period, or for Sociology Honours, 70 in each ANTH and AN/S and SOCO course taken in that period. (See “Exception,” below.)

Exception. Suppose you have a mark lower than the 70 or 75 stipulated above for AN/S, ANTH, or SOCO courses. Are you then blocked from doing Honours? Not necessarily. You can still count such a course toward your degree (e.g., as an elective or, where appropriate, in the BA core), but not as part of your Anthropology or Sociology specialty.

(C) Courses required for Honours in ANTHROPOLOGY

The entire degree in Honours Anthropology requires a total of 120 credits, which include: (a) the 42 credits of the four-year BA core; (b) 18 credits of free electives; and (c) 60 credits in ANTH and/or AN/S as follows.

1. AN/S 110 Introduction to Anthropology & Sociology - or equivalent - 6 cr
2. AN/S 266 Qualitative Research Methods in Social Science or AN/S 268 Quantitative Research Methods and Statistics in Social Science. You are encouraged to take both, but 266 is typically the top priority for anthropologists - 6 cr
3. ANTH 302 Survey of Anthropological Theory - 6 cr
4. 12 cr of subfield(s) other than general sociocultural. For example: AN/S 220; ANTH 205, 207, 208, 304, 372 .
5. 6 cr of 400-level Honours thesis course (ANTH or AN/S 490).
6. 6 cr of 400-level in ANTH and/or AN/S besides the Honours thesis.
7. 12 cr of 300-level besides 302. May include courses in the “Subfields” category (above). May replace some of this 300-level category with additional 400-level credits.
8. 6 cr of Unspecified ANTH and/or AN/S electives at any level (200 or above).

(D) Courses required for Honours in SOCIOLOGY

The entire degree in Honours Sociology requires a total of 120 credits, which include: (a) the 42 credits of the four-year BA core; (b) 18 credits of free electives; and (c) 60 credits in ANTH and/or SOCO as follows.

1. AN/S 110 Introduction to Anthropology & Sociology - or equivalent - 6 cr
2. AN/S 266 Qualitative Research Methods in Social Science or AN/S 268 Quantitative Research Methods and Statistics in Social Science. You are encouraged to take both. For graduate school in Sociology, typically you must have 268 (Quantitative).
3. SOCO 306 Survey of Sociological Theory - 6 cr.
4. 6 cr of 400-level Honours thesis course (ANTH or AN/S 490).
5. 6 cr of 400-level in ANTH and/or SOCO besides the Honours thesis.
6. 12 cr of 300-level besides 306. May include courses in the “Subfields” category (above). May replace some of this 300-level category with additional 400-level credits.
7. 18 cr of Unspecified ANTH and/or AN/S electives at any level (200 or above).

COMMUNICATION

In both the 3- and 4-year programs, students must count 103 or 105 with their core courses. Students interested in majoring or concentrating in communication can learn about the degree requirements by consulting with the department chair or referring to the department’s website at: http://faculty.ucsb.ns.ca/communication/Default.htm.

(i) 3-year General Degree
5 courses (30 credits) of Communication.

(ii) 4-year Major Degree
To be granted a major, double major, or an area major, students must include the following courses in their programs of study:
1. Communication 261 (Research Concepts) or a comparable research course from another discipline.
2. Communication 405 (Communication Theory) and
3. At least three (3) credits in media studies
4. At least six (6) credits in performance based courses
5. At least nine (9) credits in communication studies courses with
6. At least three (3) additional credits at the 400 level.
ENGLISH

Students who intend to major in English must consult the chair of the department before planning their program. For purposes of degree requirements, the Department clusters its courses into the following groups.

1. English 300, 330, 400
2. English 305, 315/317, 340, 341/343, 418, 490
3. English 360, 361, 370, 375, 376, 472, 475
5. English 329, 331, 420, 426, 428,

Students whose degree program requires one course in Shakespeare (4-Year Major with Minor or Honours) may not count the same course towards both their Group 2 and the Shakespeare requirements.

(i) 3-Year General Degree

5 courses (30 credits) in English, one (6 credits) of which must be at the 400 level. Students must take courses from at least 3 of the 6 groups. See categories 1 - 6 listed above. ENGL 030 (Research Methods) is also strongly recommended.

(ii) 4-Year Degree

A. Major with Minor

7 (42 credits) English courses are required, at least one of which must be a course in Shakespearean drama and two (12 credits) of which must be at the 400 level, exclusive of the BA 400 or ENGL 497 or ENGL 499. The 7 courses must include one course from each of groups 1, 2, 3, 4, and 5 above. The remaining 2 courses are elective and may be chosen from any group(s) from 1 to 6. ENGL 030 (Research Methods) is also strongly recommended. Students enrolled in a Major with Minor degree must select at least one course from group 2 in addition to a course in Shakespeare (English 340 or 490).

English with Specialization in Dramatic Literature (Major with Minor)

Seven English courses (42 credits) are required, 4 of which must be in Dramatic Literature, one must be English 340 and 2 must be at the 400 level, exclusive of BA 400, or ENGL 497 or ENGL 499. The 4 courses (24 credits) in Dramatic Literature must be chosen from English 340, 341, 343, 361, 365, 455, 465, or 490.

In addition, 3 courses (18 credits) must be chosen from three of the course groupings in the following:

1. English 300, 330, 400
2. English 305, 315/317, 340, 341/343, 418, 475, 490
3. English 360, 361, 370, 375, 376, 472, 475
5. English 329, 331, 420, 426, 428,

B. Double Major

6 English courses (36 credits) are required, at least one (6 credits) of which must be at the 400 level, exclusive of the BA 400 or ENGL 497 or ENGL 499. Students are also expected to take courses from at least three distinct literary periods (i.e., groups 1-4).

Double Major in Literature and Languages

First Major: 6 English Literature courses (36 credits) are required, three of which must be chosen from at least three distinct literary periods (i.e., groups 1-4), one of which must be at the 400 level (exclusive of BA 400 or ENGL 497 or ENGL 499), and one course (6 credits) in the history of language or language theory (e.g., ENGL 330).

Second Major: 4 courses (24 credits) are required, 2 of which must be French courses (12 credits) at the intermediate level or above (as determined by the department) and 2 of which are in one language other than English, including French.

C. Area Major

Students may choose 4 English courses (24 credits).

(iii) Honours Degree

The BA Honours English is a four-year program designed to prepare students for graduate studies in English as well as careers such as teaching, law, journalism, public relations, and advertising.

STUDENTS SHOULD CONSULT THE CHAIR OF THE DEPARTMENT BEFORE PLANNING THEIR PROGRAM.

ADMISSION TO THE BA HONOURS ENGLISH

Students normally apply for admission to the program after successfully completing the first two years of study. In order to be accepted students must have

(A) achieved an average of not less than 65% in each of the first two years
(B) achieved a grade of not less than 70% in each English course taken during the first two years.

Students are also required to achieve an overall average of 70% and a grade of at least 70% in each English course in the third and fourth years of the BA Honours English program.

PROGRAM STRUCTURE

Students must complete

(A) the BA core program
(B) at least 10, but no more than 12, English courses at least two of which must be at the 400 level, exclusive of the BA 400 or ENGL 497 or ENGL 499
(C) 3 electives.

The following courses are compulsory:

Shakespeare (ENGL 340 or 490) 6 credits
History of Criticism (ENGL 325/327) 3 credits
Contemporary Critical Theories (ENGL 410/412) 3 credits
Honours Thesis (ENGL 497) 6 credits

(included in Core requirements)
Research Methods and Bibliography (ENGL 030) an 8-week, non credit course.

At least one course must be taken from each of these groups:

1. ENGL 300, 330, 400 (Old English and Medieval Literature)
2. ENGL 305, 315/317, 340, 341/343, 418, 490 (Renaissance and Seventeenth Century Literature)
3. ENGL 360, 361, 370, 375, 376, 472, 475 (Eighteenth and Nineteenth Century Literature)
4. ENGL 351, 352, 353, 354, 355, 455, 465 (British and American Literature)
5. ENGL 345, 355, 356 (Canadian Literature)

Two additional courses are freely chosen either from the above groups or from the following:
ENGL 307/309 (Play Production)
ENGL 320 (Women’s Literature)
ENGL 365 (A Survey of Drama)
ENGL 380 (Advanced Writing)
ENGL 420 (Feminist Literary Theory)
ENGL 455 (Five Modern Dramatists)
ENGL 465 (Contemporary Drama)
ENGL 475 (British Literature: 1860 - 1930)

**First Class Honours**
A candidate who has satisfied all of the requirements of the BA Honours and has also achieved an average of 80% or higher in English courses during the final two years of the program will be awarded the distinction of First Class Honours.

A candidate who fails to satisfy one or more of the requirements for the Honours BA may be eligible for the Major Degree provided that all of the requirements for the Major have been satisfied.

**History**
Students majoring in history must consult annually with the department chair before choosing their courses for the coming year.

**General Regulations**
1. Students may not take both History 100 and the Humanities Core for credit. History 100 is recommended for intending majors.
2. Students wishing to take courses at the 300 level must have completed History 100 or the Humanities Core. Those wishing to take courses at the 400 level must have completed at least 12 credits in History at the 200 or 300 level.

(i) **3-year General Degree**
Students are required to take History 100 or Humanities Core; 12 credits in North American and 12 credits in European/British, including 6 in each area at the 200 level and 6 at the 300 level; and an additional 6 credits at the 300 level or above.

(ii) **4-year Major Degree**
1. All Programs: History 100 or Humanities Core; 12 credits in North American and 12 credits in European/British, including 6 in each area at the 200 level and 6 at the 300 level.
2. Major with Minor: 18 additional credits, 12 of which are at the 400 level. Also, History 492.
3. Double Major (History as first subject): 12 additional credits, including 6 at the 400 level. Also, History 492.
4. Area Major: History 492 (unless a comparable course is offered in another subject).

**Philosophy**

(i) **3-Year General Degree**
Students in the three-year BA can specialize by acquiring 30 credits in philosophy. In fact they can take any set of philosophy courses adding up to 30 credits with only two conditions: that this include Philosophy 115 (3 credits) and a total of 6 credits drawn from Philosophy 301, 303, 305 or 307 (3 credit courses). Some students interested in specializing (or making a pair) in philosophy might have concerns about how philosophy courses fit into their career plans. These days, however, students taking up professions of all kinds (legal, educational, cultural, health, political, scientific, and business) must learn to interpret and resolve value laden issues and situations. To serve this need, therefore, the Department has developed a thematic set of courses (listed under “Values Studies”) and we encourage you to examine the list for the purpose of pairing or specializing.

(ii) **4-Year Major Degree**
Students in the four-year BA can opt for philosophy in four ways:

1) They may minor by acquiring any 18 credits in philosophy including Philosophy 115 and any 6 credits drawn from courses at the 300 or 400 level.
2) They may major by acquiring 42 credits in philosophy. As the option for the person most serious about philosophy, majoring requires: Philosophy 412, 480 (both 6 credit courses), and 12 credits drawn from Philosophy 470, 490, 420, 440, 450 (all 6 credit courses) chosen in consultation with the Department.
3) In the double major option, the student must acquire either 36 or 24 credits in philosophy, including Philosophy 115 or 412 and any 12 credits from 300 or 400 level courses.
4) Students interested in an area major should consult a member of the Department.

Special Notes: Philosophy 115 may be used as a BA Core Course and a course in any philosophy program; and all the major programs require that a student maintain an overall average of 65% in the last two years of her or his degree, and that the average of all philosophy courses be at least 65%.

**Political Science**

**Requirements:**
Political Science 100, 112, or 150 are prerequisites or co-requisites for all other courses in the discipline unless stated otherwise. Students who intend to major in Political Science are encouraged to take 100, 112, or 150 and a 200 level course during the first year.

(i) **3-Year General Degree**
5 courses (30 credits) of Political Science

(ii) **4-Year Major Degree**
Major: 3 Major programs are now available and are described in the Calendar Section on the Bachelor of Arts Program. Students planning to take a Major or Minor in Political Science must have their courses approved by the Political Science Department Chair and the Dean of Arts and Community Studies.

For Political Science majors in the 4-year BA, the recommendation for the structure of the degree (7 courses; 42 credits) is as follows: one introductory first-year course, research methods POLS 265, one course in Canadian Politics and Government,
one course in Law and Public Policy, one course in International Relations, one course in Political Theory, and other courses, freely chosen. Of these 42 credits, 12 must be at the 300 level and six (e.g., POLS 499) at the 400 level.

For the 4-year degree with double major, the recommendation for the structure of the degree is as follows: Introduction to Political Science, at least one course at the 300 level, and at least one course at the 400 level, two or three other courses can be freely chosen from 200 or 300 level courses.

For the area major (3 subjects) only four courses in any discipline are required. For Political Science these shall include a 100 level introductory course, at least two courses at or above the 300 level, and one other 200 or 300 level course freely chosen.

(iii) BA Honours Program in Political Science
The Department offers an Honours Program for those students wishing an elevated level of study above that required in the Major. This program would normally be undertaken by those wishing to proceed to graduate study in Political Science, public administration or law.

The structure of the Honours Program requires completion of the BA core, 60 credits of Political Science courses and electives amounting to 18 credits.

Admission Requirements:
(1) completion of 2 full years of study (60 credits) with a grade of at least 70% in each Political Science course, and
(2) an overall average of 65%.

Completion Requirements: following admission to the program a student must
(1) achieve an average of at least 75% in Political Science courses completed during the final two years of the BA program,
(2) achieve an overall average of at least 75%.

First Class Honours will be granted to those students who achieve an average of 80% or higher in Political Science courses completed during the final two years of the BA program and who have satisfied all other degree and program requirements.

Course Requirements:
60 credits of Political Science courses including
(1) introductory Political Science 100 or 112 or 150 - 6 cr.
(2) research methods POLS 265 - 3 cr.
(3) honours thesis POLS 496 - 6 cr.
(4) 45 additional Political Science cr., 12 of which are at the 300 level and 6 of which are at the 400 level
(5) completion of at least one course in each of these areas
(a) Canadian politics and government
(b) public administration and public policy
(c) law and policy
(d) international and comparative politics
(e) political theory

Psychology courses can be taken as part of the BA, BACS, and BSc programs. It is important to note that the core requirements may differ depending on the program. Here is a summary of the required courses in psychology for each of the BA options:

(i) 3-year Degree
Psychology 100, plus 24 additional credits in psychology.

(ii) 4-year Major Degrees

Major with Minor:
Psychology 100, 201, 203, 211, 221 and 431. Plus 21 additional credits (including at least 3 at the 400 level in addition to 431 and 490).

Double Major (psychology as the first major):
Psychology 100, 201, 203, 211, 221 and 431. Plus 15 additional credits in psychology (including at least three at the 400 level in addition to 431 and 490).

Area Major:
Psychology 100, plus 18 to 24 credits in psychology.

Honours Degree:
The above courses are required for the major and 303, 490, and enough other courses to earn 60 total credits in psychology.

TRANSFER PROGRAM - BA IN HUMAN KINETICS
Students may complete the first year of the BA in Human Kinetics before transferring to another institution to complete years two through four. The first year of the program requires completion of English 200, Biology 101/104, Psychology 100, Sports and Human Kinetics 100 and 200, and an arts or science elective.

CERTIFICATE IN THEATRE ARTS
The Certificate in Theatre Arts came about as a logical step in UCCB’s long tradition of theatre production. All of the courses associated with the certificate are accredited and can be applied toward a Bachelor of Arts or another relevant degree at UCCB. The program has been designed to serve undergraduate students at UCCB, as well as members of the general public – teachers, adult educators, community theatre workers, arts administrators, cultural tourism officers – who want to develop their knowledge of theatre in a university setting.

Complete 12 credits:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 200</td>
<td>Introduction to Literature (6 cr.)</td>
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<tr>
<td>ENGL 307</td>
<td>Introduction to Play Production OR</td>
</tr>
<tr>
<td>FINA 103</td>
<td>Philosophy of Art (3 cr.)</td>
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<tr>
<td>FINA 399</td>
<td>Directed Study Chosen in consultation with</td>
</tr>
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<td></td>
<td>department Chair (3 cr.)</td>
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</tbody>
</table>

Complete 6 credits: (Choose one, all courses 6 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ENGL 308</td>
<td>Elizabethan and Jacobean Drama (Exclusive of Shakespeare)</td>
</tr>
<tr>
<td>ENGL 340</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>ENGL 361</td>
<td>Restoration and Eighteenth Century Drama</td>
</tr>
<tr>
<td>ENGL 365</td>
<td>A Survey of the Drama</td>
</tr>
<tr>
<td>ENGL 455</td>
<td>Five Modern Dramatists</td>
</tr>
<tr>
<td>ENGL 465</td>
<td>Contemporary Drama</td>
</tr>
<tr>
<td>ENGL 490</td>
<td>Studies in Shakespeare</td>
</tr>
</tbody>
</table>

Complete 12 credits: (Choose four, all courses 3 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINA 211</td>
<td>Voice for the Theatre</td>
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<tr>
<td>FINA 213</td>
<td>Movement for the Theatre</td>
</tr>
</tbody>
</table>
FINA 215  Stage Craft  
FINA 217  Stage Management for the Theatre  
FINA 219  Theatre for Children  
ENGL 303  Playwriting I  
ENGL 309  An Introduction to Acting  
ENGL 321  Introduction to Theatre Directing  
ENGL 323  Playwriting II

BACHELOR OF ARTS COMMUNITY STUDIES

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses including English, with an overall average of at least 60%.

NOTE: Students may substitute one Grade 12 open course for one advanced or academic course except where a particular course is specified.

NOTE: All first year BACS students are required to complete the English placement test. Students who do not pass the test must take English 100.

Students in the BACS program may take either a three-year or a four-year program. In the three-year program students may complete the general BACS degree (15 courses, 90 credits) or one of the Sports Management options (15 courses, 90 credits). The four-year program (20 courses, 120 credits) offers three options: the major/minor, the double major, and the area major.

Those entering the BACS program may enter either the three-year or the four-year program. Those who begin in the three-year program may change to a four-year program at a later date if they meet program requirements for average and grades. Students who begin in a four-year program must attain the required average and grades to remain in the program.

THREE-YEAR GENERAL PROGRAM

The three-year BACS requires completion of 15 courses (90 credits). Three six-credit and four three-credit Problem Centred Studies courses (30 credits) comprise the core curriculum, 4 courses (24 credits) are taken in the Academic Field, 4 courses (24 credits) are taken in Career Related Field, and 2 courses (12 credits) of electives complete the program.

The Core Courses

All BACS students are required to complete the Problem Centred Studies (PCSS) core courses. PCSS courses are interdisciplinary seminars in the retrieval, analysis, and application of information. In the first year the emphasis is on finding existing sources of information and using such information to produce analyses and make decisions. In the second year, the focus shifts to primary research. Students identify a specific community problem, examine and interpret existing information on the chosen topic, and then carry out primary research. In the third year, the emphasis is placed on community intervention. Once an issue has been identified and examined, students seek to intervene, in some practical and positive way, in the life of the community. Throughout the sequence of PCSS courses four themes are stressed: self-directed learning, problem solving, critical thinking, and group dynamics.

PCSS 100  Analysis & Decision Making (6 cr.)  
PCSS 200  Applied Research (6 cr.)  
PCSS 251  Community Volunteer Work I (3 cr.)  
PCSS 253  Individual Reflective Essay I (3 cr.)  
PCSS 300  Community Intervention (6 cr.)  
PCSS 351  Community Volunteer Work II (3 cr.)  
PCSS 353  Individual Reflective Essay II (3 cr.)

Detailed descriptions of Problem Centred Studies courses are contained in the alphabetical listing of course descriptions in this Calendar.

Academic Field

Students must complete 4 courses (24 credits) that are chosen from any one academic discipline (degree program) offered at UCCB.

Career Related Courses

Four career related courses (24 credits) are chosen from two subject areas other than the subject chosen for the academic field. Students take either two pairs of courses (12 credits from each of two disciplines) or 3 courses (18 credits) from one discipline and 1 (6 credits) from a second. The subjects may be from either degree or diploma course selections.

Electives

Students must complete 2 elective courses (12 credits). These may be chosen from any subject area.

THREE-YEAR PROGRAM - SPORTS MANAGEMENT

Students who aim at a career in recreation or sport management select academic and elective courses which fit their particular interests and career aims along with the five PCSS courses. Their academic courses may be taken from any of the university college degree disciplines including Business Administration. Sports Management students are required to enrol in the four career related Sports and Human Kinetics courses outlined below. It should be noted that successful completion of the Sports Management profile of courses is not a qualification for entry directly into the teaching profession. Those interested in teaching should opt for the Teaching Stream outlined below.

Detailed descriptions of BACS Sports and Human Kinetics courses are contained in the alphabetical listing of course descriptions in this calendar.

Year 1

The first year is considered a foundation program that will prepare candidates for their further studies in whatever career direction they choose and will also allow faculty the opportunity to better counsel students.

SPHK 100  Physical Education/Sport (6 cr.)  
PCSS 100  Analysis & Decision Making (6 cr.)  
SPHK 200  Sport Management (6 cr.)  
ENGL 100  Effective Writing (6 cr.)

And

1 – 6 credit elective  
Or

2 – 3 credit electives

50  
UCCB Academic Calendar 2005/2006
BUSINESS STREAM

Year 2

PCSS 200  Applied Research (6 cr.)
PCSS 251  Community Volunteer Work I (3 cr.)
PCSS 253  Individual Reflective Essay I (3 cr.)
SPHK 300  Sports Medicine (6 cr.)
SPHK 311  Facilities Design and Management (3 cr.)
SPHK 313  Human Public Relations in Sport/Recreation (3 cr.)
6 credits Business (BUSS)

Year 3

PCSS 300  Community Intervention (6 cr.)
PCSS 351  Community Volunteer Work II (3 cr.)
PCSS 353  Individual Reflective Essay II (3 cr.)
18 credits Business (BUSS)

NOTE: Students must have 24 credits of recommended Business over 3 years.

WELLNESS STREAM

Year 2

PCSS 200  Applied Research (6 cr.)
PCSS 251  Community Volunteer Work I (3 cr.)
PCSS 253  Individual Reflective Essay I (3 cr.)
SPHK 375  Advanced Coaching (3 cr.)
SPHK 377  Exercise and Personal Fitness (3 cr.)
PSYC 240  Social Psychology (6 cr.)
PSYC 260  Developmental Psychology (6 cr.)

Year 3

PCSS 300  Community Intervention (6 cr.)
PCSS 351  Community Volunteer Work II (3 cr.)
PCSS 353  Individual Reflective Essay II (3 cr.)
SPHK 300  Sports Medicine (6 cr.)
12 credits Psychology/Anthropology/Sociology/Biology

NOTE: Students must have 24 credits of recommended PSYC/ANTH/SOCO/BIOL over 3 years.

COACHING STREAM

Year 2

PCSS 200  Applied Research (6 cr.)
PCSS 251  Community Volunteer Work I (3 cr.)
PCSS 253  Individual Reflective Essay I (3 cr.)
SPHK 311  Facilities Design and Management (3 cr.)
SPHK 313  Human Public Relations in Sport/Recreation (3 cr.)
SPHK 375  Advanced Coaching (3 cr.)
SPHK 377  Exercise and Personal Fitness (3 cr.)
PSYC 260  Developmental Psychology (6 cr.)

Year 3

PCSS 300  Community Intervention (6 cr.)
PCSS 351  Community Volunteer Work II (3 cr.)
PCSS 353  Individual Reflective Essay II (3 cr.)
PSYC 240  Social Psychology (6 cr.)
12 credits Teachable Subjects

NOTE: Students must have 24 credits of recommended teachable subjects over 3 years.

TEACHING STREAM

Year 2

PCSS 200  Applied Research (6 cr.)
PCSS 251  Community Volunteer Work I (3 cr.)
PCSS 253  Individual Reflective Essay I (3 cr.)
SPHK 311  Facilities Design and Management (3 cr.)
SPHK 313  Human Public Relations in Sport/Recreation (3 cr.)
12 credits Teachable Subjects

Year 3

PCSS 300  Community Intervention (6 cr.)
PCSS 351  Community Volunteer Work II (3 cr.)
PCSS 353  Individual Reflective Essay II (3 cr.)
SPHK 375  Advanced Coaching (3 cr.)
SPHK 377  Exercise and Personal Fitness (3 cr.)
12 credits Teachable Subjects

NOTE: Students must have 24 credits of recommended teachable subjects over 3 years.

PUBLIC RELATIONS/MEDIA STREAM

Year 2

PCSS 200  Applied Research (6 cr.)
PCSS 251  Community Volunteer Work I (3 cr.)
PCSS 253  Individual Reflective Essay I (3 cr.)
SPHK 311  Facilities Design and Management (3 cr.)
SPHK 313  Human Public Relations in Sport/Recreation (3 cr.)
SPHK 300  Sports Medicine (6 cr.)
12 credits Communication (COMM)

Year 3

PCSS 300  Community Intervention (6 cr.)
PCSS 351  Community Volunteer Work II (3 cr.)
PCSS 353  Individual Reflective Essay II (3 cr.)
SPHK 375  Advanced Coaching (3 cr.)
SPHK 377  Exercise and Personal Fitness (3 cr.)
12 credits Communication (COMM)

NOTE: Students must have 24 credits of recommended communication (COMM) over 3 years.

FOUR-YEAR MAJOR PROGRAM

A four-year Major program in the Bachelor of Arts Community Studies has been developed and approved to expand the options for those students who plan to continue their studies at graduate or professional schools or who wish to achieve a depth of study in one or more disciplines that is not provided for in the structure of the three-year general program.

All options in the major program require completion of the core curriculum as given above. In addition students must complete Problem Centred Studies 400. Students may enter the major program when they begin the BACS program or they may begin in the three-year program and apply to enter the major program at a later date. The following regulations apply to students enrolled in the program:
1. A student in good academic standing who has achieved an average of at least 60% is eligible for admission to the Major program. Students who opt for the four-year degree from the beginning of their program must attain a 60% average to remain in the program.

2. An average of 65% in years three and four will be required to earn the Major degree.

3. A minimum average of 65% will be required over the courses offered towards the major subject(s).

4. Disciplines offering a major require specific courses. Please refer to the Departmental Regulations in the BA section of this Calendar for details. Students are urged to consult a department chair about course choice for the major(s).

The table below outlines the minimum course requirements in the available four year program structures in the Bachelor of Arts Community Studies.

### There are three options in the major program:

1. **Major/Minor** requires the core PCSS courses (36 credits), 7 or 8 courses in the major (42 or 48 credits), 3 or 4 courses in the minor (career related courses - 18 or 24 credits), 3 or 4 electives (18 or 24 credits). Subjects available for the major in the major/minor are: Anthropology, joint Anthropology/Sociology, Business, Communication, English, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Sociology. See the BA section of this Calendar for departmental regulations for major courses.

2. **Double Major** requires the core PCSS courses (36 credits), 6 courses (36 credits) in the first major, 4 or 5 courses (24 or 30 credits) in the second major, 3 or 4 courses (18 or 24 credits) of electives.

3. **Area Major** is a program in which students take courses in each of three closely related disciplines; for example, Humanities and Social Sciences. The program requires the core PCSS courses (36 credits), 4 courses (24 credits) each in three majors, and 2 courses (12 credits) of electives.

Students considering the Double Major or Area Major options should consult a departmental chair or school dean about subjects and courses.

<table>
<thead>
<tr>
<th></th>
<th>Major/Minor</th>
<th>Double Major</th>
<th>Area Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>PCSS Courses</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Academic Subject</td>
<td>7 or 8 (First Major)</td>
<td>6 (First Major)</td>
<td>4</td>
</tr>
<tr>
<td>Career-Related Courses</td>
<td>3 or 4 (Minor)</td>
<td>4 or 5 (Second Major)</td>
<td>4 (Second Major)</td>
</tr>
<tr>
<td>Electives</td>
<td>3 or 4</td>
<td>3 or 4</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
</tbody>
</table>

### ANTHROPOLOGY/SOCIOLOGY IN THE BACS PROGRAM

For the academic concentration in Anthropology and/or Sociology, in a three-year BACS degree, a research methods course (AN/S 266, 268) is strongly recommended. A detailed list of requirements for using Anthropology or Sociology or a joint Anthropology/Sociology combination in the Academic field or as career-related courses, in the three-year BACS or as major or minor in the four-year BACS, is available from the Dean's office or the Chair of the Department of Anthropology and Sociology, and is also on the department's website at: http://faculty.uccb.ca/cdr/requirements.htm

Sociology and Anthropology are separate but overlapping disciplines. This unity-in-difference creates a special opportunity for students choosing an academic field or career-related courses in the BACS. A student may study Anthropology as one separate field, and Sociology as another separate discipline, or a student may combine Anthropology and Sociology and use them as one field. Courses which are labelled “AN/S” may be counted as either Anthropology or Sociology in the BACS degree where either of these is used as a separate discipline for concentration, and the same is true for teachables. Both Anthropology and Sociology are considered teachable subjects by the Nova Scotia Department of Education.

Regulations for the 4-year degree in other disciplines may be found in the BA section of this Calendar.

See the AN/S Chart chart and description of Four-year major program on page 45.

### BACHELOR OF ARTS COMMUNITY STUDIES/BACHELOR OF BUSINESS ADMINISTRATION

The University College offers students an opportunity to obtain both their BACS and BBA degrees in four years. At the end of three successful years, students will receive a Bachelor of Arts Community Studies degree with a career concentration in Business. After the fourth successful year, the student will receive the Bachelor of Business Administration degree.

### BACS SOCIAL SERVICES CERTIFICATE PROGRAM

Students interested in pursuing a career in social work or a related field may select Social Services courses in the BACS degree program. The Social Services courses may only be applied to the career or elective column of the BACS student graduation plan. Detailed descriptions of BACS Social Services courses are contained in the alphabetical listing of course descriptions in this calendar.

### SPECIAL TRANSFER AND ENTRY OPPORTUNITIES

The School of Arts and Community Studies currently offers special opportunities to students who wish to enter the Bachelor of Arts Community Studies program after successfully completing the following programs:

1. Community Studies Diploma, College of the North Atlantic
2. Business or Engineering Technology Diploma

Cooperative Education Program University College of Cape Breton
3. NSCC & NBCC various diploma programs.
4. Students who have graduated from Atlantic Police Academy (APA) Prince Edward Island and have met the entrance requirements of UCCB will receive credit for up to five (5) full courses. These credits will include a block of credits equal to the four (4) career-related courses and one (1) elective or two (2) career related and two (2) electives and one (1) related studies course under the academic column. Graduates of these programs may be awarded the BACS degree upon fulfilment of the requirements as outlined.

1. COLLEGE OF THE NORTH ATLANTIC (CONA)

Students who have graduated from CONA, Newfoundland and have met the entrance requirements of UCCB will receive credit for eight full courses (48 credits) toward the BACS degree. These credits will include 6 credits for PCSS 100 and 3 credits each for PCSS 251 and 351.

A total of 7 full courses must be completed in accordance with the structural requirements of the degree program.

2. TECHNOLOGY-BACS TRANSFER

The aim of this arrangement is to allow diploma students to take advantage of the unique nature of UCCB, in order that they may complete the requirements for a Bachelor of Arts Community Studies degree after they have graduated from a Technology Co-op diploma program. In order to meet the academic criteria of the BACS degree program, Co-op Technology graduates will receive:

- a block of credits equal to the four career related courses, two electives and PCSS 100, 251 and 351.
- and will be required to: successfully complete eight Arts and Sciences courses: four traditional courses in one discipline (academic courses), four Problem Centred Studies courses (PCSS 200, 253, 300, and 353).

3. NOVA SCOTIA COMMUNITY COLLEGE & NEW BRUNSWICK

COMMUNITY COLLEGE

Articulation agreements with NSCC and NBCC, grant students with a one-year diploma, credit for 4 courses (24 credits): 2 electives plus 2 career related courses OR 2 electives, 1 career related course and 1 “Related Studies” course under the academic column. In addition, if a student has completed a work term as part of the one-year diploma, he or she will also receive credit for PCSS 251 (3 credits). Students with the one-year diploma DO NOT receive credit for PCSS 100.

Students completing a two-year diploma, receive credit for a total of 8 courses (48 credits): 2 electives, 4 career related courses, PCSS 100 and PCSS 251 and 351 OR 2 electives, 3 career related courses, 1 “Related Studies” course under the academic column, PCSS 100, PCSS 251 and 351.

DIPLOMA IN PUBLIC ADMINISTRATION AND MANAGEMENT

The Diploma in Public Administration and Management has been designed to meet the changing needs of the public sector by providing students as well as managerial practitioners with the skills required for the new public administration. The program is composed of 42 credits, of which 27 are deemed compulsory. These courses derive from the fields of Political Science and Business Administration, providing students with a knowledge in public sector management from both areas of study. Students may choose electives from a range of Political Science, Business Administration, and Economics courses, with a requirement that a significant portion of their electives be chosen from the latter two disciplines. This ensures that students graduating with the Diploma have a solid foundation not only in the Political Science perspectives with regard to public sector management but also those understandings deriving from Business Administration and Economics.

The Diploma program includes a work-study internship option, Political Science 399, whereby internships are provided to diploma students through our internship co-ordinator. This approach will allow diploma students to work in the public or para-public sector and to receive academic credit for their work.

Course topics include an introduction to Canadian public administration, an introduction to Canadian business and management, Canadian government and administrative law, micro and macro economics, public sector financial and personnel management, restructuring in the public sector, introduction to marketing and marketing for non-profit organizations, issues in Canadian public administration, research methods, money and banking policy, leaders and leadership, Canadian provincial government, policy studies, and an internship option.

Students can apply for credit or advanced standing based on past educational and career accomplishments. They may also substitute up to six credits from relevant courses from other disciplines.

PROGRAM REQUIREMENTS

The Diploma requires 42 credits, five additional three-credit courses over and above the Certificate in Public Administration.

COMPULSORY COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 222</td>
<td>Introduction to Canadian Public Administration</td>
<td>6 cr.</td>
</tr>
<tr>
<td>BUSS 111</td>
<td>Introduction to Canadian Business</td>
<td>3 cr.</td>
</tr>
<tr>
<td>POLS 265</td>
<td>Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>BRLT 995</td>
<td>Survey of Micro/Macro Economics Issues</td>
<td>3 cr.</td>
</tr>
<tr>
<td>POLS 375</td>
<td>Canadian Public Administration: Financial Management, Personnel Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>POLS 377</td>
<td>Canadian Government and Administrative Law</td>
<td>3 cr.</td>
</tr>
<tr>
<td>POLS 389</td>
<td>Issues in Public Administration</td>
<td>3 cr.</td>
</tr>
<tr>
<td>POLS 399</td>
<td>Directed Independent Study, Junior Level</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Total Compulsory Credits: 27
PROGRAM REGULATIONS

DIPLOMA ELECTIVE COURSES

(Elective courses are derived from the University College’s offerings in the disciplines of Political Science, Business Administration, and Economics). Fifteen elective credits are required, of which six must come from a combination of Business Administration or Economics courses. The remaining nine credits are to be derived from Political Science courses.

POLITICAL SCIENCE ELECTIVES
POL 321 Provincial Government - 3 cr.
POL 325 Local Government in Canada - 3 cr.
POL 327 Issues in Canadian Local Government - 3 cr.
POL 329 Regional Government and Planning - 3 cr.
POLS 333 Leaders and Leadership - 3 cr.
POLS 393 Introduction to Policy Studies - 3 cr.

BUSINESS ADMINISTRATION ELECTIVES
BUS 231 Introduction to Marketing - 3 cr.
BUS 260 Organizational Behaviour - 6 cr.
BUS 331 Marketing Management - 3 cr.
BUS 432 Marketing for Non-Profit Organizations - 3 cr.
BUS 465 Organizational Development - 3 cr.

ECONOMICS ELECTIVES
ECON 221 Canadian Economics Issues and Problems - 3 cr.
ECON 301 Money & Banking I - 3 cr.
ECON 411 Public Finance I - 3 cr.
Total Elective Credits: 15

For information contact David Johnson at 902-563-1213 or david_johnson@uccb.ca

CERTIFICATE PROGRAMS

CERTIFICATE IN CRIME PREVENTION THROUGH SOCIAL DEVELOPMENT

UCCB’s CPSD Certificate aims to offer professionals working in the field of crime prevention, and individuals interested in crime prevention issues, a forum to engage with one another and a team of experts in a nurturing, sharing, team-oriented learning environment. As a result of this engagement, the student’s knowledge of CPSD issues will be enhanced and this will enable individuals to engage more efficiently and effectively in their professional duties, increasing the efficacy of CPSD initiatives. The certificate is delivered via distance, in both on line chat, and bulletin board discussion formats.

CERTIFICATE IN HERITAGE PRESERVATION

(A relevant undergraduate degree is required for admission to the program)

Offered under the auspices of the School of Arts and Community Studies.

This program is designed for those who wish to work either as professionals or volunteers in museums or historical sites or those who wish to upgrade their training. This certificate is offered in conjunction with the Fortress of Louisbourg National Historic Site and draws upon the other rich historical museum resources of the Island.

Compulsory Courses:
HPRE 401 Historical Overview equivalent to 3 cr.
HPRE 402 Introduction to Heritage Preservation equivalent to 6 cr.
HPRE 403 Collections Management equivalent to 3 cr.
HPRE 404 Presentations Methods equivalent to 3 cr.
HPRE 405 History, Folklore, Material Culture & Vernacular Architecture equivalent to 3 cr.
HPRE 492 Directed Study equivalent to 3 cr.

For information contact heritage_preservation@uccb.ca

CERTIFICATE IN HERITAGE STUDIES

This program is designed in response to increased opportunities for employment in the field of arts administration, heritage promotion, cultural programming, and multiculturalism. The program will be of particular interest to people within the public and private sector involved in the hospitality industry, tourism, education, small business, and museums.

Compulsory courses for students using Heritage Studies as part of a BACS program:
PCSS 100, HERT 117 or HERT 101, HERT 107, or equivalents from introductory courses in history, heritage studies, and fine arts (for a total of 12 credits) as determined by the Department of Culture, Heritage and Sports Management.

Compulsory courses for students using Heritage Studies as part of a BA program:
HUMA 101, 103, 107, FINA 105 or equivalent combination of BA core courses (for a total of 12 credits) as determined by the Department of History and Fine Arts.

Also required is an Independent Study. The independent study provides an opportunity for students to investigate an area of interest using skills and background acquired through the courses of the program. BA topic is to be determined in consultation with the department chair, History & Fine Arts. BACS topic to be determined in consultation with the department chair, Culture, Heritage & Leisure Studies.
**Certificate in Mi'kmaq Cultural Heritage Preservation**

This is an undergraduate certificate focusing specifically on Mi'kmaq culture and heritage. It will enhance the skills of those who wish to work in the field of heritage preservation in museums, cultural interpretive centres, or archives.

A wide variety of available resources at the University College of Cape Breton and in the wider Cape Breton community will be used including the Mi'kmaq Resource Centre, the Beaton Institute, the University College library, and museums and cultural centres located throughout Cape Breton.

The Certificate is composed of 42 credits:

- **MUSM 100** Introduction to Museum Studies - 6 cr.
- **MUSM 211** Collections Research - 3 cr.
- **MUSM 212** Collections Management - 3 cr.
- **PCSS 251** Community Volunteer Work I - 3 cr.
- **FOLK 201** Oral Literature: Storytelling and Other Verbal Genres - 3 cr.
- **MIKM 100** Introduction to Mi'kmaq Studies - 6 cr.
- **HOSP 165** Hospitality/Tourism in Canada - 3 cr.
- **MUSM 311** Museum Services I - 3 cr.
- **BUSS 111** Introduction to Canadian Business - 3 cr.
- **MIKM 378** Special Topics in Mi'kmaq Studies - 6 cr.

**Certificate in Public Administration**

This program is designed for people who are interested in working for the public and para-public sectors, community organizations, social agencies, and advocacy groups. It may also be of interest to those private-sector employees who are in contact with government, and those interested in gaining knowledge about public administration and public policy. We are currently living through the greatest period of change in the history of Canada. As our legal, political, and economic systems are transformed, so too are our laws and public policies.

**General Certificate Compulsory Courses:**

- **POLS 100, 112 or 150** 6 cr.
- **POLS 222** 6 cr.
- **POLS 265** 3 cr.
- **POLS 399** 3 cr.

**Electives: Nine credits from:**

- **POLS 227** 3 cr.
- **POLS 245** 3 cr.
- **POLS 247** 3 cr.
- **POLS 257** 3 cr.
- **POLS 297** 3 cr.
- **POLS 321** 3 cr.
- **POLS 325** 3 cr.
- **POLS 327** 3 cr.
- **POLS 329** 3 cr.
- **POLS 333** 3 cr.
- **POLS 375** 3 cr.
- **POLS 377** 3 cr.
- **POLS 389** 3 cr.
- **POLS 393** 3 cr.
- **POLS 420** 3 cr.

**Certificate in Public Administration**

Concentration in Municipal Government

**Compulsory Courses:**

- **POLS 222** 6 cr.
- **POLS 265** 3 cr.
- **POLS 325** 3 cr.
- **POLS 327** 3 cr.
- **POLS 399** 3 cr.

**Electives: Nine credits from:**

- **POLS 291** 3 cr.
- **POLS 321** 3 cr.
- **POLS 329** 3 cr.
- **POLS 333** 3 cr.
- **POLS 375** 3 cr.
- **POLS 389** 3 cr.

**Certificate in Public Administration**

Concentration in International Studies

**Compulsory Courses:**

- **POLS 222** 6 cr.
- **POLS 265** 3 cr.
- **POLS 366** 6 cr.
- **POLS 399** 3 cr.

**Electives: Nine credits from:**

- **POLS 267** 3 cr.
- **POLS 269** 3 cr.
- **POLS 280** 3 cr.
- **POLS 285** 3 cr.
- **POLS 351** 3 cr.
- **POLS 353** 3 cr.
- **POLS 355** 3 cr.
- **POLS 357** 3 cr.
- **POLS 359** 3 cr.
- **POLS 389** 3 cr.
- **POLS 430** 6 cr.

**Certificate in Public Administration**

Concentration in Law and Policy Studies

**Compulsory Courses:**

- **POLS 112** 6 cr.
- **POLS 222** 6 cr.
- **POLS 265** 3 cr.
- **POLS 399** 3 cr.

**Electives: Nine credits from:**

- **POLS 235** 3 cr.
- **POLS 245** 3 cr.
- **POLS 247** 3 cr.
- **POLS 271** 3 cr.
PROGRAM REGULATIONS

POLS 297  3 cr.
POLS 319  3 cr.
POLS 321  3 cr.
POLS 371  3 cr.
POLS 377  3 cr.
POLS 389  3 cr.
POLS 393  3 cr.
POLS 395  3 cr.
POLS 397  3 cr.
POLS 410  3 cr.

CERTIFICATE IN PUBLIC ADMINISTRATION

Concentration in First Nations Affairs

Compulsory Courses
POLS 100 or 150  6 cr.
POLS 222  6 cr.
POLS 265  3 cr.
POLS 399  3 cr.

Electives: Nine credits from:
POLS 219  3 cr.
POLS 221  3 cr.
POLS 297  3 cr.
POLS 389  3 cr.
MIKM 240  6 cr.
MIKM 340  6 cr.
MIKM 351  3 cr.

Course Substitution: with respect to all concentrations, students may substitute up to six elective credits from relevant and pertinent courses from other disciplines. See the Co-ordinator of the Certificate Program for official approval of course substitutions.

CERTIFICATE IN SOCIAL RESEARCH

This program teaches research methods for studying human social behaviour, social organization, and culture. Students will get training and practice in a broad range of social research skills which are much in demand in today’s work world. Two groups will find it especially useful. First, students can earn the certificate while studying for a UCCB degree. (The program fits easily into a BA or BACS or BBA program with no need to take extra courses.) Second, people already in a career can upgrade their research skills or prepare themselves for a career transition, by doing this certificate as a “stand-alone” program. Detailed information is available from the Department of Anthropology & Sociology, either through the chairperson or on the department’s website at: http://faculty.uccb.ca/cdr

Complete 30 credits, with an average of 65% in these courses:
1. 6 cr. AN/S 110 Intro to Anthro & Soc
2. 6 cr. AN/S 266 Qualitative Research with mark of 65%
3. 6 cr. AN/S 268 Quantitative Research with mark of 65%
4. 6 cr. Elective(s) in AN/S, ANTH, &/or SOCO above 100-level
5. 6 cr. Research course(s), with mark of 65%, from among: Methods of Applied Social Research (AN/S 364), or Directed Study (AN/S 398, 399, 495/497 498, 499), or AN/S Senior Thesis 490 in AN/S or ANTH or SOCO. For this Certificate, the Directed Study or Thesis must center on original empirical research conducted by the student.

This certificate signals a recipient’s special competence in social-science research. Thus, the following special grade standards will apply:
1. average grade of 65% or more across the whole set of 30 credits that the student offers in fulfillment of the certification requirements,
2. a minimum grade of 65% in each of AN/S 266, AN/S 268, and the advanced research-oriented course(s) listed in item #5, above,
3. a minimum grade of 70% in at least one of the two core methods courses (266 or 268), or in the advanced research-oriented course(s) (item #5, above).

CERTIFICATE IN SOCIAL SERVICES

This certificate provides an initial exploration of the values, principles, and knowledge base associated with social work practice and theory. This program is directed toward three distinct groups: people working in the social service field without formal social work education, those who are interested in entry level positions, and those planning to pursue a social work degree.

A total of 21 credits is required to complete the Social Services Certificate program. Students in the BACS program can take these courses under the Career section of their academic profile and obtain the certificate in addition to their BACS degree. Other students can complete all the courses in one academic year or they can enrol on a part time basis.

Compulsory Courses:
SOSV 200  6 credits Introduction to Social Work
SOSV 399  3 credits Independent Direct Study

Independent Study
50 hours

Twelve credits from:
SOSV 201  3 credits Introduction to Private Social Welfare Systems
SOSV 203  3 credits Introduction to Public Social Welfare Systems
SOSV 300  6 credits Models of Practice and Interventions
SOSV 305  3 credits Child Welfare: A Canadian Perspective
AN/S 266 or AN/S 268  6 credits Qualitative or Quantitative Research Methods

MASTER OF BUSINESS ADMINISTRATION IN COMMUNITY ECONOMIC DEVELOPMENT

The goal of the University College of Cape Breton (UCCB) Master of Business Administration in Community Economic Development [MBA (CED)] program is to create a learning environment for people currently working in community economic development and to educate a new generation of community economic development professionals.

The content of the MBA (CED) is unique and blends subjects in business and social science disciplines with community eco-
omic development practice. Based in the principle of process learning, the program will turn out skilled and able community development practitioners. The program is specifically designed for learners who require advanced, sophisticated training in community economic development: in-career CED specialists, and professionals and practitioners in the military, government, economic development agencies, national and international non-government organizations (NGOs), the United Nations and its associated agencies, community liaisons in private corporations, and students entering the field.

Admission Requirements
To meet MBA(CED) Standard Admission Requirements a bachelor's degree from a recognized university is required. The application cannot be processed until all of the following documents and fee have been received:

- a completed application form
- official transcripts for all previous university study
- satisfactory scores on the TOEFL (for students whose native language is not English)
- satisfactory performance in an interview
- a resume detailing employment experience, skills, community involvement, and interests
- a 500-800 word statement on desire to enter the program
- three references, at least two of which must be from community leaders or authorities in the field of community development
- a non-refundable application fee

Candidates who do not have an undergraduate degree, and show potential for success in graduate level study, may be admitted to the MBA(CED) as non-traditional students. Outstanding career and/or volunteer experience in the area of community development are expected. The candidates will be assessed individually in such areas as experience and performance in a number of education/training courses. Applicants must provide:

- a completed application form
- proof of a minimum of two years experience in community economic development
- a high school diploma or equivalent academic credential
- official transcripts of completed undergraduate work
- satisfactory performance in an interview
- a resume detailing employment experience, skills, community involvement, and interests
- three references, at least two of which must be from community leaders or authorities in the field of community development
- a four to six page essay outlining involvement in a community-based development initiative, philosophy of community development, learning needs, and what can be offered to other students, to University College of Cape Breton, and the region
- a non-refundable application fee

Reference letters must be originals, sent directly by the referees. Only official transcripts sent by the Registrar of the issuing institution will be accepted. The Educational Testing Service must forward TOEFL score reports. Photocopies of any of these documents will not be accepted.

Courses Required to Complete the Degree
Students must complete the required courses and earn 48 credits.

Requests from students to receive advanced standing for courses will be reviewed. Transcripts of the courses along with a detailed description of the content will be required.

Requests from students who wish to challenge courses will be reviewed. The Committee will decide on the merit of the challenges and the criteria used to determine the success of the challenges.

The maximum number of advanced standing credits is six. Each is subject to a Prior Learning Assessment (PLA) review due to the unique aspect of the community economic development framework of the MBA(CED) program.

Students will be required to maintain a 3.0 Grade Point Average (GPA) to remain in the program.

Enrolment is limited to 20 students. Successful applicants will be notified.

The Modular MBA(CED)
Deadline for Application is February 28th for the July start.

The MBA(CED) modular-based program includes three integrated core modules and a research essay or case study.

All students take courses in modular format (residency required) in July with classes from 8:00 a.m. to 5:00 p.m. daily for 20 days. From August to December, students do independent study, research projects and written papers. In late February or early March, the department distributes course outlines and reading materials for the July modules. Until July, students work on reading and skills preparation for the upcoming intensive month of study. Students have an opportunity to take a minimum of one course in the fall and one in the winter/spring session.

Upon the completion of Module II, on request, students are linked with a mentor active in community economic development. Mentors provide encouragement and practical feedback to the student until the completion of the program.

Upon completion of Module III, each student is assigned research advisors who continue to work with the student until the final research essay/case study is completed.

Module I

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 500</td>
<td>Business and Community Development I (3 cr.)</td>
</tr>
<tr>
<td>MBAD 501</td>
<td>History of Community Economic Development in Canada (3 cr.)</td>
</tr>
<tr>
<td>MBAD 502</td>
<td>Principles of Accounting: Applications to Community Economic Development (3 cr.)</td>
</tr>
<tr>
<td>MBAD 504</td>
<td>Principles of Marketing: The Community Economic Development Approach (3 cr.)</td>
</tr>
<tr>
<td>MBAD 505</td>
<td>Organizational Behaviour: Management and Policy-Making (3 cr.)</td>
</tr>
</tbody>
</table>
Module II

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 600</td>
<td>Business and Community Development II</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 601</td>
<td>Principles of Finance: Applications to Community Economic Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 602</td>
<td>Communication and Social Change</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 603</td>
<td>Applied Research Methods</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 604</td>
<td>Fieldwork Methodology and the Research Essay Proposal</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Module III

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 605</td>
<td>Community Organization and Leadership Training Techniques</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 606</td>
<td>Community Economic Development Initiatives and Options for Organizational Structure</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 608</td>
<td>Comparative Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 618</td>
<td>Principles of Venture Analysis: The Community Economic Development Context</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD Elective</td>
<td>Elective (3 cr.) or the Elective can be replaced by the second course of the designated Option</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

MBAD Research Essay/Case Study

The research essay/case study will meet the highest academic standards and will approach a problem in community economic development in a holistic, multidisciplinary manner. Students will ground their research in an existing or planned community development initiative. A two-person supervisory committee, drawn from different disciplines, will oversee the preparation of this essay. There is no residency requirement for the research essay, which will be completed off site. The research essay/case study must be completed within a calendar year.

The Semester-based MBA(CED)

Deadline for Application is April 30th for the September start.

The semester-based program has two components that consist of two years of study or fifteen three-credit courses, and a Major Research Essay/Case Study that must be completed within one academic year. Semesters follow the normal September-April academic year.

Upon completion of the two years of study, each student is assigned research advisors who continue to work with the student until the final research essay/case study is completed.

Module I   Module II   Module III

<table>
<thead>
<tr>
<th>Module I</th>
<th>Module II</th>
<th>Module III</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 500</td>
<td>MBAD 600</td>
<td>MBAD 605</td>
</tr>
<tr>
<td>MBAD 501</td>
<td>MBAD 601</td>
<td>MBAD 606</td>
</tr>
<tr>
<td>MBAD 502</td>
<td>MBAD 602</td>
<td>MBAD 607</td>
</tr>
<tr>
<td>MBAD 503</td>
<td>MBAD 603</td>
<td>MBAD 608</td>
</tr>
<tr>
<td>MBAD 504</td>
<td>MBAD 604*</td>
<td>MBAD Elective*</td>
</tr>
</tbody>
</table>

Options in the MBA(CED) Program

Students pursuing an MBA(CED) Option would replace MBAD 604 with the first course of the designated Option. The Research Essay/Case Study would build on courses within the Option.

First Nations Option:

The First Nations option is a natural outgrowth of UCCB’s already extensive Mi’kmaq Studies program.

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 611</td>
<td>The Dynamics of Community Economic Development in Urban and Rural First Nations Communities</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 612</td>
<td>Case Study in First Nations Community Economic Development</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Middle East Option (on-site Cairo, Egypt):

One of the MBA(CED) program’s strengths is its strategic partnerships. In collaboration with Leadership International and Sadat Academy for Management Sciences, Cairo, Egypt, the MBAD Middle East Option was offered on-site in Cairo beginning September 2001 and has become a benchmark for success.

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 614</td>
<td>Macroeconomics Issues and Planning for Community Economic Development in Economically Challenged Areas in the Middle East</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 615</td>
<td>The Economic Dynamics of Community Development in Urban and Rural Areas in Economically Challenged Areas of the Middle East</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 626</td>
<td>Case Study in an Economically Challenged Area in the Middle East</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

Peace-Building, Reconstruction and Good Governance Option:

One of the MBA(CED) program’s strengths is its strategic partnerships. In collaboration with Canadian Department of National Defense the MBAD Peace-Building, Reconstruction, and Good-Governance Option was designed specifically to be of interest and benefit to military and civilian personnel who are, or may be, involved in planning and implementing post-conflict resolution and restoration activities across a broad spectrum of need in local, national, and international situations.

<table>
<thead>
<tr>
<th>Module</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBAD 616</td>
<td>Emergency Preparedness and Community Economic Development</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 617</td>
<td>Conflict Resolution and Community Reconstruction</td>
<td>3 cr.</td>
</tr>
<tr>
<td>MBAD 627</td>
<td>Case Study in planning and implementing post-conflict resolution and restoration activities</td>
<td>3 cr.</td>
</tr>
</tbody>
</table>

At the national level UCCB has signed a memorandum of understanding with Lakeland College, Alberta, to offer the MBA(CED) in the Western Canadian market. At the international level UCCB has signed joint agreements with Jilin University – Lambton College and Beijing Union University, China.

In July 2003, UCCB signed an agreement with Dorset College, British Columbia, allowing students in Dorset’s Pre-Master’s Program to transfer into the MBA(CED) at UCCB.
Program schedules for the national and international markets will differ from the program offered on-site at UCCB.

For more information about the Master of Business Administration in Community Economic Development program, please contact the Director (902-563-1467, ced@uccb.ca).

**Bachelor of Business Administration**

**Admission Requirements**

Required: Five Grade 12 advanced or academic courses including English and Mathematics or Pre-calculus Mathematics, with an overall average of at least 60%.

Note: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

The Bachelor of Business Administration degree is a four-year program (when completed on a full-time basis) in which students may pursue a concentration within different disciplines. The BBA degree program consists of a combination of core courses (60 credits), which are both problem-centred and problem-based, and elective courses (60 credits). The BBA program allows the student to develop an innovative program which would include the core curriculum and elective courses providing the student with either a business or a non-business concentration. The degree may be completed through full-time or part-time study. The co-operative education internship program provides the opportunity to earn income and gain relevant work experience while completing the BBA degree requirements.

The Bachelor of Business Administration Program is intended to prepare successful candidates for self-employment and for careers in private and public enterprise, cooperatives, the government service, and for graduate study. One of the primary objectives of this program is to develop men and women with a foundation in the traditional liberal arts courses.

**BBA Program**

Students are required to complete the equivalent of twenty full university courses (120 credits) as follows or as timetabled by the Department:

<table>
<thead>
<tr>
<th>Year 1*</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>111/231</td>
<td>181/282</td>
</tr>
<tr>
<td>121/122</td>
<td>260</td>
</tr>
<tr>
<td>182/281</td>
<td>341/342</td>
</tr>
<tr>
<td>ECON 101/102</td>
<td>271/</td>
</tr>
<tr>
<td>1 Elective</td>
<td>1 1/2 Electives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>331/312</td>
<td>471/</td>
</tr>
<tr>
<td>321/391**</td>
<td>4 1/2 Electives</td>
</tr>
<tr>
<td>3 Electives</td>
<td></td>
</tr>
</tbody>
</table>

See Business Administration (BUSS) for course descriptions.

*ENGL 100 and/or BUSS 101 may be required depending on the results of diagnostic tests in English and Mathematics. If ENGL 100 is required it will take the place of the year one elective. If BUSS 101 is required, it will be taken in the fall term and ECON 101 or 102 will be taken in the winter term.

**Students entering the program prior to 1994-95 will have BUSS 112 instead of BUSS 391.

The BBA program has 60 core business credits and 60 open elective credits. The open elective concept allows innovative combinations with other disciplines.

A student may take a maximum of 30 business credits as electives. With business as an elective, the remaining electives are to be spread over three discipline areas. Without business as an elective the electives are to be spread over four non-business areas.

Typical Degree Structure:

<table>
<thead>
<tr>
<th>BBA Core Courses</th>
<th>60 credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives:</td>
<td></td>
</tr>
<tr>
<td>Discipline 1</td>
<td>18 credits</td>
</tr>
<tr>
<td>Discipline 2</td>
<td>12 credits</td>
</tr>
<tr>
<td>Discipline 3</td>
<td>12 credits</td>
</tr>
<tr>
<td>Business Electives</td>
<td>18 credits (maximum 30)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120 credits</td>
</tr>
</tbody>
</table>

For more information contact the Dean or Associate Dean, School of Business.
BUSINESS CONCENTRATIONS

The open elective concept provides sufficient flexibility for students to obtain a concentration in the business disciplines. This concept can be used to obtain concentrations by choosing business or other electives from the specific areas in addition to the required BBA core courses. Those wishing to enter a business concentration should see the appropriate discipline coordinator as shown below.

CONCENTRATIONS CAN BE OBTAINED IN THE FOLLOWING AREAS:

Accounting: Prof. J. MacKinnon
Elective Sequence: BUSS 325, and 326 plus any 15 credits from BUSS 221, 284, 421, 424, 425, 426, 427, 451, 452.

Canadian Studies in Business:
Elective Sequence: ECON 221, ECON 222 plus any 9 credits from AN/S 332, SOCO 381, 383, 451, 453, HIST 304, 306, 308, 400, POLS 150, 222, 321, 375, 393, and any 9 credits from BUSS 211, 212, 251, 252, 362, 363, 364, 411, 451, 452, 499

Economics:
Economics is a social science concerned with the efficient use of scarce resources in production, exchange, and consumption, to attain the maximum satisfaction of society's material wants. Students may take economics to obtain a concentration in the discipline. Alternatively, students may take economics courses as electives to complement studies in related fields.

Students graduating with a concentration in economics would find careers in the corporate sector, public service, international development organizations, and consultancy and community work. Others may go on to specialize in higher studies and obtain professional qualifications in law, public administration, and management.

Economics Elective Sequence:
Six 3-credit courses to be taken as follows:
Year 2 - ECON 201, 202
Year 3 - Two of ECON 221, 301, 302
Year 4 - Two of ECON 310, 325, 335, 343, 341, 411, 421, 441, BUSS 441, 448

Finance
Six 3-credit courses to be taken as follows:
BUSS 346, 445 plus any four courses from BUSS 241, 345, 441, 442, 443, 446, 448, ECON 301, 302, 325.

Information Technology:
Elective Sequence: BUSS 284 plus 6 credits from MATH 187, ITEC 110, MATH 189, ITEC 220, ITEC 310, ITEC 322, ITEC 416, plus 12 credits from ITEC 112, 120, 122, 210, 222, 224, 318, 320, 324, 412, 414, 418, 422, 424, 425 or 427.

Legal Studies:
Core Courses (15 Credits): BUSS 251, 252, LEGL 351, 352, 353, Electives: 3 credits from BUSS 253, LEGL 471, 481, ENVH 211, 317, 421, ECON 242, ENVI 325, PHIL 209, POLS 221, 297, 355.

Marketing: Elaine MacNeil
Elective Sequence: BUSS 232, 430, 337, 332, 439 plus 2 three-credit unspecified marketing electives.

Organizational Behaviour and Industrial Relations: Allan Fraser
BUSS Electives: Any 12 credits from the following: BUSS 263, 362, 363, 364, 411, 464, 465, 466 (BUSS 263 may be replaced by COMM 103).

Tourism Marketing and Management:
Marketing Management Component (total of 12 cr.):
BUSS 232, 362 and 363 plus one elective chosen from BUSS 233 or 435
Tourism Component (total of 9 cr.):
BUSS 393 or HATM 361, BUSS 394 and 493
Hospitality Component (total of 9 cr.):
HATM 368 and 161/162
Open Electives: 30 credits
See Dean's Office for a worksheet.

Entrepreneurship
A concentration in entrepreneurship is available to students enrolled in the BBA program. The concentration is directed toward students who are interested in starting their own enterprises. Upon successful completion of this concentration, graduates should have a well-developed business plan and a realistic assessment of their business idea. The concentration includes required activities that earn the student academic credit and other required activities to which no academic credit is attached. These are clearly marked in figures 1 and 2 on page 61.

Those required program activities that earn academic credit occur in the final term of the senior year and are referred to as the entrepreneurship module. (see figure 2). The entrepreneurship module must be completed through full-time study.

Students pursuing this concentration must become actively involved in three societies: the Idea Generation Society, the Innovation Society, and a Society for Financing and Deal Making. Any senior BBA students who have completed all core (required BBA courses totalling 60 credits) and other elective (60 credits including at least 30 credits from non-Business disciplines and not more than 15 credits of additional business courses) requirements may be admitted to the Entrepreneurship Module provided that they have been active members (regular in attendance and participation) of the societies and have a clear innovative proposal they wish to pursue. Successful completion of the entrepreneurship module will provide students with 15 credits towards their BBA degrees.
Figure 1 - Four Year BBA Degree with Concentration in Entrepreneurship

Four Year BBA Degree

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Extended program</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
<td>no credit</td>
</tr>
</tbody>
</table>

Entrepreneurship Program

<table>
<thead>
<tr>
<th>Innovation Society (no credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea Generation Society</td>
</tr>
<tr>
<td>Using Industry Leaders to Identify Opportunities (no credit)</td>
</tr>
<tr>
<td>Society for Financing and Deal Making (no credit)</td>
</tr>
</tbody>
</table>

Figure 2 - Year 4 Schedule ---- Extended Program, Post-Graduate Phase

Degree/Diploma Program Module 15 credits

Entrepreneurship Module 15 credits

Scholarship

Business Development no credit

<table>
<thead>
<tr>
<th>Innovation Society (no credit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea Generation Society (no credit)</td>
</tr>
<tr>
<td>Society for Financing and Deal Making (no credit)</td>
</tr>
</tbody>
</table>
PROGRAM REGULATIONS

BBA BUSINESS CO-OPERATIVE EDUCATION INTERNSHIP PROGRAM

The Business Co-operative Education Internship Program is a university college program that gives students the opportunity to enrich their education by alternating periods of classroom study with up to three periods of off-campus work experience. Each work experience period is four months in duration and involves the student in supervised, paid, full-time work related to his/her area of study. The combination of theory and practice during the academic year makes education more meaningful, and provides students with the opportunity to acquire those skills necessary for a satisfactory adjustment to the world of work.

Practicum Evaluation
Pass/Fail/Withdrawn
Performance Evaluation
Poor/Good/V.G./Excellent

The practicums will be recorded as BUSS 501, BUSS 502, and BUSS 503 respectively.

BACHELOR OF ARTS COMMUNITY STUDIES/
BACHELOR OF BUSINESS ADMINISTRATION

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses including English and Mathematics or Pre-calculus Mathematics, with an overall average of at least 60%.

Note: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

Integrated Study Emphasizing Community Business Development

The University College offers students an opportunity to focus on community business development issues while obtaining both their BACS and BBA degrees in four years. The aim of the combined degree is to increase understanding of local development issues and to produce graduates who can take a leading role in their local business communities.

In order to remain in this specialized stream of study, a student must maintain an average of 75% during each year of study. This stream is available only to students studying full-time.

At the end of three successful years students will receive a Bachelor of Arts Community Studies degree with a career concentration in Community Business Development. After the fourth successful year, the student will receive the Bachelor of Business Administration degree.

Students completing this combined degree are offered “workships” on a competitive basis. Course profile paths are available from School offices. A sample outline is shown.

<table>
<thead>
<tr>
<th>Year I</th>
<th>PCSS 100</th>
<th>AN/S 110</th>
<th>CAREER-RELATED</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUSS 111/231</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>BUSS 121/122</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>ECON 101/102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year II</th>
<th>PCSS 200</th>
<th>AN/S 266</th>
<th>BUSS 182/281</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PCSS 251/253</td>
<td>AN/S 270</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year III</th>
<th>PCSS 300</th>
<th>AN/S 355/357</th>
<th>BUSS 181/282</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 105/307</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>PCSS 351/353</td>
<td></td>
<td>BUSS 260</td>
</tr>
</tbody>
</table>

Requirements for BACS Degree Completed

<table>
<thead>
<tr>
<th>Year IV</th>
<th>BUSS 341/342</th>
<th>BUSS 211/212</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(project course)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>BUSS 321/271</td>
<td>BUSS 391/331</td>
</tr>
<tr>
<td></td>
<td>BUSS 471/312</td>
<td></td>
</tr>
</tbody>
</table>

Requirements for BBA Degree Completed
BACHELOR OF HOSPITALITY AND TOURISM MANAGEMENT

Paid work internship program.

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses including English and Mathematics with a minimum average requirement of 60%.

NOTE: Students may substitute one open course for one advanced or academic course except where a particular course is specified. The Bachelor of Hospitality and Tourism Management program is a three-year general degree offered through the School of Business that encompasses courses spread over the Hospitality, Tourism, Business/Management, Humanities, Social Science, and English academic disciplines.

The program includes two compulsory six-month paid industry internships which occur between May and October in the first and second year of study. Internships must meet suitable industry internship criteria. An internship co-ordinator (faculty member) will arrange recruitment presentations and provide students with the opportunity to be interviewed on campus by national, provincial, and regional establishments for internship placement. Students are also encouraged to seek internship opportunities on their own. All internship placements are subject to approval by the Internship Co-ordinator.

Academic terms 3 and 5 begin in mid-October allowing time for students to complete the required 540 hours of pre-approved industry employment required for successful completion of the program.

TOURISM MANAGEMENT

Three-Year Degree

BACHELOR OF HOSPITALITY AND TOURISM MANAGEMENT (BHTM)

Year One: Fall Term September-December
HATM 161 Introduction to Food Theory and Nutrition
HATM 165 Hospitality/Tourism in Canada
100 Level Humanities
ENGL 100 Effective Writing
100 Level Social Science*

Winter Term January-April
HATM 162 Restaurant Operation and Service
HATM 169 Guest Service Computer Applications
100 Level Humanities
ENGL 100 Effective Writing
100 Level Social Science*

Spring/Summer
Hospitality and Tourism Internship 1

Year Two: Fall Term October-December
HATM 268 Food Science Fundamentals for Hospitality Food Service Managers
HATM 361 Tourism Marketing
HATM 367 Resort/Facilities Management and Maintenance
COMM 103 Interpersonal Communication
ECON 101 Principles of Microeconomics
HATM 269 Industry Internship 1
(Completed in spring/summer)

Winter Term January-April
HATM 365 Meetings and Convention Management
BUSS 121 Financial Accounting
COMM 105 Introduction to Public Communication
MATH 151 Descriptive and Basic Inferential Statistics
ELECTIVE 200 Level Humanities, English, or Social Science

Spring/Summer
Hospitality/Tourism Internship II

Year Three: Fall Term (October-December)
HATM 370 Functions Management 1
HATM 368 Hospitality/Tourism Law
BUSS 493 Tourism Management 1
ECON 102 Principles of Macroeconomics
BUSS 261 Introduction to Organizational Behaviour
HATM 369 Advanced Industry Internship II (completed in spring/summer)

Year Three: Winter Term January-April
BUSS 495 Tourism Strategy
HATM 371 Functions Management II
BUSS 321 Managerial Accounting
ELECTIVE 200 Level or Higher Humanities, English or Social Science
ELECTIVE 200 Level or Higher Humanities, English or Social Science

* or Science or Natural Sciences

BACHELOR OF TECHNOLOGY INFORMATION

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses including English and Mathematics or Pre-calculus Mathematics, with an overall average of at least 60%. Note: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

The Bachelor of Technology Information degree is a four-year, co-operative education program. The program consists of forty one-term courses (three-credit) and three career education placements. Students in the BTI degree program can be awarded a diploma in their specialization in some cases after completing...
the first 30 term courses and two co-operative education work terms. The degree will be awarded following successful completion of the entire program.

Areas of specialization available in the BTI, offered by the School of Business, are Information Management and Network Management. Entry into both options is possible through the Information Technology Diploma.

Following completion of their diploma requirements, students complete one additional year of study to attain their BTI degree.

Students can be awarded advanced standing in the BTI program based on other degrees or diplomas awarded by UCCB or by other colleges or universities. As well, advanced standing may be awarded on the basis of industry experience and/or proprietary industry programs, e.g., Novel Administrator. Students interested in the program should see the Dean of the School of Business.

**BTI (Information Management)**

The BTI, with specialization in Information Management, includes the courses of the Information Technology Diploma that can be viewed on page 67 of this Calendar. In addition to these courses, students will require the following courses to complete the degree:

- ITEC 411 Intermediate Technical Writing
- ITEC 416 E-Commerce Technologies
- ITEC 418 Data Warehousing
- ITEC 425 Current Issues in IT (Case Analysis)
- ITEC422 Software Engineering Tools
- ITEC426 Systems Implementation Project
- ITEC428 Technical Entrepreneurship
- BUSS284 Information Systems for Management
- OPEN ELECTIVE
- OPEN ELECTIVE

* Or ITEC elective for ITEC Diploma stream students

**BTI (Network Management)**

The BTI, with specialization in Network Management, includes the courses of the Information Technology Diploma that can be viewed on page 67 of this Calendar. In addition to these courses, students will require the following courses to complete the degree:

- ITEC 411 Intermediate Technical Writing
- ITEC 412 Internet Administration
- ITEC 414 Advanced TCP/IP
- ITEC 416 E-Commerce Technologies
- ITEC 425 Current Issues in IT (Case Analysis)
- ITEC 427 Server Technologies
- ITEC 424 WAN Technologies (Internetworking)
- ITEC 426 Systems Implementation Project
- OPEN ELECTIVE
- OPEN ELECTIVE

See the ITEC course description section in this Calendar for additional detail on individual courses. Further information on either the Information Management option or the Network Management option is available from the Department Chair.

**Bachelor of Business Administration - Transfer Upon Graduation from Business Technology**

Graduates from Business Technology are eligible to receive credit for a minimum of ten six-credit courses toward the completion of the BBA degree. For details contact the office of the Dean, School of Business.

For Further Information on transfer programs:
Contact Dean, or Associate Dean, School of Business – (902) 563-1149

**Certificate in Management**

(Canadian Institute of Management)

The Canadian Institute of Management requires an applicant to complete an eight-subject study course in effective management over a four-year period to achieve the CIM professional designation.

The program is designed to meet the management development needs of individuals. By gaining an improved knowledge of accounting, finance, human behaviour, business communication, strategic management, and business law, students can better prepare themselves for the future demands of a career in management. Successful graduates of the program earn a nationally recognized qualification and are entitled to use the designation “CIM” after their names. Credits earned can be applied toward a Diploma in Business Technology or Bachelor of Business Administration degree at UCCB.

The following are the UCCB equivalencies approved by the Canadian Institute of Management:

- ECON 101 Principles of Microeconomics (3 cr.)
- ECON 102 Principles of Macroeconomics (3 cr.)
- BUSS 231 Introduction to Marketing (3 cr.)
- BUSS 251 Business Law 1 (3 cr.)
- BUSS 261/BUSS 262 Organizational Behaviour I and II (6 cr.) Equivalent to BUSS 260
- BUSS 284 Information Systems for Management (3 cr.)
- BUSS 341 Business Finance (3 cr.)
- BUSS 471 Business Competitive Strategies (3 cr.)

**Admission Requirements:**

The normal rules and regulations for regular, part-time, and mature students entering UCCB credit courses will apply. Prerequisites for the above courses are waived for CIM students. The Canadian Institute of Management requires a minimum grade of 60% in courses applicable to the CIM designation.

**Fees:**

Regular UCCB tuition and fees apply to all courses. A yearly membership fee, in addition to UCCB tuition and fees, is required for CIM designation by the Canadian Institute of Management.

For information on the CIM program contact Anne Chiasson 902-563-1664 or anne_chiasson@uccb.ca
PROGRAM REGULATIONS

PROFESSIONAL DEVELOPMENT CERTIFICATE PROGRAM

This program is designed to meet the needs of both public and private sector employees and those who want to both develop and enhance work-related skills, as well as to participate in an accredited professional development opportunity. Courses are multi-disciplinary to reflect the nature of skills needed to perform successfully on the job. This program would be of interest to individuals who are currently employed and who wish to further their education and employers interested in providing professional development. The program has significant value compared to traditional training programs as, should an individual desire, certificate credits can be applied toward a relevant University College degree.

The Program can be offered as a closed certificate for a defined learning group or learners can participate as part of a regular stream class. Some courses may be available through distance education.

Core courses:
BUSS 260 Organizational Behaviour
COMM 105 Introduction to Public Communication
BUSS 311 Administrative Problem Solving
Elective: One 3-credit elective course from one of the approved disciplines such as Political Science, Communication, French or Business Administration.

Independent Study: The independent study provides an opportunity for students to investigate an area of personal or professional interest using the skills and background acquired through the courses of the program. This topic will be determined in consultation with the program director.

BUSINESS CERTIFICATE AND PROFESSIONAL PROGRAMS

There are numerous independent professional organizations offering their own programs of study leading to Diplomas or Certificates. Some School of Business courses offered by the University College of Cape Breton are accepted as equivalents of courses within these external programs. For the descriptions which follow, equivalencies are available at the School of Business. There are a number of certificate and professional programs offered. These include:

INSTITUTE OF CANADIAN BANKERS FELLOWS PROGRAM (ICB)

An extensive revision of the Business Program for Bankers (BPB) was implemented on September 1, 1996.

Applicants are advised to read the Institute’s publication for information and/or contact the Registrar’s Office of the Institute or their bank’s ICB coordinator.

Revised Structure, Business Program for Bankers

MODULE I - TWO COMPULSORY COURSES:

<table>
<thead>
<tr>
<th>ICB Title</th>
<th>UCCB Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Foundation</td>
<td>N/A</td>
</tr>
<tr>
<td>Skills</td>
<td>N/A</td>
</tr>
<tr>
<td>Employable Skills</td>
<td>N/A</td>
</tr>
</tbody>
</table>

MODULE II - SIX COMPULSORY COURSES:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>UCCB Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizational Behaviour</td>
<td>BUSS 260</td>
</tr>
<tr>
<td>Fundamentals of Accounting</td>
<td>BUSS 121/122</td>
</tr>
<tr>
<td>Marketing</td>
<td>BUSS 231</td>
</tr>
<tr>
<td>Economics</td>
<td>ECON 101/102</td>
</tr>
<tr>
<td>Business Finance</td>
<td>BUSS 341/342</td>
</tr>
<tr>
<td>Integration Course</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: The Integration course must be taken last.

Completion of Module 1 leads to the Letter of Accomplishment and completion of Module I and Module II leads to the Associate of the Institute of Canadian Bankers (AICB).

SPECIALIZED STUDIES PROGRAM

Diplomas in this program are awarded upon completion of five courses in any given area of specialization. The diploma in the General Management area, however, is granted upon completion of any combination of five SSP courses.

The areas of specialization are:
- Economics
- Finance and Accounting
- Human Resource Management
- Management Sciences
- Marketing
- International Business
- General Management

THE CREDIT UNION INSTITUTE OF CANADA

In affiliation with University College of Cape Breton, the Credit Union Institute of Canada (formerly the Canadian Credit Union Institute) currently offers two programs of study, each leading to a professional designation.

CERTIFIED GENERAL ACCOUNTANTS ASSOCIATION (CGA)

The Certified Accountants Association of Canada, Atlantic Region, is an association of professional accountants. All members have met the Association’s requirements of professional competency, are bound to a uniform standard of conduct, and are entitled to the designation, CGA. In co-operation with University College of Cape Breton, there are exemptions leading to the CGA designation.

ATLANTIC SCHOOL OF CHARTERED ACCOUNTANCY (ASCA)

The Institutes of Chartered Accountants of New Brunswick, Nova Scotia, Prince Edward Island, and Newfoundland are participants of the Atlantic School of Chartered Accountancy (ASCA). The primary objective is to provide a prequalification study program for students wishing to enter the profession.

Prospective CAs must first obtain an undergraduate degree and employment with a CA firm to be admitted as students in the ASCA program. Students will then undertake a number of prescribed modules of study and must pass evaluations in each course. After completion of these module courses they are then required to sit the uniform evaluations (UFE) in order to receive the designation CA.
THE INSURANCE INSTITUTE OF CANADA (FIIC)

The Insurance Institute of Canada Fellowship Program is designed for candidates who have already completed their Association (AIIC) although concurrent enrollment is permissible in some circumstances.

Specific details on these programs are available upon request.

DIPLOMA IN BUSINESS TECHNOLOGY

ADMISSION REQUIREMENTS

(Information Technology Diploma)

Required: Five Grade 12 advanced or academic courses including English and Mathematics or Pre-calculus Mathematics, with an overall average of at least 60%.

NOTE: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

The School of Business has primary responsibility for the delivery of the Diploma in Business Technology (including the Hospitality Diploma Program).

It is the aim of the Business Technology diploma program to equip students with the fundamental tools and training in areas of modern business that will allow them to adapt readily to many business occupations. This specialized training, when coupled with on-the-job experience and application, will enhance the students’ possibility of achieving rapid progress and promotion within the chosen career.

Graduates of the Co-operative Education diploma program in Accounting, Computer Information Systems, Information Technology, Management, and Marketing may earn the Bachelor of Business Administration degree by completing 60 credit hours of additional study. Students wishing to pursue this option should seek advice from the Dean of Business.

BUSINESS TECHNOLOGY - DIPLOMA IN INFORMATION TECHNOLOGY

The Information Technology (ITEC) program equips its graduates with the essential information technology (IT) skills necessary for them to be both adaptable and innovative in the dynamic business world of IT. Courses are taught in both classroom and computer laboratory environments and are continually updated to reflect current business and industry standards. The program was designed to provide the required skill sets essential to success in the IT field and to allow flexibility in both course selection and program completion paths. This specialized approach, when coupled with on-the-job experience and application, will enhance the students’ likelihood of achieving rapid progress and promotion within the chosen career.

The ITEC diploma program prepares graduates for careers as systems analysts, project leaders, programmers, consultants, network administrators, and application support personnel. The course of study includes two four-month internship job placements and six academic terms. Graduates of the ITEC diploma may complete one additional year of study for a Bachelor of Technology Information (BTI) degree with a specialization in either Information Management or Network Management.

The following course template represents the standard pattern through the diploma program. Students may choose alternative routes dependent on their individual requirements.
# Information Technology Diploma

**Academic term 1 September - December**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 110</td>
<td>Introduction to Programming (C++)</td>
</tr>
<tr>
<td>ITEC 112</td>
<td>Introduction to Operating Systems</td>
</tr>
<tr>
<td>ITEC 114</td>
<td>Information Systems *</td>
</tr>
<tr>
<td>BRLT 901</td>
<td>Business Mathematics I*</td>
</tr>
<tr>
<td>BRLT 941</td>
<td>Principles of Business Communication</td>
</tr>
</tbody>
</table>

* Students may achieve advanced standing status based upon successful demonstration of course outcomes. Students will replace a waived course with an approved elective. See the Department Chair for further details.

**Academic term 2 January - April**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 120</td>
<td>PC Hardware Fundamentals</td>
</tr>
<tr>
<td>ITEC 122</td>
<td>Introduction to Network Management</td>
</tr>
<tr>
<td>ITEC 124</td>
<td>Internet Fundamentals</td>
</tr>
<tr>
<td>BRLT 902</td>
<td>Business Mathematics II</td>
</tr>
<tr>
<td>BRLT 942</td>
<td>Business Communication</td>
</tr>
</tbody>
</table>

**ITEC 501 - Work Placement I** **ITEC and BTI students must pass all required courses in the fall term preceding their summer placement with a 70% average to be eligible to apply for summer work term placements. Placements will be conditionally approved pending the successful completion of the winter term courses and the maintaining of a yearly 70% average. Students will receive notification of their work term status as soon as is reasonably possible after fall marks have been submitted. Students not meeting these criteria will be provided a process to appeal their standing.

**Academic term 3 September - December**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 210</td>
<td>Systems Analysis &amp; Design</td>
</tr>
<tr>
<td>ACCT 111</td>
<td>Introductory Financial Accounting I</td>
</tr>
<tr>
<td>BOMN 211</td>
<td>Business Organization &amp; Management I</td>
</tr>
<tr>
<td>BRLT 923</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

***APPROVED ELECTIVE

**Academic term 4 January - April**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 220</td>
<td>Advanced Programming</td>
</tr>
<tr>
<td>ITEC 222</td>
<td>Advanced Network Management</td>
</tr>
<tr>
<td>ITEC 224</td>
<td>Data Base Development</td>
</tr>
<tr>
<td>BOMN 253</td>
<td>Organizational Behaviour</td>
</tr>
<tr>
<td>ACCT 112</td>
<td>Introductory Financial Accounting II</td>
</tr>
</tbody>
</table>

**ITEC 502 - Work Placement II** **ITEC and BTI students must pass all required courses in the fall term preceding their summer placement with a 70% average to be eligible to apply for summer work term placements. Placements will be conditionally approved pending the successful completion of the winter term courses and the maintaining of a yearly 70% average. Students will receive notification of their work term status as soon as is reasonably possible after fall marks have been submitted. Students not meeting these criteria will be provided a process to appeal their standing.

**Academic term 5 September - December**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 310</td>
<td>Visual Basic</td>
</tr>
<tr>
<td>ITEC 318</td>
<td>Mid-Range Operating Systems</td>
</tr>
<tr>
<td>ITEC 320</td>
<td>IT Project Management</td>
</tr>
<tr>
<td>COMM 105</td>
<td>Introduction to Public Communication*</td>
</tr>
<tr>
<td>ACCT 153</td>
<td>Managerial Accounting</td>
</tr>
</tbody>
</table>

***APPROVED ELECTIVE

*NOTE: International Students may substitute an approved language elective.

**Academic Term 6 January - April**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 322</td>
<td>Object Oriented Programming (Java)</td>
</tr>
<tr>
<td>ITEC 324</td>
<td>Windows Server Technologies</td>
</tr>
<tr>
<td>ITEC 326</td>
<td>Technical Writing</td>
</tr>
<tr>
<td>ITEC 328</td>
<td>Business Strategies in IT</td>
</tr>
</tbody>
</table>

***APPROVED ELECTIVE

**Graduation Information Technology Diploma or **ITEC 503 - Work Placement III (BTI Students only) May - August**

*** Approved elective is defined as any additional non-required ITEC or information technology related course, any business foundation course, or any course with chair approval.
PROGRAM REGULATIONS

DIPLOMA IN HOSPITALITY/TOURISM

The diploma program in Hospitality/Tourism is no longer being extended to prospective students interested in Hospitality and Tourism Management studies. Prospective students are encouraged to explore the new three-year degree option in Tourism Management. Please contact the department for information regarding the new program.

Current students of the diploma program in Hospitality/Tourism, are permitted to register in remaining third-year diploma program courses.

NOTE:
Enrollment in the following diploma programs is currently under suspension:

- Computer Information Systems Technology - Co-operative Education Program
- Accounting Technology Co-operative Education Program
- Management Technology Co-operative Education Program
- Marketing Technology Co-operative Education Program
- Legal Studies Technology Co-operative Education Program

INSTITUTE FOR EDUCATION

EDUCATION DIPLOMA AND CERTIFICATE PROGRAMS

For over twenty-five years, the University College has been active in the provision of professional development services to teachers through credit and non-credit courses and workshops. A co-operative model involving the University College, school boards, teachers, and the public has always guided the institution’s work. UCCB offers a series of graduate programs including a degree, diplomas, and certificates for teachers and school administrators. All programs have been approved by the Nova Scotia Department of Education for teacher licence reclassification.

Individual courses may be taken with the permission of the Director, Institute for Education. A non-refundable application fee of $50.00 is required with each application for education diploma and certificate programs.

DIPLOMA PROGRAMS

1. Diploma in Education (Curriculum):
This graduate-level program is intended for learners who wish to pursue a deeper understanding of curriculum development. It has been available from UCCB since 1983 and has been delivered both on campus and by distance. Beginning with the meaning and purpose of curriculum, the learner completes the program by developing a model curriculum that may be used in his or her class. Formal admission to the program is required. Courses are offered on a part-time basis and completion of the diploma takes approximately two years. Individual courses may be taken with the permission of the Director.

Required Courses:
- EDUC 510 The Meaning and Purpose of Curriculum (6 cr.)
- EDUC 511 Teaching Canadian Culture (6 cr.)
- EDUC 512 Learning Resources (6 cr.)
- EDUC 513 Issues in Planning, Designing, and Developing Curriculum (6 cr.)
- EDUC 514 Research/Curriculum Development (6 cr.)

2. Diploma in Education (Counselling):
This graduate-level diploma program has been available from UCCB since 1994. It is intended for teachers who wish to work as guidance counsellors within their local school board. Formal admission into the program is required for the diploma. Courses are offered on a part-time basis allowing for the program to be completed in three years. Individual courses may be taken with the permission of the Director.

Required courses:
- EDUC 550 An Introduction to Theories and Issues in Counselling (3 cr.)
- EDUC 552 Individual Testing (6 cr.)
- EDUC 554 Cultural Issues in an Educational Setting (3 cr.)
- EDUC 556 Human Relations Development (3 cr.)
- EDUC 558 The Identification and Remediation of Learning Difficulties (6 cr.)
- EDUC 560 Career Counselling (3 cr.)
- EDUC 562 Counselling Practicum I (3 cr.)
- EDUC 564 Counselling Practicum II (3 cr.)

3. Diploma in Educational Technology:
This program is designed to improve the technological skills of classroom teachers and to provide an in-depth exploration of the integration of technology across the curriculum. It is appropriate for teachers of all subject areas. Computer access is required as the program is delivered entirely over the World Wide Web. This program may lead to further education through a Master of Education (Information Technology) program.

Required courses:
- EDUC 530 Principles of Computing & Implication for Instruction (6 cr.)
- EDUC 531 Assessment of Software and Information Technology Applications for Education (3 cr.)
- EDUC 533 Integration of Instructional Design and Information Technology (3 cr.)
- EDUC 535 Application of Learning Theory in Education Multimedia Design (3 cr.)
- EDUC 537 Designing Web-Based Learning (3 cr.)
- EDUC 539 Technology Planning for Educational Environments (3 cr.)
- EDUC 541 Information Management in Education Environments (3 cr.)
- EDUC 548 Applied Research Project (6 cr.)

4. Certificate in Educational Studies (Arts Education)
The Educational Studies Certificate in Arts Education addresses the needs of two distinctive groups of teachers: general classroom teachers who are committed to teaching and learning through the arts and specialist teachers engaged in teaching the arts.

Students have the opportunity to pursue a specific arts discipline through concentrated study and practical application. The cer-
tificate consists of 24 graduate-level credits and the teacher's choice of six credits from Fine Arts courses listed in this Calendar. All courses will initially be offered on campus at UCCB and may be converted for distance delivery should student needs dictate.

Required courses:
EDUC 503 Developmental Drama (6 cr.)
EDUC 520 Phenomenology of Childhood (6 cr.)
EDUC 598 Applied Research Project (6 cr.)
EDUC 599 Advanced Graduate Seminar (6 cr.)
Six credits of Fine Arts courses.

Institute for Education Contacts:
Coleen Moore-Hayes, Director
(902) 563-1307
collen_hayes@uccb.ca
Terry MacDonald,
Interim Coordinator
(902) 563-1647
terry_macdonald@uccb.ca
Sherry Spracklin,
Secretary, Teacher Education
(902) 563-1300
sherry_spracklin@uccb.ca

The University College of Cape Breton is now accepting applications from students for the Dual-Certification Offering of Memorial University of Newfoundland’s Bachelor of Education (Intermediate/Secondary Education). Upon successful completion of this degree, students will be eligible for Teaching Certification in the areas of Intermediate and Secondary Education, in both Newfoundland and Nova Scotia. This is a sixty-credit Degree, which includes a fifteen-week teaching internship. The program will be sixteen-months in duration, with classes commencing in Spring.

For information please visit our website at www.uccb.ca/teachered/bed, or contact: Susan Basso, Program Coordinator, Institute for Education at susan_basso@uccb.ca, or (902) 563-1651.

**MASTER OF EDUCATION (INFORMATION TECHNOLOGY)**

This program was designed to facilitate the educational use of information technology in a wide variety of settings. The program will be of interest to educators at all levels including K-12 teachers, school administrators, those in the post-secondary system, business and industry, as well as those in most other adult learning situations. While the co-operatively-offered degree may be awarded at convocation at either UCCB or MUN, the degree is conferred by MUN.

a) **Admission Requirements**
In addition to meeting the requirements in the general degree regulations, Faculty of Education, MUN, candidates must have successfully completed:

i) an undergraduate course in statistics (E2900 or the equivalent at MUN or another university); and

ii) one of a diploma or certificate in information technology from an accredited institution; UCCB EDUC 530; MUN E2751 and E3751; or equivalent as determined by the program steering committee.

b) **Program Requirements**

i) all candidates for the Master of Education (Information Technology) must complete E6100 Research Designs and Methods in Education (3 cr.).

ii) candidates on the thesis route must complete: 3 credits from
MUN E 6610 Research on Computers in the Curriculum (3 cr.)
MUN E 6615 Educational Software Prototyping and Evaluation (3 cr.)
MUN E 6620 Issues and Trends in Educational Computing (3 cr.)

9 credits selected from the core elective UCCB courses approved for this program:
UCCB EDUC 531 Assessment of Software and Information Technology Applications for Education (3 cr.)
UCCB EDUC 533 Integration of Instruction Design and Information Technology (3 cr.)
UCCB EDUC 535 Applications of Learning Theory in Educational Multimedia Design (3 cr.)
UCCB EDUC 537 Designing Web-based Learning (3 cr.)
UCCB EDUC 539 Technology Planning for Education Environments (3 cr.)
UCCB EDUC 541 Information Management for Education Environments (3 cr.)

Three credits from E6426, E6802, E6822, E6823, or from other MUN, Faculty of Education graduate course offerings as deemed appropriate for each candidate’s program and approved by the program steering committee.

iii) candidates on the comprehensive course route must complete:
6 credits selected from E6610, E6615, E6620 listed in (ii) above
12 credits selected from UCCB EDUC 531, EDUC 533, EDUC 539, EDUC 541, EDUC 545, EDUC 547, listed in (ii) above
E6590 Research and Development Seminar in Information Technology in Education (3 cr.)

3 credits from E6426, E6802, E6822, E6823, or from other MUN, Faculty of Education graduate course offerings as deemed appropriate for each candidate’s program and approved by the program steering committee.

additional credits appropriate to a candidate’s program, and approved by the program steering committee, to be chosen from graduate course offerings at MUN, UCCB, or any other university to complete the required 30 credits for the comprehensive course route.

iv) normally, candidates will be permitted to register for E6590 only after all other course requirements have been met.

v) candidates who have successfully completed the UCCB graduate-level Certificate in Education (Technology) will be
given advanced standing credit for the 9 UCCB EDUC course credit requirements for the thesis route or 12 UCCB EDUC course credit requirements for the comprehensive course route in this program.

vi) candidates who have successfully completed the former UCCB EDUC 534 and/or EDUC 543 with at least a UCCB grade of B (70%) toward the UCCB graduate-level Certificate in Education (Technology) prior to September 2000, will receive up to 12 advanced standing credits appropriate to their degree option (EDUC 534 will be considered equivalent to EDUC 531 and 533, and EDUC 543 equivalent to EDUC 535 and 537).

vii) thesis route candidates will be subject to regulation J of the School of Graduate Studies, MUN, supervised by a faculty member at MUN, and where feasible co-supervised by a UCCB faculty member.

**SCIENCE AND TECHNOLOGY BRIDGE**

Offered exclusively at UCCB, the Science and Technology Bridge Program will benefit students who have been out of school for a period of time, or students who are making the transition to university-level study directly from high school. The Bridge Program is designed to assist students who are interested in pursuing a post-secondary education in either a Science or an Engineering Technology field of study. Starting each September and presented over ten months, this program allows students to develop (or strengthen) their Science academic foundation at the university level. Credits earned may be used to fulfill degree or diploma requirements and are directly applied towards the student’s degree or diploma program.

**ADMISSION REQUIREMENTS**

**Mature Students:**

Completion of Grade 10, must be out of high school for at least two years, and be twenty years of age or older.

**Directly from High School (upon completion of Grade 12):**

Students should consider enrollment in UCCB's Science and Technology Bridge Program if they:

A. Do not have all the required Grade 12 courses (Math and TWO Sciences) and/or the minimum average to apply for entrance to the BSc program

OR

B. Are applying for a Bachelor of Science or Engineering/Technology program with an overall average of less than 70% in Grade 12 Math, Chemistry, Biology and English.

NOTE: In exceptional circumstances, to be determined by the Dean of Science and Technology, students who meet the admission requirements for the BSc program and have an overall average above 70% in Grade 12 Math, Chemistry Biology and English, may be admitted to the Science and Technology Bridge.

**Core Courses:**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121*</td>
<td>General Chemistry</td>
</tr>
<tr>
<td>MATH 010</td>
<td>Introductory Mathematics</td>
</tr>
</tbody>
</table>

**Science Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Cell and Molecular Biology</td>
</tr>
<tr>
<td>BIOL 104</td>
<td>Organismal and Evolutionary Biology</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>ENG 100</td>
<td>Effective Writing</td>
</tr>
</tbody>
</table>

**Technology Option**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 100</td>
<td>Physics</td>
</tr>
<tr>
<td>COMP 100</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>COMM111</td>
<td>Principles of Business and Technical Communication</td>
</tr>
</tbody>
</table>

* This course number may be subject to change.

Students in the Bridge program are offered General Chemistry, Pre-Calculus Mathematics, Biology and Physics at an adaptive pace over ten months. English (Effective Writing), Psychology, Business and Technical Communication, and Computer Applications are also offered over an eight-month span.

Note: Part-time study and individually customized course selections are available for students with prior university-level credits. See Program Coordinator for details.

As part of the weekly timetable, other student advantages include: scheduled tutorials which provide additional academic support; critical thinking classes that focus on learning skills, (such as study habits, time management, preparation for tests, résumé and portfolio development); career planning classes designed to assist the student in making future educational and career decisions; academic counselling to assist students in choosing the most appropriate educational path upon completion of the program; a program coordinator available to students throughout the year; guest lecture presentation; and study periods. For further information, please contact Troy Perfect at (902)563-1438 or at troy_perfect@uccb.ca

**BACHELOR OF SCIENCE**

**ADMISSION REQUIREMENTS**

Required: Five Grade 12 advanced or academic courses including English; two of biology, chemistry, geology, and physics; and mathematics or pre-calculus mathematics with an overall average of at least 60%.

Recommended: Pre-calculus mathematics.

**NOTE:** Students may substitute one Grade 12 open course for one advanced or academic course except where a particular course is specified.

**NOTE:** These regulations were accurate at the time of printing. Some changes are anticipated. Please check with the Dean’s office for current regulations.
There are four different categories of BSc programs: the three-year general program, the four-year Concentration program, the four-year Distinction program, and the four-year professional program (Nursing). Students may specialize in biology, mathematics or psychology in either a three- or four-year program. Bachelor of Science Chemistry is available only in the three-year program but students wishing to complete a four-year degree in Chemistry may do so through the Bachelor of Technology (Chemical Sciences) program which is also described in this Calendar.

Except for Nursing, students may choose to enter any of the BSc program options when they begin their BSc. Those who begin in the three-year program may change to a four-year program at a later date if they meet program requirements for average and grades. Students who begin in a four-year program must attain the required average and grades to remain in the program. All students seeking to enter the BSc must write placement tests in mathematics and English.

THREE-YEAR GENERAL PROGRAM

1. The Core
All BSc students are required to complete the core courses (21 credits for biology, chemistry and psychology students and 15 credits for mathematics students):
- ENGL 100 or 200 (as determined by a placement test)
- PHIL 222
- 3 credits of Humanities
- 6 credits of Mathematics (except for students specializing in mathematics).

NOTE: Students are required to demonstrate computer proficiency (see below). Each discipline has regulations about the choice of mathematics courses for the core. These are listed in the departmental regulations below.

2. Specialization
Students must complete 5.5 courses (33 credits) in the discipline of specialty. Each discipline requires that specific courses be included among the 5.5 courses. These are listed in the departmental regulations below. Students are urged to consult the appropriate department chair about course choice for the specialty.

3. Close Cognates
These are courses taken to complement the discipline of specialty. Students are required to complete the equivalents of 2 courses (12 credits) of close cognates. A list of acceptable courses may be obtained from the office of the Dean of Science and Technology.

4. Another Science
Courses are chosen from a discipline other than the specialty. Students in biology, chemistry, and psychology must complete the equivalent of 2 courses (12 credits) from one discipline and students in mathematics must complete the equivalent of 3 courses (18 credits) from one discipline or the equivalent of 2 courses (12 credits) from one discipline and the equivalent of 1 course (6 credits) from a second. Specific requirements are listed in the departmental regulations below.

5. Arts Electives
Students must take the equivalent of 2 courses (12 credits) from non-science disciplines. Included must be the equivalent of 1 course (6 credits) from a social science discipline, i.e., anthropology, anthropology/sociology, economics, political science, or sociology. Courses in psychology may be counted as Arts electives for students specializing in disciplines other than psychology.

Graduation Eligibility
To be eligible to graduate from the Bachelor of Science - three-year general program all students require:

1. an average of 60% in courses in the area of concentration during the last two years of the program
2. an average of 55% over the entire 15 course (90 credit) program.

FOUR-YEAR CONCENTRATION OR DISTINCTION PROGRAM

The four-year programs require the completion of 20 courses (120 credits). Students who enter the concentration program when they begin the BSc must maintain an overall average of 60% and an average of 65% in courses in the area of specialty to continue in the program. Those who enter the distinction program must maintain an overall average of 70% and an average of 75% in the area of specialty.

Students who begin in the three-year program and who wish to be admitted to a four-year program at a later date may apply to the Dean of Science and Technology. To be admitted they will have to meet the requirements for overall average and average in the courses of specialty outlined above.

1. The Core
Students are required to complete the core courses as outlined in the three-year program regulations above, including computer proficiency (see below).

2. Specialization
Students in biology and psychology must complete 7.5 courses (45 credits) in the discipline of specialty. Mathematics students must complete 8.5 courses (51 credits). The departmental regulations below list specific courses which must be included for the specialization. Students in the distinction program must include a thesis course among the courses taken for the specialization.

3. Close Cognates
Specializations in biology and psychology require 3 courses (18 credits) of close cognates. Mathematics requires 2 courses (12 credits).

4. Another Science
Students in biology and psychology must complete 2 courses (12 credits) from one discipline and mathematics students must complete 3 courses (18 credits) from one discipline or 2 courses (12 credits) from one discipline and 1 course (6 credits) from another.

5. Arts Electives
Included in the 2 courses (12 credits) of Arts electives must be 1 course (6 credits) in a social science.
6. **Free Electives**
Students must complete 2 courses (12 credits) of electives that may be chosen from any discipline.

### Graduation Eligibility

**Concentration**
Students wishing to graduate with a BSc concentration must:
1. have an average of at least 65% in the courses in the area of concentration during the last three years of the program and
2. have an average of at least 60% over the entire (120 credit) program.

**Distinction**
Students wishing to graduate with a BSc distinction must:
1. have an average of at least 75% in the courses in the area of concentration during the last three years of the program;
2. have an average of at least 70% over the entire (120 credit) program; and
3. have completed a six-credit thesis course.

### Departmental Regulations

**Biology**

A. **A three-year degree requires:**
1. Core courses as outlined above (21 credits). To fulfil the mathematics requirement students must include 3 credits from MATH 111, 121, or 135 plus 3 more credits from any MATH course other than MATH 151 or 152. Computer proficiency must be demonstrated.
2. Biology Specialization
   a. 12 credits - Biology 101, 104, 202, 203
   b. 21 credits - Biology with at least 6 credits beyond the 200 level
3. Close Cognates - 12 credits (3 credits in Organic Chemistry must be included in the Close Cognates or Another Science)
   A list of close cognates is available from the Dean’s office.
4. Another Science - 12 credits from one discipline.
5. Arts Electives - 12 credits (including 6 credits in a social science)

B. **A four-year degree with a Biology Concentration requires:**
1. The core courses outlined above (21 credits). In addition, 3 credits of statistics (one of MATH 135, MATH 243 or PSYC 201) must be included.
2. Biology Concentration
   a. 12 credits - Biology 101, 104, 202, 203
   b. 33 credits - in further Biology courses of which 24 credits must be beyond the 200 level including at least 6 at the 400 level
3. Close Cognates
   Three courses (18 credits). Students must complete 3 credits in Organic Chemistry which may include in the Close Cognates or Another Science. A list of courses that fulfill the requirement for close cognates is available from the Dean’s office.
4. Another Science - 12 credits from one discipline.

5. **Arts Electives - 12 credits (must include 6 credits in a social science)**
6. **Free Electives - 12 credits**

C. **A four-year Biology degree with Distinction requires the courses outlined in B., above. In addition, 3 credits of statistics (one of MATH 135, MATH 243 or PSYC 201) must be included. Biology 490 must be included as 6 of the 45 credits in Biology.**

**NOTE:** Students planning to specialize in Biology should consult with the department regarding:
1. The choice of mathematics or computer science courses.
2. The choices of specialization and close cognate courses. Students are reminded of the opportunity to include technology courses. These courses, however, must complement the student’s curriculum and be drawn from an approved list. Interesting courses are also available off-campus, for example at the Huntsman Marine Laboratory and elsewhere. In all cases, the student must consult the Department and receive prior approval of the Dean before registering for such a course if it is to be used towards the BSc.
3. The choice of Arts and free electives. It is generally not desirable to accumulate introductory courses. Rather, students should consider pursuing some area in greater depth.

**Chemistry**

A three-year Bachelor of Science degree and a four-year Bachelor of Technology (Chemical Sciences) degree are offered. See page 78 for BTech (Chemical Sciences) information.

1. Core Courses as outlined above (21 credits). Students are required to complete MATH 121/122 (MATH 111/112 may be substituted for MATH 121). Computer proficiency must be demonstrated (see below).
2. Chemistry Specialization
   b. 9 credits - Chemistry including at least 6 credits at the 300 level
3. Close Cognates
   Students must complete 12 credits. See the Chemistry coordinator for a list of courses.
4. Another Science
   Students must complete a pair of courses (12 credits) in another science.
   **NOTE:** If psychology is used as a science it may not be used as an Arts elective.
5. Arts Electives
   Two courses (12 credits) must be completed including at least 6 credits in a social science (anthropology, anthropology/sociology, economics, political science, or sociology).
6. At least 3 credits must be taken in a computer science course. These can be included in category 3 or 4 above.

List of courses which may be included as close cognates in the BSc - Chemistry Degree Program:
1. All courses listed for students in the BSc may be listed as close cognates except:
   Engineering 125 OR 295
   All Psychology courses
2. The following courses from the Engineering Technology programs may be listed as close cognates:
   - ELEC 305 Basic Electronics of Chemical Instrumentation
   - ELEC 214 Instrumental Applications
   - CHEM 213/214 Environmental Chemistry I & II
   - CHEM 263/265 Industrial Chemistry I & II
   - CIVI 284/385 Water & Waste Water I & II
   - ENVI 315 Air Pollution
   - ENVI 203 Industrial Microbiology

### Mathematics

**A. A three-year degree requires:**
1. Core courses (non-math) as outlined above (15 credits).
2. Mathematics Specialization
   a. 21 credits - Mathematics 105, 115, 121 (or 112), 122, 226, 262 and 257.
   b. 12 credits - Mathematics with at least 6 credits at the 300 level or beyond.
   NOTE: MATH 151 is not credited within the BSc, and MATH 111 cannot be credited within the specialty of mathematics. MATH 152 can be credited only as a free elective in a four-year degree.
3. Close Cognates - 12 credits
4. Another Science - 18 credits (18 in one discipline or 12+6)
5. Arts Electives - 12 credits (including 6 credits in a social science).
   NOTE: Computer proficiency must be demonstrated (see below).

**B. A four-year degree with a Mathematics Concentration requires:**
1. The core courses as outlined above (15 credits).
2. Mathematics Concentration
   a. 6 credits - Research Methods (any two of MATH 243, 305, or 321)
   b. 21 credits - Mathematics 105, 115, 121 (or 112), 122, 226, 257, and 262.
   c. 24 credits - further Mathematics with at least 12 credits at the 300 level or beyond and with at least 6 credits at the 400 level
3. Close Cognates - 12 credits
4. Another Science - 18 credits (18 in one discipline or 12+6)
5. Arts Electives - 12 credits (including 6 credits in a social science).
6. Free Electives - 12 credits

**C. A four-year Mathematics degree with Distinction requires** the courses outlined in B., above. A six-credit thesis course in Mathematics must be included as 6 of the 51 credits in Mathematics.

### Psychology

**A. A three-year degree requires:**
1. Core courses as outlined above (21 credits). The computer proficiency requirement is fulfilled by PSYC 303.
2. Psychology Specialization
   a. 18 credits - Psychology 100 (Introduction to Psychology), 201 (Data Analysis), 203 (Research Methods), 303 (Research Practicum), 321 (Physiological Psychology)
   b. 15 credits - Psychology
3. Close Cognates - 12 credits
   Close cognates for psychology include courses in biology, mathematics, psychology, or chemistry and up to 6 credits in physics.
4. Another Science - a pair of courses (12 credits) in another science.
5. Arts Electives - 12 credits (including 6 credits in a social science).

**B. A four-year degree with a Psychology Concentration requires:**
1. The core courses outlined above.
2. Psychology Concentration
   a. 27 credits - Psychology 100 (Introductory Psychology), 201 (Data Analysis), 203 (Research Methods), 211 (Learn-
PROGRAM REGULATIONS

ing), 221 (Cognition), 303 (Research Practicum),
321 (Physiological Psychology), 431 (History of Psychology)
b. 18 credits - including at least 3 credits at the 400 level
other than 490.
3. Close Cognates - 18 credits Close cognates for psychology
include courses in biology, mathematics, psychology, or chem-
istry and up to 6 credits in physics.
4. Another Science - a pair of courses (12 credits) in another
science.
5. Arts Electives - 12 credits (including 6 credits in a social sci-
ence).
6. Free Electives - 12 credits.
C. A four-year Psychology degree with Distinction requires
the courses outlined in B., above, 15 credits of PSYC in close
cognates, and including the Honours Seminar and Thesis
(PSYC 490).

STANDARD FOR PROFICIENCY IN COMPUTING

A student may satisfy the requirement for computer proficiency
in the BSc in either of the following ways:
Option 1:
Successful completion of a course of at least three credits de-
voted to a programming language in widespread use in scient-
ific applications.
Option 2:
Successful completion of one or more courses which provide
instruction, including supervised laboratory experience, in a va-
riety of software applications in widespread use in the scientific
community. The list of applications covered should number at
least three. Among acceptable applications are data analysis,
computer algebra, database management, spreadsheet applica-
tions, web page design, and presentation software. (This list
is not to be regarded as exclusive, and can be expected to re-
quire periodic revision.) While the course or courses may also
include brief introductions to word processing, e-mail, and Internet
applications, appropriate to the intended audience, this intro-
ductory material will not satisfy the requirements above.
Option 2. is not available to students whose subject of concen-
tration is Mathematics.

The Bachelor of Science Nursing (BScN) is a joint degree be-
tween UCCB and St. Francis Xavier University with all courses
being taught at UCCB for all four years of the degree.

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses includ-
ing English; Mathematics; and two of biology, chemistry, and phys-
ics, with an overall average of at least 65% in both Grades 11
and 12.
Recommended: chemistry and biology.
The normal sequence of courses is listed below.
Year 1
BIOL 101, 223, CHEM 110, NURS 105, 115, 125, PSYC 100,
PHIL 265, 267
Year 2
BIOL 360, NURS 205, 215, 225, 235, 245, 275, PSYC 260, NUTR
261, 263, NURS 250 (Intersession)
Year 3
NURS 305, 310, 315, 330, 345, 355, 6 credits of arts/science
 electives
Year 4
NURS 405, 415, 491, 493, 9 credits of open electives, 6 credits
of arts/science electives

PROGRAM REQUIREMENTS

1. Current certification in standard first aid and Level C CPR
are required for entrance into the program. Students in the
nursing program are responsible for recertification as nec-
essary.
2 Students must be screened through the Child Abuse Regis-
try database of their home province and Nova Scotia, and
have a criminal records check completed at their municipal
police department, or local detachment of the RCMP, prior
to entry into the program. Documentation of both is required.
Prospective students are advised that the College of Regis-
tered Nurses of Nova Scotia (CRNNS) (licensure body for
nurses) requires disclosure of criminal activity prior to con-
sideration for registration by the CRNNS. Those deemed a
risk to others may not be considered for registration by the
CRNNS.
3. Prior to entering the program students are responsible for
having their immunizations up to date. Hepatitis B immuni-
tization and tuberculin (Mantoux) testing are also recom-
mended.
4. A grade of 60 in each NURS course is required for students
to progress through the program.
5. To move from first year to sophomore year, an overall aver-
age of 55, and a combined average of 55 in the NURS and
science courses, is required.
6. To progress from sophomore to junior year, students must
have a combined average of 60 in the first two years, and a
combined average of 60 in the NURS and science courses taken in the first two years.
7. BIOL 101, 223, 360, and CHEM 110 must be completed before the student may progress to the junior year.
8. Supplementary examinations are NOT permitted in NURS courses.
9. A pass must be received in the practice component of a NURS course for the student to progress to the next NURS course.
10. Students who fail to meet the progression requirements on two occasions are ineligible for re-admission to the program.
11. In all nursing practice situations students must perform in accordance with the legal, ethical, moral, and professional standards set out in the profession's Code of Ethics (2002), the Entry-Level Competencies for Registered Nursing (CRNNS 2004), the Standards of Nursing Practice (RNANS, 1997), and the Nursing Program Objectives. Further, behaviour unbecoming of a nurse that is manifested outside the classroom or practice settings, and has the potential to endanger public health or safety may warrant a professional alert or failure, which may result in dismissal from the program, pending due process. Student nurses are expected to act in a manner comparable to the average prudent nurse at a particular level in the program, regardless of the setting.

**Clinical Practice Requirements**

1. Students will participate in clinical practice rotations in sites other than their location of residence.
2. Students will be expected to participate in clinical practice rotations scheduled at various times including evenings, nights, and weekends.
3. A pass must be received in the clinical practice component of a NURS course for the student to progress to the next NURS course.
4. Students are required to make up missed clinical practice time. Extended absences for clinical practice are evaluated by the Coordinator, Department of Nursing. Make up time in clinical and tutorial experiences may not always be available.
5. Students will not normally be permitted to withdraw from a course to avoid clinical failure.
6. Receipt of two clinical alerts, or a clinical failure, will result in dismissal from the program.
7. Students receiving a clinical failure will not normally be re-admitted to the program for a minimum of one year following the failure. Re-admission will be at the discretion of the Nursing Program Admissions Committee. Students re-admitted following a clinical failure will return with clinical alert status. A second clinical alert or failure will result in permanent dismissal from the program.

**B.Sc. in Nursing with Advanced Major**

**Application for Admission**

Students who wish to enter the advanced major must apply by March 31 of their second year, after meeting with an advisor from the nursing program. The application must be approved first by the program coordinator or designate, and then by the Dean.

**Admission Requirements**

The normal admission requirements are:

i. an average of at least 60 in each of the first and second years;
ii. grades of at least 65 in each NURS course;
iii. no nursing alert in the first and second years.

Exceptions to these requirements require the approval of the Dean.

**Course Pattern**

The course pattern is the same as for the general BScN except that nine credits of open electives, three credits of art/science electives, and NURS 499 (an independent practice and/or seminar in nursing) are required in the senior year.

**Degree Requirements**

To qualify for a BScN with Advanced Major, candidates must have:

i. been admitted to the program;
ii. earned a general average of at least 70 in each of the two final years;
iii. earned a grade of at least 70 in each NURS course in each of the junior and senior years;
iv. fulfilled the course requirements of the department and satisfied the seminar/independent practice requirements;
v. received no nursing alert in the four years.

A student who fails to meet the required average may qualify for the general degree.
PROGRAM REGULATIONS

BACHELOR OF SCIENCE COMMUNITY STUDIES

ADMISSION REQUIREMENTS

Required: Five Grade 12 advanced or academic courses including English; two of biology, chemistry, geology, and physics; and mathematics or pre-calculus mathematics with an overall average of at least 60%.

Recommended: Pre-calculus mathematics.

NOTE: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

The four-year Bachelor of Science Community Studies program requires the successful completion of 20 courses (120 credits) including eight core curriculum courses (42 credits), and five elective courses (30 credits). Students must also complete two Work Placements (voluntary or paid, and each at least 120 hours); these do not count as credit courses in the BScCS.

NOTE: It is strongly recommended that students contact UCCB’s Career Services office to discuss their two work placements within the first year of their program.

Core Courses in the Core must include the following Problem Centred Studies (PCSS) course requirements:
1. PCSS 100: Analysis and Decision Making (6 cr.)
2. PCSS 200: Applied Research (6 cr.)
3. PCSS 300: Community Intervention (6 cr.)

Other courses in the Core must satisfy the following topic and credit requirements:
1. science and technology perspectives (6 cr.)
   recommended: PHIL 222, or equivalent
2. world views and values (3 cr.)
   recommended: PHIL 251, PHIL 253 or equivalent
3. aboriginal perspectives (3 cr.)
   recommended MIKM at 100 or 200 level, or equivalent
4. business perspectives (3 cr.)
   recommended: BUSS 111, BUSS 231, or equivalent
5. public communication (3 cr.)
   recommended: COMM 103, or COMM 105
6. effective writing (6 cr.)
   recommended: ENGL 100, ENGL 205 + ENGL 207, or equivalent
7. computer literacy (3 cr.)
   recommended: PHIL 115, COMP 101, COMP 102, COMP 111, BUSS 181 or equivalent
8. statistics (3 cr.)
   recommended: MATH 135, MATH 335, BUSS 182, PSYC 201, or equivalent

NOTE: Please contact either Dean of Science and Technology or Dean of Arts and Community Studies for information on topic equivalents.

AREA OF CONCENTRATION

Courses in the Area of Concentration must include 18-24 credits from those deemed to be University Sciences and 6 to 8 term courses from those deemed to be Technology. Overall, at least 15 credits must be at or beyond the 300 level, including at least 6 at the 400 level. The particular courses that make up an Area of Concentration are mandatory, with their identity varying according to the specific Area of Concentration in question.

STUDENT’S ELECTIVES

The Student’s Electives allow a student to take courses that will customize his or her academic experience to best suit his or her particular interests upon graduation. Course possibilities include all academic offerings at UCCB, but choices made by each student must be approved by a Dean or designated faculty member to ensure appropriate complementarity with a student’s interests and/or program integrity. Five courses (30 credits) are required. Possibilities also exist for a student to receive a maximum of one year of accreditation for community college transfer or prior learning assessment (PLA), interested individuals should check with the Student Service Centre, or Dean’s Office.

WORK PLACEMENTS

The two required Work Placements must be arranged in consultation with a Dean or a designated faculty member. These placements are over and above the 120 credits required to complete the program. UCCB’s Co-op office, which arranges work terms and co-op placements for other degree and diploma programs, will also provide assistance.

GRADUATION ELIGIBILITY

A student requires an overall average of 60% to be eligible to graduate from the Bachelor of Science Community Studies.

CONCENTRATION IN BIODIVERSITY

The Biodiversity Area of Concentration requires successful completion of the following courses:

a) University Biology (24 credits)
1. BIOL 101 Cell & Molecular Biology I
2. BIOL 104 Organismal & Evolutionary Biology
3. BIOL 203 Environmental Biology
4. BIOL 302 Plant Taxonomy & BIOL 351 Plant Ecology
5. BIOL 393 Natural History of Cape Breton
6. BIOL 441 Monitoring Biodiversity
7. 3 credits of BIOL in Ecology or Organismal Biology or from MSI
   T211, 221, 231, 241, 251, 351

b) Technology (18 credits)
1. environmental issues...one of: ENVI 416/417 Environmental Impact Assessment, ENVI 426/427 Management of Technological Change, or ENVI 436/437 Engineering for Sustainable Development
2. GEOL 111/112 Physical Geology
3. CIVI 215/216 Introduction to & Applications of GIS
CONCENTRATION IN PSYCHOLOGY, HEALTH, AND ENVIRONMENT

The Bachelor of Science Community Studies area of concentration in Psychology, Health, and Environment is an interdisciplinary work and study program with practical integration of the related disciplines of community and environmental psychology, community development, health promotion, adult education, public health, and environmental health. The concentration (PHE) applies theories of psychology and related sciences to understanding and modifying the complex social forces that influence individual and community health and well being. Students taking the concentration in Psychology, Health and Environment will graduate with the knowledge and skills necessary to address community health issues with the option of pursuing further study in graduate-level programs.

The core of the program combines selected courses from psychology and environmental health technology. The flexibility for the choice of electives within the degree allows students to tailor their course selection toward their future goals, such as careers in health promotion, addictions counselling, health administration, or child/adolescent health. By choosing an appropriate set of electives, in consultation with members of the departments of Biology and Psychology, graduating students will gain a unique perspective on issues related to health and wellness. The work experience gained as part of the BScCS will assist students in making career choices. As Canada’s health care system moves toward emphasis on preventing illness, it is necessary to understand the origins of essentially self-destructive behaviour and to take steps to promote healthy living within communities. The following are required courses within the PHE concentration:

CORE BScCS COURSES (OR EQUIVALENTS)

MIKM at 100 or 200 level (or equivalent), PHIL 251 or 253, 222, PCSS 100, 200, 300, BUSS 111, COMM 105, ENGL 100, ENGL 205 and 207 (or equivalent), PSYC 201, 303.

Required Psychology/Biology Courses:
PSYC 100, 203, 211, 225, 325, and either 423 or 341, BIOL 101, 104, 203

Required Technology Courses:
ENVH 211, 214, 317, 395, 427, and ITEC 114.

BScCS CONCENTRATION IN TO qua’tu’kl Kjijitaqnn/INTEGRATIVE SCIENCE

Students wishing to enrol in this program must consult the Dean of Science and Technology, the Dean of Community Studies, or the Student Service Centre for detailed program information.

PROGRAM DESCRIPTION

The “Toqua’tu’kl Kjijitaqnn/Integrative Science” Area of Concentration integrates modern Western science and the Mi’kmaw conceptual world view, hence the Mi’kmaw word “Toqua’tu’kl Kjijitaqnn” meaning “bringing knowledges together”, or “Integrative Science” (Toqua’tu’kl Kjijitaqnn is preferred).

Toqua’tu’kl Kjijitaqnn requires successful completion of the following courses:

a) University Science (24 credits)
1. MSIT 101/103 Sense of Place, Emergence, & Participation
2. MSIT 201/203 Ways of Knowing
3. MSIT 301/303 Cycles & Holism
4. MSIT 401/403 Wholeness

b) Technology (18 credits)
1. CHEM 121/122
2. 6 credits from: MATH 131/132, PHYS 100, or PHYS 111/112
3. 3 credits from: GEOL 111, ENVH 211, 217, or 244
4. 3 credits from: ENVH 314, 317, 427, or 466.

NOTE: Changes to technology component are under review at time of printing.

The MSIT science courses were created anew for Toqua’tu’kl Kjijitaqnn, to involve concurrent delivery of the Mi’kmaw world view and modern Western science, integrated at all levels. Their designation as MSIT (from the Mi’kmaw word msit, which means “everything together”) refers to the holistic pedagogy which underpinned their creation, namely that education must utilize the whole mind while emphasizing relationship among the different dimensions of a human, between humans and Nature, and in Nature. The “common ground” throughout all courses is “relationship”, with attention paid to the understanding that a profound knowledge of relationships in Nature was, and is, reflected in Mi’kmaw language and legends.

MSIT 101/103 and 201/203 are required in first year. They provide students with the foundations needed to pursue further studies in modern science and to complement these foundations with understandings from the Aboriginal way of knowing. As such, they explore select aspects of the Mi’kmaw language and world view, current scientific thinking on consciousness, the major and unifying theories in natural science (cosmology, physics, chemistry, geology, biology), and the overall theoretical framework of modern natural science. MSIT 101/103 emphasize the internal human environment, and MSIT 201/203 the external human environment.

MSIT 301/303 are required in third year; they explore cyclical and transformational dynamics of natural phenomena, both internal and external.

MSIT 401/403 are required in fourth year; they explore wholeness and the health, disease, and healing dynamics of natural phenomena, both internal and external.

Additional, optional “organism and ecosystem” (biodiversity) MSIT courses exist at second and subsequent year levels. These are MSIT 211, 221, 231, 241, 251, and 351, and would be taken as “Student’s Electives” in the BScCS Toqua’tu’kl Kjijitaqnn.

NOTE: MSIT courses are open to all students, regardless of program or ethnicity. For purposes other than the BScCS Toqua’tu’kl Kjijitaqnn, MSIT 101, 103, 201, 203, 301, 303, 401, and 403 have been designated as “science”; MSIT 211, 231, 241, 251, and 351 as “biology”, and MSIT 221 as “geology” (UCCB Academic Council, 12 March 1999).
PROGRAM REGULATIONS

BACHELOR OF TECHNOLOGY (CHEMICAL SCIENCES)

Chemical testing and analysis will be an important aspect of the growing demand for rigorously enforced environmental protection measures. This will include water and waste water analysis, air and soil pollution monitoring, hazardous materials disposal, recovery of useful chemicals for recycling, and "special" projects such as the Sydney Tar Ponds clean-up and Atlantic harbours recovery. In addition, there is the need for equipment development and manufacture and the opportunities for export development of environmental technologies. In the latter context, there is growing perception of the markets available for high value-added, science-based and knowledge-intensive products and services. This degree program provides our graduates with the skills appropriate to the challenges and thereby ensures their ability to compete effectively for the available employment.

1. ADMISSION REQUIREMENTS

i) For admission via University Science Program

Grade 12 AD or AC English and Mathematics in addition to two of Biology, Chemistry, Geology, Physics; 12 AC Mathematics is acceptable as a minimum, but 12 AD Mathematics is strongly recommended. An average of 60% in Grade 12 with no Mark below 50% is required.

ii) For admission via Chemical Technology Diploma program

A Chemical Technology diploma is required for admission of students from engineering technology to Year 3 of the program.

2. COURSES REQUIRED TO COMPLETE DEGREE

NOTE: Science Entrants who satisfy the requirements for the BTech (Chemical Sciences) can also meet the requirements for the 3-year BSc with a Concentration in chemistry.

1. Core Courses:

a. 57 credits - Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHEM 121, 122</td>
<td>General Chemistry I &amp; II</td>
<td>6 cr.</td>
</tr>
<tr>
<td>CHEM 201</td>
<td>Chemical Thermodynamics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 202</td>
<td>Chemical Thermodynamics</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 221, 222</td>
<td>Introductory Organic Chemistry I &amp; II</td>
<td>6 cr.</td>
</tr>
<tr>
<td>CHEM 255</td>
<td>Introductory Inorganic Chemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 261</td>
<td>Introductory Biochemistry I</td>
<td>2 cr.</td>
</tr>
<tr>
<td>CHEM 263</td>
<td>Industrial Chemistry I</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 285</td>
<td>Introductory Analytical Chemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 305</td>
<td>Intermediate Physical Chemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 325</td>
<td>Intermediate Organic Chemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 355</td>
<td>Intermediate Inorganic Chemistry</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 385</td>
<td>Analytical Spectroscopy</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 386</td>
<td>Analytical Separations</td>
<td>3 cr.</td>
</tr>
<tr>
<td>CHEM 499</td>
<td>Thesis Research (In Applications Area)</td>
<td>(3 cr.)</td>
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b. 15 credits - Mathematics

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 251, 252</td>
<td>Mathematics for Chemistry I &amp; II (cross-listed as CHEM 301, 302)</td>
</tr>
<tr>
<td>PHYS 121, 122</td>
<td>General Physics I &amp; II for Industrial or Instrumentation/Electronics</td>
</tr>
<tr>
<td>PHYS 121, 122</td>
<td>General Physics I &amp; II or 110 Elements of Physics</td>
</tr>
</tbody>
</table>

c. 6 credits - Physics

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
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<tbody>
<tr>
<td>PHYS 121, 122</td>
<td>General Physics I &amp; II</td>
</tr>
<tr>
<td>PHYS 121, 122</td>
<td>General Physics I &amp; II or 110 Elements of Physics for Business, Biological Chemistry, or Earth Sciences</td>
</tr>
</tbody>
</table>

d. Computer Competency (see MATH 187 above)

e. 6 credits - English

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 100 or 200</td>
<td>Elementary Math Statistics</td>
</tr>
<tr>
<td>ENGL 100 or 200</td>
<td>Elementary Math Statistics</td>
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f. 3 credits - Humanities

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<tr>
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<th>Course Title</th>
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<tr>
<td>ENGL 100 or 200</td>
<td>Elementary Math Statistics</td>
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g. 6 credits - Philosophy of Science and Technology

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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGL 100 or 200</td>
<td>Elementary Math Statistics</td>
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</tbody>
</table>

3. Applications Option: 15 credits (18 credits if CHEM 499 included)

a. Business

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BUSS 111</td>
<td>Introduction to Canadian Business</td>
</tr>
<tr>
<td>BUSS 121</td>
<td>Introductory Financial Accounting I</td>
</tr>
<tr>
<td>BUSS 182 or 283</td>
<td>Optional Business Administration Courses</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Introductory Statistics I</td>
</tr>
<tr>
<td>243</td>
<td>Elementary Math Statistics I</td>
</tr>
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</table>

b. Biological Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 101, 104</td>
<td>Introductory Biology I &amp; II</td>
</tr>
<tr>
<td>BIOL 223</td>
<td>Introductory Microbiology</td>
</tr>
<tr>
<td>BIOL 335</td>
<td>Environmental Microbiology</td>
</tr>
<tr>
<td>CHEM 365</td>
<td>Introductory Biochemistry I &amp; II</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>GEOL 101</td>
<td>Physical Geology</td>
</tr>
<tr>
<td>GEOL 102</td>
<td>Introduction to Historical Geology</td>
</tr>
<tr>
<td>GEOL 234</td>
<td>Engineering Geology</td>
</tr>
<tr>
<td>GEOL 310</td>
<td>Geochemistry (cross-listed as CHEM 310)</td>
</tr>
<tr>
<td>GEOL 315</td>
<td>Hydrogeology</td>
</tr>
<tr>
<td>GEOL 329</td>
<td>Environmental Mineralogy</td>
</tr>
<tr>
<td>GEOL 310</td>
<td>Geochemistry (cross-listed as CHEM 310)</td>
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<tr>
<td>CHEM 265</td>
<td>Industrial Chemistry II</td>
</tr>
<tr>
<td>ENGI 246</td>
<td>Fundamentals of Chemical Engineering</td>
</tr>
<tr>
<td>ENGI 275</td>
<td>Engineering Fluid Mechanics</td>
</tr>
<tr>
<td>ENVI 203</td>
<td>Industrial Microbiology</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Introductory Statistics I</td>
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<td>Elementary Math Statistics I</td>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 187</td>
<td>Introduction to Computing with C++</td>
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<tr>
<td>MATH 251, 252</td>
<td>Mathematics for Chemistry I &amp; II (cross-listed as CHEM 301, 302)</td>
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<tr>
<td>PHYS 121, 122</td>
<td>General Physics I &amp; II</td>
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<tr>
<td>PHYS 121, 122</td>
<td>General Physics I &amp; II or 110 Elements of Physics</td>
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e. Instrumentation/Electronics

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ENGI 246</td>
<td>Fundamentals of Chemical Engineering</td>
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<tr>
<td>ENFI 275</td>
<td>Engineering Fluid Mechanics</td>
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<tr>
<td>ENVI 203</td>
<td>Industrial Microbiology</td>
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<td>MATH 135</td>
<td>Introductory Statistics I</td>
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<td>243</td>
<td>Elementary Math Statistics I</td>
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<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 187</td>
<td>Introduction to Computing with C++</td>
</tr>
</tbody>
</table>
4. Free Electives (6 credits)

ii) Technology Entrants

1. Chemical Technology Diploma

2. Core Courses:
   a. 27 credits - Chemistry
      CHEM 255 Introductory Inorganic Chemistry (3 cr.)
      CHEM 261 Introductory Biochemistry (3 cr.)
      CHEM 305 Intermediate Physical Chemistry (3 cr.)
      CHEM 325 Intermediate Organic Chemistry (3 cr.)
      CHEM 355 Intermediate Inorganic Chemistry (3 cr.)
      9 credits of Chemistry at the 400 level
      CHEM 499 Thesis Research (In Applications Area) (3 cr.)
   b. 6 credits - Math
      MATH 251, 252 Mathematics for Chemistry I & II (cross-listed as Chem 301,302) (6 cr.)
   c. 6 credits - Philosophy of Science and Technology PHIL 222

3. Social Science: 6 credits
   Sociology, Anthropology, Economics or Political Science (recommend ECON 101, 102 for Business Option)

4. Applications Option: 15 credits (18 credits if CHEM 499 included)
   a. Business
      BUSS 111 Introduction to Canadian Business (3 cr.)
      BUSS 121 Introductory Financial Accounting I (3 cr.)
      Optional Business Administration Courses (6 cr.) (cannot include BUSS 182 or 283)
      MATH 135 Introductory Statistics I
      or 243 Elementary Math Statistics I (3 cr.)
   b. Biological Chemistry
      BIOL 101,104 Introductory Biology I & 104 (6 cr.)
      BIOL 223 Introductory Microbiology (3 cr.)
      BIOL 335 Environmental Microbiology (3 cr.)
      CHEM 365 Introductory Biochemistry II (6 cr.)
   c. Earth Sciences
      GEOL 101 Physical Geology (3 cr.)
      GEOL 102 Introduction to Historical Geology (3 cr.)
      GEOL 234 Engineering Geology (3 cr.)
      GEOL 315 Hydrogeology (3 cr.)
      3 credits chemistry or geology elective
   d. Industrial
      CHEM 265 Industrial Chemistry (3 cr.)
      ENGI 246 Fundamentals of Chemical Engineering (3 cr.)
      ENGI 275 Engineering Fluid Mechanics (3 cr.)
      BIOL 335 Environmental Microbiology (3 cr.)
      MATH 135 Introductory Statistics I
      or 243 Elementary Math Statistics I (3 cr.)
   e. Instrumentation/Electronics
      CHEM 481 Chemical Instrumentation Design/Trouble shooting (3 cr.)
      ELEC 305 Basic Electronics of Chemical Instrumentation (3 cr.)
      ELEC 213 Process Measurements (3 cr.)
      MATH 135 Introductory Statistics I
      or 243 Elementary Math Statistics I (3 cr.)

5. Free Electives (6 cr.)

BACHELOR OF TECHNOLOGY (EMERGENCY MANAGEMENT)

Admission Requirements: This post-graduate program is open to students who have completed a diploma or degree in Environmental Technology or a diploma or degree in Environmental Health. Students who have completed another diploma or degree will be considered on an individual basis.

The BTech (Emergency Management) degree is designed to teach the student scientific methods to be applied to the problems of forecasting and dealing with natural and man-made emergencies. Students will develop critical thought through discussion and a discursive system of presentation. The human element is stressed, as well as the physical and management services. There is emphasis on the understanding of emergency preparedness as a form of environmental protection and control.

Students completing the program will be equipped to perform the duties of an Emergency Manager/Disaster Planner in a number of contexts. They will qualify for national designation, which is awarded by the International Association of Emergency Managers, and the Disaster Recovery Institute.

The degree consists of seven, six-credit courses (42 credits). These courses will be delivered via distance education, with workshops and laboratories being held at various locations as needed. Courses cover material considered essential to the understanding of disaster management and risk assessment, and provide academic recognition for emergency managers and related professionals.

Required courses are:

- EMGN 401 Introduction to Disaster Management
- EMGN 402 Disaster Preparedness and Response
- EMGN 403 Business & Industry Crisis Management and the Use of Technology in Emergency Management
- EMGN 404 Hazardous Materials Management and Hazards Mitigation
- EMGN 405 Operational Recovery
PROGRAM REGULATIONS

EMGN 406 Management of Public Emergencies/Practice and Procedure for the Incident Commander
EMGN 407 Terrorism and Emergency Management

Graduation Requirement: No mark below 50% in each of the seven courses with an overall average of at least 65%.

BACHELOR OF TECHNOLOGY (ENVIRONMENTAL HEALTH)

[Internally approved as Bachelor of Technology (Public Health) pending external regulatory approval] This program is accredited by the Canadian Institute of Public Health Inspectors for entry into the Public Health Inspection profession. The program is available in a 4-year co-op, 2-year post-diploma/degree and 1-year professional (distance) format. The first year of a joint 2-year post-diploma program is also offered en français in partnership with the Bathurst campus of the New Brunswick Community College.

ADMISSION

High School Graduates: five Grade 12 advanced or academic courses including English, Mathematics, Chemistry and one other science; with an overall average of at least 60%. Physics is recommended.

Diploma/Degree Graduates: appropriately accredited community college diploma at the technologist level, or university science degree, where the programs are a reasonable match. The following term-courses or their equivalents are required for entry into the 2-year post-diploma program: Chemistry (2), Communication (2), Biology, Organic Chemistry, Microbiology, Mathematics, Statistics, Geology, Physics, Computer programming, electives (3).

Partially completed diploma/degree: Admissions and course selection will be done on an individual basis in consultation with an academic advisor from the program.

In-career health inspectors: CIPHI certification is required to enter the 1-year professional format of the program.

4-year co-op format

Term 1 (Fall 2005)
ENVH 101 Cell Processes and Environmental Effects
CHEM 121 General Chemistry I
COMM 111 Principles of Business and Technical Communication
COMP 101 Computer Applications
GEOL 111 Geology I
MATH 131 Math I

Term 2 (Winter 2006)
ENVH 122 Issues in Environmental Health
CHEM 122 General Chemistry II
COMM 112 Communication in Business and Industry
GEOL 112 Geology II
MATH 135 Statistics

Work Placement 1 (Summer 2006)

Term 3 (Fall 2006)
ENVH 131 Physical Agents and Their Health Effects
ENVH 211 Environmental Health Law

ENVH 217 Public Health Inspection
BIOL 223 Intro Microbiology
CHEM 221 Organic Chemistry
XXX Elective

Work Placement 2 (Winter 2007)

Term 4 (Summer 2007)
ENVH 214 Anatomy and Physiology
ENVH 224 Food Quality
ENVH 234 Engineering Issues in Environmental Health
ENVH 322 Toxicology
ENVH 204 Municipal Services
COMM 109 Communication in the Workplace

Work Placement 3 (Fall 2007)

Term 5 (Winter 2008)
ENVH 314 Food Hygiene
ENVH 395 Epidemiology
ENVH 419 Food Borne Diseases
ENVH 421 Occupational Health and Safety Legislation
GEOL 315 Hydrogeology

Students wishing to start their careers early may choose to graduate with the Environmental Health Diploma after successfully completing all courses to this point. Students successfully completing the program to the Diploma level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS).

Term 6 (Fall 2008)
ENVH 317 Public Health Administration
ENVI 325 Occupational Hygiene
ENVH 441 Biocontaminants in Indoor Environments
ENVH 456 Industrial Waste
ENVH 466 Integrated Pest Management
XXX Elective

Term 7 (Winter 2009)
ENVH 411 Risk Assessment in Environmental Health
ENVH 417 Communicable Disease Control
ENVH 427 Environmental Health Education
ENVH 437 ISO 9000/14000
ENVI 315 Air Pollution
ENVI 335 Solid Waste Management
ENVH 317 Public Health Administration

The four-year program is available to secondary school graduates and is composed of 40 term courses (offered during seven academic terms). Upon completion of this program, students are academically eligible to apply to take the national certification examinations of the Canadian Institute of Public Health Inspectors. An appropriate twelve-week practicum is also a requirement for certification. Three co-operative work placements are part of this four-year program, and one or more could possibly satisfy practicum requirements, however the criteria are not identical. Compliance with CIPHI practicum criteria and other certification requirements is a student responsibility, and does not lie with UCCB.

2-year post-diploma/degree format

Term 1 (Fall 2005)
ENVH 211 Environmental Health Law
ENVH 217 Public Health Inspection

The program is accredited by the Canadian Institute of Public Health Inspectors for entry into the Public Health Inspection profession. The program is available in a 4-year co-op, 2-year post-diploma/degree and 1-year professional (distance) format. The first year of a joint 2-year post-diploma program is also offered en français in partnership with the Bathurst campus of the New Brunswick Community College.
ENVH 317 Public Health Administration
ENVI 325 Occupational Hygiene
ENVH 441 Biocontaminants in Indoor Environments
ENVH 456 Industrial Waste
ENVH 466 Integrated Pest Management

Term 2 (Winter 2006)
ENVH 122 Issues in Environmental Health
ENVH 314 Food Hygiene
ENVH 395 Epidemiology
ENVH 419 Food Borne Diseases
ENVH 421 Occupational Health and Safety Legislation
ENVH 437 ISO 9000/14000

Term 3 (Summer 2006)
ENVH 214 Anatomy and Physiology
ENVH 224 Food Quality
ENVH 234 Engineering Issues in Environmental Health
ENVH 322 Toxicology
ENVH 204 Municipal Services
COMM 109 Communication in the Workplace

Work Placement / Practicum Opportunity (Fall 2006)

Term 4 (Winter 2007)
ENVH 411 Risk Assessment in Environmental Health
ENVI 417 Communicable Disease Control
ENVI 427 Environmental Health Education
GEOL 315 Hydrogeology
ENVI 315 Air Pollution
ENVI 335 Solid Waste Management

Upon completion of 25 term courses students are academically eligible to apply to take the national certification examination of the Canadian Institute of Public Health Inspectors. An appropriate twelve-week practicum is also a requirement for certification. Students complete three terms, have a term which provides an opportunity to complete a practicum prior to graduation, followed by the fourth term of the program. Compliance with Canadian Institute of Public Health Inspectors practicum criteria is a student responsibility and does not lie with UCCB.

1-year in-career format
Students who already hold the CIPHi(C) credential, are eligible to receive the Bachelor of Technology (Environmental Health) upon completion of 12 term courses below offered by distance education (online). Two of these courses are offered in each term, by rotation, thereby requiring a minimum of 6 terms (24 months) to complete the program.

ENVH 317 Public Health Administration
ENVI 322 Toxicology
ENVI 335 Solid Waste Management
ENVH 395 Epidemiology
ENVH 411 Risk Assessment in Environmental Health
ENVH 417 Communicable Disease Control
ENVH 421 Occupational Health and Safety Legislation
ENVH 427 Environmental Health Education
ENVH 437 ISO 9000/14000
ENVH 441 Biocontaminants in Indoor Environments
ENVH 466 Integrated Pest Management

NOTE: Sequencing of some courses may be different from the formats shown above.

Bachelor of Technology (Environmental Studies)
This degree program combines theoretical principles with the hands-on experience and technical courses related to the understanding of biological, chemical, geological, and engineering principles applied to the environment. Aspects unique to assessment of the quality of air, water and soil; the management of pollutants and waste products; and sustainable development are emphasized. The program is available in a 3-year extended or a 1-year post-diploma/degree fast-track format. Four areas of concentration are available through selection of electives:

1. Water Resources and Pollution Control
2. Auditing and Risk Assessment
3. Sampling and Analysis
4. Policy Analysis

Admission:
High School Graduates: five Grade 12 advanced or academic courses including English, Mathematics, and two sciences (physics and chemistry are recommended, with an overall average of at least 60%.

Diploma/Degree Graduates: appropriately accredited community college diploma at the technologist level, or university science degree, where the programs are a reasonable match. UCCB has an agreement with many colleges which specify the matching programs and, in some cases, matching courses that allow transfer credits.

Partially completed diploma/degree: Admissions and course selection will be done on an individual basis in consultation with an academic advisor from the Engineering Department. Also, UCCB has an agreement with some colleges for special joint programs which allows the student to enter the degree program before the diploma requirements are met.

3-year extended format:

Term 1 (Fall 2005)
MATH 131 Math I
PHYS 111 Physics I
CHEM 121 General Chemistry I
GEOL 111 Physical Geology I
BIOL 101 Cell and Molecular Biology I

Term 2 (Winter 2006)
MATH 132 Math II
ENGI 253 Fluid Mechanics
CHEM 122 General Chemistry II
GEOL 112 Physical Geology II
COMP 101 Computer Applications

Term 3 (Fall 2006)
DRAF 111 Drafting I
BIOL 203 Environmental Biology
BIOL 223 Introductory Microbiology
CHEM 213 Environmental Chemistry
ENVI 325 Occupational Hygiene
PHIL 221 Environmental Ethics

NOTE: Sequencing of some courses may be different from the formats shown above.
Term 4 (Winter 2007)

MATH 135 Introductory Statistics I
3 of these:
CIVI 284 Water and Wastewater
GEOL 315 Hydrogeology
ENVI 315 Air Pollution
ENVI 335 Solid Waste Management
XXX elective

Term 5 (Fall 2007)

ENGI 205 Engineering Economics
ENVI 416 Environmental Impact Assessment I
ENVI 436 Engineering for Sustainable Development I
ENVI 499 Environmental Research Project
XXX elective
XXX elective

Term 6 (Winter 2008)

ENGI 246 Chemical Engineering
ENVI 417 Environmental Impact Assessment II
ENVI 437 Engineering for Sustainable Development II
ENVI 456 Environmental Site Assessment
ENVI 499 Environmental Research Project
ENVH 437 ISO 9000/14000

1-year post-diploma accelerated format:* Term 5 (Fall 2005)

ENGI 205 Engineering Economics
ENVI 416 Environmental Impact Assessment I
ENVI 436 Engineering for Sustainable Development I
ENVI 499 Environmental Research Project
XXX elective
XXX elective
XXX elective
XXX elective

Term 6 (Winter 2006)

ENGI 246 Chemical Engineering
ENVI 417 Environmental Impact Assessment II
ENVI 437 Engineering for Sustainable Development II
ENVI 456 Environmental Site Assessment
ENVI 499 Environmental Research Project
XXX elective
XXX elective

Note: 416/417 and 436/437 as well as some electives may be taken by distance (online) either before or after these terms

*Transfer Credit: UCCB has an agreement with many colleges which results in credit being given for a course or courses from the diploma program in lieu of a UCCB course. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or to contact UCCB directly. Where no agreement exists, individual consideration will be given to possible transfer credits. In any case, however, residency requirements must still be met.

Electives: Selection of all electives must be done through prior consultation with a faculty advisor from the program.

Residence requirements: Graduation with the degree (or diploma) normally requires that the student take a minimum of 10 (ten) 3-credit (1-term) courses from UCCB. UCCB distance courses can be included to meet the residency requirements.

Some joint programs may allow special circumstances which differ from this minimum.

Graduation requirement: In the 4-year or 3-year formats, a minimum of all courses in the program (or approved equivalent) must be completed to be eligible for graduation. Graduation with a co-op designation requires successful completion of a minimum of 2 co-op work terms. In the 1-year formats, a minimum of 13 courses (3-credit, 1-term) in the discipline (ENVI xxx or equivalent) must be completed. These may be diploma courses accepted from closely matching college programs at a college, or UCCB courses selected as electives in the degree program.

Note: sequencing of some courses may be different from the formats shown above.

Bachelor of Technology (Manufacturing)

This degree program combines theoretical principles with the hands-on experience and technical courses related to the manufacturing industry. Aspects unique to mechanical engineering, design, materials properties, machines/robotics, along with quality, cost, and human factors in manufacturing operations are emphasized. The program is available in a 4-year co-op, 3-year fast-track, 1-year post-diploma/degree and 1-year joint-program format.

The extraordinary quality of this program was nationally recognized for innovation by the 2003 Yves Landry Award as Canada's Top Manufacturing Program.

Admission:

High School Graduates: five Grade 12 advanced or academic courses including English and Mathematics and two other sciences; (Physics is recommended) with an overall average of at least 60%.

Diploma/Degree Graduates: appropriately accredited community college diploma at the technologist level, or university science degree, where the programs are a reasonable match. UCCB has an agreement with many colleges which specifies the matching programs and, in some cases, matching courses that allow transfer credits. It is possible to complete the 1-year format by distance (online). Contact the Department for details.

Partially completed diploma/degree: Admissions and course selection will be done on an individual basis in consultation with an academic advisor from the Engineering Department. Also, UCCB has an agreement with some colleges for special joint programs which allows the student to enter the degree program before the diploma requirements are met.

4-year co-op format: Term 1 (Fall 2005)

MATH 131 Math I *
ENGI 111 Statics
DRAF 111 Drafting I
MECH 121 Shop Practice I
COMM 111 Principles of Business and Technical Communication
COMP 101 Computer Applications
Students wishing to start their careers early may choose to graduate with the Mechanical Engineering Technology Diploma after successfully completing all courses to this point. Students successfully completing the program to the Diploma level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS).

**Transfer Credit:** UCCB has an agreement with many colleges which results in credit being given for a course or courses from the diploma program in lieu of a UCCB course. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or contact UCCB directly. Where no agreement exists, individual consideration will be given to possible transfer credits. In any case, however, residency requirements must still be met.

**Diploma transfer students are not required to take MECH 284 – Machine Design I**

1-year joint-program format (courses and comments as noted above):
Term 4 (Summer 2005)
Term 6 (Fall 2005)
Term 7 (Winter 2006)

UCCB has an agreement with some colleges that allows entry into the program from an almost-completed diploma program. The diploma program is completed while at UCCB, along with the degree. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or contact UCCB directly.

Electives: Selection of all electives must be done through prior consultation with a faculty advisor from the program.

Residence requirements: Graduation with the degree (or diploma) normally requires that the student take a minimum of 10...
(ten) 3-credit (1-term) courses from UCCB. UCCB distance courses can be included to meet the residency requirements. Some joint programs may allow special circumstances which differ from this minimum.

Graduation requirement: In the 4-year or 3-year formats, a minimum of all courses in the program (or approved equivalent) must be completed to be eligible for graduation. Graduation with a co-op designation requires successful completion of a minimum of 2 co-op work terms. In the 1-year formats, a minimum of 13 courses (3-credit, 1-term) in the discipline (MECH xxx or equivalent) must be completed. These may be distance courses accepted from closely matching college programs at a college, or UCCB courses selected as electives in the degree program.

Note: sequencing of some courses may be different from the formats shown.

Bachelor of Technology (Petroleum)

This degree program combines theoretical principles with the hands-on experience and technical courses related to the offshore petroleum industry. Aspects unique to exploration, drilling, and production operations in the marine environment are emphasized. The program is available in a 4-year co-op, 3-year fast-track, 1-year post-diploma/degree and 1-year joint-program format.

Admission:

High School Graduates: five Grade 12 advanced or academic courses including English, Mathematics, and two other sciences; (Physics and Chemistry recommended) with an overall average of at least 60%.

Diploma/Degree Graduates: appropriately accredited community college diploma at the technologist level, or university science degree, where the programs are a reasonable match. UCCB has an agreement with many colleges which specifies the matching programs and, in some cases, matching courses that allow transfer credits.

Partially completed diploma/degree: Admissions and course selection will be done on an individual basis in consultation with an academic advisor from the Engineering Department. Also, UCCB has an agreement with some colleges for special joint programs which allows the student to enter the degree program before the diploma requirements are met.

4-year co-op format: Term 1 (Fall 2005)

<table>
<thead>
<tr>
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<th>Units</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>MATH 131</td>
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<td>Math I*</td>
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<tr>
<td>PHYS 111</td>
<td>0.25</td>
<td>Physics I</td>
</tr>
<tr>
<td>DRAF 111</td>
<td>0.25</td>
<td>Drafting I</td>
</tr>
<tr>
<td>GEOL 234</td>
<td>0.25</td>
<td>Engineering Geology</td>
</tr>
<tr>
<td>COMM 111</td>
<td>0.25</td>
<td>Principles of Business and Technical Communication</td>
</tr>
<tr>
<td>COMP 101</td>
<td>0.25</td>
<td>Computer Applications</td>
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Term 2 (Winter 2006)

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<tbody>
<tr>
<td>MATH 132</td>
<td>0.25</td>
<td>Math II*</td>
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<tr>
<td>ENGI 253</td>
<td>0.25</td>
<td>Fluid Mechanics</td>
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<tr>
<td>DRAF 116</td>
<td>0.25</td>
<td>Drafting II</td>
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<td>PETR 112</td>
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<td>Petroleum Production and Processing</td>
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<tr>
<td>PETR 132</td>
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<td>Drilling Engineering</td>
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Work Term 1 (Summer 2006) Co-op Work Term 1

<table>
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<td>MATH 233</td>
<td>0.25</td>
<td>Math III*</td>
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<td>ENGI 205</td>
<td>0.25</td>
<td>Engineering Economics</td>
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<tr>
<td>PETR 122</td>
<td>0.25</td>
<td>Mechanics of Materials</td>
</tr>
<tr>
<td>PETR 221</td>
<td>0.25</td>
<td>Marine Environment Protection, Safety, and Loss Control</td>
</tr>
<tr>
<td>PHIL 221</td>
<td>0.25</td>
<td>Environmental Ethics</td>
</tr>
<tr>
<td>PETR 310</td>
<td>0.25</td>
<td>Petroleum Process Simulation</td>
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Work Term 2 (Winter 2007) Co-op Work Term 2

<table>
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<tr>
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<td>MECH 395</td>
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<td>Plant Engineering</td>
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<tr>
<td>ELEC 305</td>
<td>0.25</td>
<td>Basic Electronics of Chemical Instrument</td>
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<td>PETR 211</td>
<td>0.25</td>
<td>Reservoir Engineering I</td>
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<td>PETR 380</td>
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<td>Production Engineering</td>
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Work Term 3 (Fall 2007) Co-op Work Term 3

<table>
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<tr>
<th>Course</th>
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<tr>
<td>ENVH 437</td>
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<td>ISO 9000 and 14000</td>
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<tr>
<td>PETR 300</td>
<td>0.25</td>
<td>Selected Topics</td>
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<td>PETR 340</td>
<td>0.25</td>
<td>Advanced Process Simulation</td>
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<td>PETR 350</td>
<td>0.25</td>
<td>Materials and Equipment Design</td>
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<tr>
<td>PETR 370</td>
<td>0.25</td>
<td>Senior Petroleum Project</td>
</tr>
<tr>
<td>XXXX</td>
<td>0.25</td>
<td>elective</td>
</tr>
</tbody>
</table>

Students wishing to start their careers early may choose to graduate with the Petroleum Engineering Technology Diploma after successfully completing all courses to this point. Students successfully completing the program to the Diploma level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS).

Work Term 4 (Summer 2008) Co-op Work Term 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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<tbody>
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<td>PETR 426</td>
<td>0.25</td>
<td>Management of Technological Innovation I</td>
</tr>
<tr>
<td>PETR 436**</td>
<td>0.25</td>
<td>Process Control and Optimization Systems</td>
</tr>
<tr>
<td>PETR 447</td>
<td>0.25</td>
<td>Codes and Specifications in the Petroleum Industry</td>
</tr>
<tr>
<td>XXXX**</td>
<td>0.25</td>
<td>elective</td>
</tr>
<tr>
<td>XXXX</td>
<td>0.25</td>
<td>elective</td>
</tr>
</tbody>
</table>

Term 5 (Winter 2008)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETR 427</td>
<td>0.25</td>
<td>Management of Technological Innovation II</td>
</tr>
<tr>
<td>PETR 437</td>
<td>0.25</td>
<td>Distributed Control Systems and Programmable Logic Controllers</td>
</tr>
<tr>
<td>PETR 446</td>
<td>0.25</td>
<td>Project Design and Evaluation Techniques</td>
</tr>
<tr>
<td>XXXX</td>
<td>0.25</td>
<td>elective</td>
</tr>
<tr>
<td>XXXX</td>
<td>0.25</td>
<td>elective</td>
</tr>
</tbody>
</table>

*NOTE: Can be replaced by MATH 111 or 121, subject to results of Math Diagnostic Test.

**Substitution: note that ELEC 213 may be selected in place of both PETR 436 and one elective.

3-year fast-track format (courses and comments as noted above):

Term 1 (Fall 2005)

Term 2 (Winter 2006)

Term 3 (Fall 2006)
Term 5 (Winter 2007)
Term 4 (Summer 2007)

Students wishing to start their careers early may choose to graduate with the Petroleum Engineering Technology Diploma after successfully completing all courses up to this point. Students successfully completing the program at the Diploma level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS).

Term 6 (Fall 2007)
Term 7 (Winter 2008)

1-year post-diploma format:***
Term 0 (Summer 2005)
MECH 395 Plant Engineering
PETR 211 Reservoir Engineering I
PETR 310 Petroleum Process Simulation
PETR 380 Production Engineering

Term 6 (Fall 2005)
PETR 426 Management of Technological Innovation I
PETR 436** Process Control and Optimization Systems
PETR 447 Codes and Specifications in the Petroleum Industry
XXXX*** elective
XXXX elective

Term 7 (Winter 2006)
PETR 427 Management of Technological Innovation II
PETR 437 Distributed Control Systems and Programmable Logic Controllers
PETR 446 Project Design and Evaluation Techniques
XXXX elective
XXXX elective

**Substitution: note that ELEC 213 may be selected in place of both PETR 436 and one elective.

***Transfer Credit: UCCB has an agreement with many colleges which results in credit being given for a course or courses from the diploma program in lieu of a UCCB course. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or contact UCCB directly. Where no agreement exists, individual consideration will be given to possible transfer credits. In any case, however, residency requirements must still be met.

1-year joint-program format (courses and comments as noted above): Term 4 (Summer 2005)
Term 6 (Fall 2005)
Term 7 (Winter 2006)

UCCB has an agreement with some colleges that allows entry into the program from an almost-completed diploma program. The diploma program is completed while at UCCB, along with the degree. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or contact UCCB directly.

Electives: Selection of all electives must be done through prior consultation with a faculty advisor from the program.

Residence requirements: Graduation with the degree (or diploma) normally requires that the student take a minimum of 10 (ten) 3-credit (1-term) courses from UCCB. UCCB distance courses can be included to meet the residency requirements. Some joint programs may allow special circumstances which differ from this minimum.

Graduation requirement: In the 4-year or 3-year formats, a minimum of all courses in the program (or approved equivalent) must be completed to be eligible for graduation. Graduation with a co-op designation requires successful completion of a minimum of 2 co-op work terms. In the 1-year formats, a minimum of 13 courses (3-credit, 1-term) in the discipline (PETR xxx or equivalent) must be completed. These may be diploma courses accepted from closely matching college programs at a college, or UCCB courses selected as electives in the degree program.

NOTE: sequencing of some courses may be different from the formats shown above.

Bachelor of Technology Information (Computer System Development)

(To be changed to Bachelor of Technology (Electronics and Controls Engineering) pending approval by internal and external regulatory bodies.) This degree program combines theoretical principles with the hands-on experience and technical courses related to electronics, instrumentation, and computer control industry. Aspects unique to electrical engineering, analog/digital design, industrial instrumentation/control, microelectronics, and wireless systems are emphasized. The program is available in a 4-year co-op, 3-year fast-track, 1-year post-diploma/degree, and 1-year joint-program format.

Students wishing to start their careers early may choose to Graduate with the Electrical Engineering Technology (Instrumentation and Controls) Diploma after successfully completing terms One to Five.

Students successfully completing the program to the Diploma Level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS).

Admission:

High School Graduates: five Grade 12 advanced or academic courses including English and Mathematics, and two other sciences (Physics is recommended); with an overall average of at least 60%.

Diploma/Degree Graduates: appropriately accredited community college diploma at the technologist level, or university science degree, in electrical/electronics and closely related programs only. UCCB has an agreement with many colleges which specify the matching programs and, in some cases, matching courses that allow transfer credits.

Partially completed diploma/degree: Admissions and course selection will be done on an individual basis in consultation with an academic advisor from the Engineering Department. Also, UCCB has an agreement with some colleges for special joint programs which allows the student to enter the degree program before the diploma requirements are met.
### 4-Year Co-op Format: Term 1 (Fall 2005)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 131*</td>
<td>Math I</td>
</tr>
<tr>
<td>PHYS 111</td>
<td>Physics I</td>
</tr>
<tr>
<td>DRAF 111</td>
<td>Drafting I</td>
</tr>
<tr>
<td>ELEC 111</td>
<td>Fundamentals of Electricity I</td>
</tr>
<tr>
<td>COMM 111</td>
<td>Principles of Business and Technical Communication</td>
</tr>
<tr>
<td>COMP 101</td>
<td>Computer Applications</td>
</tr>
</tbody>
</table>

**Term 2 (Winter 2006)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 132*</td>
<td>Math II</td>
</tr>
<tr>
<td>PHYS 112</td>
<td>Physics II</td>
</tr>
<tr>
<td>DRAF 114</td>
<td>Drafting II</td>
</tr>
<tr>
<td>ELEC 112</td>
<td>Introduction to Electronics</td>
</tr>
<tr>
<td>ELEC 122</td>
<td>Fundamentals of Electricity II</td>
</tr>
<tr>
<td>ELEC 132</td>
<td>Shop Practice</td>
</tr>
</tbody>
</table>

**Work Term 1 (Summer 2006)** Co-op Work Term 1

**Term 3 (Fall 2006)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 233*</td>
<td>Math III</td>
</tr>
<tr>
<td>ELEC 213**</td>
<td>Process Measurements</td>
</tr>
<tr>
<td>ELEC 243</td>
<td>Digital Electronics</td>
</tr>
<tr>
<td>ELEC 253</td>
<td>Analog Electronics</td>
</tr>
<tr>
<td>ELEC 267</td>
<td>Signals and Systems</td>
</tr>
</tbody>
</table>

**Work Term 2 (Winter 2007)** Co-op Work Term 2

**Term 4 (Summer 2007)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 122</td>
<td>Differential and Integral Calculus II</td>
</tr>
<tr>
<td>ELEC 214</td>
<td>Instrumentation Applications</td>
</tr>
<tr>
<td>ELEC 244</td>
<td>Linear Integrated Circuits</td>
</tr>
<tr>
<td>ELEC 274</td>
<td>Digital Systems and Microprocessors</td>
</tr>
<tr>
<td>ELEC 284</td>
<td>Machines and Controls</td>
</tr>
<tr>
<td>ELEC 355</td>
<td>Technological Thesis</td>
</tr>
</tbody>
</table>

**Work Term 3 (Fall 2007)** Co-op Work Term 3

**Term 5 (Winter 2008)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 283</td>
<td>Industrial Electronics Circuits</td>
</tr>
<tr>
<td>ELEC 315</td>
<td>Electronic Synthesis</td>
</tr>
<tr>
<td>ELEC 345</td>
<td>Programmable Logic Controllers</td>
</tr>
<tr>
<td>ELEC 355</td>
<td>Technological Thesis</td>
</tr>
<tr>
<td>ELEC 365**</td>
<td>Control Systems</td>
</tr>
</tbody>
</table>

**Work Term 4 (Summer 2008)** Co-op Work Term 4

**Term 6 (Fall 2008)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 185</td>
<td>Introduction to Computing with C++</td>
</tr>
<tr>
<td>ENGI 205</td>
<td>Engineering Economics</td>
</tr>
<tr>
<td>ELEC 412</td>
<td>Digital Signal Processing</td>
</tr>
<tr>
<td>ELEC 421</td>
<td>Microelectronics Design Tools</td>
</tr>
<tr>
<td>ELEC 480</td>
<td>Selected Topics</td>
</tr>
</tbody>
</table>

**Term 7 (Winter 2009)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELEC 411</td>
<td>Embedded Operating Systems</td>
</tr>
<tr>
<td>ELEC 422</td>
<td>Applied Integrated Circuits</td>
</tr>
<tr>
<td>ELEC 432</td>
<td>Applied Wireless Systems</td>
</tr>
<tr>
<td>COMM 109</td>
<td>Communication in the Workplace</td>
</tr>
<tr>
<td>MATH 122</td>
<td>Differential and Integral Calculus II</td>
</tr>
</tbody>
</table>

**1-Year Fast-Track Format (Courses and Comments as Noted Above):**

- **Term 1 (Fall 2005)**
- **Term 2 (Winter 2006)**
- **Term 3 (Fall 2006)**
- **Term 4 (Winter 2007)**
- **Term 5 (Summer 2007)**

Students wishing to start their careers early may choose to graduate with the Electrical Engineering Technology (Instrumentation and Controls) Diploma after successfully completing all courses to this point. Students successfully completing the program to the Diploma level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS).

**1-Year Post-Diploma Format:**

**Term 0 (Summer 2007)**

- **Term 1 (Fall 2007)**
- **Term 2 (Winter 2008)**

**1-Year Joint-Program Format (Courses and Comments as Noted Above):**

- **Term 4 (Summer 2005)**
- **Term 6 (Fall 2005)**
- **Term 7 (Winter 2006)**

UCCB has an agreement with some colleges that allows entry into the program from an almost-completed diploma program. The diploma program is completed while at UCCB, along with

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**Transfer Credit:** UCCB has an agreement with many colleges which results in credit being given for a course or courses from the diploma program in lieu of a UCCB course. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or contact UCCB directly. Where no agreement exists, individual consideration will be given to possible transfer credits. In any case, however, residency requirements must still be met.
the degree. Prospective students are encouraged to contact their college for information on the agreement with UCCB, or contact UCCB directly.

Electives: Selection of all electives must be done through prior consultation with a faculty advisor from the program.

Residence requirements: Graduation with the degree (or diploma) normally requires that the student take a minimum of 10 (ten) 3-credit (1-term) courses from UCCB. UCCB distance courses can be included to meet the residency requirements. Some joint programs may allow special circumstances which differ from this minimum.

Graduation requirement: In the 4-year or 3-year formats, a minimum of all courses in the program (or approved equivalent) must be completed to be eligible for graduation. Graduation with a co-op designation requires successful completion of a minimum of 2 co-op work terms.

NOTE: sequencing of some courses may be different from the formats shown.

**BACHELOR OF ENGINEERING TRANSFER PROGRAM (ENGINEERING DIPLOMA)**

**ADMISSION REQUIREMENTS**

Required: Five Grade 12 advanced or academic courses including English; physics; mathematics; and one of biology, chemistry, or geology with an overall average of at least 60%.

Recommended: Pre-calculus mathematics 12.

Note: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

The Engineering transfer program is offered at UCCB on an associate basis with Dalhousie University. UCCB is one of the few Associated Universities to offer the first two years in all eight engineering disciplines; including biological, chemical, civil, electrical, industrial, mechanical, metallurgical and mining. All UCCB/Dalhousie Degree programs satisfy the academic requirements for admission to the Canadian Council of Professional Engineers, or its provincial affiliate, the Association of Professional Engineers of Nova Scotia (APENS).

The first year of the program is identical for all eight discipline options. The student must make a decision on a specialty at the end of the first year, which involves applying to both UCCB and Dalhousie for a seat in the second year for a particular discipline. In recent years, the majority of UCCB students who successfully completed year one have been admitted to the year two discipline of their first choice.

During year two the student is registered at both UCCB and Dalhousie. Providing the student satisfies the conditions in the acceptance letter for the specific year two discipline, admission to Dalhousie for year three of the four-year program is guaranteed.

NOTE: Engineering program regulations require a student to have an average of 60% or higher for the academic year in order to receive credit for courses taken in that year.

Students in all Engineering options are required to write the Mathematics Diagnostic Test.

Students should also be aware that a BSc in either chemistry or mathematics could be combined with the Engineering Diploma. This program requires three years of study at UCCB, followed by two years at Dalhousie University.

**Engineering, Year 1**

(all options)

MATH 121/122 (or 111/112/122)
CHEM 121/122
PHYS 121/122
ENGI 125/145
MATH 187

Approved elective (6 credits English is recommended)

**Year 2 (Biological Option-Biosystems or Environment)**

**Term 3**

MATH 262
MATH 243
ENGI 255
ENGI 226
ENGI 276
CHEM 221
BIOL 101

**Term 4**

MATH 257
ENGI 275
BIOL 104
ENGI 265

XXXX electives

XX

**Year 2 (Chemical option)**

**Term 3**

MATH 262
MATH 243
ENGI 245
ENGI 255
CHEM 221
ENGI 276

**Term 4**

MATH 257
MATH 115
ENGI 275
CHEM 263
ENGI 246

XXXX elective

**Year 2 (Civil option)**

**Term 3**

MATH 262
MATH 243
ENGI 245
ENGI 255
ENGI 205
ENGI 226
PROGRAM REGULATIONS

Term 4
MATH 257  Differential Equations I
MATH 115  Linear Algebra
COMM 112  Technical Communication or
GEOL 234  Engineering Geology
ENGI 275  Fluids
ENGI 265  Strength
elective

Year 2 (Electrical and Computer option)
Term 3
MATH 262  Multivariate Calculus (Highly Recommended)
MATH 243  Prob and Stat
ENGI 245  Thermo
ENGI 255  Circuits
ENGI 256  Digital Logic

Term 4
MATH 257  Differential Equations I
MATH 115  Linear Algebra
MATH 189  Intro to Computer Applications
ENGI 295  Design
ENGI 257  Circuits II
One of
MATH 271  System Analysis
(Computer Option only) or COMM 112
Technical Communication

Year 2 (Industrial option)
Term 3
MATH 262  Multivariate Calculus
MATH 243  Prob and Stat
ENGI 245  Thermo
ENGI 255  Circuits
ENGI 205  Eng Economics
ENGI 226  Dynamics
or
ENGI 275  Fluids

Term 4
MATH 257  Differential Equations I
MATH 115  Linear Algebra
COMM 112  Technical Communication
elective
ENGI 265  Strength of Materials
or
ENGI 226  Dynamics

Year 2 (Mechanical option)
Term 3
MATH 262  Multivariate Calculus
MATH 243  Prob and Stat
ENGI 245  Thermo
ENGI 255  Circuits
ENGI 205  Eng Economics
ENGI 226  Dynamics
or
ENGI 275  Fluids

Term 4
MATH 257  Differential Equations I
MATH 115  Linear Algebra
COMM 112  Technical Communication
XXXX elective
ENGI 265  Strength of Materials

Bachelor of Science in Human Kinetics

Admission Requirements
Required: Five Grade 12 advanced or academic courses including English and two of biology, chemistry, geology, mathematics, and physics with an overall average of at least 60%.

Note: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

Students can transfer the following (first year) courses: Biology 101/104, English 200, Psychology 100, Sports and Human Kinetics 100 and 200, and a six credit science elective.

Bachelor of Computer Science

UCCB offers the first year of study toward the Bachelor of Computing Science degree to be completed either at Dalhousie or Acadia University.

Admission Requirements
Required: Five Grade 12 advanced or academic courses including English; mathematics; one of biology, chemistry, geology, or
physics; with an overall average of at least 60% and an average of at least 75% in both mathematics and science.

Recommended: Pre-calculus mathematics 12.

Note: Students may substitute one open course for one advanced or academic course except where a particular course is specified.

All students in this program are required to write the Mathematics Diagnostic Test.

Students transferring to either Dalhousie or Acadia will take Math 121 (or 111 and 112), 187 and 189.

In addition:

(a) students transferring to Dalhousie will take English 100 or 200 (6 credit); 6 credits in lab science; either Math 115 or 122; and 6 credit electives, chosen from 3 credit Business or Economics, 3 credit Humanities or Social Science, or 6 credit Communication;

(b) students transferring to Acadia will take Math 115, and 18 credit electives.

An average of 60% with no mark below 60% in courses to be transferred into the program is required for admission to second year in Computer Science.

For details of the Chemical Processes and Electronics options at Dalhousie, students should consult the Calendar of that university.

Bachelor of Science (Agriculture)

UCCB in co-operation with the Nova Scotia Agricultural College (NSAC) offers the first year of the Bachelor of Science in Agriculture. The “First Year in Agriculture at Home” pilot program will provide students with the opportunity to complete a combination of UCCB and NSAC courses to satisfy the first year requirements of a BSc (Agriculture) with NSAC. The program will use distance delivery systems to provide those NSAC courses for which no equivalent is offered at UCCB. UCCB courses will fill out the remainder of the program. The NSAC courses may also be used toward a UCCB BSc for any student who decides to complete studies at UCCB rather than transferring to NSAC. These courses are also available to UCCB students who wish to enrich their programs. NSAC prefers students to be enrolled in MATH 121 and 122 but consideration will be given to other UCCB MATH courses. Students are encouraged to consult NSAC Department of Distance and Continuing Education and to refer to the NSAC Calendar for specific information.

Bachelor of Science in Human Nutrition

Admission Requirements:

Five grade 12 academic or advanced course including English; Math; two of Biology, Chemistry, Geology, or Physics; one other academic or advanced course with an average of at least 60%. Pre-calculus mathematics, chemistry, and biology are recommended.

A degree in Human Nutrition provides valuable information on eating well and opens exciting career opportunities (e.g. dietician or researcher). UCCB offers courses in nutrition, chemistry, biology, mathematics, communication, business, and electives that will allow students to complete the first two years of an Honours degree in Human Nutrition. A further two years of study at St. Francis Xavier University will complete the degree. Students who complete the required pattern of courses with an overall average in second year of a minimum of 55 per cent and a minimum average of 60 per cent in their Nutrition courses will have the opportunity to enter the third year of the program at St. Francis Xavier University.

Courses

Year 1

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 101</td>
<td>Cell and Molecular Biology I</td>
</tr>
<tr>
<td>MATH 135</td>
<td>Introductory Statistics I</td>
</tr>
<tr>
<td>CHEM 121</td>
<td>General Chemistry I</td>
</tr>
<tr>
<td>CHEM 122</td>
<td>General Chemistry II</td>
</tr>
<tr>
<td>COMM105</td>
<td>Introduction to Public Communication</td>
</tr>
<tr>
<td>BUSS 231</td>
<td>Introduction to Marketing</td>
</tr>
<tr>
<td>BUSS 260</td>
<td>Organizational Behaviour</td>
</tr>
<tr>
<td>Elective</td>
<td>6 credits</td>
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Year 2

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 221</td>
<td>Introductory Organic Chemistry I</td>
</tr>
<tr>
<td>CHEM 261</td>
<td>Introductory Biochemistry I</td>
</tr>
<tr>
<td>NUTR 261</td>
<td>Introduction to Nutrition</td>
</tr>
<tr>
<td>NUTR 265</td>
<td>Principles of Nutrition in Human Metabolism</td>
</tr>
<tr>
<td>BIOL 360</td>
<td>Human Anatomy and Physiology</td>
</tr>
<tr>
<td>BIOL 223</td>
<td>Introductory Microbiology</td>
</tr>
<tr>
<td>Electives</td>
<td>9 credits</td>
</tr>
</tbody>
</table>

NOTE: Students should register as soon as possible for BIOL 360 upon completion of their first year of the transfer program, so as to decrease the chances of being placed on a waiting list for this course.

NOTE: Nutrition transfer program students wishing to go to St. FX in Fall 2006 or Fall 2007 must take NUTR 265 in Fall 2005 unless of course NUTR 265 has already been satisfactorily completed. NUTR 265 will not be offered after Fall 2005 until Fall 2007.

Other Science Programs:

A student is able to complete one or two years of a BSc program at UCCB in Geology and Physics, and a combined BSc in a science and Business.

Most universities require an initial degree (not necessarily in science) for entry into medicine or architecture. The requirements for pharmacy, veterinary science, dentistry, and physiotherapy could be available. Students should consult the appropriate university for exact requirements.

Combined Programs

All students in any of the following programs are required to write the Mathematics Diagnostic Test.
**BSc in Mathematics Jointly with the Engineering Diploma**

The three year BSc degree in Mathematics can be combined with any option in the Engineering program, enabling the student to earn two degrees (BSc and BEng) in five years of study, three at UCCB and two at Dalhousie. Where courses are listed specifically, they are required for one or both programs. Some changes can be made in the order of electives and in the division of 200-level Engineering courses between years 2 and 3.

**Year 1 (combined with all Engineering Diploma options except Chemical)**
- ENGI 125/145
- MATH 121/122 (or 111/112/112)
- MATH 187
- PHYS 121/122
- ENGL 100 or 200

3 credit Humanities course, 3 credit Arts elective

**Year 1 (combined with Engineering Diploma, Chemical)**
- ENGI 125/145
- MATH 121/122 (or 111/112/112)
- MATH 187
- CHEM 121/122
- PHYS 121/122
- ENGL 100 or 200

**Year 2 (combined with Engineering Diploma, Biological)**
- MATH 105
- MATH 262/257
- MATH 243/115
- BIOL 101/104
- CHEM 121/122
- ENGI 205
- ENGI 265 or GEOL 101/102

3 credit Arts elective

**Year 3 (combined with Engineering Diploma, Biological)**
- 6 credits Mathematics at 300 level or above
- MATH 226
- PHIL 222
- ENGI 245/275
- ENGI 255/437

6 credit Social Science elective

**Year 2 (combined with Engineering Diploma, Chemical)**
- MATH 105
- MATH 262/257
- MATH 243/115
- CHEM 221/265
- ENGI 276/275
- 3 credit Arts elective

**Year 3 (combined with Engineering Diploma, Chemical)**
- 6 credits Mathematics at 300 level or above
- MATH 189
- MATH 226/271
- PHIL 222
- ENGI 245/295

6 credit Social Science elective

**Year 1 (combined with Engineering Diploma, Electrical)**
- MATH 105
- MATH 262/257
- MATH 243/115
- CHEM 121/122
- ENGI 255/295
- 3 credit Arts elective

**Year 2 (combined with Engineering Diploma, Electrical)**
- MATH 105
- MATH 262/257
- MATH 243/115
- CHEM 121/122
- ENGI 205/256
- ENGI 226

6 credits Social Science elective

**Year 3 (combined with Engineering Diploma, Mechanical or Mining)**
- MATH 226
- PHIL 222
- ENGI 245/275
- ENGI 255/295
- 6 credits Social Science elective
Year 2 (combined with Engineering Diploma, Metallurgical)
MATH 105
MATH 262/257
MATH 243/115
CHEM 121/122
ENGI 205/265
ENGI 295
3 credit Arts elective

Year 3 (combined with Engineering Diploma, Metallurgical)
6 credits Mathematics at 300 level or above
MATH 226
PHIL 222
ENGI 245/275
ENGI 255/276
6 credits Social Science elective

Caution: Because of prerequisite arrangements in Mathematics, Math 115 must be taken no later than the fourth semester. It is therefore NOT generally possible to complete the standard Engineering diploma, then spend an additional year to earn a BSc, in areas that require MATH 115.

BSc Chemistry with Engineering
In three years of study a student may satisfy the requirements for the BSc with specialization in Chemistry, as well as for the transfer program in Engineering.

Year 1:
MATH 121 (or 111, 112), 122, 187
CHEM 121,122
PHYS 121, 122
ENGI 125, 145
ENGL 100 or 200 (subject to placement test)

Years 2 & 3:
MATH 115, 243, 257, 262
CHEM 201, 202, 221, 222, 255, 263, 285
   Plus additional 3 credits at 300 level or beyond
ENGI 245, 246, 255, 275, 276
HUMA - 3 credits
PHIL 222
ARTS - 6 credits
Social Science - 6 credits

BSc in Mathematics with Computing Science
Effective September 2002 only year one of Computer Science will be offered.

Year 1:
MATH 121 (OR 111, 112), 122 (*), 105, 115, 187, 189
ENGL 100 or 200 (subject to placement test)
One full course equivalent in a Science other than Mathematics

Year 2:
MATH 226, 262/257, 6 credits further in MATH
HUMA 105
One semester of close cognates (MATH 271 recommended)

One full course equivalent in a Science other than Mathematics
One full course equivalent in the Social Sciences
(see NOTE below)

Year 3:
Three semesters of close cognate courses
Two semesters of Mathematics
at the 300-level or above PHIL 222
One full course equivalent in a Science other than Mathematics
One full course equivalent in an Arts subject

MATH 271 and one of MATH 135 or MATH 243 should be included.

All students in this program are required to write the Mathematics Diagnostic Test.

(*) In Bachelor of Computer Science, BSc (Mathematics) with Engineering or Computer Sciences, and BSc (Chemistry) with Engineering, students entering with Mathematics 442 from Grade 12, or who do not meet the required standard on the required Diagnostic Test in Mathematics, should substitute MATH 111 and 112 for 121, and expect to complete MATH 122 at spring session after the first year.

Diploma Programs

The Bachelor of Technology Programs in the School of Science and Technology allow a diploma exit point partway through the degree program for students who wish to enter the workforce before completing the degree. Diplomas are offered in Chemical Technology, Environmental Health, Electrical Engineering Technology (Instrumentation and Controls), Mechanical Engineering Technology, and Petroleum Engineering Technology. All programs which have a diploma exit point are offered in a three-year Co-operative Education format. A two-year non co-op format is also available. Students successfully completing a Technology Degree program to the Diploma level or beyond may apply for National Certification as a Certified Engineering Technologist through the Society for Certified Engineering Technicians and Technologists of Nova Scotia (SCETTNS) or in other provinces.

Trades Programs

Trades
Chair - Brent MacLeod

Admission Requirements for Pre-employment Programs
Completion of Grade 12.

Note: Admission to Apprenticeship Training is determined by the Nova Scotia Department of Education, Apprenticeship Division.

Trades programs have been identified by the Nova Scotia government, as well as the federal government, as a critical contributor to developing skilled technology workers to maintain and
enhance the global competitive advantage of Canadian business and industry. The Trades Department offers pre-employment programs, apprenticeship programs, and customized skills development programs in a number of areas. The Pre-employment programs offer the student the basic knowledge and hands-on skills development to enter the work force with an advanced standing in a specific field. Previous experience in a specific trade is not required to enter a pre-employment program.

Upon successful completion of a pre-employment program students will qualify for course credits toward the apprenticeship training required by the Nova Scotia Department of Education, Apprenticeship Division. They will also receive credit hours toward their apprenticeship training plan. In order to graduate and to obtain course credits students must obtain a 70% pass mark in all pre-employment courses.

Our pre-employment programs include Automotive Service Technician, Motor Vehicle Body Repairer, Heavy-Duty Equipment Repair/Truck and Transport Mechanic, Industrial Mechanic/Millwright, Machinist/CNC (Computer Numerical Control), Basic Welding, and Welding High Pressure Pipe.

All the above mentioned trade programs are in high demand by industry. A good trades person possesses a full range of the knowledge, abilities, and skills required to troubleshoot, repair, manufacture, assemble, and install systems or systems components found in many high-tech industries today.

**Automotive Service Technician**

This comprehensive eight-month program has been designed to meet the need for skilled technicians who can diagnose, service, and repair the sophisticated systems found in today's high tech automobiles. There is a strong emphasis on a safe work environment and student employability. Various automobile systems including engines, brakes, chassis, electrical, and electronics are covered. Both theory and practical training are provided, hands-on experience is gained during the shop lab time, and there is a two-week work term which is scheduled towards the end of the program.

**Automotive Service Technician Courses:**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ASTP 111</td>
<td>Fundamental Shop Skills</td>
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<tr>
<td>ASTP 112</td>
<td>Ignition Systems</td>
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<tr>
<td>TRPR 121</td>
<td>Basic Welding I</td>
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<tr>
<td>TRPR 122</td>
<td>Basic Welding II</td>
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<tr>
<td>ASTP 132</td>
<td>Starting &amp; Charging</td>
</tr>
<tr>
<td>ASTP 141</td>
<td>Brakes</td>
</tr>
<tr>
<td>ASTP 142</td>
<td>Engine Cooling, Lubricants and Lubrication</td>
</tr>
<tr>
<td>ASTP 157</td>
<td>Engine Principles</td>
</tr>
<tr>
<td>COMP 111</td>
<td>Computer Applications</td>
</tr>
<tr>
<td>TRPR 500</td>
<td>Red Cross First Aid/CPR</td>
</tr>
<tr>
<td>ASTP 611</td>
<td>Wheels, Tires, and Suspension Systems</td>
</tr>
<tr>
<td>ASTP 612</td>
<td>Air/Fuel Systems</td>
</tr>
<tr>
<td>ASTP 621</td>
<td>Steering Systems</td>
</tr>
<tr>
<td>ASTP 622</td>
<td>Exhaust &amp; Emissions</td>
</tr>
<tr>
<td>ASTP 631</td>
<td>Basic Electrical &amp; Electronic</td>
</tr>
</tbody>
</table>

**Heavy-Duty Equipment Repair/Truck and Transport Technician**

This comprehensive eight-month program gives students the information and skills necessary to enter the challenging and rewarding career as a heavy-duty equipment or truck and transport technician apprentice. Technicians use specialized tools including hand tools, test meters, vehicle and equipment jacks and hoists, welding equipment, hydraulic equipment, and complex electronics and computer diagnostic test equipment.

Students who graduate from this program may find work at equipment or truck dealerships, construction companies, government departments, transport companies, fleet shops, independent service shops, specialty service shops, or rental shops in a variety of different capacities such as service technicians, service writers, parts personnel, equipment sales people, or as equipment operators or transport drivers.

A heavy-duty equipment repair/truck and transport technician is in high demand. A good technician possesses the full range of knowledge, abilities, and skills required to troubleshoot, disassemble, repair, overhaul, assemble, install, adjust, test, maintain, and document components and systems. These systems can be found in an extremely wide variety of equipment types and manufacturers.

**Heavy-Duty Equipment Repair/Truck and Transport Technician courses:**

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<th>Course</th>
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<tr>
<td>HDTP 111</td>
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<td>COMP 111</td>
<td>Computer Applications</td>
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<td>TRPR 500</td>
<td>Red Cross First Aid/CPR</td>
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<tr>
<td>HDTP 711</td>
<td>Hydraulics I</td>
</tr>
<tr>
<td>HDTP 712</td>
<td>Air/Fuel Delivery &amp; Exhaust Systems</td>
</tr>
<tr>
<td>HDTP 721</td>
<td>Clutches/Manual Transmissions/Drive Lines</td>
</tr>
<tr>
<td>HDTP 732</td>
<td>Wheels, Steering, and Alignment</td>
</tr>
</tbody>
</table>

**Machinist/Computer Numerical Control (CNC)**

This comprehensive eight-month program prepares graduates to enter the workforce as an entry-level machinist in the machinist trade. The basic skills and knowledge acquired in the program may be used as a basis for entering a number of occupations which involve the shaping and forming of metal to precise specifications.

Students receive training in the skills and knowledge involved in the use of lathes, milling machines, grinders, boring machines, precision measuring instruments, basic welding, Computer Aided Drafting (CAD), Computer Aided Manufacturing (CAM), and blueprint reading.

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>MCHP 111</td>
<td>Drilling</td>
</tr>
<tr>
<td>TRPR 121</td>
<td>Basic Welding I</td>
</tr>
<tr>
<td>TRPR 122</td>
<td>Basic Welding II</td>
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</tbody>
</table>
UCCB Academic Calendar 2005/2006

PROGRAM REGULATIONS

MCHP 151  Lathe and Lathe Accessories
COMP 111  Computer Applications
MCHP 171  Power Saws and Offhand Grinding
MCHP 181  Shop Tool and Layout
MCHP 191  Fundamental Skills
TRPR 500  Red Cross First Aid/CPR
MCHP 501  Mechanical Drawing I
MCHP 502  Mechanical Drawing II
MCHP 912  Drilling, Boring, Reaming & Tapping
MCHP 922  Taper Turning
MCHP 932  Basic Threading
MCHP 942  Milling Machines
MCHP 952  Milling Machines Operations
MCHP 961  CAD I - Computer Aided Design
MCHP 962  CAM I - Computer Aided Manufacturing
MCHP 971  CNC I - Computer Numerical Control I
MCHP 972  CNC II - Computer Numerical Control II
MCHP 982  Turning Operations

BASIC WELDING

This comprehensive eight-month program is designed to provide students with the skills and knowledge required for employment in the welding construction and industrial repair industry. Upon successful completion of this program the student will be able to challenge the following practical welding tests:

1. Department of Labour Flux Core Arc Welding in the flat and horizontal welding positions,
2. Department of Labour four-position open-root welding ticket, which covers the industrial requirement for the C-level welding to gain employment.

Basic Welding courses:
WBEX 511  Blueprint Reading For Welders I
WBEX 512  Blueprint Reading For Welders II
WBEX 521  Welding Theory I
WBEX 522  Welding Theory II
WBEX 531  Welding Practice I
WBEX 532  Welding Practice II
WBEX 158  Math - Trades
COMP 111  Computer Applications
WBEX 162  Communication - Trades
TRPR 500  Red Cross First Aid/CPR

MOTOR VEHICLE BODY REPAIRER

This comprehensive eight-month program is designed to provide the trainees with the skills and knowledge required for employment in the motor vehicle collision repair and refinishing industry. Technicians examine vehicles for collision damage; prepare estimates; repair damage to vehicles; prepare vehicles for refinishing; repair or replace interior components; locate and repair sources of water leaks, squeaks, and rattles; and disassemble and overhaul mechanical, electrical components, repair defects or fit new parts, and reassemble and make final adjustments.

Technicians use specialized tools including hand tools, gauges, test meters, vehicle and equipment jacks and hoists, welding equipment, hydraulic equipment, colour matching and spray painting equipment, and electronic diagnostic testing equipment.

Motor Vehicle Body Repairer courses:
MVBP 111  Fundamental Shop Skills
TRPR 121  Basic Welding I
TRPR 122  Basic Welding II
MVBP 131  Basic Electrical & Electronic
COMP 111  Computer Applications
MVBP 411  Auto Body Preparation
MVBP 412  Glass and Trim
MVBP 421  Auto Body Sheet Metal
MVBP 422  Refinishing
MVBP 431  Mathematics - Trades
MVBP 432  Structural Design
MVBP 442  Corrosion Protection
TRPR 500  Red Cross First Aid/CPR

INDUSTRIAL MECHANIC/MILLWRIGHT

This comprehensive eight-month program is designed to provide a trainee with the skills and knowledge required for employment in the construction and industrial equipment repair industry. Technicians may take part in planning, building, and maintaining industrial manufacturing equipment, manufactured precision parts, and components; erect, install, repair, and maintain buildings, high-tech and complex machines and mechanical equipment; and locate the cause of malfunctions. They disassemble and overhaul mechanical/electrical system components, repair defects or fit new parts and reassemble and make final adjustments.

Technicians use specialized tools including hand tools, gauges, test meters, vehicle and equipment jacks and hoists, welding equipment, hydraulic equipment and complex electronics diagnostic testing equipment.

Industrial Mechanic/Millwright courses:
IMMP 110  Machining/Shop Fundamentals
TRPR 121  Basic Welding I
TRPR 122  Basic Welding II
COMP 111  Computer Applications
IMMP 171  Power Tools
IMMP 181  Shop Tool & Layout
IMMP 191  Rigging/Fundamental Skills
TRPR 500  Red Cross First Aid/CPR
IMMP 501  Mechanical Drawing
IMMP 821  Pumps (Positive & Non-positive)
IMMP 822  Couplings and Clutches
IMMP 832  Gear Drive Units
IMMP 842  Conveyors (Material Handling Systems)
IMMP 852  Sheaves & Sprockets
IMMP 862  Equipment & Mechanical Installation Blueprint
IMMP 871  Static and Dynamic Seals
IMMP 872  Bearings and Lubrication
Course Descriptions

This section contains an alphabetical listing of courses offered by University College of Cape Breton. Courses marked ** are awaiting approval. Comprehensive course descriptions and syllabuses are available from Department Chairs or individual instructors. All the courses listed will not necessarily be available during a particular academic session. The academic schedule should be consulted to determine the availability of a specific course.

Courses marked ✪ are offered by distance as well as on campus.

ACCOUNTING
(Business Technology)

NOTE: The Accounting Technology Diploma program is currently closed to new admissions effective September 2002.

ACCT 111 INTRODUCTORY FINANCIAL ACCOUNTING I
Credits: 3  Satisfies core requirement for all Business Technology programs.

An introduction to the importance of accounting in society, the principles and concepts governing accounting, the workings of double-entry bookkeeping systems. Exposure to preparing specialized journals, subsidiary ledgers, general ledgers, and the income statement and balance sheet. Concentration on proprietorships.

ACCT 112 INTRODUCTORY FINANCIAL ACCOUNTING II
Credits: 3  Prerequisite: 111. Satisfies core requirement for all Business Technology programs.

A continuation of the principles and concepts of 111. Emphasis on accounting for cash, accounts receivable, inventory, capital assets, liabilities, and equity. Introduction to partnerships and corporations as forms of business organization. Culminates in analysis of financial statements. Hands-on case is an integral part of this course for accounting majors.

ACCT 123 ACCOUNTING III
Credits: 3  Prerequisite: 112.

Course gives students in-depth understanding of the theory behind accounting practices by introducing the conceptual framework as support for modern accounting. This framework is then used to explain revenue and expense recognition theory and asset valuation. Expanded discussion of balance sheet and income statement. Statement of cash flow introduced.

ACCT 124 ACCOUNTING IV
Credits: 3  Prerequisite: 123

Course continues concepts discussed in 123 and applies conceptual framework to capital and other long-term assets, liabilities, and equity items. Special topics relevant to students will complete the course, including preparation of projected financial statements.

ACCT 134 INTRODUCTION TO AUDITING
(cross-listed with BUSS 427)
Credits: 3  Prerequisites: 123, 3rd year standing.

What is the function of auditing in our society? Course imparts answers to this question by describing professional standards and ethics, legal liability, planning and conducting audits with an emphasis on the importance of internal control, the meaning behind the auditor’s report. Presentations and participation are integral parts of the course.

ACCT 143 APPLIED ACCOUNTING
(cross-listed with BUSS 221)
Credits: 3  Prerequisite: 111/112, CISY 311/312.

The course applies the accounting theory developed in introductory accounting to realistic business situations. An accounting case, comprising a full year of business transactions, is completed using spreadsheets and computerized accounting software packages. HST, WCB, payroll, various forms, and filing requirements are discussed and prepared. The course is completely project based. Significant course time is spent using computer applications.

ACCT 144 COST ACCOUNTING
Credits: 3

The purpose of this course is to introduce students to some important cost/management accounting concepts and practices. Topics studied will include: budgeting, product costing, application of standard costing, learning curve theory, CVP analyses, overhead application, variance analysis.

ACCT 153 MANAGERIAL ACCOUNTING
Credits: 3  Prerequisites: 112, BRLT 902

Surveys the skills required for sound managerial decisions. Includes cost behaviour, costing systems, profit planning, capital budgeting, and financial statement analysis.

ACCT 154 MANAGERIAL ACCOUNTING
Credits: 3  Prerequisites: 153

Surveys the skills required for sound managerial decisions. Includes cost behaviour, costing systems, profit planning, capital budgeting, and financial statement analysis.
ACCT 155 Managerial Accounting for CIS

Credits: 3  Prerequisites: 112, BRLT 902. Available for credit in the CIS program only.

This course introduces students to managerial accounting, providing students with skills necessary to participation in the managerial decision-making process. Topics include cost terms, cost behaviour, cost-volume-profit relationships, variable costing, overhead costing, flexible budgets, relevant costs, and capital budgeting decisions.

ACCT 170 Managerial Accounting for the Hospitality Industry

Credits: 3  Prerequisites: 112, BRLT 901, 902

An introduction to managerial accounting as a decision-making tool with special emphasis on information systems specific to the hospitality industry. Topics include financial statement analysis, internal control, pricing, cost-volume profit analysis, budgeting, cash management, investment feasibility, forecasting. Business plan is integral part of course.

ANTHROPOLOGY/SOCIOLOGY

Anthropology is the study of all aspects of humankind, in various times and places. Most courses in our department focus on sociocultural anthropology, which looks at how societies are organized on the basis of shared ideas (or culture). But anthropology also includes a biological subfield (the study of what we are as a species and how we got to be that way), archaeology (the study of society through examining material products), and linguistics (the study of language).

Sociocultural anthropology and sociology are “close cousins” (or, more formally, “cognate disciplines”). They have some common “founding fathers”. They both take a “holistic” approach to social organization and culture: That is, they examine all aspects of society (for example, family, education, and deviancy); and they look at the way these aspects of society are related to one another. Both fields also foster critical thinking. They ask us to question the ideas we take for granted and to compare what we believe to what we actually do.

The two fields also share many research methods (like interviews and observations made in everyday settings). Sociologists do tend more often to favour surveys, which provide information that can be put into numerical or “quantitative” form. This is partly because sociologists also emphasize large-scale studies of large-scale industrial societies, especially our own. Sociocultural anthropologists also study our own society and others like it, but they usually focus on smaller groupings (neighbourhoods, workplaces, etc.) within the whole.

Anthropologists pay more attention than others (including sociologists) to small-scale, “exotic” societies, and to comparing a broad range of very different ones. However, both anthropology and sociology study differences between groups (by “race”, cultural background, occupation, gender, etc.) within societies.

A student can treat Anthropology as one discipline and Sociology as another separate discipline, within his or her program. (For example, someone could major in Anthropology and minor in Sociology.) Any course labelled “ANTH” or “AN/S” can be counted as Anthropology; any course marked “AN/S” or “SOCO” qualifies as Sociology.

Alternatively, a student can combine the two fields as a “single discipline” or “joint” Anthropology/Sociology concentration. In that case, ANTH and SOCO and AN/S courses all fit the one category. (For example, someone’s 3-year BACS “Academic” specialty in Anthropology/Sociology could comprise AN/S 110, SOCO 210, ANTH 372, and AN/S 266.)

Students planning a BEd: Note that both Anthropology and Sociology are teachable subjects in Nova Scotia. This includes courses labeled AN/S or ANTH or SOCO. For detailed information, check with professors in the department or with the office of your academic dean.

The 12-credit prerequisite for 300-level courses may be waived if a student obtains special permission from the professor and has a grade of 75 or better for AN/S 110. Other kinds of exceptions may also be allowed by individual professors, in very special cases.

SOCO 100 Introductory Sociology

Credits: 6  Course discontinued. See AN/S 110.

ANTH 101 Introduction to Physical Anthropology

Credits: 3  Course discontinued. See ANTH 205.

ANTH 103 Introduction to Cultural Anthropology

Credits: 3  Course discontinued. See AN/S 110.

AN/S 110 Introduction to Anthropology & Sociology

Credits: 6. Satisfies the BA core requirement for social science but also open to all degree students. 110 satisfies the prerequisite for all 200- and 300-level courses in AN/S and ANTH and SOCO. Exclusions: A student with previous credit for introductory anthropology or sociology should not enroll in 110.

An integrated survey of cultural anthropology and sociology, showing and explaining the variety of humans’ life-strategies through time and across cultures, and introducing key theories and research approaches.
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<th>COURSE DESCRIPTIONS</th>
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**ANTH 205 Biological Anthropology: First Principles and Current Consequences**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology or 6 credits introductory Biology or permission of instructor.

A review of the principles of evolution and their human consequences, outlining the differentiation of the human lineage, characterizing the distinctively human adaptation, and surveying contemporary variation.

**ANTH 207 Evolution of the Human Adaptation**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology or 6 credits introductory Biology or permission of instructor.

An examination of the interplay between biology and behaviour in the emergence and prehistoric development of culture, including a review of the fossil record and problems of its interpretation.

**ANTH 208 Linguistic Anthropology**
(cross-listed with MIKM 208 and HERT 208)
Credits: 6  Prerequisites: 6 credits introductory Anthropology and/or Sociology.

An introduction to socio-cultural aspects of language’s forms and functions as expressed in various cultures, including language’s interplay with perception, gender, and class. Focus will be on collection and documentation of language materials with emphasis on insider/outsider research. Mi’kmaq, Gaelic, and Acadian materials are emphasized.

**SOCO 210 Sociology of the Family**
Credits: 6  Prerequisites: 6 credits introductory Anthropology and/or Sociology.

The study of family roles, forms, processes, and functions, from the perspectives of household, community, and the larger social system, with special attention to our own contemporary society and its key problems.

**ANTH 211 Anthropology of Tourism**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology

Introduction to an overview of anthropology of tourism, including its development and key concepts and issues, illustrated through case studies from both developing and developed countries.

**AN/S 220 Humankind: Nature and Development**
Credits: 6  Prerequisites: 6 credits introductory Anthropology and/or Sociology. Satisfies the BA core requirement for Natural Science, but also open to all degree students.

Developmental and comparative perspectives on human nature, showing how natural and social sciences interface in explaining the interplay of biological and socio-cultural factors in our behaviour.

**AN/S 221 Families: A Cross-Cultural Tour**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology.

A course in the forms and workings of family, household, and larger kinship structures in a variety of cultural settings, to deepen our insight into our own ways.

**AN/S 222 Ageing and the Life Cycle**
Credits: 6  Prerequisites: 6 credits introductory Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old AN/S 322.

Biocultural aspects of the modern life cycle, emphasizing later life. For example: child health in cross-cultural perspective, life-history studies, female and male ageing cross-culturally, life-stages and social well-being.

**AN/S 223 Urban and Rural Community**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology.

An investigation of social interrelationships among people who share locales. Themes include rural-urban comparisons, the question of urban alienation, quality of life, the nature of community, and dynamics of community action.

**AN/S 228 Youth and Society**
Credits: 6  Prerequisites: 6 credits introductory Anthropology and/or Sociology.

An interdisciplinary introduction to the study of youth in relation to Western and Non-Western sociocultural settings.

**ANTH 229 Religion, Magic, and Witchcraft**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old ANTH or AN/S 391.

Cross-cultural study of how people interpret the world and mobilize their actions in terms of their understanding of the relationships between social, natural, and supernatural forces.

**ANTH 235 Deviance in Cross-Cultural Perspective**
Credits: 3  Prerequisites: 6 credits introductory Anthropology and/or Sociology.

People everywhere view certain others as weird, dangerous, or bad. By cross-cultural comparison, this course explores how and
why that happens, its effects, and what it suggests about human social life in general.

**ANTH 237 CULTURE, DISTRESS, AND PSYCHIATRIC ABNORMALITY**

Credits: 3 Prerequisites: 6 credits introductory Anthropology and/or Sociology.

A focus on the interplay of culture and distress, with special attention to the communication of distress, technological disasters, psychiatric problems, and spiritual healing.

**SOCO 246 SOCIOLOGY OF DEVIANCE**

Credits: 6 Prerequisites: 6 credits introductory Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old SOCO 340.

Critical and comparative examination of theories and studies on processes that place individuals or groups out of step with societal “rules”, and study of consequences both for “deviants” and for “society.”

**AN/S 266 QUALITATIVE RESEARCH METHODS IN SOCIAL SCIENCE**

(cross-listed with POLS 266)

Credits: 6 Prerequisites: 6 credits introductory Anthropology and/or Sociology or Political Science or strong background in related field. Core requirement in Social Research Certificate. Also an option in Social Services Certificate.

A course in ethnographic methodology, techniques of generating non-numerical data, and interpretive analysis, and practical applications. Fieldwork approaches include intensive interviewing, participant observation, and interpretation of print and broadcast media text.

**AN/S 268 QUANTITATIVE RESEARCH METHODS AND STATISTICS IN SOCIAL SCIENCE**

(cross-listed with POLS 268)

Credits: 6 Prerequisites: 6 credits introductory Anthropology and/or Sociology or Political Science, or strong background in related field. Prior math skills are not required. Satisfies the BA core requirement for Numeracy/Logic, but also open to all degree students. Core requirement in Social Research Certificate. Also an option in Social Services Certificate.

An overview of research designs that produce numbers as the data, and a comprehensive study of survey methods. Includes methodological principles, sampling, preparation and administration of instruments, computerized data-analysis with SPSS, interpretive reporting, and practical applications. Scheduled labs in SPSS are added to second half of the course.

**AN/S 270 SOCIETAL PROBLEMS**

Credits: 6 Prerequisites: 6 credits introductory Anthropology and/or Sociology.

This course focuses on socio-cultural arrangements and processes which create human problems and shape our perception of them. Special attention is given to economically “nondeveloped” and “underdeveloped” societies.

**AN/S 272 AN INTRODUCTION TO VISUAL ANTHROPOLOGY**

Credits: 6 Prerequisites: 6 credits introductory Anthropology and/or Sociology. Exclusion: Unavailable to students who took Visual Anthropology as AN/S 301 in Winter 2004.

Ethnographic approaches to the production and consumption of visual representations of particular cultures are the basis of this course. Aesthetics, symbolism, power, representation, visual media as material culture, ethnographic film, indigenous self-representations, and methods for applying anthropology in the study of visual data are the central subjects of the course.

**SOCO 281 CANADIAN SOCIETY I**

Credits: 3 Prerequisites: 6 credits introductory Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old SOCO 381.

Key contemporary issues in Canada and their historical socio-cultural roots, focusing on social, economic, and political systems, including economic crisis, regionalism, labour, ethnicity, gender, and political debates grounded in these concerns.

**AN/S 282 HEALTH, ILLNESS, AND MEDICINE**

Credits: 6 Prerequisites: 6 credits introductory Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old AN/S 320.

Critical study of: socio-cultural patterns, causes, and effects of health and illness; health-care institutions; and culturally based conceptions of wellness and of illness-care practices.

**SOCO 283 CANADIAN SOCIETY II**

Credits: 3 Prerequisites: 6 credits introductory Anthropology and/or Sociology; plus either 281 or permission of instructor. Exclusion: Unavailable to students with credit for old SOCO 383.

Continuation of 281, with special attention to case studies from the literature.

**SOCO 285 THE SOCIAL AND POLITICAL CONTEXT OF EDUCATION**

Credits: 3 Prerequisites: 6 credits introductory Anthropology and/or Sociology.

An exploration of the social and political processes that produce education as a social institution. In particular, a focus on the
### COURSE DESCRIPTIONS

**history, development, and ideologies associated with schooling in Canada.**

**SOCO 287 Contemporary Issues in Education**

**Credits:** 3  
**Prerequisites:** 6 credits introductory Anthropology and/or Sociology  

A critical exploration of issues of diversity, privilege and marginalization in relation to curriculum and education as social institutions. May include discussions of critical pedagogy, multiculturalism, humane education, Afrocentric, and/or Aborigi- 

**AN/S 294 Ethnicity, “Race,” and Nationalism**

(cross-listed with MIKM 350)  

**Credits:** 6  
**Prerequisites:** 6 credits introductory in Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old SOCO 350 or MIKM 350 (“Race & Ethnic Relations”).  

This course examines the main approaches to the study of ethnic groups, the social construction of “race”, and nationalist movements. The analysis of selected mass media materials will complement the theoretical part of the course, illustrating the influence of ethnicity, “race”, and nationalism on contemporary culture.  

**NOTE:**  
THAT A STUDENT WITH ONLY 6 CREDITS OF ANTHRO & OR SOCO WITH 75+ IN THOSE CREDITS IS ELIGIBLE TO GET PROFESSOR’S PERMISSION TO ENROL IN ANY OF OUR 300-LEVEL COURSES.  

**AN/S or ANTH or SOCO 300 Special Topics Six Credit**

Credits: 6  
**Prerequisites:** 12 credits in Anthropology and/or Sociology.  

A course label used when an instructor with particular expertise offers a special topic for one time only. A student may take more than one such course for Anthropology and/or Sociology credit.  

**AN/S or ANTH or SOCO 301 Special Topics Three Credit**

Credits: 3  
**Prerequisites:** 12 credits in Anthropology and/or Sociology.  

A course label used when an instructor with particular expertise offers a special topic for one time only. A student may take more than one such course for Anthropology and/or Sociology credit.  

**ANTH 304 Historical Archaeology**

(cross-listed with HERT 340)  

**Credits:** 6  
**Prerequisites:** 12 credits in Anthropology and/or Sociology. With explicit permission of the chair of the Anthro & Soc Department, a student lacking the prerequisite may be admitted on the basis of relevant practical experience and parallel formal training in other disciplines.  

Introduces students to the interdisciplinary nature of archaeological research and demonstrates how such an integrated approach benefits the heritage preservation movement. Case studies will include the Fortress of Louisbourg.  

**AN/S 305 World Problems**

**Credits:** 3  
**Prerequisites:** 12 credits in Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old AN/S or SOCO 291.  

Overview of sociological insights on large-scale social inequalities, their causes, and possible solutions, with exploration of cultural, economic, and political determinants through both local and international case studies.  

**SOCO 306 Survey of Sociological Theory**

**Credits:** 6  
**Prerequisites:** 12 credits in Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old SOCO 230.  

A critical study of key social concepts, major theoretical debates, and leading social thinkers of the nineteenth and twentieth centuries.  

**AN/S 307 Comparative Variation and Change in Non-Western Societies**

**Credits:** 3  
**Prerequisites:** 12 credits in Anthropology and/or Sociology; plus either AN/S 305 or permission of instructor. Exclusion: Unavailable to students with credit for old AN/S or SOCO 293.  

Socio-economic, political, and cultural dynamics of “underdevel- 
oped,” non-western societies in the post-colonial era, analyzing national and international circumstances that set the context for current economic development practices and future possibilities.  

**ANTH 309 Culture, Technology and Environment I**

**Credits:** 3  
**Prerequisites:** 12 credits in Anthropology and/or Sociology.  

A cross-cultural examination of the role of technology and environment in patterning social relations and cultural thought.
ANTH 311 CULTURE, TECHNOLOGY AND ENVIRONMENT II
Credits: 3 Prerequisites: 309.
A cross-cultural examination of the role of technology and environment in the evolution of political centralization and stratification.

ANTH 313 CULTURAL ECOLOGY
Credits: 3 Prerequisites: 12 credits in Anthropology and/or Sociology.
An interdisciplinary analysis (through discussion, lectures, and contributions of expert guest speakers) of technological, social-structural, and ideological relationships that transform the biophysical environment.

ANTH 314 ANTHROPOLOGY OF MEDIA
(cross-listed with COMM 314)
Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology.
The bottom-up study of people's engagements with modern mass media, using ethnography to understand the social and cultural effects of mass media at the ground level. Television, movies, and the Internet, situated in diverse social and cultural settings world wide, will be the focus of the course.

ANTH 328 NATIVE PEOPLES OF NORTH AMERICA
(cross-listed with MIKM 328)
Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology.
Cultures, languages, histories, and life experiences of native North Americans, including pre-contact life, post-contact political and symbolic responses, and contemporary situations, especially efforts to maintain cultural identities in the face of massive acculturation.

AN/S 330 EQUALITY AND INEQUALITIES: WHY AND WHAT?
Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology.
Exclusion: Unavailable to students with credit for old SOCO 400 (“Social Stratification & Inequality”).
Cultures have embodied many kinds and degrees of inequalities, with profound implications for the lives of individuals and the history of societies. This course examines research and theory on class, status, and power relations: who gets what, how, why, and with what consequences?

**ANTH 331 PEOPLE AND POWER
Credits: 3 Prerequisites: 12 credits in Anthropology and/or Sociology.
A critical overview of theories, themes, and debates about power, both cross-culturally and across time, from the perspective of political anthropology.

AN/S 332 CANADA'S CULTURAL LANDSCAPE
(cross-listed with FOLK 332)
Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology.
The course combines anthropological and sociological theory and research methods to examine critically the pervasive phenomena of "popular culture", including such topics as music, news media, television programming, popular movies, and sports.

AN/S 333 POPULAR CULTURE
Credits: 3 Prerequisites: 12 credits in Anthropology and/or Sociology.
The course examines the premises and practices associated with paranormalism and pseudoscience. The course will focus on the nature and causes of paranormal beliefs in contemporary society, while encouraging the development of the critical skills necessary to examine objectively paranormal and pseudoscientific claims.

AN/S 336 SELF AND OTHER: ENCOUNTERS, TRADITIONS AND TRANSFORMATIONS
(cross-listed with MIKM 334)
Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology.
Colonialism produced an enduring cultural legacy with a range of severe consequences for indigenous cultural reproduction and social organization. Europe was also not spared the drastic consequences of its own expansionism. How indigenous self-definitions and how traditions have been transformed, revitalized, or created anew are the focus of this course, which considers indigenous peoples in a global perspective covering the past 500 years.
AN/S 337 SOCIETIES AND CULTURES OF LATIN AMERICA I
Credits: 3  Prerequisites: 12 credits in Anthropology and/or Sociology.
A many-sided overview of Latin American societies and cultures, from the pre-Columbian civilizations to the present.

AN/S 339 SOCIETIES AND CULTURES OF LATIN AMERICA II
Credits: 3  Prerequisites: 12 credits in Anthropology and/or Sociology
Building on the themes introduced in AN/S 337, this course focuses on themes of geopolitics and power, as well as culture and civilization.

SOCO 351 CAPE BRETON SOCIETY: SOCIAL-ECONOMIC FOUNDATIONS AND CHANGE
Credits: 3  Prerequisites: 12 credits in Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old SOCO 451.
Critical analysis of the shifting economic base, occupational structure, community formation, and political culture of Cape Breton during the twentieth century.

SOCO 353 CAPE BRETON SOCIETY TODAY
Credits: 3  Prerequisites: SOCO 351; or permission of instructor. Exclusion: Unavailable to students with credit for old SOCO 453.
Continuities and crises in contemporary Cape Breton society, in larger perspective, emphasizing the interplay between intimate processes of character, family, community, and workplace.

AN/S 355 WORK AND SHARING
Credits: 3  Prerequisites: 12 credits Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old AN/S 251.
A cross-cultural examination of styles of production (work) and distribution (sharing), aimed at developing a critical perspective on what happens in our own economic world and in our daily lives.

AN/S 357 INSIDE ORGANIZATIONS
Credits: 3  Prerequisites: 12 credits in Anthropology and/or Sociology. Exclusion: Unavailable to students with credit for old AN/S 253 or having credit for old 376.
The course examines how the concepts and methods of Anthropology can help us to gain a critical understanding of the inner workings of business organizations and the dynamics of business activity, both at home and abroad.

AN/S 358 ANIMALS AND PEOPLE
Credits: 6  Prerequisites: 12 credits in Anthropology and/or Sociology.
A critical and comparative examination of the relationship between people and animals. We will explore human attitudes toward animals by examining such topics as animal representations in art and literature and popular culture, as well as the social and cultural constructions of legal, political, economic, and philosophical issues pertaining to animals. Much of our focus will be on the controversies surrounding this complex social relationship.

AN/S 360 THE SOCIAL AND CULTURAL CONSTRUCTION OF GENDER
Credits: 6  Prerequisites: 12 credits in Anthropology and/or Sociology.
Critical study of the socio-cultural roots, dynamics, and consequences of what “male” and “female” mean to people in various times and places, with respect to a wide variety of life experiences.

SOCO 362 DEMOGRAPHY
Credits: 6  Prerequisites: 12 credits in Anthropology and/or Sociology. Recommended: AN/S 268 or equivalent.
Theories and techniques in studying populations, with attention to socio-economic factors in population dynamics, world demographic trends, and the world food supply, and with special emphasis on Canada’s place in the global context.

AN/S 363 LANGUAGE CONTACT, CHANGE, DEATH, AND REVITALIZATION
(cross-listed with MIKM 363 & HERT 363)
Credits: 3  Prerequisites: 12 credits in Anthropology and/or Sociology.
This course examines how languages change when in contact as well as the very serious process of language death, which is now happening on a global scale. Discussion focuses on suggested solutions to the rapid loss of linguistic diversity. Languages such as Mi’kmaq and Cape Breton Gaelic are highlighted for analysis.

AN/S 364 METHODS OF APPLIED SOCIAL RESEARCH
Credits: 6 Prerequisites: (a) AN/S 266 or 268; plus (b) 6 credits in Anthropology and/or Sociology at the 200-300 level other than 266 and 268; or (c) Instead, with explicit permission of the instructor, a student lacking those prerequisites may be admitted on the basis of relevant practical experience and parallel formal training in other disciplines.
A course in qualitative and quantitative applied social research design and techniques, emphasizing approaches such as program evaluation, needs assessment, social-impact assessment, “clinical” analysis of organizations, and advocacy. Includes a complete and original research project and year-end report, in which each student may opt for a qualitative or quantitative design.
ANTH 372  APPLIED ANTHROPOLOGY
Credits: 6  Prerequisites: 12 credits in Anthropology &/or Sociology.
This course demonstrates anthropology’s everyday relevance in identifying and addressing human needs in many areas (e.g., community development, education, medical care, social services, and the workplace).

SOCO 373  SOCIOLOGY OF PROFESSIONS
Credits: 3  Prerequisites: 12 credits in Anthropology &/or Sociology.
An examination of the process through which some occupations become professionalized in society, with an emphasis on the power of professional groups and their impact on daily life.

SOCO 375  COMPLEX ORGANIZATIONS
Credits: 3  Prerequisites: 12 credits in Anthropology &/or Sociology.
Bureaucratization in modern life and strategies for maintaining “human” relations therein. Topics include interrelations between bureaucratic structures, technology, work, and individual lives.

ANTH 384  ANTHROPOLOGICAL PERSPECTIVES ON EDUCATION
Credits: 6  Prerequisites: 12 credits in Anthropology and/or Sociology. Exclusion: Unavailable to students having credit for SOCO 390.
Anthropological insights into the relationship of teacher with student and of school with the wider cultural community. Includes topics such as race, subcultures, and language styles.

AN/S 392  WORK AND WOMEN IN SOCIETY
Credits: 6  Prerequisites: 12 credits in Anthropology &/or Sociology.
Examination of women’s position in society, focusing on those life-sustaining activities known as “work” (“paid” or “unpaid”), and investigating bio-physical, socio-psychological, and socio-cultural underpinnings of the relevant practices.

SOCO 393  SOCIOLOGY OF RELIGION
Credits: 3  Prerequisites: 12 credits in Anthropology &/or Sociology. Exclusion: Unavailable to students having credit for SOCO 390.
Theories and research studies of the socio-cultural determinants of religious forms and orientations, as well as the reciprocal impact of religion on socio-cultural commitments, action, and institutional formations.

SOCO 395  RELIGION, SCIENCE, AND SOCIETY
Credits: 3  Prerequisites: 12 credits in Anthropology &/or Sociology.
Analysis of changing attitudes and perceptions about religion and science. Examining the structure and function, public perception, and social construction of these two realms of knowledge.

AN/S OR ANTH OR SOCO 398  DIRECTED INDEPENDENT STUDY TOPICS, JUNIOR LEVEL SIX-CREDIT
Credits: 6  Prerequisites: 12 credits in Anthropology &/or Sociology.
Available every year. Requires a special arrangement between an individual student and professor, endorsed by the dean, to cover a topic unavailable in the regular offerings, at a third-year level. (See also the 3-credit version, 399; compare the senior versions, 495/497 and 499.) Intended only for a highly motivated student who has a special interest and who achieves goals without close supervision. A student needing an unscheduled course and who also needs more structure and direction should choose instead to arrange a tutorial in a course listed in the calendar. A student may take several courses as Directed Study in Anthropology and/or Sociology, to a maximum of 18 credits.

AN/S OR ANTH OR SOCO 399  DIRECTED INDEPENDENT STUDY TOPICS, JUNIOR LEVEL THREE-CREDIT
Credits: 3  Prerequisites: 12 credits in Anthropology &/or Sociology.
Available every year. Requires a special arrangement between an individual student and professor, endorsed by the dean, to cover a topic unavailable in the regular offerings, at a third-year level. (See also the 6-credit version, 398; compare the senior versions, 495/497 and 499.) Intended only for a highly motivated student who has a special interest and who achieves goals without close supervision. A student needing an unscheduled course and who also needs more structure and direction should choose instead to arrange a tutorial in a course listed in the calendar. A student may take several courses as Directed Study in Anthropology and/or Sociology, to a maximum of 18 credits.

ANTH OR SOCO OR AN/S 420  SOCIAL STRUCTURE AND CHANGE
Credits: 6  Prerequisites: 18 credits in Anthropology and/or Sociology, including 6 credits above 200-level. Satisfies 4-year major BA core requirement for Senior Seminar.
A seminar or tutorial on the structure and interplay of major social institutions across the broad sweep of cultural evolution, including an overview of central trends in today’s world system.

ANTH OR SOCO OR AN/S 440  CLASSICAL THEORY IN ANTHROPOLOGY, SOCIOLOGY, OR COMBINED ANTHROPOLOGY AND SOCIOLOGY
Credits: 6  Prerequisites: 18 credits in Anthropology and/or Sociology, including ANTH 302 or SOCO 306 (or old SOCO 230 or SOCO 232). Each of the three choices satisfies the 4-year major BA core requirement for Senior Seminar.
A seminar on major conceptual frameworks, debates, and figures in anthropological and/or sociological theory, from the mid-nineteenth to the mid-twentieth century.

**ANTH or SOCO or AN/S 470 Contemporary Theory in Anthropology, Sociology, or Combined Anthropology and Sociology**

Credits: 6  Prerequisites: 18 credits in Anthropology and/or Sociology, including ANTH 302 or SOCO 306 (or old SOCO 230 or SOCO 232). Each of the three choices satisfies the 4-year major BA core requirement for Senior Seminar.

A seminar on major conceptual frameworks, debates, and figures in anthropological and/or sociological theory, from the mid-20th century to the present.

**AN/S or ANTH or SOCO 490 Senior Thesis in Anthropology and/or Sociology**

Credits: 6  Prerequisites: 24 credits with 75% average in Anthropology and/or Sociology, including 6 credits above 200-level and at least 6 credits in research methods and/or theory; plus a one-page statement of motives and aims in taking the course, to be submitted to the professor before registration. (It is preferable that the student complete both a theory and a methods course before doing 490, but one of those courses may be taken at the same time as 490.) Satisfies 4-year major BA core requirement for Senior Seminar. Required for Honours.

The 490 is intended for high ability senior students specializing in Anthropology and/or Sociology, especially those who hope to prepare for admission to a Master’s program. It is an individualized project, culminating in a formal thesis. The course requires a special arrangement between an individual student and professor, endorsed by the dean. Students seeking a similar but somewhat less demanding experience should consider 495 and 497.

**AN/S or ANTH or SOCO 495 Directed Independent Project Proposal, Senior Level**

Credits: 3  Prerequisites: 18 credits with 65% average in Anthropology and/or Sociology, including 6 credits above 200-level; plus a one-page statement of objectives and an idea for a potential project, to be submitted to the professor before registration. Can be credited toward 4-year major BA core requirement for Senior Seminar. The 495 & 497 together replace the old 498.

The 495 is intended only for a senior student, concentrating in the discipline, who is planning also to complete 497. The 495/497 combination is project-focused, as an alternative to the more rigorous 490 thesis course. The 495 includes development of a topic, literature search, and submission of a project proposal. The course requires a special arrangement between an individual student and professor, endorsed by the dean. (See also the third-year counterparts, 398 and 399. For a 3-credit alternative to the project-focused 495/497, see 499.) The 495 & 497 are intended only for a highly motivated student who has a special interest and who gets things done without being closely supervised. A student needing an unscheduled course and who also needs more structure and direction should choose instead to arrange a tutorial in a course listed in the calendar. A student may take several courses as Directed Study in Anthropology and/or Sociology, to a maximum of 18 credits.

**AN/S or ANTH or SOCO 497 Directed Independent Project Implementation, Senior Level**

Credits: 3  Prerequisites: AN/S or ANTH or SOCO 495. Can be credited toward 4-year major BA core requirement for Senior Seminar. The 495 & 497 together replace the old 498.

In 497 the student carries to completion the project developed in 495. The 497 likewise requires a special arrangement between an individual student and professor, endorsed by the dean.

**AN/S or ANTH or SOCO 499 Directed Independent Study Topics, Senior Level Three Credit**

Credits: 3  Prerequisites: 18 credits with 60% average in Anthropology and/or Sociology, including 6 credits above 200-level. Can be credited toward 4-year major BA core requirement for Senior Seminar.

Available every year. Requires a special arrangement between an individual student and professor, endorsed by the dean, to cover a topic unavailable in the regular offerings, at a fourth-year level. (See also third-year versions, 398 and 399.) A student seeking a more extended, project-focused senior experience should choose the 495/497 combination or 490, but can take one or more 499 courses for additional topics. The 499 is intended only for a highly motivated student who has a special interest and who gets things done without being closely supervised. A student needing an unscheduled course and who also needs more structure and direction should choose instead to arrange a tutorial in a course listed in the calendar. A student may take several courses as Directed Study in Anthropology and/or Sociology, to a maximum of 18 credits.

**ART**

**ARTT 100 Drawing**

Credits: 6  Satisfies the BA core requirement for Fine Arts.

An introductory studio course in the skills and techniques of drawing. Students progress from line through tone using a variety of media such as pencil, charcoal, and conte.

**ARTT 105 Drawing**

Credits: 3  Satisfies the BA core requirement for Fine Arts.

Techniques in water-based media such as ink, watercolour, and acrylic.
ARTT 120 PAINTING
Credits: 6 Satisfies the BA core requirement for Fine Arts.
A studio course in the techniques and methods of painting. Media used include oils, acrylic, watercolour, and egg tempura. Covers all aspects of painting, from surface preparation to final presentation.

ARTT 210 GENERAL STUDIO
Credits: 6
An introductory studio course in the basic techniques and principles behind the visual arts. Media which may be explored include drawing, painting, sculpture, pottery, and print making.

ARTT 220 GENERAL STUDIO II
Credits: 6
An advanced course in painting, with emphasis on colour and design. These theories may be placed in an abstract mode with the student choosing the direction of her/his painting.

ARTT 225 UCCB ART COLLECTION
Credits: 3
Provides information in and experience with the visual arts in the context of the UCCB permanent collection. Specific works from the collection will be investigated with regard to such issues as structure, form, colour, light, texture, and composition. Artwork will also be studied in terms of the context which inspired the artist.

ARTT 340 ART HISTORY
Credits: 6 Satisfies the BA core requirement for Fine Arts.
A survey of Western Art from the pre-historic to the contemporary. Special emphasis is placed on the social context of the art in its era.

ARTT 499 DIRECTED STUDY
Credits: 6 Prerequisites: Any 100-level and any 200-level studio art course (100 or 120, and 210 or 220).
See Department Chair for details.

AUTOMOTIVE SERVICE TECHNICIAN

ASTP 111 FUNDAMENTAL SHOP SKILLS
This course provides the student with an understanding of guidelines and procedures required to maintain a safe and tidy work environment. Also covered are the use of tools, equipment, facilities and service information resources, WHMIS, as well as fasteners, tubing and fittings, chemical, gaskets and sealers. A general overview of the trade and certification requirement, as well as apprenticeship training will be covered.

ASTP 112 IGNITION SYSTEMS
This course provides the historical development of ignition systems, theory along with the current evolution of today’s electronic ignition systems.

TRPR 121 BASIC WELDING I
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 1 consists of approximately 30 hours of theory and practical work in the oxy-fuel processes, and electric arc.

TRPR 122 BASIC WELDING II
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 2 consists of approximately 30 hours of theory and practical work in the electric arc processes, and MIG.

ASTP 131 STARTING AND CHARGING
This course provides the student with the necessary theory and practical skills to diagnose and repair charging and starting systems, their components, and associated circuits.

ASTP 141 BRAKES
This course covers theory, operation, removal, repair, installation, and testing of hydraulic, electric, and air brake components. Hydraulic braking system topics such as master cylinders, power boosters, lines, valves, drums, rotors, wheel cylinders, calipers, electric braking devices, and other principles and components are discussed. Also properties of brake fluids, bleeding, and adjustments are looked at. Air brake theory includes system overview, fundamentals of air brake systems, compressors, governors, air dryers, air tanks, valves, air brake chambers, slack adjusters, adjustments, and safety and warning devices. Supplementary and auxiliary braking devices in both systems will be discussed, as well as other forms of braking.
COURSE DESCRIPTIONS

ASTP 142  ENGINE COOLING, LUBRICANTS, AND LUBRICATION

Topics covered are engine cooling systems and components of air- or liquid-cooled engines. The functions and operation of components will be discussed, also covered in this course are engine lubrication systems and engine oil coolers, lubrication, and fluid servicing.

ASTP 157  ENGINE PRINCIPLES

This course is designed to provide the student with the knowledge and skills necessary to demonstrate an understanding of the operating principles of an internal combustion engine. Course material includes: terminology, components, operation, procedures, and safety.

TRPR 161  COMPUTER APPLICATIONS - TRADES

This hands-on course introduces students to the use of computer technology in their chosen trade. Includes computer literacy and an introduction to the use of hardware and software from operating systems to the Internet. This course will help students become competent users of computer technology in the work place.

TRPR 500  RED CROSS FIRST AID/CPR

Provides students with the knowledge to identify emergency situations and to apply basic first aid and CPR.

ASTP 611  WHEELS, TIRES, AND SUSPENSION SYSTEMS

This course is designed to provide the student with an understanding of suspension systems and components. Some of the topics include wheels, tires, balancing, suspension types, springs, ball joints, and other parts. The student will also gain hands-on experience removing and replacing various components.

ASTP 612  AIR/FUEL SYSTEMS

This course is designed to provide the student with an understanding of air intake and fuel delivery systems on automotive gasoline engines. Topics include: tanks, lines, filters, gauges, pumps and carburetors, as well as intake manifolds and forced induction. The student will also gain hands-on experience servicing various system components.

ASTP 621  STEERING SYSTEMS

This course is designed to provide the student with an understanding of two- and four-wheel alignment, steering systems, and components. Manual steering, power steering, steering columns, and electronic power steering theory and operation are discussed. Hands-on training will be provided. The student will remove and install steering system parts and components.

ASTP 622  EXHAUST AND EMISSIONS

This course is designed to provide the student with an understanding of automotive exhaust and emission control systems. Topics include: manifolds, pipes, mufflers, catalytic converters, oxygen sensors, crankcase ventilation, air injection, evaporation controls, and other emission control devices.

ASTP 631  BASIC ELECTRICAL AND ELECTRONIC

This course is designed to provide the student with the knowledge and skills necessary to apply basic electrical and electronic principles. Course material includes safety, procedures, circuits, testing, and electronic components.

BIOLOGY

BIOL 101  CELL AND MOLECULAR BIOLOGY I

Credits: 3
Introduces students to biology from the cellular and molecular perspectives. Major topics include cells as the basic units of life, evolution and variety of cells, macromolecules and organelles in cells, energy conversion in cells, cell reproduction, and an introduction to DNA. Course includes lab component.

BIOL 104  ORGANISMAL AND EVOLUTIONARY BIOLOGY

Credits: 3  Prerequisite: BIOL 101 or BIOL 104 or ENVH 101 and GEOL 111.
Introduction to biological organization and biodiversity. Major topics include diversity of form and function in living organisms, biological relationships, patterns of heredity, and evolutionary processes. Course includes lab component.

BIOL 202  CELL AND MOLECULAR BIOLOGY II

Credits: 3  Prerequisite: BIOL 101 or permission of instructor. Exclusions: unavailable to students having credit for old 100 or 102.
Introduces students to biology from the cellular and molecular perspectives. Major topics include division of cells (somatic and germ lines), genetics, DNA structure and replication, gene expression, and genetic mutation. Course includes lab component.

BIOL 203  ENVIRONMENTAL BIOLOGY

Credits: 3  Prerequisite: BIOL 101 or BIOL 104 or ENVH 101 and GEOL 111.
Introduction to higher levels of biological organization. Major topics include ecosystem organization, adaptations of organisms to environment, ecosystem function and energy flow, populations and communities, effects of humans on the environment. Most laboratory sessions are field trips and as such no evening lab sections will be offered. Course includes lab component.
BIOL 205  **Plant Development and Diversity**  
Credits: 3  Prerequisites: 101 and 104 or permission of instructor.  
A study of plant development, physiology, anatomy, and reproductive biology, providing an assessment of the biological functions and economic roles of the major classes of plants. Course includes lab component. Normally offered every other year.

BIOL 211  **Ecosystems of Cape Breton**  
(cross-listed with MSIT 211)  
Credits: 3  
This course will explore the major ecosystems and biological communities of Cape Breton: Acadian forest, taiga, peatlands, rocky intertidal, beaches, rivers, and lakes. Questions to be asked for each unit include, for example, how the physical environment has shaped it, what the critical component species are, and what the historical changes have been. The understanding of how each community functions will help in assessing the impact of logging, acid precipitation, oil spills, land use changes, and other possible challenges to the integrity of the communities in the future. Field trips. Course includes lab component. Normally offered every other year.

BIOL 223  **Introductory Microbiology**  
Credits: 3  Prerequisite: BIOL 101 or ENVH 101  
Topics include the morphology and physiology of microorganisms, their role in the disease process, and methods of control of microorganisms. Course includes lab component.

BIOL 225  **Drugs and Behaviour**  
(cross-listed with PSYC 225)  
Credits: 3  Prerequisite: 6 credits in Biology.  
This course will review the basic principles and concepts of pharmacology, psychology, and neurophysiology. Then the course concentrates on drug classes, recreational (e.g. alcohol and marijuana) and prescribed (e.g. benzodiazepines and antidepressants) and details the specific drugs within each class.

BIOL 235  **Chordate Zoology**  
Credits: 3  Prerequisite: 6 credits of 100-level Biology or permission of instructor.  
A study of the principles underlying chordate diversity. Topics will include speciation, the phylogeny and distribution of the major taxa, as well as comparative aspects of histology, morphology, development, and physiology. Labs include a study of specimens, slides, and films on the major topics. Course includes lab component.

BIOL 245  **Invertebrate Zoology**  
Credits: 3  Prerequisite: 6 credits of 100-level Biology or permission of instructor.  
The major invertebrate phyla and their representatives with a special emphasis on the structural and functional homologies of each group, their phylogeny, life histories, physiology, and ecological adaptations. Course includes lab component.

BIOL 251  **Applied Botany**  
(cross-listed with MSIT 251)  
Credits: 3  
Vegetation is the biological substrate on which most terrestrial organisms depend. The vascular plant families of our Acadian bioregion will be studied. The ethnobotany of Mi'kmaw First Nations will be considered: plants for food and drink, medicines, tools and other uses, both practical and artistic, which are pertinent to Indigenous life-styles. Emphasis will be placed on acquiring this knowledge in the field and visiting the various habitats characteristic of Acadian forest ecosystems. Course includes lab component. Normally offered every other year.

BIOL 266  **Genetics**  
Credits: 3  Prerequisite: 101 and 202 or permission of instructor.  
The gene as a fundamental unit of heredity with special emphasis on Mendelian principles, protein chemistry, linkage, and genetic factors determining human characteristics, normal and abnormal. Course includes lab component.

BIOL 302  **Plant Taxonomy**  
Credits: 3  Prerequisite: 203 or permission of instructor.  
A study of the principles of plant classification with application to personal collections, and the evolutionary relationships, origins, and distributions of all vascular plants with major emphasis on the angiosperms. Course includes lab component.

BIOL 315  **Molecular Regulation in Biological Systems**  
Credits: 3  Prerequisites: 101, 202, CHEM 221  
The regulatory activities of prokaryotic and eukaryotic cells. Labs will introduce students to procedures routinely used by molecular biologists. Course includes lab component. Normally offered every other year.

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BIOL 317 INTRODUCTION TO GENE MANIPULATION
Credits: 3  Prerequisites: 101, 202 and CHEM 221 or permission of instructor.

The course introduces the “tools” and procedures used by molecular biologists and genetic engineers. Labs provide applied skills in molecular procedures. Course includes lab component.

BIOL 325 PLANT PALAEOBIOLOGY AND PALAEOGEOGRAPHY
(cross-listed with GEOL 325)
Credits: 3  Prerequisite: 205

The course examines floral records together with their fossilization to obtain an understanding of the world over geologic time and space. Course includes lab component. Offered pending faculty availability.

BIOL 335 ENVIRONMENTAL MICROBIOLOGY
Credits: 3  Prerequisites: 3 credits in Introductory Microbiology.

An examination of the ubiquitous nature of microorganisms. The significance of microorganisms in aquatic, terrestrial, and other ecosystems. Examples and problems associated with microbial contamination of food are studied. Beneficial microbial activities such as waste degradation, fermentation, and microbial insecticides will be discussed. Laboratory sessions deal with methods of identification, isolation, and enumeration of various microorganisms of environmental significance. Course includes lab component.

BIOL 345 PRINCIPLES OF CELLULAR AND MOLECULAR PHYSIOLOGY
Credits: 3  Prerequisites: 6 credits of biology, CHEM 221, 261.

An introduction to the physical, chemical, and biological principles governing cell structure and function, growth and metabolism, and the control and integration of cellular activities. Current topics are emphasized in such areas as carcinogenesis, monoclonal antibody and recombinant DNA use, and radiation. Lab exercises emphasize cell function and protein biochemistry. Course includes lab component. Offered pending faculty availability.

BIOL 351 PLANT ECOLOGY
(cross-listed with MSH/BIOL 351)
Credits: 3  Prerequisite: BIOL 203 or MSH/BIOL 251.

The study of Acadian forest systems will continue with an in-depth view of plant assemblages and the relationship to habitat, process, structure, and function. Studies will be extended to the non-vascular plants. Relationships and differences between major plant divisions and plant-animal interactions will be considered. Emphasis will be placed on acquiring this knowledge in the field. Course includes lab component. Normally offered every other year.

BIOL 360 HUMAN ANATOMY AND PHYSIOLOGY
Credits: 6  Prerequisite: 6 credits of biology or permission of instructor.

A comprehensive course in human anatomy and physiology designed primarily for students in science, physical education, health sciences, and related programs. A systems approach is used to underscore integration at the organismal level. Labs emphasize osteology, myology, and experimentation with emphasis on respiratory and cardiovascular function. Course includes lab component.

BIOL 365 ENVIRONMENTAL PHYSIOLOGY
Credits: 3  Prerequisites: 6 credits of biology, CHEM 121. Recommended: 235.

A study of the interactions of organisms with their environment. How does each system respond to external and internal challenges? How does integration help maintain “homeostasis”? These questions are explored through class, lab, and fieldwork. Students are also introduced to physiological instrumentation and experiment design. Course includes lab component. Normally offered every other year.

BIOL 367 EVOLUTION
Credits: 3  Prerequisites: 202 and 203

Evolution by natural selection is one of the important ideas in western science and the central concept in modern biology. The focus is on evolution as fact, as theory, natural selection as the major mechanism, and its genetic basis.

BIOL 375 ENTOMOLOGY
Credits: 3  Prerequisite: 203

Most kinds of living organisms are insects. Practical skills in collecting insects, identification, and curation of collections are developed. These are complemented by an understanding of insect systematics and biology. Course includes lab component. Normally offered every other year.

BIOL 380 PRINCIPLES OF BIODIVERSITY
Credits: 6  Prerequisites: 104, 203 or permission of instructor.

Explores the concept of biodiversity as established by the 1992 UN Convention including biological, analytical, economic, and social perspectives. Classification systems; use and development of systematic keys; species identification; data base management; reference collection development, management and use; and strategies behind ecological monitoring programs. Course includes lab component. Offered pending faculty availability.
BIOL 383 STREAM ECOLOGY
Credits: 3 Prerequisites: any one of 104, 203, 275 or permission of the instructor.
A study of the interrelationships between the physical and biological aspects of the structure and function of streams with a particular focus on the variety of streams and rivers of Cape Breton. The impact of human activities such as urbanization, forestry, impoundments, and agriculture will be addressed. Most laboratory work will be carried out in the field. Course includes lab component. Normally offered every other year.

BIOL 385 MARINE ECOLOGY
Credits: 3 Prerequisites: 203 or permission of instructor Recommended: MATH 135 or PSYC 201.
This course focuses on ecological relationships among marine plants and animals from the perspective of adaptation. Readings from text and primary scientific literature. Field-based laboratories make use of the diversity of coastal marine habitats in Cape Breton. Students are required to do a project and present their results both in writing and orally. Course includes lab component. Normally offered every other year.

BIOL 387 ORNITHOLOGY
Credits: 3 Prerequisites: 203 and 2nd year standing in a program or permission of the instructor.
An introduction to the biology of birds focusing on evolution, morphology, behaviour, life history and mating systems, and communication and conservation. Labs focus on morphology, behaviour, and identification with an emphasis on birds of Eastern Canada and Cape Breton in particular. Course includes lab component.

BIOL 391 ECOTOURISM IN CAPE BRETON
(cross-listed with HERT 391)
Credits: 3 Prerequisite: 203 and 2nd-year standing in a program or permission of instructor.
Introduces the natural environment of Cape Breton through ecotourism ventures. Students participate in existing ventures (e.g. eagle and whale watching tours) and present proposals on how to run such ventures. Course will normally be taught during a two-week period in July or August. Course includes lab component. Offered pending faculty availability.

BIOL 393 NATURAL HISTORY OF CAPE BRETON
Credits: 3 Prerequisite: 203 and 2nd year standing in a program or permission of instructor.
Field trips to interesting natural areas on Cape Breton highlight this course. Field work focuses on the identification of plants, birds, and insects. Assignments focus on the interpretation of the field observations and the ability to communicate clearly to other biologists and the public. Course includes lab component. Normally offered every other year.

BIOL 395 ANIMAL BEHAVIOUR
Credits: 3 Prerequisite: 104 and 203
Provides opportunities to discover the influence of evolution, genetics, development, physiology on the feeding, antipredator behaviour and mating behaviour of animals. Students participate in the process of science by making and reporting on field observations. Course includes lab component.

BIOL 397, 399 DIRECTED STUDY/INDEPENDENT PROJECT
Credits: 3
An in-depth literature study in an area not covered by other biology courses (Directed Study) or a research project in an area of interest (Independent Project). Registration is contingent upon availability of a faculty supervisor. In the term preceding the expected start date for this course, the student must produce an outline of the proposed study or a research proposal for the project. 397, 399 may be taken in any combination for a maximum of 6 credits. Consult the Department Chair for details.

BIOL 401 INSECT BIOLOGY AND SYSTEMATICS
Credits: 3 Prerequisites: 375, with a mark of at least 70% recommended.
This course will emphasize insect systematics, phylogenetics, structure, function, and biogeography. Through field collections, curation of the UCCB collection, oral presentations, and research papers, students will develop expertise in these areas of entomology. Course includes lab component. Offered pending faculty availability.

BIOL 405 GENERAL PARASITOLOGY
Credits: 3 Prerequisites: at least 12 credits Biology.
An introduction to parasitology, citing examples from the protozoans, helminths, and arthropods of humans, domestic animals, and wildlife. Transmission and impacts on individual hosts and populations are emphasized. Course includes lab component. Offered pending faculty availability.

BIOL 417 ADVANCED TOPICS IN GENE MANIPULATION AND BIOTECHNOLOGY
Credits: 3 Prerequisite: 317 with a grade of at least 65% or permission of the instructor.
A continuation of the study of molecular biology initiated in 317. Topics include a description of specialized vectors and advanced procedures, and of their use in modern agriculture, industry, and medicine. Course includes lab component. Normally offered every other year.

BIOL 419 ADVANCED TOPICS IN GENE MANIPULATION AND BIOTECHNOLOGY
Credits: 3 Prerequisite: 317 with a grade of at least 65% or permission of the instructor.
A continuation of the study of molecular biology initiated in 317. Topics include a description of specialized vectors and advanced procedures, and of their use in modern agriculture, industry, and medicine. Course includes lab component. Normally offered every other year.
COURSE DESCRIPTIONS

BIOL 423 NEUROBIOLOGY
(cross-listed with PSYC 423)
Credits: 3  Prerequisite: 360 or PSYC 321
This course introduces basic anatomical and physiological principles of neuroscience extending from the basic biophysical properties of neurons and glia, to the physiological basis of sensory processing, motor behaviour, and learning memory. Differs from PSYC 321 in that basic physiology is studied in greater depth and there is no attempt at a general survey of behaviour.

BIOL 427 PRINCIPLES OF INFECTIOUS DISEASE
Credits: 3  Prerequisite: At least 12 credits Biology. Recommended: 405.
Examines the processes of immunology and inflammation and the historical development of our understanding of disease. Specific diseases are used to illustrate concepts and the impact of infectious disease on populations. Course includes lab component. Offered pending faculty availability.

BIOL 441 MONITORING BIODIVERSITY
Credits: 3  Prerequisites: 302 and 351 or permission of instructor.
Exploration of key issues and strategies behind ecological monitoring programs including background research, implementation, and long-term conduct. Examination of international programs implemented locally (e.g. “EMAN” and “Man in the Biosphere”). Discussion of classification systems for natural areas in Nova Scotia and exploration of examples. Course includes lab component. Normally offered every other year.

BIOL 455 BIOMECHANICS
Credits: 3  Prerequisite: 235
A study of vertebrate functional morphology focused on locomotion. Discussions include comparative, evolutionary, and mechanical aspects of major structures. Gross anatomical, and micro anatomical examination are performed on a wide array of specimens. Proficiency in dissection, specimen care, and analytical thought are emphasized. Course includes lab component. Normally offered every other year.

BIOL 467 EVOLUTIONARY THEORY
Credits: 3  Prerequisite: 367
Students critically assess controversies in evolutionary biology, such as sexual selection, punctuated equilibrium, human origins, and HIV evolution. Choice of a topic for investigation is based on an individual’s interests and expertise. Students gain expertise in writing, editing, and oral presentation of complex ideas. Course includes lab component. Offered pending faculty availability.

BIOL 469 PHYLOGENETIC SYSTEMATICS
Credits: 3  Prerequisite: BIOL 367 or permission of instructor.
An introduction to the theory and practice of phylogenetic systematics, the predominant methodology for evaluating the inter-relationships of organisms. Students will learn the basic techniques of character analysis, tree-building, and evaluation of phylogenetic hypotheses. Application of methodology to classification, co-evolutionary studies, biogeography, and extinction studies. Course includes lab component.

BIOL 475 THEORETICAL ECOLOGY
Credits: 3  Prerequisite: 203
Examines a broad spectrum of ecological theories from optimal individual strategies, to population interactions, theories of community, ecosystems, and global stability within an evolutionary framework.

BIOL 485 ICHTHYOLOGY: THE BIOLOGY OF FISHES
Credits: 3  Prerequisites: 203 and 9 additional credits in biology above the 100 level, or approval of the instructor.
This course takes a comprehensive look at the evolution and phylogenetic relationships of fishes. We will also survey their morphological, physiological, behavioural, and ecological adaptations to their aquatic environments. Conservation management of fish habitats will be discussed. The laboratory will include studies of structural diversity, anatomy and osteology, morphometrics, age and growth, and other selected topics. Course includes lab component. Normally offered every other year.

BIOL 490 DISTINCTION THESIS
Credits: 6  Prerequisites: Admission and fourth-year standing in the BSc with Distinction (Biology) program.
This course includes the preparation of an original research proposal, completion of the proposed research project, analysis of data, preparation of a written thesis, and oral defence of this thesis. Students planning to register in this course must consult the Department Chair in the term preceding the expected start date of the project. Consult the Department Chair for details.

BIOL 495 BEHAVIOURAL ECOLOGY
Credits: 3  Prerequisite: 395
Behavioural ecology asks questions about why animals do what they do from an evolutionary perspective. Mate choice, chemical defence, avoidance behaviour, social evolution, and foraging preferences will all be considered. Students participate in the process of science by making and reporting on field observations. Course includes lab component. Normally offered every other year.
BIOL 497, 499 DIRECTED STUDY/INDEPENDENT PROJECT

Credits: 3 Prerequisites: 60 credits with an average of 70% in Biology courses completed.

An in-depth literature study in an area not covered by other biology courses (Directed Study) or a research project in an area of interest (Independent Project). Registration is contingent upon availability of a faculty supervisor. In the term preceding the expected start date for this course, the student must produce an outline of the proposed study or a research proposal for the project. BIOL 497/499 may be taken in any combination for a maximum of 6 credits. Consult the Department Chair for details.

See also APICS Biology Field Course List. http://139.103.16.55/ftp_serv/bio/conf/intro.htm
Transfer credit regulations apply.

BUSINESS ADMINISTRATION

The Business Administration program offers a solid foundation for careers in numerous fields such as private and public enterprise, cooperatives, and government service. It will also prepare the student for self-employment or for graduate study at the master’s or doctoral level in a wide variety of disciplines.

One of the primary objectives of the program is to develop women and men with a sound foundation in business fundamentals together with knowledge of traditional arts and science disciplines. In addition, the structure of the program enables students to concentrate in one of several different areas and to pursue an internship program which combines work terms with study terms. (See Bachelor of Business Administration program regulations.)

Courses marked ⚫ are offered by distance as well as on campus.

BUSS 101 MATHEMATICS FOR BUSINESS

Credits: 3

Focuses on weaknesses in quantitative skills needed to solve and interpret business-oriented word problems. Designed with an emphasis on algebra to help prepare students for business calculus.

BUSS 113 THE NATURE OF ENTREPRENEURSHIP

Credits: 3

This course enables participants to examine entrepreneurship as a career choice. The choice will be explored in the context of the decision to own and operate a business. Experiential exercises, cases, and selected readings allow participants to assess the “fit” between an entrepreneurial career and the student’s interests and goals.

BUSS 114 OPPORTUNITY ANALYSIS AND VENTURE CAPITAL

Credits: 3

The focus of this course is on the risk aspects of new business ventures. Readings and cases will be introduced to stimulate the participants’ thinking about market opportunities, risks, and the composition of the necessary ingredients to start a new venture.

BUSS 111 INTRODUCTION TO CANADIAN BUSINESS

Credits: 3 A BBA core requirement.

An introduction to Canadian business organization through five major functional areas: personnel, production, marketing, accounting, and finance.

BUSS 121 INTRODUCTORY FINANCIAL ACCOUNTING I

Credits: 3 A BBA core requirement.

The course attempts to have students identify, measure, record, and communicate financial information. Bookkeeping and adjusting entries required to prepare financial statements for unincorporated service and retail enterprises will be studied. Accounting for and control of cash, receivables, and inventory will be examined in great detail.

BUSS 122 INTRODUCTORY FINANCIAL ACCOUNTING II

Credits: 3 Prerequisite: 121 A BBA core requirement.

A continuation of 121 which introduces partnership and corporate financial accounting. Accounting for and control of capital assets, liabilities, equity, and investments are examined. The SCIFP and analysis of financials complete the course.

BUSS 151 INTRODUCTION TO REAL ESTATE

Credits: 3 For credit in the BACS program, only.

An introduction which should be of particular interest to those considering a career in this industry.

BUSS 152 REAL ESTATE II

Credits: 3 Prerequisite: 151 or equivalent. For credit in the BACS program, only.

Examines the existing functional areas and current trends which impinge upon the real estate industry in general, and Nova Scotia in particular.
**BUSS 181 COMputers IN BuSINESS**

Credits: 3  Prerequisite: 281 or permission of the Department.  A BBA core requirement.

Introduces students to the use of the computer in the solution of business problems. Includes computer literacy and use of MS Office microcomputer software (Excel spreadsheet and Access database management). Hands-on lab sessions are an integral part of the course.

**BUSS 182 INTRODUCTION TO StaTISTICS**

cross-listed with BRLT 923

Credits: 3  A BBA core requirement.  Exclusions: credit for 182 rules out credit for MATH 135.

A course in statistics which introduces the student to basic probability concepts; descriptive measures; probability distributions, including the binomial and normal distributions and their properties; estimation; hypothesis testing; Chi Square analysis; and linear regression and correlation. Computer applications will also be illustrated using a statistical package.

**BUSS 211 BuSINESS AND COmmUNITY DEVELOPMENT I**

Credits: 3  Prerequisites: 112, ECON 101, 102 or permission of the Department.

An introduction to the field of business and community development with emphasis on new “third sector” structures such as community development corporations and crown corporations.

**BUSS 212 BuSINESS AND COmmUNITY DEVELOPMENT II**

Credits: 3  Prerequisite: 211 or permission of the Department.

Studies the practical applications of concepts explored in 211. Students investigate the administrative problems and challenges posed by new enterprise development.

**BUSS 214 CANADIAN BuSINESS HIStORY 1660-1867**

Credits: 3

Topics and themes include the basic staples theory as it relates to the Canadian experience of the cod fishery and fur trade, mercantilism, and late eighteenth and nineteenth Century Free Trade. Case studies of major business figures will be investigated along with the development of major areas of business activity to Confederation. Also included is a study of the basic forces underlying the transition from pre-industrial business organization to modern large-scale corporate entities.

**BUSS 215 CANADIAN BuSINESS HIStORY 1867-1990**

Credits: 3

Topics and themes include resource exploitation and the staples economy and its impact on Canadian enterprise. Geography and business and the emergence of technique and skill in dealing with distance and physical obstacle. Business and the role of government in shaping economic activity in Canada and the development of an independent business elite. The relationship between employers and workers over the years. Also included is the issue of globalization and Canada’s role and fate in the process.

**BUSS 221 APPLIED ACCOUNTING**

(cross-listed with ACCT 143)

Credits: 3  Prerequisites 121/122, 181.

The course applies the accounting theory developed in introductory accounting to realistic business situations. It is a very practical course for any business student. An accounting case, comprising a full year of business transactions, is completed using spreadsheets and computerized accounting software packages. HST, WCB, payroll, various forms, and filing requirements are discussed and prepared. The course is completely project based. Significant course time is spent using computer applications.

**BUSS 231 INTRODUCTION TO MARKETING**

Credits: 3  A BBA core requirement.

Examines the concept of markets, market studies, market segmentation, consumer behaviour, and the development of marketing strategies. Text, labs, and case materials.

**BUSS 232 CONSUMER BEHAVIOUR**

Credits: 3  Prerequisite: 231

Explores the application of the social sciences in the decision-making process and what influences they should have in the development of marketing strategies. Field experiments, research techniques, and current research.

**BUSS 233 ADVERTISING AND SALEs PROMOTION MANAGEMENT**

(cross-listed with MRKT 433)

Credits: 3  Prerequisite: 231

An introduction which studies how consumer behaviour provides a base for paid communications as a management tool to accomplish marketing objectives.

**BUSS 241 PERSONAL FINANCE**

Credits: 3

The main objective of this course is to familiarize participants with the basic principles of personal financial planning. Topics include identification of financial goals and priorities, budgeting, credit and debt, risk management and insurance, savings and investment, mortgages and buying a home, retirement planning, wills and estate planning, and preparation of a financial plan.
BUSS 251 Business Law I
Credits: 3
Business Law I introduces the student to the justice system, tort law, and contract law. The course content includes an introductory study of specific areas of contract law including agency, property, employment, marketing, partnerships, corporations, and financing.

BUSS 252 Business Law II
Credits: 3
Business Law II builds on the information from Business Law I and involves a more extensive study of specific legal issues related to intellectual property, computers, internet and e-commerce.

BUSS 253 Land Law
Credits: 3
Land law in Nova Scotia, (Common/Registry/ Maritime Land Titles) including a discussion of remedies for vendors, purchasers, and real estate agents on abortive real estate transactions.

BUSS 254 Leasing Law
Credits: 3
Leasing Law involves the study of leasing of real property premises. The concentration is on leasing commercial properties.

BUSS 260 Organizational Behaviour
Credits: 6  A BBA core requirement. Exclusion: Unavailable to students with credit for BUSS 261 or 262.
An introduction to organizational behaviour including group dynamics, decision making and problem solving, power and politics, organizational conflict, leadership, organizational communication, perception and personality in organizations, motivation, stress, work values and ethics, career dynamics, organizational change and development, organizational culture, and organizational structure and design.

BUSS 261 Organizational Behaviour I
Credits: 3  Exclusion: Unavailable to students with credit for BUSS 260.
An introduction to organizational behaviour that will present the multi-faceted, multi-discipline foundations of the subject. Students will explore the major concepts including individual values, personality, perception, learning, workplace emotions and attitudes, motivation, as well as team dynamics, communicating in organizations, conflict and negotiation and leadership, organizational structure and design, organizational culture, and organizational change.

BUSS 262 Organizational Behaviour II
Credits: 3  Prerequisite: 261  Exclusion: Unavailable to students with credit for BUSS 260.
This course continues the study of organizational behaviour by focusing on managing effective organizations. Topics include organizational processes, structure, development, and change.

BUSS 263 Interpersonal Communication
Credits: 3  Prerequisite: 260
The course covers such topics as basic communication theory, perception, verbal and nonverbal cues, listening, self-presentation, clarity, and conflict management. The particular focus will be on communication in the workplace, but most of the theories, concepts, and skills will be relevant to relationships away from the workplace as well.

BUSS 265 Technical and Science Writing
(cross-listed with ENGL 207 and ITEC 411)
Credits: 3
This course focuses on intermediate technical writing skills (reports, proposals, instructions).

BUSS 271 Business Information: Access and Use
Credits: 3  Prerequisites: 181, 182.  A BBA core requirement.
An introduction to the decision-making process which focuses on available secondary data and the information needs required to make informed business decisions.

BUSS 272 Government-Business Relations in Canada
(cross-listed with POLS 263)
Credits: 3
Offers a general overview of the close relationship between governments and businesses in this country. Probes the power relations at work, the many points of common interest, and the reasons for friction between government and business. Includes discussion of the methods by which these complex relationships are managed. The course is of equal interest to Business Administration and Political Science students.

BUSS 281 Calculus for Business
Credits: 3  Prerequisite: A passing grade in the Math Diagnostic Test or 101.  A BBA core requirement.
This course provides a mathematical foundation for business students showing how mathematical concepts can be applied to describe business and economic phenomena. Topics covered include rational and polynomial functions, the mathematics of finance, limits and continuity, derivatives with applications including maxima and minima, and integral calculus.
**COURSE DESCRIPTIONS**

**BUSS 282 Quantitative Methods**

Credits: 3  Prerequisite: 182. A BBA core requirement.

Introduces students to quantitative tools available for business decision making focusing on problem solving through model building. Topics include: decision theory including decision trees, inventory models, linear programming, and applications including sensitivity analysis, networking, forecasting, and simulation. Strongly recommended that this course be taken after 181 and 281.

**BUSS 283 Statistics II**

Credits: 3  Prerequisites: 181, 182. Exclusions: Credit for 283 rules out credit for MATH 136.

Continues the study of basic concepts and applications of statistics. Topics include: hypothesis testing, Chi-Square analysis, analysis of variance, simple regression and correlation, multiple regression, experimental design, non-parametric tests, time series analysis, and forecasting.

**BUSS 284 Information Systems for Management**

Credits: 3  Prerequisites: 122, 181

Introduction to key issues associated with the use of information systems and technology in organizations. This course examines how information resources are integrated to provide working information systems designed to support organizational operations and decision making. This includes an introduction to tools and techniques used in information systems analysis and design, and a review of alternative approaches to systems development. Emphasis is placed on how to adopt, use, and manage information technology to gain a comprehensive advantage. Cases will be used to cover a wide range of issues.

**BUSS 311 Administrative Problem Solving**

Credits: 3  Prerequisite: 260

Examines individual and group problem solutions to a wide variety of management issues. Organizational case problems and group project.

**BUSS 312 Management of Small Business**

Credits: 3  Prerequisite: 260, 261 or 262. Co-requisite: 331. A BBA core requirement.

This course will explore the key issues and challenges facing management in organizations that are experiencing growth. Strategies used in successful businesses will be examined to foster growth while minimizing risk. The development of a comprehensive business plan for a new or existing business will involve the student in this management process.

**BUSS 312 Management of Small Business**

Credits: 3  Prerequisite: 181, 231. A BBA core requirement.

A study of the major decision areas of marketing from the viewpoint of the marketing manager. Utilizes text, labs, case materials, and a computer simulation.

**BUSS 321 Managerial Accounting**

Credits: 3  Prerequisite: 122. A BBA core requirement.

This course examines the study of accounting information systems along with the sources, uses, and analysis of financial data for planning and controlling operations. Topics include cost concepts and behaviour, budgeting, cost control, measures of performance, profit planning and relevant costing, and management accounting for problem solving and decision making.

**BUSS 325 Intermediate Financial Accounting I**

Credits: 3  Prerequisite: 122 with a grade of at least 60%.

A study of accounting theory and procedures involved in the valuation of resources, obligations, and income determination for financial statement presentations in Canada.

**BUSS 326 Intermediate Financial Accounting II**

Credits: 3  Prerequisite: 325

Continues 325 to include an in-depth consideration of specific accounting topics. The focus is current CICA recommendations.

**BUSS 331 Marketing Management**

Credits: 3  Prerequisites: 181, 231. A BBA core requirement.

The course focus is channel management: changes in purchasing behaviour warrant changes in the methods used to make goods/services available to the customer.

**BUSS 332 Industrial Marketing**

Credits: 3  Prerequisite: 231

Deals specifically with business-to-business marketing from opportunity identification through the development of an appropriate marketing mix to the preparation of a strategic marketing plan. Course includes customer and product audits.

**BUSS 3334 Marketing Channels**

Credits: 3  Prerequisite: 231

An introduction to Strategic Logistics Management within the context of business logistics and the role of marketing. The focus is the management of cost-service trade-offs within transportation, warehousing, materials handling, order processing, and inventory management.
**BUSS 337 Promotion Strategy & Management**

Credits: 3  Prerequisite: 231

The generic components required to move from a marketing plan to a promotional plan. This is accomplished through the development of promotional strategies.

**BUSS 339 Public Relations Management**

Credits: 3  Prerequisite: 231

An introduction to Public Relations Management which examines and provides an appreciation of the use of publicity as a management tool to accomplish corporate objectives and an understanding of public relations as a major component of corporate communications.

**BUSS 341 Business Finance I**

Credits: 3  Prerequisite: 121, 122. A BBA core requirement.

An introductory course in financial management. Topics include analysis of financial statements, long-term financial planning, time value of money, bond and stock valuation, investment criteria, basic capital budgeting techniques and their applications, risk returns, and capital markets.

**BUSS 342 Business Finance II**

Credits: 3  Prerequisite: 341 or permission of instructor  A BBA core requirement.

An extension of 341. Covers topics in long-term and short-term financing such as issuing securities to the public, cost of capital, capital structure, dividend policy, cash and liquidity management, and credit and inventory management. Issues in mergers and acquisitions, leasing, and options are also discussed.

**BUSS 345 Working Capital Management**

Credits: 3  Prerequisites: 341, 342

An advanced course in management of a firm’s short-term assets and liabilities, individually and in aggregate. To emphasize risk analysis and decision-making techniques, various optimization methods are discussed in level of aggregate liquidity, management of short-term liabilities, current debt structuring, cash management, inventory management, terms of sales, and credit decisions.

**BUSS 346 Long-Term Finance**

Credits: 3  Prerequisites: 341, 342

A study of various types of long-term capital available to the firm and theories relating to optimal capital structures.

**BUSS 351 Economics and Values**

(cross-listed with PHIL 351)

Credits: 3

Whereas 352 examines specific moral issues in business, 351 explores the social and moral ideals which might motivate and structure business ventures.

(New Course: At time of publication, awaiting Academic Council approval.)

**BUSS 352 Business Ethics**

(cross-listed with PHIL 352)

Credits: 3

Do moral principles govern business activity? This question is studied through a series of contemporary issues which will be of interest to BA, BACS and, especially, BBA students.

(New Course: At time of publication, awaiting Academic Council approval.)

**BUSS 362 Industrial Relations**

Credits: 3

This course is about unions and the employment relationship in a unionized workplace. It examines workplace change and its impact on the union movement and the union-management relationship. A bargaining simulation is an integral component of the course.

**BUSS 363 Human Resource Management**

(cross-listed with BOMN 232 and BOMN 233)

Credits: 3

This course deals with the traditional HR functions: recruitment and selection, training and development, career management, compensation and performance management. Current HR issues such as innovative workplace practices, occupational health and safety, workplace education, and changing HR functions will also be considered.

**BUSS 364 Leadership in Organizations**

Credits: 3  Prerequisite: 260 or 261

An introduction to leadership from the social sciences perspective. With an emphasis on interpersonal skills, the study of this course focuses on leadership theory, research, and applications in modern organizations.
BUSS 391 INTRODUCTION TO INTERNATIONAL BUSINESS MANAGEMENT
Credits: 3  A BBA core requirement.
Since Canada is heavily involved in global trade relationships with many countries, the course examines the nature and impact of international trade, trading blocs, and the financial instruments that facilitate world trade.

BUSS 393 TOURISM MARKETING I
(cross-listed with HATM 361)
Credits: 3
Geography as seen through the eyes of a travel professional. Emphasis is placed on the world’s more popular destinations. A major project selected by students will form a large part of this course. An excellent opportunity to study about a place one would like to visit.

BUSS 394 TOURISM MARKETING II
Credits: 3
An examination of the Travel & Tourism market from a research and development perspective.

BUSS 411 INNOVATION AND SMALL FIRMS
Credits: 3  Prerequisite: BUSS 312 or permission of instructor.
This course examines the importance of innovation and the competitive advantages enjoyed by small, flexible enterprises in a modern economy. Examples of the importance of small firms to sub-regional economics will be presented and discussed.

BUSS 421 COST ACCOUNTING
Credits: 3  Prerequisites: 122, 321
The concepts and techniques of modern cost accounting including cost behaviour and profit-volume relationships, standard costs, budget flexibility, and cost structures for control and motivation are explored in this course. Material relating to ISO9000 and actively based costing are also examined.

BUSS 424 ACCOUNTING THEORY
Credits: 3  Prerequisites: BUSS 321 & 326 (or permission of the Department).
An introduction to the structure of accounting theory including a study of accounting standards, their history, and underlying theory.

BUSS 425 ADVANCED FINANCIAL ACCOUNTING I
Credits: 3  Prerequisite: BUSS 321 & 326 (or permission of the Department).
A study of the accounting theory of intercorporate investments, business combinations, consolidations, consolidated financial statements, segment reporting, and foreign operations.

BUSS 426 ADVANCED FINANCIAL ACCOUNTING II
Credits: 3  Prerequisite: 425

BUSS 427 AUDITING
(cross-listed with ACCT 134)
Credits: 3 Prerequisites: 321 & 326
What is the function of auditing in our society? Course imparts answers to this question by describing professional standards and ethics, legal liability, planning and conducting audits with an emphasis on the importance of internal control, and the meaning behind the auditor’s report. Presentations and participation are integral parts of the course.

BUSS 430 MARKETING RESEARCH
Credits: 6  Prerequisites: 182, 231
Participants will conduct an actual marketing research project. The first term will involve fieldwork to collect the required data. The second term will focus upon the analyses of the data (SPSS), report writing, and client presentations. The support of the Marketing Research Centre provides the facility and opportunities for this research.

BUSS 431 SALES AND SALES MANAGEMENT
(cross-listed with MRKT 414)
Credits: 3  Prerequisite: 231
Understanding the decision-making skills which are necessary for the operation of an effective sales organization.

BUSS 432 MARKETING FOR NON-PROFIT ORGANIZATIONS
Credits: 3
Marketing from a limited budget point of view with equal applicability to both profit and non-profit organizations.
**BUSS 433 International Marketing Management**

Credits: 3  Prerequisite: 231

A study of world markets: assessment, socioeconomic, cultural and legal environments, research and development of international markets, global markets, and complex multinational marketing programs.

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**BUSS 434 New Product/Service Marketing and Development**

Credits: 3

New products and services are necessary to successful growth of most businesses. A major goal of this course is to help the student learn, using an analytic decision-making approach, how to develop and market new products and services which meet customer needs in the consumer, industrial, and service settings.

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**BUSS 435 Direct Marketing**

(cross-listed with MRKT 423)

Credits: 3  Prerequisite: 231

A study of how marketers take products and services directly to the end user.

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**BUSS 439 Marketing Strategy**

Credits: 3  Prerequisites: 231, 331

A study in the development of a strategic marketing plan and program which provides the foundation upon which marketing planning and implementation is based.

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**BUSS 441 Capital Markets**

Credits: 3  Prerequisites: 341, 342

Studying contemporary financial markets and institutions in a global perspective using Canada and the U.S. as a basis for understanding the rest of the world. A range of instruments for financing, investing, and controlling risk in today’s equity, debt, foreign exchange, and derivatives markets, together with their participants, is discussed.

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**BUSS 442 Capital Budgeting**

Credits: 3  Prerequisites: 182, 281, 341, 342

Examines the capital investment process emphasizing analytical techniques to evaluate investment proposals. Includes: capital budgeting principles, time value of money, basic measures of capital investment desirability and mutually exclusive investments, cash flow identification, risk analysis, capital rationing, multi criteria capital budgeting, and linear programming.

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**BUSS 443 Investment Management**

Credits: 3  Prerequisite: 342 or permission of the Department.

The analysis and management of investments, including a study of theoretical market and security models of North American capital markets.

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**BUSS 445 Intermediate Finance**

Credits: 3  Prerequisites: 182, 281, 341, 342

The case method is used to analyze problems and issues in corporate financial management. Emphasis is on the application of theoretical models to realistic situations.

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**BUSS 446 Options and Futures Markets**

Credits: 3 Prerequisites: 341, 342. Recommended: 441 or permission of instructor.

This course discusses the valuation methods and hedging strategies of options, futures, and forward contracts. It presents a balance of the institutional details, theoretical foundations, and practical applications.

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**BUSS 448 International Finance**

Credits: 3  Prerequisites: 341, 342. Recommended 441.

This course covers the foreign exchange market, its participants and institutions; exchange determination and forecasting; foreign exchange risk and management; international bond and equity markets; and international portfolio diversification. Current events which influence the international financial setting will also be discussed.

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**BUSS 451 Taxation I**

Credits: 3  Prerequisite: 122

Examines the Canadian tax system with emphasis on the determination of personal income tax utilizing computer software tax packages.

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**BUSS 452 Taxation II**

Credits: 3  Prerequisite: 451

Examines the Canadian tax system with emphasis on tax planning and corporate taxation. Computer software tax packages will be used to prepare corporate tax returns.

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**BUSS 455 The Management of Co-operatives**

Credits: 3

Reviews the history and accomplishments of the consumer co-operative in Canada, the U.S., and Europe including the special management problems and possibilities associated with this form of organization.
COURSE DESCRIPTIONS

BUSS 464 DIVERSITY ISSUES IN MANAGEMENT
Credits: 3 Prerequisite: 260
This course examines the changing workplace demographics, specifically addressing how we manage “differences” at work. A number of topics are covered which are representative of the new workforce characteristics, including racial differences, women at work, alternative lifestyles, the ageing workforce, the disabled, and organizational response to diversity.

BUSS 465 ORGANIZATIONAL DEVELOPMENT
Credits: 3 Prerequisite: 260 or permission of the instructor.
An examination of the process of change in organizations. Strategies for improving the effectiveness of an organization and meeting the needs of employees, managers, owners, customers, and other stakeholders are explored.

BUSS 466 LABOUR RELATIONS SEMINAR
Credits: 3 Prerequisites: 362, 363. The prerequisites may be waived, at the discretion of the instructor, for people with labour relations backgrounds.
Examines approaches to the development of participative management. Topics may include: work redesign, the Scanlon plan, quality circles, autonomous work groups, co-determination in management, and workers’ co-operatives.

BUSS 471 BUSINESS COMPETITIVE STRATEGIES
Credits: 3 Prerequisites: All other BBA core courses.
The formulation and implementation of long-range decisions which focus on corporate strategy and corporate citizenship.

BUSS 493 TOURISM MANAGEMENT
Credits: 3 Prerequisite: HATM 367
Through case study and seminar, this course examines the approaches used worldwide in the management of the tourism product. National, regional, and local situations will be assessed.

BUSS 495 TOURISM STRATEGY
Credits: 3 Prerequisites: HATM 361, BUSS 321, 493
A critical study into the development of a strategic tourism plan, providing the foundation upon which tourism planning and implementation is based. A capstone course.

BUSS 499 SPECIAL TOPICS
Credits: 3 Prerequisites: Academic regulations criteria and permission of the department.
Provides an opportunity to deepen studies in an area of business not available within the regular course offering. See Dean or Department Chair for details.

BUSINESS ORGANIZATION AND MANAGEMENT
(Business Technology)

NOTE: The Management Technology Diploma program is currently closed to new admissions effective September 2002.

Courses marked ⬤ are offered by distance as well as on campus.

BOMN 211 BUSINESS ORGANIZATION AND MANAGEMENT I
Credits: 3
An introduction to the world of Canadian business within a complex and entrepreneurially-driven global marketplace. Emphasis is placed on the development of the personal skills and attitudes required to grow within the new economy. Cases, networking in the community, and a group project with presentation are methods used to enhance course theory.

BOMN 212 BUSINESS ORGANIZATION AND MANAGEMENT II
Credits: 3 Prerequisite: 211
This course continues the introduction to the functional areas of business, business organizations, marketing, human resource development, operations, and financial management and their role in the growth of Canadian firms. A major group project with presentation integrates the course’s components.

BOMN 223 VENTURE CREATION AND MANAGEMENT I
Credits: 3
The acquisition of managerial and entrepreneurial skills through the model of small and medium-sized firm development. Topics include the entrepreneurial decision, evaluation of business opportunities by industry sector, and management of the entrepreneurial venture.

BOMN 224 VENTURE CREATION AND MANAGEMENT II
Credits: 3 Prerequisites: 223, ACCT 112, 212, BRLT 902. Satisfies a management option core requirement.
The practical application of managerial and entrepreneurial skills through the creation and presentation of a new venture concept and business plan.

BOMN 232 HUMAN RESOURCES
(cross-listed with BUSS 363)
Credits: 3
This course deals with the traditional HR functions: recruitment and selection, training and development, career management, compensation, and performance management. Current HR issues such as innovative workplace practices, occupational health...
BOMN 233 Human Resources (Management Program)

cross-listed with BUSS 363

Credits: 3

This course deals with the traditional HR functions: recruitment and selection, training and development, career management, compensation, and performance management. Current HR issues such as innovative workplace practices, occupational health and safety, workplace education, and changing HR functions will also be considered.

BOMN 253 Organizational Behaviour

Credits: 3

Develops and applies the personal, interpersonal, and group skills necessary to cultivate and implement good ideas in organizations. Topics include the nature of organizational behaviour, personal skill development, the role of management, creative decision making, and building and leading effective teams.

BRLT 191 Business Mathematics for the Hospitality Industry

Credits: 3

A practical mathematics course focusing on mathematical concepts underlying business decisions for the hospitality industry. Topics include a review of basic mathematics, decimals, percentages and fractions, payroll, weighted averages, property tax, ratio and proportion, merchandising mathematics, and simple interest.

BRLT 901 Business Mathematics I

Credits: 3

An applied mathematics course focusing on the mathematical concepts underlying decision making for business. Topics include applications of business mathematics, review of algebra, ratios and proportions, mathematics of merchandising, and simple interest.

BRLT 902 Business Mathematics II

Credits: 3  Prerequisite: 901

An exploration of compound interest and the time value of money. Other topics covered include ordinary simple annuities, annuities due, deferred annuities, amortization of loans, bonds and sinking funds, and business investment decisions. Emphasis is placed on the application of mathematics in solving business-related problems.

BRLT 923 Statistics

cross-listed with BUSS 182

Credits: 3  Prerequisite: 902

Descriptive and inferential techniques are taught with emphasis on applied problem solving as it relates to business decision making. Topics include descriptive measures, probability concepts, properties of distributions, hypothesis testing, ANOVA, time series analysis, regression analysis and correlation, indexes, decision making under uncertainty, and statistical quality control.

BRLT 941 Principles of Business Communication

Credits: 3

Prepares students to write for academic and professional purposes. Through lectures, exercises, and practical assignments, students will learn and practise good writing skills. Students will progress from writing basics, through sentence skills, to paragraph writing, and on to planning and writing well-organized essays.

BRLT 942 Business Communication

Credits: 3  Prerequisite: 941

A comprehensive treatment of written business communication including business letters, memos, proposals, and reports.

BRLT 953 Commercial Law I

Credits: 3

The principles of Commercial Law as applied to modern business, relevant provincial and federal statutes, and common law. Case assignments.

BRLT 954 Commercial Law II

Credits: 3

The principles of Commercial Law as applied to modern business, relevant provincial and federal statutes, and common law. Case assignments.
BRLT 955 COMMERCIAL LAW FOR CIS
Credits: 3  Exclusions: Students cannot receive credit for 955 and 953. Satisfies the prerequisite for 954.
The course is designed to acquaint the student with the legal system and basic principles in the law of tort and law of contract. There is a special concentration on those general areas that may be of concern to the computer information system specialist.

BRLT 974 CREDIT AND COLLECTIONS
Credits: 3
A practical approach to credit and collections.

BRLT 991 ECONOMICS I (MICROECONOMICS)
Credits: 3
The nature of economics, demand and supply, price output determination in various market models, factor pricing, and the distribution of income.

BRLT 992 ECONOMICS II (MACROECONOMICS)
Credits: 3
National income and its determination, unemployment and inflation, monetary and fiscal policies, international economics and current economic problems.

BRLT 994 LABOUR RELATIONS
Credits: 3
The processes of negotiations, arbitration, and grievance handling, including the Trade Union Act and the Labour Standards Code.

BRLT 995 SURVEY OF MICRO/MACRO ECONOMIC ISSUES
Credits: 3  Exclusions: Students cannot receive credit for both 991 and 995 or for both 992 and 995.
This course is designed to introduce students to basic principles of economics. Topics include the nature and method of economics, demand and supply, elasticity, costs of production, price and output determination, competition, profit maximization, macroeconomic measurement and instability, money and banking, fiscal policy, deficits, the National Debt, and international economics.

CELTIC STUDIES

The Celtic Studies program at UCCB offers a variety of courses that examine the history, literature, language, music, and art of the Celtic peoples of Scotland, Wales, Ireland, and Cape Breton. These courses study the contribution that the Celtic people made to the development of western civilization and the cultural heritage of Cape Breton Island.

Cape Breton Island is home to the only Gaelic community in the world outside Europe and the last of the numerous gaidhealtachs (Gaelic-speaking areas) that once existed throughout North America. Our course offerings draw upon the rich resource of language, history, and tradition to examine the broader themes of Celtic studies.

Celtic Studies may be undertaken as a concentration in the three-year Bachelor of Arts program or in the three-year Bachelor of Arts Community Studies program. Students wishing to pursue these routes are advised to consult with the Dean of Arts and Community Studies. Celtic Studies courses may also be used as electives in many UCCB programs.

Courses marked ** are awaiting approval.
Courses marked 📖 are offered by distance as well as on campus.

📚 CELT 101 GAELIC LANGUAGE I
Credits: 3  Exclusion: Unavailable for students having credit for 100.
Introduces students to the living language spoken in Cape Breton and in Scotland. Discussion of various dialects of Scottish Gaelic spoken here, the Gaelic song and story telling traditions, and the unique position of Cape Breton in the Gaelic world.

📚 CELT 103 GAELIC LANGUAGE II
Credits: 3  Prerequisite: 101. Exclusion: Unavailable for students having credit for 100.
This course builds on 101 with an increased emphasis on conversational skills.

📚 CELT 200 ADVANCED GAELIC
Credits: 6  Prerequisites: 101 and 103 or 100
This course builds on the knowledge and skills acquired in 103. The primary aim is to develop reasonable fluency in the written and spoken language. Emphasis is placed on the use of idiom and more advanced grammatical structures presented in the context of conversation and recitation.
CELT 207 & 209  Celtic Music I and II
(cross-listed with FOLK 207 and 209 and FINA 207 and 209)
Credits: 3
Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

CELT 210  Celtic Language and Literature
Credits: 6  Prerequisite: 100
Develops selected themes in Celtic Literature contained in Celtic Mythology, the Ossian, and the works of W.B. Yeats, Dylan Thomas, and Sorley MacLean.

CELT 221  Gaelic Culture and Folklore
Credits: 3
This course takes a multi-disciplinary approach to the study of Gaelic culture, examining such areas as community life, custom and belief, and artistic expression. The nature and function of literature including story-telling, poetry, and song will be examined as well as Gaelic music and dance.

CELT 223  Celtic Performing Arts
Credits: 3
Examines the Celtic performing arts with a focus on issues and concerns which support and depict Celtic music and dance traditions. Emphasis will be placed on the Cape Breton Celtic heritage, but references and discussions will include other Celtic regions. Public policy and support programs for the arts and the development of the Cape Breton Celtic artist as a world-class performer will be reviewed.

CELT 231  Performance Analysis of Celtic Arts
(cross-listed with FINA 231, FOLK 231, and HERT 231)
Credits: 3
Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

CELT 233  Performance Analysis of Celtic Arts
(cross-listed with FINA 233, FOLK 233, and HERT 233)
Credits: 3  Prerequisite: 231
Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

CELT 234  Celtic History
(cross-listed with HIST 234)
Credits: 6
Traces the origins and history of the Celtic people of Scotland, Ireland, and Wales and their contributions to the development of Western civilization. Special emphasis is placed on their role in developing western Christianity.

CELT 234  Canadian Celtic Music 1920-1969
(cross-listed with FINA 241, FOLK 241, and HERT 241)
Credits: 3
Students will analyze the Celtic music tradition in the New World by exploring different Canadian regions, specifically Western Canada, rural Quebec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.

CELT 243  Canadian Celtic Music 1970-Present
(cross-listed with FINA 243, FOLK 243, and HERT 243)
Credits: 3
Students will analyze the Celtic music tradition in the New World by exploring different Canadian regions, specifically Western Canada, rural Quebec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that has nurtured the music socially and culturally will be examined.

CELT 271  Celtic Religion I: Druidism
(cross-listed with RELS 271)
Credits: 3
This course studies the history, philosophy, teachings, and practices of the pagan religion, Druidism, among the Celtic peoples of England, Scotland, Wales, and Ireland before the dawn of Christianity in the fifth century, A.D.

CELT 273  Celtic Religion II: Christianity
(cross-listed with RELS 273)
Credits: 3
Covers the spread of Christianity to England, Scotland, Wales, and Ireland and the clash which developed between Celtic and Roman Christianity.
COURSE DESCRIPTIONS

CELT 320 Traditional and Celtic Dance
(cross-listed with FOLK 320 and HERT 320)
Credits: 6
Students will learn about Celtic dance traditions by examining their socio-cultural context and their content. They will analyze the role of dance in both private and public domains and will explore the regional varieties of the dances, discovering the multiple influences at work in dance form and structures. Problems inherent to dance transcription will be examined. Includes an ethnographic fieldwork project.

CELT 331 Modern Ireland, 1603-1848
(cross-listed with HIST 331)
Credits: 3 Prerequisite: History 100 or Humanities Core.
Ireland from the Plantation to the Famine, including such themes as the Penal Laws, secret societies, rebellion, and political movements.

CELT 333 Modern Ireland, 1848-2000
(cross-listed with HIST 333)
Credits: 3 Prerequisite: History 100 or Humanities Core.
Themes include the rise of the IRB and the IRA, religion, cultural revival, rebellion, the establishment of the free State, the “Troubles,” and contemporary Ireland.

CELT 334 Modern Scottish Highlands
(cross-listed with HIST 334)
Credits: 6 Prerequisite: History 100 or Humanities Core.
The Celtic Society of the Highlands of Scotland from the Battle of Culloden to the present day. Special emphasis on Cape Breton’s Highland heritage.

CELT 336 The Celtic Renaissance: 1800-1919
(cross-listed with HIST 336)
Credits: 6 Prerequisites: History 100 or Humanities Core.
Concentrates on the growth of Celtic societies, the agitation for land, education reform, and the religion revivals of nineteenth century Scotland, Wales, and Ireland.

CELT 368 The Viking World
(cross-listed with HIST 346)
Credits: 6 Prerequisite: History 100 or Humanities Core.
Explores the origins of the Vikings; their expansion and settlement in Europe, Britain, Russia, and the North Atlantic; and their impact. Considers political and social organization as well as technology and religion (including conversion to Christianity) from A.D. 700 to about 1266. Also examines current debates about the nature of Vikings and Viking expansion.

CELT 371 The Celtic Revival in Literature
(cross-listed with ENGL 371)
Credits: 6 Prerequisite: ENGL 200
A study of the legends, literature, and mythology of the Celtic renaissance in the second half of the nineteenth and early twentieth centuries.

CELT 372 Modern Celtic Literature
(cross-listed with ENGL 372)
Credits: 3 Prerequisite: ENGL 200
This course studies a variety of genres in English, including the novel, the essay, poetry, and short story, by Irish and Scottish writers from 1900 to the present.

CELT 376 Domination and Conquest: Anglo-Celtic Relations, 1066-1603
(cross-listed with HIST 338)
Credits: 6 Prerequisite: History 100 or Humanities Core.
Examines the complex interactions between the medieval English state and Wales, Scotland, and Ireland. Covers English attempts to dominate and conquer these regions, Celtic responses to English imperialism, the Anglicization of the British Isles, and questions of identity.

CELT 378 Special Topics in Celtic Studies
Credits: 6
Topics will change according to student and faculty interests.

CELT 379 Special Topics in Celtic Studies
Credits: 3
Topics will change according to student and faculty interests.

CELT 498 Special Topics in Celtic Studies
Credits: 6
Topics will change according to student and faculty interest.
CHEMISTRY

Chemistry continues to be a pivotal science. It is as important as a discipline as it is in the service function it provides to other fields of study such as engineering, biology, medicine, nursing, food sciences, pharmacy, oceanography, and environmental science. A course in chemistry is also of great value to the student intending to pursue studies in law, business administration, political science, psychology, and many other programs, for it provides an understanding of the scientific method and of the chemical basis of today's world. Chemistry is a physical science and as such places great stress on mathematics and physics. Thus, a student planning a career in chemistry is advised that performance in these disciplines should be above average.

Please see the department chair for program details, department research activities, and student employment opportunities.

**CHEMISTRY 101: GENERAL CHEMISTRY FOR NURSING AND ALLIED HEALTH SCIENCES**

Credits: 3 Prerequisite: Grade 11 Academic Chemistry (Grade 12 Academic Chemistry strongly recommended) Exclusion: Credit cannot be granted for both CHEM 101 and CHEM 110, and credit cannot be granted for both CHEM 101 and CHEM 121

The principles of general chemistry for students requiring no more than 6 credits in chemical science. Emphasis is placed on the biological relevance of the chemistry principles discussed and their applicability to the health sciences.

NOTE: This course does not satisfy the requirements of UCCB BSc programs other than the BSc Nursing. It does not satisfy the requirements of BTech or engineering programs other than the BTech (Environmental Health). It is not a sufficient chemistry prerequisite for medical, dental, or veterinary programs of study.

(New Course. At time of publication, awaiting academic council approval.)

**CHEMISTRY 102: INTRODUCTORY ORGANIC CHEMISTRY FOR NURSING AND ALLIED HEALTH SCIENCES**

Credits: 3 Prerequisite: CHEM 101 Exclusion: Credit cannot be granted for both CHEM 102 and CHEM 110, and credit cannot be granted for both CHEM 102 and CHEM 122

The principles of organic and biochemistry for students requiring no more than 6 credits in chemical science. Emphasis is placed on the biological relevance of the chemistry principles discussed and their applicability to the health sciences.

NOTE: This course does not satisfy the requirements of UCCB BSc programs other than the BSc Nursing. It does not satisfy the requirements of BTech or engineering programs other than the BTech (Environmental Health). It is not a sufficient chemistry prerequisite for medical, dental, or veterinary programs of study.

(Course descriptions continue...
try. Laboratory exercises are designed to fit closely with lecture material. Course includes lab component.

**CHEM 222** **Introductory Organic Chemistry II**  
Credits: 3  Prerequisite: 221  
This course introduces the student to the major types of organic reactions. Reaction mechanisms and the role of intermediates are discussed, as are topics in stereochemistry and spectroscopy, IR, NMR, UV-VIS, and mass spectroscopy. Course includes lab component.

**CHEM 245** **Industrial Chemistry**  
Credits: 3  Prerequisite: 221  
The course covers practical applications of chemistry to industry. Review of typical chemical industries and modern production plants in Canada and around the world. Review of activities of and visits to chemical industries in Atlantic Canada. Chemical terms and nomenclatures, basic process calculations, and flowcharts. Basic principles of processing equipment, distillation units, reactors, heat exchangers, scrubbers, and driers. Introductory material and energy balances.

Inorganic chemical processes for phosphoric acid, superphosphate, ammonia, synthesis gas, sulphuric acid. Organic chemical processes from petroleum, natural gas, crude oil, bitumen, lubricants properties and processing. Petrochemical processes, polymer and resins precursors, and synthetic rubber. Course includes lab component. 

*(New Course. At time of publication, awaiting academic council approval.)*

**CHEM 255** **Introductory Inorganic Chemistry**  
Credits: 3  Prerequisite: 122  
The fundamentals of inorganic chemistry involving a study of the electronic structure, properties, reactivity, and bonding characteristics of the main group of elements. Laboratory experiments involve qualitative analysis of these elements and compounds. Course includes lab component.

**CHEM 261** **Introductory Biochemistry I**  
Credits: 3  Prerequisites: 122, 3 credits in organic chemistry.  
A study of the unifying concepts of biochemistry, the structure of proteins, enzymes, nucleic acids, carbohydrates, lipids, and a brief introduction to their metabolism. Course includes lab component.

**CHEM 285** **Introductory Analytical Chemistry**  
Credits: 3  Prerequisite: 122  
An intensive study of chemical equilibria including acid/base, precipitation, complex and electrochemical as well as statistical methods for analyzing analytical data, and some instrumental methods of analysis. Laboratories involve the quantitative analysis of unknowns. Course includes lab component.

**CHEM 301** **Mathematics for Chemistry I**  
(cross-listed with MATH 251)  
Credits: 3  Prerequisites: MATH 121 or equivalent and 9 credits in Chemistry.  
Topics covered will include the application of ordinary differential equations, vector algebra, matrices, determinants, and operators to such areas of chemistry as point group theory, modern molecular orbital theory, factor analysis, and eigenvalue problems. Course includes lab component.

Normally offered every other year.

**CHEM 302** **Mathematics for Chemistry II**  
(cross-listed with MATH 252)  
Credits: 3  Prerequisites: MATH 121 or equivalent, 9 credits in Chemistry, and an introductory course in computing applications.  
An overview of modern computer applications in chemistry. Topics will include use of software packages for molecular modeling, solution of simultaneous linear equations, linear and nonlinear least squares regression on systems with 2 and 3 parameters, and interpolation of experimental data. Course includes lab component.

Normally offered every other year.

**CHEM 305** **Intermediate Physical Chemistry**  
Credits: 3  Prerequisites: 122. Corequisites: 201 or 202  
This course will introduce students to group theory and its application in molecular spectroscopy. The molecular basis of electronic, rotational, and rotational-vibrational spectroscopies will be studied. Course includes lab component.

**CHEM 310** **Geochemistry**  
(cross-listed with GEOL 310)  
Credits: 6  Prerequisites: 122, GEOL 101,102.  
The application of topics to the hydrosphere-lithosphere and lithosphere-atomosphere interfaces is studied. Course includes lab component.

**CHEM 325** **Intermediate Organic Chemistry**  
Credits: 3  Prerequisite: 222  
A study of organic reaction mechanisms, condensation reactions, symmetry-controlled reactions, and a survey of heterocyclic chemistry. Course includes lab component.

Normally offered every other year.
CHEM 355 Intermediate Inorganic Chemistry

Credits: 3  Prerequisite: 255

This course is a continuation of 255 with an emphasis on the transition metals, lanthanides, and actinides. The chemical and physical properties of their compounds are discussed using modern bonding theories. The lab component will involve the preparation and characterization of compounds discussed in class. Course includes lab component.

Normally offered every other year.

CHEM 365 Introductory Biochemistry II

Credits: 3  Prerequisite: 261

The metabolism of the substances studied in 261 is discussed in more detail. Course includes lab component.

CHEM 385 Analytical Spectroscopy

Credits: 3  Prerequisite: 222 or 285

The principles of operation and selected applications of modern spectrochemical methods of analysis. Emphasis is placed on instrument components. Course includes lab component.

Normally offered every other year.

CHEM 386 Analytical Separations

Credits: 3  Prerequisite: 222 or 285

The applications of separation techniques to chemical analysis. The theoretical principles of various instrumental methods are explained and applications are examined. Emphasis is placed on HPLC and GC/MS. Course includes lab component.

Normally offered every other year.

CHEM 399 Directed Studies

Credits: 3

Research in an area not covered by other chemistry courses. See the Department Chair for details.

CHEM 405 Advanced Physical Chemistry

Credits: 3  Prerequisite: 305

This course will provide the student with an overview of modern physical chemistry and chemical physics. Topics will be taken from chemical kinetics, statistical mechanics, surface chemistry, photochemistry, and time-resolved spectroscopy. Course includes lab component.

Normally offered every other year.

CHEM 425 Advanced Organic Chemistry

Credits: 3  Prerequisite: 222 or 325

A survey of developments in current organic chemistry. This course will both round out the student’s knowledge of carbon chemistry and integrate that knowledge with the other disciplines of chemistry, particularly physical organic chemistry. Course includes lab component.

Normally offered every other year.

CHEM 455 Structure in the Solid State

Credits: 3  Prerequisite: 255

The course will provide an overview of the chemistry of the solid state. The arrangement of atoms and molecules in crystalline solids, metals, ceramics, and glasses will be studied as well as the properties of these solids. Some instrumental methods used to determine these structures will also be examined. Course includes lab component.

Normally offered every other year.

CHEM 481 Chemical Instrumentation Design/ Troubleshooting

Credits: 3  Prerequisite: 385

Mechanical and electrical design of chemical instrumentation will be discussed with respect to serviceability, shielding, the isolation of detection devices, and other critical parameters. Optimization of signal/noise in AA, tuning MS, detection of leaks in MS and GC, and tell-tale peak shapes in chromatography. Systematic troubleshooting methods will be examined. Course includes lab component.

CHEM 485 Selected Topics in Advanced Analytical Chemistry

Credits: 3  Prerequisites: 222, and 385 or 386

The application of techniques such as Atomic Absorption (AA), Mass Spectrometry (MS), and Polarography to trace analyses. Reducing interferences, using blanks, performing replicate analyses, and recovery studies will be emphasized. Course includes lab component.

Normally offered every other year.

CHEM 499 Independent Project

Credits: 3  Prerequisites: Normally this course will be completed in the student’s final year.
**CHEMISTRY**  
(TECHNOLOGY)

**CHEM 131 Analytical Chemistry I**  
Credits: 3  Prerequisites: 121

An introductory course with a focus on the fundamental principles of analytical chemistry. Emphasis is placed on proper laboratory techniques. Course includes lab component.

**CHEM 213 Environmental Chemistry I**  
Credits: 3  Prerequisites: 121 and 122 or permission of instructor.

The course begins with a review of the fundamental chemical principles relevant to aqueous systems. This is followed by an examination of the primary water quality parameters, analysis methods, and treatment strategies presently utilized in the study of water/wastewater. The laboratory portion of the course involves specific sampling and analysis procedures. Course includes lab component.

**CHEM 214 Environmental Chemistry II**  
Credits: 3  Prerequisites: 121 and 122 or permission of instructor.

This course provides an introduction to environmental organic chemistry. In particular chemical/physical properties, nomenclature, functional groups, and characteristic reactions are stressed. Emphasis is also placed on classes of organic chemicals that are of specific environmental concern such as CFCs, pesticides, and PCBs. Laboratory activities serve to reinforce the theoretical principles. Course includes lab component.

**CHEM 241 Instrumental Analysis I**  
Credits: 3  Prerequisites: 122 and 131

This course introduces the basic principles behind classification, selection, and functions of instrumentation and methods of qualitative and quantitative analytical applications of instrumental analysis. Introductory photometry and spectrophotometry are applied to infrared, ultraviolet, and visible florescence and phosphorescence. Thermal analysis-differential scanning and calorimetry and thermogravimetry are also discussed. Course includes lab component.

**CHEM 252 Technical Physical Chemistry**  
Credits: 3  Prerequisite: 122

Chemical equilibrium, solutions, phase equilibria, kinetics, electrochemistry, atomic structure, colloids, and cohesion and structure. Course includes lab component.

**CHEM 345 Engineering Thermodynamics**  
(cross-listed with ENGI 245)  
Credits: 3  Prerequisites: MATH 121, 122

Preliminary terms and concepts are reviewed, followed by the presentation of fundamental thermodynamic properties including heat and work. These properties, along with the zeroth, first, and second laws of thermodynamics, are used to examine various closed and open thermodynamic systems. Related topics introduced during this examination include reversibility, thermal efficiency, entropy, and energy. The course concludes with an understanding of gas and vapour power cycles. Course includes lab component.

**CHEM 375 Environmental Chemistry**  
Credits: 3  Prerequisites: 121, 122, 232, 222 or permission of instructor.

The chemistry of air, water, and soil environments, both natural and contaminated, is reviewed. Emphasis is placed on chemical mechanisms and quantitative determinations. Topics include ozone depletion, water quality, and air dispersion modelling. Course includes lab component.

**CHEM 395 Advanced Topics in Chemical Technology**  
Credits: 3  Prerequisites: Completion of the first 4 academic terms of the Chemical Technology Diploma.

Topics will include: Quality assurance/quality control (QA/QC); ISO 9000; local area networking/lab information and management systems (LAN & LIMS); sampling techniques and approaches; a detailed study of one or more advanced analytical techniques, such as GC/MS or ICP spectrometry; techniques for searching the chemical literature; and researching and writing a chemical scientific paper. Course includes lab component.

**CHINESE**

These courses are in the Chinese (Putonghua) Language, commonly referred to as Mandarin Chinese. They are designed with the belief that students achieve a language learning advantage if they integrate the four macro skills: speaking, listening, reading, and writing. The instructional method is designed with the belief that different individual learners will employ a variety of strategies to achieve success. Thus, each lesson is designed to support a wide range of learning styles.
CHIN 100  INTRODUCTION TO CHINESE
Credits: 6
This is a beginning course. While the course makes use of the romanization called Pinyin, the aim is to have students use this as a learning aid so that by the end of the course they will be dealing directly with Chinese characters.

CHIN 200  INTERMEDIATE CHINESE
Credits: 6  Prerequisite: 100 or equivalent.
In this course, it will be assumed that students have an understanding of basic Chinese structures, a recognition of about 300 characters, and are familiar with the pinyin system of romanization. While the course makes some use of pinyin, for the majority of reading and writing students should be relying on the Chinese characters.

COMMUNICATION
Communication is a humanistic, philosophic, and scientific field of study, research, and application. The study of communication is concerned with how, why, and with what effects people communicate. Students acquire knowledge and methods enabling them to develop a sense of self, to examine themselves in relation to others, their environment, their culture, and the world around them, and to present their ideas and beliefs in effective ways.

Communication calls for dynamic personal involvement and a critical analysis of the human communication processes. Students are given the opportunity to create and test their ideas, to develop individual abilities and theories, and to gain competency in various communicative settings.

At UCCB, students studying communication are engaged in a growing program unique in Canadian universities. The communication student may choose courses from several areas of study including communication theory and research, rhetorical and media studies, and performance-based courses. Graduates in communication may find employment in a variety of professional settings which include public relations, government, personnel management, and in-house training. They are also prepared for graduate studies in communication as well as a number of other graduate and professional programs.

NOTE: 103 and 105 are prerequisites for most upper level courses. Students are required to fulfill a one-hour per week (Communication) lab component in 103 and 105. Students may receive credit for not more than one of the following communication courses: 105, 109, or 115.

COMM 103  INTRODUCTION TO INTERPERSONAL COMMUNICATION
Credits: 3  Satisfies the BA core requirement for communication.
An introductory course designed to raise student awareness of the complexity and power of the communication process in daily life; to provide students with personally relevant concepts of interpersonal communication; and to help students develop their interpersonal communication skills cognitively, affectively, and behaviourally. Lab component required.

COMM 105  INTRODUCTION TO PUBLIC COMMUNICATION
Credits: 3  Satisfies the BA core requirement for communication.
An introductory course designed to give the student a well-rounded basis in communication. Students learn public communication theory and develop their communication cognitively, affectively, and behaviourally by taking part in interviews, small group discussions, and public speaking. Lab component required.

Students may receive credit for not more than one of the following communication courses: 105, 109, or 115.

COMM 107  INTRODUCTION TO LINGUISTICS
(cross-listed with MIKM 107)
Credits: 3
An introduction to the scientific study of language, including phonology, morphology, syntax, semantics, and the heritage languages of Cape Breton: Mi'kmaq, French, Gaelic, and English.

COMM 109  COMMUNICATION IN THE WORKPLACE
Credits: 3
A technology diploma course.
Communication principles in the workplace including the development of intra-interpersonal communication skills.
Students may receive credit for not more than one of the following communication courses: 105, 109, or 115.

COMM 111  PRINCIPLES OF BUSINESS AND TECHNICAL COMMUNICATION
Credits: 3
Practical skills to communicate more effectively on the job: memo, letter, and e-mail writing; job application process; oral presentation including video presentation and participation in meetings; and some grammar review.

Note: Cannot be used for credit in BA degree.
COMM 112 Communication in Business and Industry
Credits: 3
Practical business/technical writing skills covering real-world examples like informal and formal report writing (e.g., proposal and feasibility study), with an emphasis on the preparation, research, organization, writing, and revisions stages. Some emphasis on oral delivery of these reports, and writing manuals and technical instructions.

Note: Cannot be used for credit in BA degree.

COMM 115 Professional Presentations
Credits: 3
Skills in chairing meetings, making interesting presentations on camera, incorporating various media in public communication, and producing video resumes.

Students may receive credit for not more than one of the following communication courses: 105, 109, or 115.

COMM 201 Voice Production
Credits: 3  Prerequisites: 103, 105
Voice and speech production, with attention on improving vocal quality, articulation, and pronunciation through the utilization of informal, formal, and electronic settings.

COMM 203 Nonverbal Communication
Credits: 3  Prerequisites: 103, 105
An exploration of various nonverbal message systems which include: body movement, eye and facial behaviour, vocal cues, physical appearance, clothing, space, time, and symbolic behaviour in human interaction.

COMM 205 Argumentation and Debate
Credits: 3  Prerequisites: 103, 105
Theoretical and experiential knowledge of argumentation and debate. Participation in class debates with and without a partner.

COMM 215 Effective Interview Techniques
Credits: 3  Prerequisites 103, 105
Foundations of interviewing within the broader context of basic communication theory, applying interview principles and practices in various interview genres.

COMM 235 Performance Studies
Credits: 3  Prerequisites: 103, 105
Physical, vocal, and emotional techniques used in the presentation of aesthetic texts and everyday life. Students are given the opportunity for expression in a variety of interpretive performances.

COMM 251 Rhetoric in Popular Culture
Credits: 3  Prerequisites: 103, 105
A survey of the major movements, disciplines, and theories of communication from classical rhetoric through current media studies and criticism.

COMM 255 Issues in Media Studies
Credits: 3  Prerequisites: 103, 105
A survey of issues in communication media such as stereotyping, violence, gender, objectivity, ethics, culture, and values.

COMM 261 Research Concepts
Credits: 3  Prerequisites: 103, 105
A review of research methods typically used throughout the discipline and understanding of, and practice in, research design.

COMM 271 Introduction to Media
Credits: 3
Media including the social impact of media. These media are examined from the production side of the media process emphasizing digital (computer-mediated) media.

COMM 273 Videography
Credits: 3  Prerequisite: 271
Covers techniques of composition, camera use, editing, and aesthetics; application of broader communication theories to independent work on video production; and effective presentation of ideas, stories, and cultural works. Laboratory and/or tutorial component included.

COMM 277 Graphic Design for Media
Credits: 3  Prerequisite: 271
Covers composition, layout, typography, colour, and other elements of visual design and applies them to a variety of media. Some aspects of the course will require computer applications.
COMM 301 Advanced Public Speaking
Credits: 3 Prerequisites: 103, 105
Public communication theory aimed at improving communication effectiveness by constructing and delivering informative, entertaining, and persuasive presentations.

COMM 303 Persuasion
Credits: 3 Prerequisites: 103, 105
Philosophical, psychological, and communication foundations of persuasion and the role persuasion plays in a person’s life.

COMM 305 Organizational Communication
Credits: 3 Prerequisites: 103, 105
An introduction to the philosophy, process, problems, and potential of human communication within an organizational context.

COMM 307 Intercultural Communication
Credits: 3 Prerequisites: 103, 105
Communication between individuals of different cultures and subcultures and practical guidelines for mitigating miscommunication across cultures.

COMM 309 Issues in Health Communication
Credits: 3 Prerequisites: 103, 105
Communication theory, research, and applications in health care contexts and communication between, and within, health-care providers and consumers.

COMM 311 Interpersonal Relationships
Credits: 3 Prerequisites: 103, 105
Advanced interpersonal communication including theories, research, and concepts examining relationships.

COMM 314 Anthropology of Media
(Cross-listed with ANTH 314)
Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology
The bottom-up study of people’s engagements with modern mass media, using ethnography to understand the social and cultural effects of mass media at the ground level. Television, movies, and the Internet, situated in diverse social and cultural settings world wide, will be the focus of the course.

COMM 321 Facilitation Design and Delivery
Credits: 3 Prerequisites: 103 and 105 and an additional 6 credits in Communication or permission of the instructor.
An examination of theoretical and practical applications of facilitation in educational contexts. Learning styles, communication models, and facilitation strategies are examined.

COMM 322 Multimedia Design
Credits: 6 Prerequisites: 271 and 277 or permission of instructor.
Conceptual and application theory required for professional level skills in the use of digital communication media. Emphasis is on the development of design technique and the visual aspects of multimedia production. Students are required to complete design projects and there is a computer lab component.

COMM 323 Facilitation Practicum
Credits: 3 Prerequisites: 103, 105, and 321 and permission of the instructor.
A 160-hour practicum (September to April) that provides students with an opportunity to develop and strengthen their applied communication facilitation skills in an educational context while gaining first-hand experience in the design and delivery of communication training programs.

COMM 325 Small Group Discussion
(formerly 207)
Credits: 3 Prerequisites: 103, 105
Theoretical and experiential knowledge of the components of small group discussion.

COMM 333 Family Communication
Credits: 3 Prerequisites: 103, 105
Examines communication patterns and networks within families that support or inhibit cohesion or change. Topics include: family systems, communication patterns, self-disclosure, family themes, rules, relational stages, conflict styles, power, and decision-making. Focus is on developing functional family networks and effective communication skills.

COMM 345 Gender and Communication
Credits: 3 Prerequisites: 103, 105
The communication similarities and differences between women and men in various communication contexts.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 347</td>
<td>Women and Communication</td>
<td>3</td>
<td>103, 105</td>
<td>Communication as it pertains to various aspects of women's lives and how contexts and cultural ideologies specifically affect women and their communication.</td>
</tr>
<tr>
<td>COMM 351</td>
<td>Selected Topics in Communication</td>
<td>3</td>
<td>103, 105 and 6 additional credits in Communication.</td>
<td>In-depth study and applications related to specific issues in communication theory and research, rhetoric and media studies, and applied communication.</td>
</tr>
<tr>
<td>COMM 353</td>
<td>Communication and Culture</td>
<td>3</td>
<td>103, 105</td>
<td>The close connections between communication and culture and the ways cultures are constructed communicatively.</td>
</tr>
<tr>
<td>COMM 355</td>
<td>Communication and Social Change</td>
<td>3</td>
<td>103, 105</td>
<td>The ideologies and conditions of the pre-modern, modern, and postmodern worlds through their manifestations in cultural and technological artifacts.</td>
</tr>
<tr>
<td>COMM 357</td>
<td>Mass Communication and Society</td>
<td>3</td>
<td>103, 105</td>
<td>The history of mass communication and the impact of technological change on human societies.</td>
</tr>
<tr>
<td>COMM 359</td>
<td>Computer-Mediated Communication</td>
<td>3</td>
<td>103, 105</td>
<td>This course is an eclectic overview of practical and scholarly approaches to computer-mediated communication (CMC) intended both for those with limited experience with CMC and those who use CMC regularly.</td>
</tr>
<tr>
<td>COMM 401</td>
<td>Rhetorical Theory</td>
<td>3</td>
<td>103, 105 and 6 additional credits in Communication.</td>
<td>Examination of the nature of rhetoric through reading and discussing critical and theoretical works from classical to contemporary rhetoricians.</td>
</tr>
<tr>
<td>COMM 403</td>
<td>Communication Criticism</td>
<td>3</td>
<td>103, 105 and 6 additional credits in Communication.</td>
<td>Critical evaluation of messages in a wide variety of communicative genres.</td>
</tr>
<tr>
<td>COMM 405</td>
<td>Theories of Human Communication</td>
<td>3</td>
<td>103, 105 and 6 additional credits in Communication.</td>
<td>The development of communication theory in the twentieth century in both the humanistic and social scientific approaches to communication study.</td>
</tr>
<tr>
<td>COMM 495</td>
<td>Tutorial</td>
<td>3</td>
<td>103, 105</td>
<td>Designed for upper-level students who are interested in a listed course which is not being offered during the current academic year. Students should consult the Department Chair for details and permission.</td>
</tr>
<tr>
<td>COMM 498</td>
<td>Directed Study</td>
<td>6</td>
<td>At least 30 credits in Communication courses including 103, 105, and an overall average of 70% in communication.</td>
<td>This course offers an advanced student of exceptional ability the opportunity to pursue individualized study in an area not otherwise offered in the course listings. Students should consult the Department Chair for details and permission.</td>
</tr>
<tr>
<td>COMM 499</td>
<td>Senior Thesis</td>
<td>6</td>
<td>At least 30 credits in Communication courses including 103, 105 and an overall average of 70%.</td>
<td>An original research paper in which the student performs an in-depth study of an area of Communication. The thesis must be a work of exceptional scholarship, and is designed to prepare students for graduate programs or related further study. Students should consult the Department Chair for details and permission.</td>
</tr>
<tr>
<td>COMM 532</td>
<td>Communication in the Classroom</td>
<td>6</td>
<td>103, 105</td>
<td>The role that communication plays in the development and maintenance of classroom climate, teacher immediacy, and learning factors such as language, communication apprehension, and perception. A laboratory component is required.</td>
</tr>
</tbody>
</table>
COMPUTER APPLICATIONS  
(Engineering Technology)

**COMP 100 COMPUTER APPLICATIONS**

Credits: 6

The purpose of this course is to expose the student to a wide variety of computer applications in either a science or an engineering technology field of study. Emphasis on the management and articulation of information within the Windows environment. Students are expected to become proficient in the fundamentals of the graphical user interface, word-processing, numerical processing with spreadsheets, data base management and processing, navigating the World Wide Web for research and development functions, Internet applications (E-mail), and Visual Basic programming. This course runs from September to mid-June.

**COMP 101 COMPUTER APPLICATIONS I**

Credits: 3 May be used to fulfill requirement for COMP 111. Satisfies the BSc computer proficiency requirement.

A hands-on course which emphasizes the everyday use of computer technology with MS office XP.

Includes study of Windows, the Internet, word-processing, spreadsheets, data base management and programming with VB.NET. The graphical user interface, Windows, will be used to integrate all software. Laboratory tutorial assignments reinforce course objectives.

**COMP 102 VISUAL BASIC.NET**

Credits: 3 Satisfies the BSc computer proficiency requirement.

Introduces programming in Visual Basic. Students learn to create object-oriented, event-driven GUIs with Visual Basic forms, events, properties, and controls. Emphasis on input/output techniques, loops, arrays, functions, sorting and searching, and proper code structure.

**COMP 111 COMPUTER APPLICATIONS I**

Credits: 3

See Comp 101.

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COMPUTER INFORMATION SYSTEMS  
(Business Technology)

Effective September 2003, the Diploma in Information Technology will replace the Diploma in Computer Information Systems Technology. Students seeking to enter the diploma after September 2003 will therefore be enrolled in the Information Technology diploma. Please see the Information Technology section for course descriptions.

**CISY 265 MICROCOMPUTER APPLICATIONS**

Credits: 3

This course introduces Hospitality students to computer concepts such as hardware and software and microcomputer applications in a hands-on environment. The major topics covered include Windows, the Internet and MS-Office 2000. Students acquire basic skills in composing and maintaining word processing documents, electronic spreadsheets, data bases, and power point presentations. The students will also take on the role of hotel front desk clerk while interacting with a front desk simulation package. Using this package will allow them to practice their skills in making guest reservations, check-ins, check-outs, and preparing guest folios and room changes.

**CISY 311 INFORMATION SYSTEMS I**

Credits: 3

Introduces computers and the role they play in business, industry, and society. Topics include basic components of computer systems and how these function in an information processing environment. Hands-on labs cover operating systems, word processing, windows applications, and problem-solving techniques.

**CISY 312 INFORMATION SYSTEMS II**

Credits: 3 Prerequisite: 311

Builds on 311 by covering operating systems, data base systems, telecommunications and networking, the system development life cycle, computer ethics, crime, security, and privacy. Hands-on labs will expand on the topics of operation systems and word processing and introduce the students to electronic spreadsheets, graphics applications, and data base management.

**CISY 323 ADVANCED PROGRAMMING I**

Credits: 3 Prerequisite: 312

A study of current programming languages and techniques and their use in practical applications. Emphasis will be placed on the development of a high degree of proficiency in dBASE IV. Areas covered are: Structured Programming Principles, Advanced dBASE Instructions and Techniques, Multiple File Processing, Error Trapping Techniques, and Documentation Concepts.
CISY 324 RPG PROGRAMMING
Credits: 3  Prerequisites: 311, 312
The fundamentals of RPG language and in-depth analysis of programming tools and techniques are covered.

CISY 325 ADVANCED PROGRAMMING II
Credits: 3  Prerequisite: 323
A study of current, fourth-generation programming languages and their techniques and use in practical applications. Emphasis will be placed on the development of a high degree of proficiency in POWERHOUSE and/or ORACLE.

CISY 327 WINDOWS PROGRAMMING IN VISUAL BASIC
Credits: 3  Prerequisites: 311, 312, 323
This course introduces programming in Visual Basic, the popular Windows application development environment. Students will learn how to create object-oriented graphical user interfaces by using Object Linking and Embedding, Dynamic Data Interchange, and Visual Basic forms, events, properties, and controls.

CISY 328 LEGACY SYSTEMS
Credits: 3  Prerequisites: 311, 312, 323
In information technology, legacy applications and data are those that have been inherited from languages, platforms, and techniques earlier than current technology. This course does an overview of legacy systems with an emphasis on COBOL and RPG applications.

CISY 329 INTRODUCTION TO C++
Credits: 3  Prerequisites: 311, 312, 323
This course stresses basic C concepts including data types, conditional and looping mechanisms, functions, arrays, structures, pointers, bit handling, and file I/O. The rudiments of C++ are introduced, particularly class construction. This course assumes some programming background.

CISY 333 SYSTEMS ANALYSIS I
Credits: 3  Prerequisites: 311, 312
The analysis and design of commercial information processing systems. Classical documentation tools and techniques are utilized for information gathering and system development.

CISY 335 SYSTEMS ANALYSIS II
Credits: 3  Prerequisite: 333
Learners will investigate project management and its significance in the success of information technology projects. Topics covered include project selection methods, work breakdown structures, network diagrams, critical path analysis, cost estimates, earned value analysis, motivation theory, team building, and CASE tools. Project management tools will be used to plan and manage an information systems project in a team setting.

CISY 337 SYSTEMS AUDIT/CONTROL/SECURITY
Credits: 3  Prerequisite: 311, 312, 333, 335, 345
This course provides a systematic approach to computer and information security. It covers methods for auditing computer systems, cost and effectiveness of systems control measures, and fundamentals of implementing a system security program. (The development of a Threat and Risk Assessment [TRA] and the review of control objectives for systems are key aspects.)

CISY 338 INTRODUCTION TO OPERATING SYSTEMS
Credits: 3  Prerequisite: 311
This course follows a systematic approach to operating systems explaining why they are needed and what they do. Topics include the basic system resources of hardware, software, and data, single-user and multi-user operating systems, job control languages, and the use and maintenance of file systems.

CISY 344 INTRODUCTION TO NETWORK MANAGEMENT
Credits: 3  Prerequisites: 311, 312, 343 or permission of instructor.
This course, along with CISY 347 (Advanced Network Management), introduces networking technologies and prepares students to pass CompTIA’s vendor-neutral Network+ certification exam. Topics covered include networking standards, the OSI model, network protocols, networking media, and presentations as appropriate.

CISY 345 DATA BASE DEVELOPMENT
Credits: 3  Prerequisites: 311, 312, 323
An understanding of the general concepts of data base management systems and practical experience in building and maintaining a data base.

CISY 346 MID-RANGE OPERATING SYSTEMS
Credits: 3  Prerequisites: 311, 312, 343 or permission of instructor.
This course will provide hands-on experience with mid-range operating systems. The core of a mid-range operating system, utilities, multi-user log-on management, system configuration, and file systems will be covered in depth.

CISY 347 ADVANCED NETWORK MANAGEMENT
Credits: 3  Prerequisite: 344 or permission of instructor.
The goal of this course, along with CISY 344 (Networking Management), is to provide an introduction to networking technologies and to prepare students to pass CompTIA’s vendor-neutral
Network+ certification exam. Topics covered include networking hardware, WANs, NOS, NetWare, Windows NT, TCP/IP, and troubleshooting, maintaining and upgrading a network. Emphasis is on lectures, complimented with labs and student presentations as appropriate.

**CISY 442 Advanced Database Systems**

Credits: 3

Contact the Chair, Financial & Information Management for information.

**CISY 443 Special Topics in Database Systems**

Credits: 3

Contact the Chair, Financial & Information Management for information.

**CISY 494 Technical Entrepreneurship**

Credits: 3

Contact the Chair, Financial & Information Management for information.

**CISY 495 Social Contents of Information Technology**

Credits: 3

Contact the Chair, Financial & Information Management for information.

**CISY 496 Software Engineering Tools**

Credits: 3

Contact the Chair, Financial & Information Management for information.

**CISY 497 Project: Research/Applications**

Credits: 3

Contact the Chair, Financial & Information Management for information.

**CISY 772 Information Retrieval I**

Credits: 3

The types of computer applications students are likely to encounter in business including the use of the skills in the preparation of legal documentation.

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**CRIME PREVENTION THROUGH SOCIAL DEVELOPMENT**

Courses marked ✪ are offered by distance as well as on campus.

**CPSD 200 The Theory of CPSD**

Credits: 6  Prerequisites: permission of instructor.

Students will examine the proactive Crime Prevention through Social Development approach to crime prevention that seeks to reduce crime by targeting at-risk individuals before they offend or re-offend. Students will pay close attention to current research that has isolated the factors that increase an individual's likelihood to offend (or re-offend). These factors include both individual and societal elements such as an exposure to domestic violence, poor parenting, substance abuse, systemic racism, inadequate education and literacy skills, and poverty.

**CPSD 301 The Virtual Intervention**

Credits: 3  Prerequisite: permission of instructor.

Students will work together, as a group, and utilize what they have learned throughout the CPSD certificate. Students will conduct research on a particular problem that increases the likelihood that individuals will offend. This research may be of a primary or secondary nature. Students will then construct a virtual intervention to address that particular social problem from a CPSD perspective. A virtual intervention is simply a complete plan for an intervention to be delivered in the community that is never actually implemented by the students during their enrollment in the certificate. However, students may implement their virtual intervention after the completion of the certificate, on their own accord, should they wish.

**CPSD 303 Social Development through Social Service**

Credits: 3  Prerequisites: permission of instructor.

Students will examine various strategies that child and family serving agencies are taking to prevent the occurrence of crime and promote healthy development of individuals, families, and community. This course emphasizes the application of crime prevention theory and how to build collaborative inter-sectoral relationships. Students will also examine available research on developing a crime prevention plan for their community. A case study approach to the material covered each week will be used.
## COURSE DESCRIPTIONS

### DRAFTING

**Engineering Technology**

#### DRAF 111 Drafting I

Credits: 3  Foundation course for Engineering Technology, BTech.

The principles of Engineering Drawing and Computer-Assisted Drafting to produce working drawings from sketches. Focusing on 2D applications of visualization and drawing creation. Topics include engineering sketching, coordinate geometry, projection theory, sectioning, dimensioning, drawing layout, object properties and layer control, plotting, and pictorial drawing.

#### DRAF 112 Drafting II (MECHANICAL)

Credits: 3  Prerequisite: 111

Provides Mechanical Technology students with standards, methods and the types of drawings related to their discipline, using CAD. Topics include: symbols libraries, assembly drawings, gear and cams, steel fabrications, NC machine drawings, 3D solid modelling, developments and intersections, CAD data import and export.

#### DRAF 114 Drafting II (ELECTRICAL/ELECTRONIC)

Credits: 3  Prerequisite: 111

Provides Electrical Technology students with standards, methods, and the types of drawings related to their discipline, using CAD. Topics include symbols libraries, chassis assembly drawings, PCB layout, schematic diagrams, logic and flow diagrams, industrial control circuits, use of ORCAD and PADS software, and CAD data import and export.

#### DRAF 115 Advanced Graphical Communications

Credits: 3  Prerequisite: 111

Provides Environmental Technology students continuing into the BTech program with standards, methods, and the types of drawings related to their discipline, using CAD. Topics include: symbols libraries, site and building drawings, topographic and survey drawings, digitizing, flow charts and graphs, 3D CAD concepts, paper and model space relationships, and CAD data import and export.

#### DRAF 116 Drafting II (PETROLEUM)

Credits: 3  Prerequisites: 111

Provides Petroleum Engineering Technology students with standards, methods and the types of drawings related to their discipline, using CAD. Topics include: symbols libraries, process flow diagrams, mechanical piping systems, electrical and instrumentation drawings, pipe supporting structures, vessel and equipment layout, selection and drawing of fittings and equipment, spool drawings, CAD data models.

### ECONOMICS

Economics 101 and 102 are prerequisites or co-requisites for upper level courses in economics unless otherwise specified.

Courses marked ⚙ are offered by distance as well as on campus.

#### ECON 101 Principles of Microeconomics

Credits: 3

The nature and scope of Economics. Topics include scarcity and choice, consumer behaviour, demand and supply, elasticity, the theory of the firm, income distribution, and applications.

#### ECON 102 Principles of Macroeconomics

Credits: 3

Topics include national income determination, unemployment, inflation, fiscal policy, the central bank, monetary policy, international trade, and the balance of payments.

#### ECON 112 Law and Society

(Cross-listed with POLS 112)

Credits: 6

This course, part of the BA core curriculum, provides an introduction to the study of law, government, and the economy. It provides an understanding of leading social, political, and economic issues and the impact of these issues on our life.

#### ECON 201 Intermediate Microeconomic Analysis

Credits: 3  Prerequisites: 101, 102

Designed to provide a firmer grasp of economic theory. Includes a comprehensive survey of microeconomic theory and its application to everyday economic problems.

#### ECON 202 Intermediate Macroeconomics Analysis

Credits: 3  Prerequisites: 101, 102

The study of the major macroeconomic theories focusing on the Keynesian and the monetarist models within the domestic and international economy.

#### ECON 205 Quantitative Methods for Economists

Credits: 3  Prerequisites: 101, 102. Grade 12 Academic Math.

Designed to meet the requirements of quantitative methodology for a well-developed and comprehensive program in economics.
<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 221</td>
<td><strong>CANADIAN ECONOMIC ISSUES AND PROBLEMS</strong></td>
<td>3</td>
<td>Required for BBA Economics Concentration.</td>
<td>A combination of microeconomic and macroeconomic approaches to the study of Canadian economic problems, issues, policies, and programs in global perspectives will be undertaken. The emphasis is on path-dependent methodology using economy-institution interaction. Conceptual and empirical approaches are emphasized.</td>
</tr>
<tr>
<td>ECON 241</td>
<td><strong>LABOUR ECONOMICS</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102</td>
<td>The theory of labour economics with particular emphasis on the Canadian labour market.</td>
</tr>
<tr>
<td>ECON 242</td>
<td><strong>LABOUR RELATIONS</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102</td>
<td>A study of the labour movement and the development of labour management and labour legislation and trade unions and collective bargaining.</td>
</tr>
<tr>
<td>ECON 301</td>
<td><strong>MONEY AND BANKING I</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102</td>
<td>An analysis of the Canadian Banking System including the role of money, interest rates, financial institutions, and the money market.</td>
</tr>
<tr>
<td>ECON 302</td>
<td><strong>MONEY AND BANKING II</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102</td>
<td>Topics include theories of banking, international finance, financial systems of other countries, and central banking.</td>
</tr>
<tr>
<td>ECON 310</td>
<td><strong>SOCIO-ECONOMICS OF COMMUNITY DEVELOPMENT IN GLOBAL PERSPECTIVES</strong></td>
<td>3</td>
<td></td>
<td>This course will serve as an interdisciplinary elective for students of the BBA Economics Concentration and other students interested in the interaction between economic theory, analysis and methods applied to problems and issues of community economic development in global perspectives. Microeconomic and macroeconomic methods are, thus, combined to address a number of topics with a focus on a political economy approach.</td>
</tr>
<tr>
<td>ECON 315</td>
<td><strong>ECONOMETRIC METHODS</strong></td>
<td>3</td>
<td>Prerequisite: 205</td>
<td>An introduction to econometrics as a tool to applied economics. The theory of quantitative methods is introduced in the context of the classical linear model.</td>
</tr>
<tr>
<td>ECON 325</td>
<td><strong>MANAGERIAL ECONOMICS</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102 and permission of the instructor.</td>
<td>A study in microeconomic decision-making applied to the problems of resource allocation, production, finance, and risk assessment at the level of the firm.</td>
</tr>
<tr>
<td>ECON 331</td>
<td><strong>HUMAN RESOURCE ECONOMICS</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102</td>
<td>A study of human resource and labour market issues and concepts in the context of the classical, neo-classical, Keynesian, and Marxist doctrines.</td>
</tr>
<tr>
<td>ECON 335</td>
<td><strong>RESOURCES ECONOMICS</strong></td>
<td>3</td>
<td>Prerequisites: 235, 205 or permission of the instructor.</td>
<td>A study of the theory, policies, and Canadian experience in the allocation and utilization of exhaustible natural resources, both renewable and non-renewable.</td>
</tr>
<tr>
<td>ECON 341</td>
<td><strong>ECONOMIC GROWTH AND DEVELOPMENT</strong></td>
<td>3</td>
<td>Prerequisites: 201/202 or instructor’s permission.</td>
<td>Provides a comprehensive review of the theories of growth and development in the context of population growth, education, quality of labour force and capital formation. The social, cultural, and political climate will be evaluated in the context of economic modernization.</td>
</tr>
<tr>
<td>ECON 343</td>
<td><strong>ECONOMY AND SOCIETY</strong></td>
<td>3</td>
<td></td>
<td>This course undertakes a critical and inquiring examination of the theory of an economy embedded in the wider field of social valuation. This theme will be pursued in the context of economic liberalism and the spectrum of social conflicts between the industrialized and developing world at the turn of the century and between social issues and market forces. Various topics are selected in these areas of theory and application.</td>
</tr>
<tr>
<td>ECON 351</td>
<td><strong>HISTORY OF ECONOMIC THOUGHT I</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102 and permission of the instructor.</td>
<td>The evolution of economic thought up to the nineteenth century with the classical political economy.</td>
</tr>
<tr>
<td>ECON 352</td>
<td><strong>HISTORY OF ECONOMIC THOUGHT II</strong></td>
<td>3</td>
<td>Prerequisites: 101, 102 and permission of the instructor.</td>
<td>The development of economic doctrines from the 19th to the 20th century. Includes neo-classical and Marxian economics, the Keynesian revolution, and current economic thought.</td>
</tr>
</tbody>
</table>
ECON 357 COMPAREATIVE ECONOMIC SYSTEMS
Credits: 3 Prerequisites: 101, 102 and permission of the instructor.
A comparison of economic organizations and performance among centrally-planned, mixed and decentralized economic systems in terms of efficiency, and distribution.

ECON 365 APPLIED MATHEMATICAL ECONOMICS
Credits: 3 Prerequisite: 205
Application of the theories of demand, supply, and equilibrium analysis. General equilibrium theory and macroeconomic models, dynamics, solution, and stability.

ECON 375 INVESTMENT THEORY
Credits: 3 Prerequisites: 201, 202, 205 or permission of the instructor.
The principles of investment including intertemporal choice and investment decisions under certainty and uncertainty. Relationship between physical asset investment and financial market conditions.

ECON 401 ADVANCED MICROECONOMIC THEORY
Credits: 3 Prerequisite: 201
Advanced treatment of welfare economics and intertemporal allocation of resources.

ECON 402 ADVANCED MACROECONOMIC THEORY
Credits: 3 Prerequisite: 202

ECON 415 APPLIED ECONOMETRICS
Credits: 3 Prerequisite: 315
Empirical econometric studies in various areas of economic theory, such as the consumption function, investment function, demand analysis, cost functions, production, inflation, and unemployment.

ECON 421 INTERNATIONAL ECONOMICS
Credits: 3
A comprehensive examination of the theory, institutions, policies, and programs that shape the international economy. A combination of micro and macroeconomic theory and application is used to study the pure theory of international trade and current issues such as fiscal, monetary, trade, and development policies of integrating blocs. Trade distortions and financial market flows and instruments vis-à-vis the IMF, WTO, World Bank, and regional economic integration are examined.

ECON 435 INDUSTRIAL ORGANIZATION
Credits: 3 Prerequisites: 101 and permission of the instructor.
Topics include recent developments in portfolio investments, capital market volatility, and evaluation of global securities. Other global financial issues are selected.

ECON 441 POLITICAL ECONOMY OF GLOBALIZATION
Credits: 3
An elective course for the BBA Economics Concentration, open to students in other programs.
Provides a critical policy-theoretical study of the dynamics shaping global economic relations including the structure, policies, programs, and expectations of international development financing organizations influencing various politico-economic issues of globalization.

ECON 445 POLITICAL ECONOMY OF SOCIAL ISSUES
Credits: 3 Prerequisites: 101, 102 and permission of the instructor.
A microeconomic and macroeconomic analysis of public policies and programs. A critical approach to socio-economic evaluation of such policies and programs.

ECON 499 SPECIAL TOPICS IN ECONOMICS
Credits: 3
This advanced course will guide students in the BBA Economics Concentration in selected areas of economics for the major paper/research requirement. The topics selected will be mutually acceptable to students and professors. More than one professor could deliver this course through the year.
EDUCATION

Courses marked ☑ are offered by distance as well as on campus.

EDUC 503 DEVELOPMENTAL DRAMA

Credits: 6

Involves a study of the theory of creative dramatics as seen by its best-known practitioners, (Peter Slade, Brain Way, Nelli McCaslin, Winnifred Ward, Dorothy Heathcote) and the application of that theory in ways adaptable to the classroom situation. The course will also encompass the various aspects of play production. Participants will explore methods and materials for conducting improvised dramatic activity in grades P-12.

EDUC 510 THE MEANING AND PURPOSE OF CURRICULUM

Credits: 6

Attempts to answer the question: What should schools teach? Drawing on curriculum theory, education history, and current reports on education, students will articulate a comprehensive answer to the question. Curriculum planning and development skills will also be encouraged through group work and individual resourcefulness.

EDUC 511 TEACHING CANADIAN CULTURE

Credits: 6

Explores two aspects of culture and curriculum: a) art, music, drama and literature in a Canadian and regional context; and b) multi-cultural, ethnic, and race issues in Canada.

EDUC 512 LEARNING RESOURCES

Credits: 6

Focuses on the human and material resources used in teaching and the relationship between those resources and the classroom experience of the child. In addition to identifying and evaluating curriculum materials, the course looks at adapting the learning situation to the needs of the child. Special emphasis is put on developing an effective classroom, especially for “At-Risk” students.

EDUC 513 ISSUES IN PLANNING, DESIGNING AND DEVELOPING CURRICULUM

Credits: 6

An advanced-level seminar course that is intended to develop educational leaders with a strong curriculum background. This seminar explores a number of influences on curriculum—academic, political, popular—and encourages self-reliant leadership in dealing with those influences.

EDUC 514 RESEARCH/CURRICULUM DEVELOPMENT

Credits: 6

Introduces the students to the major issues and methods in curriculum design and development. Special attention is given to the use of technology in curriculum research. Students are expected to plan, design, and develop a real or prototype curriculum for a classroom, school system, or province.

EDUC 520 PHENOMENOLOGY OF CHILDHOOD

Credits: 6

In order to explore and utilize the potential of the arts in education, it is appropriate to examine the central role of aesthetic learning in a child’s development. This course will provide an opportunity to examine the key stages in psychological development, connecting them with the arts and focusing on a thematic analysis of the child’s experiential world. Through this analysis the students will develop an understanding of the following processes:

- Theory of Multiple Intelligences
- Theories of Creativity
- Brain-based Learning
- Constructivist approaches to creative development

EDUC 530 PRINCIPLES OF COMPUTING & IMPLICATIONS FOR INSTRUCTION

Credits: 6

A comprehensive overview of microcomputers and popular application software with respect to their use as educational tools. Topics include hardware and software basics, database, applications and management, word processing, spreadsheets, telecommunications and networking, multimedia, and trends in computer technology. Assignments focus on educational application by teachers and students.

EDUC 531 ASSESSMENT OF SOFTWARE AND INFORMATION TECHNOLOGY APPLICATIONS FOR EDUCATION

Credits: 3 Credit unavailable for students with old 534.

This course offers instruction in software reviews, software evaluation models, assessment, and selection. How, when, where, how often, and under what context will software be used in an educational setting will be stressed. Appropriate and inappropriate software applications for use within the classroom will be considered. In order to put theory into practice, designing activity packages and incorporating educational software into lesson plans will be undertaken.
EDUC 533 INTEGRATION OF INSTRUCTIONAL DESIGN AND INFORMATION TECHNOLOGY

Credits: 3  Credit unavailable for students with old 534.

Investigates instructional design concepts, and learning theory which are utilized in the integration of educational software. The many types of educational software will be discussed. Instruction in both the effective use of software to enhance teaching and in techniques involved in incorporating this across the curriculum will be given. Hyper-media on the Web, as an available software resource, will also be considered. Levels, approaches, variables, objectives, and assessment of the integration of educational software will be investigated.

EDUC 535 APPLICATIONS OF LEARNING THEORY IN EDUCATION MULTIMEDIA DESIGN

Credits: 3  Credit unavailable for students with old 543.

Will provide educators with an in-depth look at the principles of constructivist and cognitive-based processes and the impact of technology on learning in a variety of educational contexts. Educators will also have the opportunity to apply student information technology research techniques to the production of instructional units that can be shared with their peers. Participants will use HyperStudio as the basis for understanding and developing these learning principles and will design a teaching unit to exhibit them.

EDUC 537 DESIGNING WEB-BASED LEARNING

Credits: 3  Credit unavailable for students with old 543.

Will look at the implications of Multiple Intelligence Theory on educational reform and the connection between MI and technology use in the classroom. A learner-based inquiry model (such as the I-Search process) will be used as the vehicle for participants to explore the principles of Web page design in a constructivist-based learning framework. A tool such as AOL Press or SiteCentral will serve as the instrument for mastering the techniques of Web page design to deliver and improve instruction.

EDUC 539 TECHNOLOGY PLANNING FOR EDUCATIONAL ENVIRONMENTS

Credits: 3

Designed to assist educators in developing a comprehensive plan for the integration of technology into the teaching/learning process. Learners will research a broad range of existing and emerging technologies and their applications in a learning environment as well as the constructs of the technology planning process. This research will then be applied to formulating a classroom-level technology plan.

EDUC 541 INFORMATION MANAGEMENT IN EDUCATION ENVIRONMENTS

Credits: 3

Explores information management from an educator’s point of view as well as researching electronic performance support systems and their implications for education and educators. Participants will develop a Web-based Personal Electronic Performance Support System that will contain tools and information to aid the performance of that particular individual as an educator in a technology-rich, ever-changing educational environment.

EDUC 548 APPLIED RESEARCH PROJECT

Credits: 6  Credit unavailable for students with old 538.

An important component of the program. Students conduct research in an area of technology and apply it in an educational setting. Research projects are subject to the approval of research project advisor.

EDUC 550 AN INTRODUCTION TO THEORIES AND ISSUES IN COUNSELLING

Credits: 3

Examines the historical, philosophical, psychological, and sociological bases of the major approaches to counselling. Also explores the central issues in counselling and the social context of those issues. Special reference will be made to the particular concerns of the Cape Breton Community by introducing students to the notions of culture, enculturation, socialization, and ethnocentrism.

EDUC 552 INDIVIDUAL TESTING

Credits: 6

Provides students with a basic level of understanding of such individual tests of intelligence and other abilities as the Wechsler, Stanford-Binet, and Peabody and their place in the counselling process. Also provides the students with an historical and cultural context for individual testing.

EDUC 554 CULTURAL ISSUES IN AN EDUCATIONAL SETTING

Credits: 3

Designed to provide those in counselling roles with an understanding of the cultural forces which shape the lives of individuals and groups. Drawing on the work of sociologists, psychologists, anthropologists, and educationalists, the course highlights gender issues, race and ethnic relations, class differences and issues, and school and youth culture.
EDUC 556 HUMAN RELATIONS DEVELOPMENT

Credits: 3

The purpose of this course is to enhance the human relations skills of the student. Topics will include interviewing skills, group dynamics, and conflict resolution.

EDUC 558 THE IDENTIFICATION AND REMEDIATION OF LEARNING PROBLEMS

Credits: 6

Examines various learning problems and shows how those learning problems influence performance and adjustment in school. Intervention strategies are reviewed and practical application for school settings are designed. Special attention is paid to identifying “At Risk” students and “Stay-in School Programs”.

EDUC 560 CAREER COUNSELLING

Credits: 3

Examines the theory and practice of career development and career counselling as a basis for introducing the student to the skills of adolescent career counselling. Special attention is given to assessing client needs; sex, race, and class issues in career counselling for gifted children; promoting child self-understanding; career information services; interest and aptitude tests; and utilizing community resources.

EDUC 562 COUNSELLING PRACTICUM I

Credits: 3

Designed to prepare students for their field work segment in Counselling Practicum II. Students learn about the ethical and legal implications of the counsellor’s work; the relationship to police, courts, and various community intervention programs; recording interviews; counselling techniques; stress management; and crisis intervention. Students are assigned a mentor with whom they will apprentice for two hours per week in the mentor’s professional milieu. Students also have an opportunity to share these initial field experiences during the regular class meetings.

EDUC 564 COUNSELLING PRACTICUM II: FIELD WORK

Credits: 3

Designed to provide opportunity for students to obtain some initial first-hand field experience in counselling. For three hours per week the student will work under the supervision of a counsellor in a professional setting and will be required to assume a counselling role under the mentor’s supervision. Students will also meet as a class for two hours per week to reflect on their experiences.

EDUC 598 APPLIED/RESEARCH PROJECT

Credits: 6

Designed specifically for those students enrolled in the Certificate in Educational Studies. Students will work with a project advisor appointed by UCCB and in conjunction with a mentor from their respective School Boards. Over a seven-month period, students will carry out and report on a research project consistent with a stated School Board priority.

EDUC 599 ADVANCED GRADUATE SEMINAR

Credits: 6

Designed specifically for those students enrolled in the Certificate in Educational Studies. Under the supervision of a professor appointed by UCCB, students will participate in a graduate-level seminar related to the educational priorities of their respective School Boards. Required readings will be assigned in accordance with students’ specific interests.

ELECTRICAL/ELECTRONIC ENGINEERING (Technology)

ELEC 111 FUNDAMENTALS OF ELECTRICITY I

Credits: 3

The solution of DC and AC networks as a foundation for specialization in power, instrumentation, or communication options.

ELEC 112 INTRODUCTION TO ELECTRONICS

Credits: 3 Prerequisites: 111

An introduction to P-N junctions, diodes, zeners, transistors, characteristic curves, and component models. Includes applications.

ELEC 122 FUNDAMENTALS OF ELECTRICITY II

Credits: 3 Prerequisite: 111

The solution of DC and AC networks as a foundation for specialization in power, instrumentation, or communication options.

ELEC 132 SHOP PRACTICE

Credits: 3

Develops skills in the use of hand tools with an emphasis on safety and on testing a project as it progresses.
ELEC 213 PROCESS MEASUREMENTS
Credits: 6  Prerequisites: PHYS 112
The concept of process measurement as used in process industries. Includes an in-depth study of transducers for pressure, temperature, level, and flow. Hands-on applications.

ELEC 214 INSTRUMENTATION APPLICATIONS
Credits: 3  Prerequisites: PHYS 112
The basics of current industrial control system techniques and concepts. Laboratories.

ELEC 243 DIGITAL ELECTRONICS
(cross-listed with ENGI 256)
Credits: 3
This course includes numbering systems, logic gates, Boolean algebra, and k-map techniques. Combinational circuits including programmable logic and arithmetic circuits are covered. Sequential circuits studied include latches, flip-flop, registers, counters, and state machines. Digital circuits are constructed and analyzed.

ELEC 244 LINEAR INTEGRATED CIRCUITS
Credits: 3  Prerequisite: 112
Linear integrated circuit applications are examined. Emphasis is on operational amplifier circuits including comparators, inverting and noninverting amplifiers, signal generators, and active filters. Op-amp DC and AC performance is analyzed. Other circuits studied include the 555 timer.

ELEC 253 ANALOG ELECTRONICS
Credits: 3  Prerequisite: 112
An applications-oriented course based on semi-conductor electronics. Systems are "analog" in the sense that the components and circuits deal with continuously variable signals as opposed to discrete digital systems. Students will be exposed to the similar design and simulation tools utilized by industry such as Pspice and Electronics Workbench. Topics include review of Bipolar Junction Transistors (BJT) and basic DC analysis, AC Modeling, AC Analysis, BJT Amplifiers and Frequency Response, Field Effect Transistors (FET), FET DC and AC analysis, and power Amplifiers.

ELEC 274 DIGITAL SYSTEMS AND MICROPROCESSORS
Credits: 3  Prerequisites: 243 or ENGI 256
Architecture of digital systems and microprocessors: memory, buses, clocks and timing, address decoding, A/D, D/A, micro controllers, and assembly language programming. Practical examples of microprocessors are studied using the PIC microcontroller. Hardware description languages are used for description and simulation.

ELEC 283 INDUSTRIAL ELECTRONICS CIRCUITS
Credits: 3  Prerequisite: 112
A study in the theory and analysis of solid-state devices using computer software to illustrate concepts.

ELEC 284 MACHINES AND CONTROLS
Credits: 3  Prerequisite: 122
Study of DC and AC machines focuses on the application of voltage and torque calculations to the selection of generators and motors in typical circuit applications. Students will gain experience in the laboratory working with machines in a controlled environment. Study of industrial machine control systems includes start/stop and speed control of DC and AC motors.

ELEC 305 BASIC ELECTRONICS OF CHEMICAL INSTRUMENTATION
Credits: 3
The fundamentals of electricity as applied to instrumental electronics. The emphasis is on transducing methods in chemical analysis.

ELEC 315 ELECTRONIC SYNTHESIS
Credits: 3  Prerequisites: 253
SPICE circuit simulations, Fourier analysis, and electronic filters are the main areas of study in this course.

ELEC 345 PROGRAMMABLE LOGIC CONTROLLERS
Credits: 3
The role of special use computers in the electrical power industry. Develops expertise in logic controller programs.

ELEC 355 TECHNOLOGICAL THESIS
Credits: 3
A 3000+ word thesis in the discipline area in which registration or certification is sought. See Department Chair.

ELEC 365 CONTROL SYSTEMS
Credits: 6  Prerequisite: 213
An advanced study of theoretical, industrial control system techniques and concepts with emphasis on control system design, configuration, modelling, and performance evaluation.
ELEC 411 EMBEDDED OPERATING SYSTEMS
Credits: 3 Prerequisites: 345, 365, or permission of the instructor.

The student will be able to use a variety of embedded operating systems in the application of development of electronic solutions for design challenges. In particular, the student will develop skills programming techniques, applications of embedded systems development platforms, and implementation of real-time systems using UNIX and Linux programming environments.

ELEC 412 DIGITAL SIGNAL PROCESSING
Credits: 3 Prerequisites: MATH 122 or MATH 234

The student will develop a basic understanding of immensely powerful Digital Signal Processing techniques, a skill needed by scientists as well as engineers, through demonstrations and the application of basic techniques. Complex number systems are treated as an advanced topic that underpins and extends the power of Digital Signal Processing.

ELEC 421 MICROELECTRONICS DESIGN TOOLS
Credits: 3

The student will be able to apply techniques in a wide variety of microelectronics design environments. This course provides experience in applying design tools such as Pspice, Xilinx Web Pack, and MatLab to basic systems solutions. Also included are applications of advanced industrial design tools such as Mentor Graphics, Cadence Analog Workbench, and CMC Design Flow for Digital Systems.

ELEC 422 APPLIED INTEGRATED CIRCUIT SYSTEMS
Credits: 3

The student will be able to design, analyse, and simulate circuits used as building blocks in Very Large Scale Integration (VLSI) electronic devices using CAE tools. Principles of semi-custom integrated circuit (IC) and their use in VLSI design are introduced. Skills are acquired in reconfiguration of Field Programmable Gate Arrays (FPGA) to change their function while resident in a system in use in the field, and dynamically to perform different functions at different times.

ELEC 432 APPLIED WIRELESS SYSTEMS
Credits: 3

Students will be able to apply wireless design techniques using spread spectrum systems and enhance their understanding of wireless techniques used in all types of communications systems and products. An intuitive approach is used to provide a real feel for the technology, with applications to many types of wireless networks.

ELEC 480 SELECTED TOPICS IN ELECTRONICS
Credits: 3

This course provides a forum for directed study on a number of issues and concerns within the present state of the electronics discipline and industry. Faculty as well as guest lecturers from academia, industry, and government will address students on pertinent topics and developments. Site visits, visual presentations, and student exercises will supplement these seminars.

EMERGENCY MANAGEMENT

NOTE: All EMGN Courses are offered through Distance Education. Courses marked are offered by distance as well as on campus.

EMGN 401 INTRODUCTION TO DISASTER MANAGEMENT
Credits: 6

The first part of this course is designed to define the scope and objective of the disaster management field. Concepts and terms, differentiating between natural disaster assistance and refugee operations, are considered. The second part of the course provides an overview of management from a disaster and emergency standpoint looking at issues such as program planning, decision making, information management, program supervision, monitoring and control personnel, and leadership.

EMGN 403 BUSINESS AND INDUSTRY CRISIS MANAGEMENT
Credits: 6

The first part of this course introduces the student to the need for business and industry emergency planning and the myths and rationalizations that hinder preparedness in this area. Distinction from government as well as similarities with government emergency management will be studied in depth. The second part concentrates on the use of technology to manage an emergency. The student will study ALOHA & SOLOHA. Hazard analysis and modeling programs as well applications of systems theory, remote sensing technologies and seamless networks, and similar technologies.

EMGN 404 HAZARDOUS MATERIALS MANAGEMENT AND HAZARDS MITIGATION
Credits: 6

Biological, chemical, electromagnetic, and radiological materials pose special hazards that require an understanding of their nature and the degree of the hazard they impose from a physiological, economic, environmental, and political framework. The
COURSE DESCRIPTIONS

The course will examine the roles and responsibilities of all levels of government as well as the applicable special aspects of hazard mitigation.

**EMGN 405 Operational Recovery**

Credits: 6

The relief and recovery operation in any disaster is an element that must be thoroughly understood by the practitioner. Recovery planning will be studied as well as the psychological, sociological, political, and economic considerations. Students must understand environmental and political as well as medical aspects in this process. Distinction will be made between short and long term recovery and the legal framework for assistance. There will be recovery-planning exercises as well as short and long term exercises.

**EMGN 406 Management of Public Emergencies**

Credits: 6

This course will consist of two interlaced areas that constitute an important part of public emergency control. The first area is the general study of public emergency management where the student will learn an overview of disaster legislation in the United States and Canada and the relationships between various governments and the private and non-profits sectors. The second area is incident command and in this portion the student will develop an incident command system/emergency operations center for action plans in the community.

**EMGN 407 Terrorism and Emergency Management**

Credits: 6

This course gives the student a background in the history of terrorism in Canada and the United States as well as introducing the student to the political and psychological dimensions. The student will then apply hazard analysis and risk assessment and develop both structural and non structural mitigation strategies. An actual anti-terrorist program will be designed and actual response and preparedness from real events will be critiqued. Ethical and legal considerations will also be studied in depth.

ENGINEERING

The University College of Cape Breton Engineering Program is associated with Dalhousie University. Specific discipline choices include biological, chemical, civil, electrical, industrial, mechanical, metallurgical, and mining. Details of the program options can be found in this Calendar.

**ENGI 125 Engineering Graphics**

Credits: 3

Introduction to conceptual graphic design fundamentals, team work, and computer drafting. The aim is to develop skill in engineering free-hand sketching, drawing on CAD, 3-D visualization, graphical problem solving, and understanding engineering drawings. Topics include orthographic visualization, pictorial sketching, auxiliary views, sections, descriptive geometry, and intersections. A Design Project, focussed on the process of design methodology and reporting is an integral part of the course.

**ENGI 145 Engineering Statics**

Credits: 3

A study in applied mechanics: the course objective is to develop the student's ability to solve analytically practical problems in a clear and concise manner.

**ENGI 205 Engineering Economics**

Credits: 3  Prerequisite: second year standing.

Deals with the economics of decision making. After introduction of fundamental concepts and cash flow diagrams, interest factors are dealt with in detail. Students apply the concepts to a variety of engineering design and management issues, both locally and internationally.

**ENGI 226 Engineering Dynamics**

Credits: 3  Prerequisites: MATH 121, 122, PHYS 121, ENGI 145, or permission of the instructor.

The kinematics and kinetics of a particle, system of particles, and rigid body. Two-dimensional motion is emphasized. Vector and scalar methods are used as appropriate to apply relationships derived from basic motion parameters, Newton's Second Law of Motion, and from energy/momentum considerations.

**ENGI 245 Engineering Thermodynamics**

(Cross-listed with CHEM 345)

Credits: 3  Prerequisites: MATH 121, 122

Preliminary terms and concepts are reviewed, followed by the presentation of fundamental thermodynamic properties includ-
ing heat and work. These properties, along with the zeroth, first, and second laws of thermodynamics, are used to examine various closed and open thermodynamic systems including reversibility, thermal efficiency, entropy, and exergy. Related topics introduced during this examination include reversibility, thermal efficiency, entropy, and exergy. The course concludes with an understanding of gas and vapour power cycles.

**ENGI 246 FUNDAMENTALS OF CHEMICAL ENGINEERING**

Credits: 3  Prerequisites: 2nd-year standing and CHEM 121 and 122.

The main objective is to develop students' ability to perform mass and energy balances on reactive and non-reactive processes. Introductory topics include systems of units and a study of process variable such as temperature, pressure, and flowrate. Also covered are fundamental properties of multi-phase systems: phase equilibrium, vapour pressure, phase rule, Raoult's and Henry's Laws, and colligative properties. An emphasis is placed on developing problem solving skills.

**ENGI 255 ENGINEERING ELECTRIC CIRCUITS**

Credits: 3  Prerequisites: MATH 121, 122, PHYS 122.

The laws of electric circuit parameters, the concept of time constants, impedance, admittance, and general network theorem. Lab sessions.

**ENGI 256 ENGINEERING DIGITAL LOGIC**

(cross-listed with ELEC 243)

Credits: 3

This course includes an introduction to Boolean algebra, encoders, decoders, shift registers and asynchronous and synchronous counters. Design of asynchronous circuits, synchronous sequential circuits, and finite state machines is covered. Programmable logic is introduced. K-map techniques are taught. Digital analysis software is used.

**ENGI 257 CIRCUIT ANALYSIS**

Credits: 3  Prerequisite: 255

Covers advanced circuit analysis techniques, starting with sinusoidal excitation. Concepts of phasors and complex impedance are fully developed. Mutual inductance and magnetically coupled coils are used to introduce transformer behaviour and performance. Real and reactive power flow is covered before the introduction of balanced, three-phase circuits for power distribution. Symmetrical components are introduced as a means of dealing with unbalanced networks. Concepts of grounding and harmonics included.

**ENGI 265 ENGINEERING MECHANICS OF DEFORMABLE BODIES (STRENGTH OF MATERIALS)**

Credits: 3  Prerequisites: 145, MATH 121, 122

The relationship between loads applied to a non-rigid body and the resulting deformations of the body including stress and procedures to follow under specified loading conditions.

**ENGI 275 ENGINEERING FLUID MECHANICS**

Credits: 3  Prerequisites: MATH 121, 122

Fundamental fluid properties are presented along with an examination of static fluid principles including pressure variation, buoyancy, and stability. This is followed by a study of flowing fluid using a control volume approach to develop continuity, momentum, and energy relationships. Other topics include dimensional analysis, similitude, flow characteristics in conduits, and discussion of flow measurement techniques and devices.

**ENGI 276 ENVIRONMENTAL ENGINEERING**

Credits: 3

Focuses on sources of environmental pollutants, the effects of pollutants on living and non-living systems, and processes by which pollutants are generated or by which their effects can be minimized or remediated. Lectures supplemented by tutorials which include guest speakers, case studies, and field trips.

**ENGI 285 ENGINEERING COMPUTER PROGRAMMING**

(cross-listed with MATH 183)

Credits: 3

Combines the development of a structured approach to problem solving with the use of concepts of FORTRAN programming. Especially suitable for engineering students.

**ENGI 295 ENGINEERING DESIGN/GRAPHICS**

Credits: 3

This course is designed to develop the student's ability to design and build projects. Fundamentals of design, design methods, and design considerations as well as professional practice will be discussed. Design, analysis, and word processing software will be used. Project work will include design and detail (using CAD), analysis, fabrication, testing, written reports, and oral report presentation. Teamwork and individual design/build projects are a major part of the course grade.
COURSE DESCRIPTIONS

ENGINEERING
(Technology)

ENGI 111 Statics
Credits: 3
An introduction to the concept of forces and torques acting on structures.

ENGI 122 Strength of Materials
(cross-listed with PETR 122)
Credits: 3  Prerequisite: 111
Internal stresses and strains in a body due to external forces are examined. Students are also introduced to the concepts of torsion, load, shear and bending moment diagrams, beams, and columns.

ENGI 132 Dynamics
(cross-listed with MECH 132)
Credits: 3  Prerequisite: 111
The principles introduced in statics are expanded to include the study of velocity and acceleration of moving components. Includes calculations relating to forces, work energy, and power.

ENGI 253 Fluid Mechanics
Credits: 3
This course concentrates on the theory and problem solving regarding fluid properties, hydrostatic pressure, buoyancy, fluid flow, Bernoulli equation, energy losses in piping systems, flow measurement, and open channel flow.

ENGLISH

English courses are open not only to students who wish to concentrate on English as a major but to all who have an interest in literature. English 200 is normally a prerequisite for all other English courses except English 303, 307, 309, and 314. In exceptional cases students may take a 300 level course concurrently with English 200, but permission to do so must be obtained from the Chair and the Instructor.

Students who intend to major in English must consult the chair of the department before planning their program. Some career options include: teaching at all levels of education, the legal profession, print and TV journalism, editing, public relations, and advertising.

ENGL 030 Scholarly Methods and Research
Credits: 0  Prerequisite: ENGL 200. Required for BA (Hons) English. Recommended for BA major in English.
A six-week course which introduces students to the basic tools of research, including the organizing and documentation of information and techniques involved in the writing of coherent and persuasive essays and theses.

ENGL 100 Effective Writing
How to write competently. Students study the organization of the total essay. The classroom is used as a workshop with a reading-discussion-writing format.

ENGL 110 Writing in English
Credits: 6
This course is designed for students having difficulty with academic writing. The course teaches effective writing skills while using a pedagogy sensitive to students not familiar with Standard English or with English as a second language.

ENGL 200 Introduction to Literature
Credits: 6  Prerequisite: English Placement Test. Satisfies BA core requirement for English and can be counted in the English Major.
An examination of several literary works from classical and modern traditions.

ENGL 205 Intermediate Writing
Credits: 3  Prerequisite: 100, or successful completion of the English Placement test. Exclusions: Cannot be counted in the English Major.
This course is designed for students who wish to improve their writing skills at a level more advanced than English 100.

ENGL 207 Technical and Science Writing
(cross-listed with BUSS 265 and ITEC 411)
Credits: 3  Prerequisite: Successful completion of the English Placement Test. Exclusion: unavailable to students with credit for ITEC 337.
This course focuses on intermediate technical writing skills (reports, proposals, instructions).
ENGL 300 MIDDLE ENGLISH LITERATURE
Credits: 6 Prerequisite: 200
A study of the major writers and genres of Middle English literature, emphasizing Chaucer’s Canterbury Tales. Works are read in Middle English.

ENGL 303 PLAYWRITING
(cross-listed with FINA 303)
Credits: 3
An introduction to the art and craft of writing dramatic texts for live theatre. The course will focus on monologues, atmosphere, and scene. Students are required to attend a number of Dramagroup productions as well as any touring productions.

ENGL 305 NON-DRAMATIC LITERATURE OF THE SIXTEENTH CENTURY
Credits: 6 Prerequisite: 200
A study of the non-dramatic literature of the sixteenth century, emphasizing the work of Edmund Spenser.

ENGL 307 INTRODUCTION TO PLAY PRODUCTION
(cross-listed with FINA 307)
Credits: 3
An introduction to play production that includes lectures, discussions, practical demonstrations of sound and lighting, and video programs on live theatre.

ENGL 309 AN INTRODUCTION TO ACTING
(cross-listed with FINA 309)
Credits: 3 Prerequisite: 307 or FINA 307 or permission of the instructor and Department Chair.
A practical course in acting for the live theatre: voice projection, movement, gesture, and characterization.

ENGL 315 LITERATURE OF THE EARLY SEVENTEENTH-CENTURY
Credits: 3 Prerequisite: 200
A comprehensive study of the major poets and prose writers of the seventeenth century. Among the writers studied are Donne, Bacon, Jonson, and Herbert.

ENGL 317 THE DEVELOPMENT OF SEVENTEENTH CENTURY LITERATURE
Credits: 3 Prerequisite: 200
An examination of developments in seventeenth century literature, following the work of writers studied in 315, exclusive of Milton. Among the writers studied are Marvell, the Cavaliers, Vaughan, and Browne.

ENGL 320 LITERATURE WRITTEN BY WOMEN: THE BRITISH TRADITION
Credits: 6 Prerequisite: 200
A contextual and historical study of literature in a variety of genres from the fourteenth to the twentieth centuries.

ENGL 321 INTRODUCTION TO THEATRE DIRECTING
(cross-listed with FINA 311)
Credits: 3 Prerequisites: 307 or FINA 103.
A practical course in directing for the Theatre. Students will study various techniques of directing, including play selection and analysis, blocking, and working with the actor.

ENGL 323 PLAYWRITING II
(cross-listed with FINA 323)
Credits: 3 Prerequisites: ENGL/FINA 303, or with the permission of the instructor
Further extension of the art and craft of writing dramatic texts for live theatre. The course will focus on dialogue and the development of scenes. Students will complete a one-act play in final draft. Attendance at theatre productions is required.

** ENGL 329 HISTORY AND THEORY OF CRITICISM: PLATO TO THE EIGHTEENTH CENTURY
Credits: 3 Prerequisite: 200
An introduction to the history and theory of classical criticism.
(New Course. At time of publication, awaiting Academic Council approval.)

ENGL 330 HISTORY OF THE ENGLISH LANGUAGE
(cross-listed with HERT 330)
Credits: 6 Prerequisite: 200
The development of the English language, beginning with its origins and considering changes in phonology, morphology, syntax, vocabulary, and orthography.
** ENGL 331 HISTORY AND THEORY OF CRITICISM: WORDSWORTH TO THE TWENTIETH CENTURY **
Credits: 3  Prerequisite: 200
An introduction to the history and theory of Romantic and Victorian criticism.
(New Course. At time of publication, awaiting Academic Council approval.)

ENGL 340 SHAKESPEARE
Credits: 6  Prerequisite: 200
A survey of Shakespeare’s plays.

ENGL 341 RENAISSANCE DRAMA I
Credits: 3  Prerequisite: 200
This course explores the dramatic work of Shakespeare’s most important Elizabethan predecessors and contemporaries.

ENGL 343 RENAISSANCE DRAMA II
Credits: 3  Prerequisite: 200
This course explores the dramatic work of Shakespeare’s most important Jacobean contemporaries and heirs.

ENGL 345 LITERATURE OF ATLANTIC CANADA
(cross-listed with HERT 345)
Credits: 6  Prerequisite: 200
The development of both prose and poetry in Atlantic Canada.

ENGL 351 MODERN AMERICAN FICTION
Credits: 6  Prerequisite: 200
The development of American fiction through the twentieth century with particular attention to the novel. Major writers and movements of the period are represented.

ENGL 352 MODERN AMERICAN POETRY
Credits: 6  Prerequisite: 200
Representative poems and occasional critical prose of the major poets in the twentieth century.

ENGL 353 THE MODERN BRITISH NOVEL
Credits: 6  Prerequisite: 200
The development of the British novel in the Modern Age through a close study of representative works of major novelists of the period.

ENGL 354 MODERN IRISH AND BRITISH POETRY
Credits: 6  Prerequisite: 200
Major modern poets and poetic movements of Britain and Ireland from their beginnings in the 1890s to mid-century.

ENGL 355 TWENTIETH CENTURY ENGLISH CANADIAN POETRY
Credits: 6  Prerequisite: 200
Representative works of significant poets from the beginnings of modernism in Canada to the present.

ENGL 356 TWENTIETH CENTURY CANADIAN NOVEL
Credits: 6  Prerequisite: 200
A study of representative works of Canada’s foremost novelists in the twentieth century with a view to tracing the development of the novel form in modern Canada.

** ENGL 357 AMERICAN LITERATURE TO 1865 **
Credits: 3  Prerequisite: 200
A survey of major writers of the United States up to the end of the Civil War.
(New Course. At time of publication, awaiting Academic Council approval.)

ENGL 360 EIGHTEENTH CENTURY ENGLISH LITERATURE
Credits: 6  Prerequisite: 200
A study of the prose and poetry of the period 1660-1800 with some study of the developments in drama and the novel.

ENGL 361 RESTORATION AND EIGHTEENTH CENTURY DRAMA
Credits: 6  Prerequisites: 200
A survey of dramatic literature written by English and Irish playwrights from 1660 to the end of the eighteenth century. Playwrights to be studied include Wycherly, Dryden, Farquhar, Steele, and Sheridan.

ENGL 362 STUDIES IN RELIGIOUS AUTOBIOGRAPHY
(cross-listed with RELS 362)
Credits: 6  Prerequisites: 200
An examination of the history of the genre of religious autobiography, especially in the Christian tradition, from biblical antiquity to the present day. Major points of emphasis will include the Confessions of Augustine and the flood of autobiographical writing produced in the seventeenth century. An attempt will be
made to identify various types within the genre and to consider the contextual meaning of the genre.

** ENGL 365 A SURVEY OF THE DRAMA **

Credits: 6  Prerequisite: 200. A required course for the certificate program in Theatre Arts.

A basic and comprehensive survey of the development of drama from its beginnings to the present.

** ENGL 367 THE CANADIAN SHORT STORY TO 1960 **

Credits: 3  Prerequisite: 200

A survey of the short story in Canada from its roots in the nineteenth century to 1960 with special attention to Scott, Leacock, Callaghan, Laurence, and others.

(New Course. At time of publication, awaiting Academic Council approval.)

** ENGL 369 THE CANADIAN SHORT STORY FROM 1960 TO THE PRESENT **

Credits 3  Prerequisite: 200

A survey of the short story in Canada beginning in 1960 with special attention to Atwood, Munro, Gallant, Vanderhaeghe, and others.

(New Course. At time of publication, awaiting Academic Council approval.)

** ENGL 370 THE ROMANTIC MOVEMENT **

Credits: 6  Prerequisite: 200

An examination of the poetry of early nineteenth century England, with special emphasis on the evolution of romanticism. Works by Blake, Wordsworth, Coleridge, Byron, Keats, Shelley, and their contemporaries will be examined.

** ENGL 371 THE CELTIC REVIVAL IN LITERATURE **

(cross-listed with CELT 371)

Credits: 3 Prerequisite: 200

A study of the legends, literature, and mythology of the Celtic renaissance in the second half of the nineteenth and early twentieth centuries.

** ENGL 372 MODERN CELTIC LITERATURE **

(cross-listed with CELT 372)

Credits: 3  Prerequisite: 200

This course studies a variety of genres in English, including the novel, the essay, poetry, and short story by Irish and Scottish writers from 1900 to the present.

** ENGL 375 VICTORIAN LITERATURE (EXCLUDING FICTION) **

Credits: 6  Prerequisite: 200

A study of the major poets of the period including Tennyson, the Brownings, Arnold, the pre-Raphaelites, and some later writers.

** ENGL 376 THE NINETEENTH-CENTURY NOVEL **

Credits: 6  Prerequisite: 200

The course examines the development of the novel from Scott to Hardy. Includes discussion of the critical approaches that can be applied to the novel.

** ENGL 377 NORTH AMERICAN ABORELITURAL LITERATURE **

Credits: 3  Prerequisite: 200

An introduction to the songs and stories of pre-contact North American Aboriginal people, as well as the most recent flowering of writing in English over the last thirty years.

** ENGL 380 ADVANCED WRITING **

Credits: 6  Prerequisites: Completion of 12 English credits, including 6 at the 300 level or permission from the instructor.

The theory and practice of expository and persuasive prose. This course extends the skills developed in 200.

** ENGL 381 CHILDREN’S LITERATURE TO 1860 **

Credits: 3  Prerequisite: 200

A survey of the earliest literature for children, including folk and fairy tales, nursery rhymes, moral and educational material, and the literary tale.

(New Course. At time of publication, awaiting Academic Council approval.)

** ENGL 383 CHILDREN’S LITERATURE IN ENGLISH: 1860-1920 **

Credits: 3  Prerequisite: 200

An introduction to the early pioneers of children’s literature 1860-1920.

** ENGL 385 SPECIAL TOPICS **

Credits: 3  Prerequisite: 200

Special topics may vary from year to year. Consult with the chair of the department for further information.
**ENGL 386** POPULAR CULTURE IN THE LITERARY TRADITION  
Credits: 3  Prerequisites: 200  
This course considers forms of literature that are not always subjected to scholarly analysis but that clearly fall within the literary tradition. Such texts may include popular films, popular music, television, and mass-market fiction.

**ENGL 388** SPECIAL TOPICS  
Credits: 6  Prerequisite: 200  
Special topics may vary from year to year. Consult with the chair of the department for further information.

**ENGL 390** THE SHORT STORY  
Credits: 6  Prerequisite: 200  
A systematic examination of the short story, and its relationship to other types of fiction such as the novel. Differences in a variety of masters of the genre are studied.

**ENGL 399** DIRECTED STUDY  
Credits: 3  Prerequisite: 200. Does not meet the BA core requirement for the English major.  
The student undertakes, on a tutorial basis, an individualized program of studies. Students should consult with the Department Chair for available instructors.

**ENGL 400** INTRODUCTION TO OLD ENGLISH  
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
A comprehensive study of the language and literature of the Old English period. The literature is read in Old English.

**ENGL 418** MILTON  
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of at least 60% in all previous English courses.  
A comprehensive study of Milton’s major writing.

**ENGL 420** FEMINIST LITERARY THEORY  
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
The course examines feminist literary criticism and critical theories produced by women and men primarily since 1965, though some attention is paid to earlier works.

**ENGL 426** TWENTIETH CENTURY CRITICISM & CRITICAL THEORY TO 1960  
Credits: 3  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
A survey of critical theory and practice in early modern criticism, including feminism, Marxism, psychological theory, New Criticism, and structuralism among others.

**ENGL 428** TWENTIETH CENTURY CRITICISM AND CRITICAL THEORY 1960 TO THE PRESENT  
Credits: 3  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
A survey of critical theory and practice in modern criticism in its most recent manifestations, including post structuralism, deconstruction, cultural and gender theories, among others.  
(New Course. At time of publication, awaiting Academic Council approval.)

**ENGL 433** LANDSCAPE AND MEMORY: CONTEMPORARY IRISH LITERATURE  
Credits: 3  Prerequisites: 200 or 300-level course in literature.  
A study of the work of Seamus Heaney in the context of current debates in Irish literary studies.

**ENGL 451** SELECTED TOPICS IN AMERICAN LITERATURE  
Credits: 3  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
Special topics may vary from year to year. Consult with the chair of the department for further information.

**ENGL 455** MODERN DRAMA  
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
A detailed study of the principle works of modern playwrights whose plays have had a major influence on the development of the drama including: Ibsen, Strindberg, Chekhov, Shaw, and Brecht.

**ENGL 460** WORLD LITERATURE IN ENGLISH  
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.  
A study of selected writers from a variety of countries whose work illustrates the universality of great art.
ENGL 465 CONTEMPORARY DRAMA
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.

A study of developments in drama from 1950 to the present. Dramatists to be studied include Samuel Beckett, Brian Friel, Beth Henley, Tony Kushner, Marsha Norman, Harold Pinter, and Tom Stoppard.

ENGL 472 NINETEENTH-CENTURY PROSE
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.


ENGL 475 LITERATURE OF TRANSITION: BRITISH LITERATURE 1860-1920
Credits: 6  Prerequisites: 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.

An investigation of works in several genres of writers involved in the transition from Victorian to Modern literature.

ENGL 490 STUDIES IN SHAKESPEARE
Credits: 6  Prerequisite: an earlier course in Shakespeare (or permission of the instructor), 200, at least one 300-level English course (exclusive of 307, 309, and old 310), and an average of 60% in all previous English courses.

A detailed study of selected plays.

ENGL 497 HONOURS THESIS
Credits: 6  Prerequisite: At least 24 credits in English with an overall average of 70%. Satisfies the BA course requirement for BA 400.

An extended research paper designed for students planning to enter graduate school. Students should consult the Department Chair for available instructors.

ENGL 499 DIRECTED STUDY
Credits: 6  Prerequisite: At least 24 credits in English with an overall average of 65%. Satisfies the BA core requirement for BA 400.

The student undertakes, on a tutorial basis, an individualized program of study. Students should consult the Department Chair for available instructors.

ENVIRONMENTAL ENGINEERING
( Technology)

NOTE: The Environmental Engineering Technology Diploma program is currently closed to new admissions effective September 2002.

Courses marked are offered by distance as well as on campus.

ENVI 203 INDUSTRIAL MICROBIOLOGY
Credits: 3  Prerequisite: 6 credits in post-secondary chemistry. Exclusions: students may not receive credit for both ENVI 203 and BIOL 223. May be used only as a close cognate in the BSc biology program.

An introduction to the life processes of micro-organisms. The basics of diversity, structure, metabolism, and growth requirements are examined. Emphasis is placed on the microbe as a chemical factory. Applications of an industrial nature including fermentation, biosynthesis, and biodegradation are discussed.

ENVI 213 SCIENCE, TECHNOLOGY AND HUMAN AFFAIRS I
Credits: 3
This course is intended to help students to reflect upon the nature of science and technology and its impact on human affairs and the wider environment.

ENVI 214 ECOLOGY (ENVIRONMENTAL STUDIES)
Credits: 3  Prerequisite: 223. Currently approved as a close cognate in BSc (Biology) Program.

Provides the skills required in sampling techniques, identification, enumeration, as well as interpretation of significance for algae and benthic invertebrates in aquatic environments.

ENVI 284 WATER AND WASTEWATER
Credits: 3
Provides an understanding of the fundamentals of hydrology, water supply and distribution, wastewater collection, storm water control and well technology, as well as the application of this knowledge to design and installation problems encountered in water distribution and sewage collection.

ENVI 315 AIR POLLUTION
Credits: 3
A study of the sources, characteristics, environmental effects, and regulatory aspects of various air pollutants emitted into the environment. Biological, chemical, and engineering concerns are stressed. Laboratory exercises compliment lecture principles.
ENVI 325 Occupational Hygiene
Credits: 3  Prerequisite: CHEM 214
This course concentrates on the recognition, evaluation, and control of potential health and safety hazards in the workplace. As well, relevant legislation and regulations are reviewed. The laboratory activities involve specific hazard assessments using appropriate methodologies and equipment.

ENVI 335 Solid Waste Management
Credits: 3
The sources, characterization, handling, treatment, and disposal alternatives for solid waste. Looks at local, national, and international approaches to waste management.

ENVI 345 Science, Technology and Human Affairs II
Credits: 3  Prerequisite: 213
This course is intended to help students to reflect upon the nature of science and technology and its impact on human affairs and the wider environment.

ENVI 416 Environmental Impact Assessment I
Credits: 3  Prerequisite: Permission of course instructor.
Theory and practice of environmental impact assessment, with attention to the delivery of contents and skills in a socio-political and regulatory climate.

ENVI 417 Environmental Impact Assessment II
Credits: 3  Prerequisite: Permission of course instructor.
Theory and practice of environmental impact assessment, with attention to the delivery of contents and skills in a socio-political and regulatory climate.

ENVI 426 Management of Technological Innovation I
Credits: 3  Prerequisite: Permission of course instructor.
This course examines the process whereby a research and development invention is converted into a socially useful and commercially successful new product. Small and large companies are studied.

ENVI 427 Management of Technological Innovation II
Credits: 3  Prerequisite: Permission of course instructor.
Thise course examines the process whereby a research and development invention is converted into a socially useful and commercially successful new product. Small and large companies are studied.

ENVI 436 Engineering for Sustainable Development I
Credits: 3  Prerequisite: Permission of course instructor.
This course examines the consequences of energy use, industrialization, and urbanization in order to provide working models for sustainable development. There is a focus on determining engineering solutions as well as management of technology.

ENVI 437 Engineering for Sustainable Development II
Credits: 3  Prerequisite: Permission of course instructor.
This course examines the consequences of energy use, industrialization, and urbanization in order to provide working models for sustainable development. There is a focus on determining engineering solutions as well as management of technology.

ENVI 456 Environmental Auditing
Credits: 3  Prerequisites: Permission of course instructor.
Lectures will provide the basic grounding in environmental auditing theory with case study examples: audit scope, audit steps, ISO14000 and other environmental auditing standards, types of audits, advantages, disadvantages, and limitations, as well as environmental management systems.

ENVI 499 Environmental Research Project
Credits: 3 Prerequisite: Permission of course instructor.
This course provides an opportunity for students to integrate the skills and knowledge acquired during pursuit of their degree into a research project centered on an area of interest in environmental studies. In consultation with a faculty member, a project proposal will be prepared and approved, permitting students to investigate and research topics beyond the levels provided for in the regular curricula. Organizational capabilities, time management, and communication skills will all be stressed along with the fundamental practices of sound technical research and academic inquiry.

Environmental Health
(Technology)
(Will be changed to Public Health (PUBH) pending approval.)
Courses marked ☑ are offered by distance as well as on campus.

ENVH 101 Cellular Processes and Environmental Effects
Credits: 3
The anatomy and physiology of the cell, with a special focus on the processes (transport membranes, internal respiration, mito-
sis, protein synthesis) which are most vulnerable to the pathological effects of toxic agents. Major environmental effects are also examined including mutations, reproductive effects, birth defects, and cancer.

**ENVH 122 Issues in Public Health**

Credits: 3

Issues in Public Health, particularly as a result of development, ranging from global to local in nature, are at the centre of discussion. Selected topics in public health ethics, both from a public practice and research approach, are also considered.

**ENVH 131 Physical Agents and Their Health Effects**

Credits: 3

Discussion of various physical agents, with a focus on their health effects. Topics covered include electromagnetic spectrum, temperature extremes, noise, and ergonomics.

**ENVH 204 Municipal Services**

Credits: 3

Provides an understanding of the theory and safe operation of waterworks, sewerage and sewage treatment works within the context of the current regulatory climate. Topics related to provision of safe potable drinking water will be covered under: selection of source, drinking water treatment, distribution systems, and watershed management. Topics related to the safe disposal of sanitary sewage will be covered under: sewage collection system, treatment, discharge of effluent, and handling of solids.

**ENVH 211 Environmental Health Law**

Credits: 3

Students will become acquainted with the legal process associated with environmental issues. The course includes an overview of legislation and case law associated with environmental issues. The process of enforcement of legislation and defence of alleged violations is included in the course content.

**ENVH 214 Anatomy and Physiology**

Credits: 3

An introduction to the major organ systems and to the roles they play in the maintenance of normal function, particularly when confronted with infectious diseases and other environmental threats.

**ENVH 217 Public Health Inspection**

Credits: 3

Assessment for, and design of, on-site sewage disposal systems. Characteristics of potable water from ground and surface sources, including source protection, treatment procedures, and monitoring. Recreational water standards, management, and monitoring.

**ENVH 224 Food Quality**

Credits: 3

An introduction to basic food chemistry, including the physical properties and chemical reactions of water, lipids, fats, oils, carbohydrates, proteins, and enzymes. Primary processing of meat and poultry, dairy, and egg products will be considered, and techniques of food grading discussed. The use of food additives, including colour additives, will also be examined.

**ENVH 227 Emergency Preparedness**

Credits: 3

An introductory course addressing fundamental concepts and approaches. Links the ideals and ideas of public health with the disaster and emergency management fields. Considered are the types of disasters and their consequences, the role of Public Health professionals in planning and response, bioterrorism issues, recovery and reconstruction, and responsive evaluation. (New Course. At time of publication, awaiting Academic Council approval.)

**ENVH 234 Engineering Issues in Environmental Health**

Credits: 3

Provides an introduction to several engineering disciplines which are part of the academic requirements for CIPHI certification. Included are an overview of geographic information systems, HVAC, blueprint reading, and the basics of surveying. Is intended to provide the basis for understanding these issues without in-depth design focus.

**ENVH 314 Food Hygiene**

Credits: 3

Presented in the facilities for food preparation of the Hospitality Administration program. Labs will be every other week.

Strategies for food safety. Prevention and investigation of food borne illness, food preservation, HACCP, inspection, recall procedures, and regulation review are topics for discussion.

**ENVH 317 Public Health Administration**

Credits: 3

Considers the fundamentals of public administration for Public Health programs, including the levels of organization. The processes of policy development, interactive planning, strategic planning, program implementation, evidence gathering, and performance management are examined.
ENVH 322 TOXICOLOGY

Credits: 3  Prerequisite: 214 or BIOL 360

Basic concepts of toxicology are introduced, followed by instruction in the physiological mechanism of toxic agents on the body. Topics include dose response calculations, determination of margins of safety, a review of the toxicology of natural and man-made chemicals, and a discussion of scientific research principles.

ENVH 395 EPIDEMIOLOGY

Credits: 3

This course covers the development and history of epidemiology with its importance to public health. Topics include incidence, prevalence, cohort studies, risk ratios, rates of disease, mortality, morbidity, case control studies, and experimental studies. The relevance of study results is discussed along with a determination of the advantages and disadvantages of the varying study designs.

ENVH 411 RISK ASSESSMENT IN ENVIRONMENTAL HEALTH

Credits: 3

Introduces the fundamentals of risk assessment and demonstrates their application to selected environmental health concerns. Problem definition and step-wise analysis techniques will be stressed using practical case examples. A four-step process is taught: risk identification, risk evaluation, risk management, and risk control.

ENVH 417 COMMUNICABLE DISEASE CONTROL

Credits: 3  Prerequisite: 6 credits in ENVH

Examines the role of health personnel in the control of infectious disease in institutional environments with respect to appropriate preventive policy and procedures, inspection and investigation. Particular attention is paid to problem areas unique to hospitals, schools, housing, and facilities for child and adult care. Recreational, animal care, and personal services facilities are examined in addition to biomedical waste handling and response to nuisance-type situations. Strategies for managing vaccine-preventable, sexually transmitted, and emerging infectious diseases are also discussed.

ENVH 419 FOOD BORNE DISEASES

Credits: 3  Prerequisite: 3 credits in introductory microbiology.

A survey of the agents of food borne disease. Bacteria, viruses, protozoa, and parasites all play a role in various diseases related to food contamination. How food becomes contaminated, the health effects of contamination, and preventive measures will be discussed. Laboratory sessions will focus on methods of detection, isolation, and enumeration of organisms associated with food.

ENVH 421 OCCUPATIONAL HEALTH AND SAFETY LEGISLATION

Credits: 3


ENVH 427 ENVIRONMENTAL HEALTH EDUCATION

Credits: 3  Prerequisite: 6 credits in ENVH

Principles of adult education are examined and are used to present and address current issues in the Public Health realm, including healthy public policy, health promotion, population health, chronic diseases, injury prevention, sexually transmitted disease, and lifestyle considerations. A project in environmental health education in the community is a significant component of this course.

ENVH 437 ISO 9000 AND 14000

(cross-listed with PETR 320)

Credits: 3

Provides an introduction to both of these standards, general management systems (9000) and environmental management systems (14000). Will also provide an understanding of the processes of registration and the management systems necessary to obtain registration. Advantages and disadvantages of registration will be discussed.

ENVH 441 BIOCONTAMINANTS IN INDOOR ENVIRONMENTS

Credits: 3  Prerequisite: 3 credits in introductory microbiology.

An examination of the various biocontaminants that may be found in indoor environments and their effects on the health of occupants. The diversity, prevalence, and health effects of fungi will be examined in detail. Methods of site evaluation, sampling, and remediation will be discussed, as well as control strategies. Bacteria, dust mites, pet dander, and other biocontaminants will also be examined in the context of their potential health effects.

ENVH 456 INDUSTRIAL WASTES

Credits: 3

Typical chemical processes and production plants will be reviewed with the intent of focusing on the wastes they produce and the methods of managing these wastes.
ENVH 466 Integrated Pest Management
Credits: 3
The concept of integrated pest management and the elements of the IPM approach are discussed. Options for pest control in various sectors and environments are examined, as are the characteristics and life cycles of common insect and rodent pests. Pesticides, along with their control and application, are considered.

FINE ARTS

Any of the following courses may be chosen to fulfill the Fine Arts course requirement of the Core Curriculum in the Bachelor of Arts Program. Other courses which fulfill this requirement are: ARRT 101 and 120, ENGL 307 and 309.

FINA 101 Cinema
Credits: 3
The film is an artifact that can be experienced from a variety of perspectives-cultural, ideological, and aesthetic. A total of 36 films will be shown and studied.

FINA 102 Introduction to Music and Culture 1600-1800
Credits: 3
The periods to be studied will be late Renaissance, Baroque, Rococo, and Classical.

FINA 103 Philosophy of Art I
(cross-listed with PHIL 233)
Credits: 3
In conjunction with UCCB theatrical productions, students examine philosophical questions (theatrical illusion, role-playing, tragedy, and comedy) and learn to appreciate performances better.

FINA 105 Introduction to Music and Culture 1790-1914, The Romantic Period
Credits: 3
Changing musical styles that developed in Western Europe between 1790 and 1914.

FINA 107 Vernacular Architecture
(cross-listed with FOLK 261 and HIST 203)
Credits: 3
An historical survey of vernacular architecture forms in various regions of North America with attention to Maritime materials.

FINA 109 Canadian Ethnic and Traditional Arts
Credits: 3
The major genres of Canadian ethnic and traditional arts.

FINA 111 Introduction to Canadian Art
Credits: 3
The history of Canadian art from the colonization of indigenous peoples to the present era.

FINA 113 Introduction to Folklore II: Folklore Genres and Analysis
(cross-listed with FOLK 113)
Credits: 3 (Replaces FOLK 100, term 2.)
This course surveys various genres and analytical approaches in folklore study. Maritime Canadian materials are emphasized.

FINA 115 History and Literature of Music I
(cross-listed with MUSI 115)
Credits: 3
A survey of musical styles and forms of Western music from the Middle Ages to the eighteenth century.

FINA 116 History and Literature of Music II
(cross-listed with MUSI 116)
Credits: 3
A survey of musical forms and style of Western music from the eighteenth to the twentieth century.

FINA 120 Introduction to Music Theory
(cross-listed with MUSI 120)
Credits: 6
A study of the fundamental theoretical aspects of music.
# COURSE DESCRIPTIONS

**FINA 151 NATIVE ART AND MUSIC**  
(cross-listed with MIKM 151)  
Credits: 3  
Survey of native North American musical, visual, and verbal art genres, also the origin of regional styles and the place of the artist in native life.

**FINA 207 & 209 CELTIC MUSIC I AND II**  
(cross-listed with CELT 207 and 209 and FOLK 207 and 209)  
Credits: 3, 3  
Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

**FINA 211 VOICE FOR THE THEATRE**  
Credits: 3  
Through practical exercises, this course introduces the student to voice training for the theatre. May be used toward completion of the Theatre Arts Certificate.

**FINA 213 MOVEMENT FOR THE THEATRE**  
Credits: 3  
This course is directed to student actors and teachers of acting who want to add a larger component of meaningful movement to their acting or teaching techniques. May be used toward completion of the Theatre Arts Certificate.

**FINA 215 STAGE CRAFT**  
Credits: 3  
This course covers all that the aspiring stage worker needs to know about properties, scenery, painting, sets, lighting, and sound. May be used toward completion of the Theatre Arts Certificate.

**FINA 217 STAGE MANAGEMENT FOR THE THEATRE**  
Credits: 3  
An introduction to the fundamentals of stage management. Step-by-step, from pre-production to first night, all processes are explained and dealt with in a practical, hands-on approach. May be used toward completion of the Theatre Arts Certificate.

**FINA 219 THEATRE FOR CHILDREN**  
Credits: 3  
A study of creativity, children, and the developmental aspects of play including the role of the creative leader as it relates to such forms as tableaux, choral reading, creative writing, sensory awareness, and creative movement. May be used toward completion of the Theatre Arts Certificate.

**FINA 231 PERFORMANCE ANALYSIS OF CELTIC ARTS**  
(cross-listed with CELT 231, FOLK 231, and HERT 231)  
Credits: 3  
Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

**FINA 233 PERFORMANCE ANALYSIS OF CELTIC ARTS**  
(cross-listed with CELT 233, FOLK 233, and HERT 233)  
Credits: 3  
Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

**FINA 239 MOVIES AND MORALS**  
(cross-listed with PHIL 239)  
This course is concerned with the way movies have used the possibilities of the medium to both reflect and shape twentieth century moral conventions. Complete movies will be viewed.

**FINA 241 CANADIAN CELTIC MUSIC 1920-1969**  
(cross-listed with CELT 241, FOLK 241, and HERT 241)  
Credits: 3  
Students will analyze the Celtic music tradition in a the New World by exploring different Canadian regions, specifically Western Canada, rural Québec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.

**FINA 243 CANADIAN CELTIC MUSIC 1970-PRESENT**  
(cross-listed with CELT 243, FOLK 243 and HERT 243)  
Credits: 3  
Students will analyze the Celtic music tradition in a the New World by exploring different Canadian regions, specifically Western Canada, rural Québec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
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| **FINA 303 Playwriting**  
(cross-listed with ENGL 303)  
Credits: 3  
An introduction to the art and craft of writing dramatic texts for live theatre. Students are required to attend a number of Dramagroup productions as well as any touring productions. |
| **FINA 307 Introduction to Play Production**  
(cross-listed with ENGL 307)  
Credits: 3  
An introduction to play production that includes lectures, discussions, practical demonstrations of sound and lighting, and video programs on live theatre. |
| **FINA 308 Music and Culture: The Role of the Protest Song in Social History I**  
Credits: 3  Prerequisites: Any of (1) an introductory or 200-level Fine Arts course with an emphasis on music and/or culture (2) any introductory-level History course (3) ENGL 200.  
This course studies the protest song and its role in the recent social history of North America. Specifically, the anti-Vietnam War peace movement, the American anti-slavery and civil rights movements, and the Québec separatist movement. |
| **FINA 309 An Introduction to Acting**  
(cross-listed with ENGL 309)  
Credits: Prerequisite: 307 or ENGL 307  
A practical course in acting for the live theatre: voice projection, movement, gesture, and characterization. |
| **FINA 310 Music and Culture: The Role of the Protest Song in Social History II**  
Credits: 3  Prerequisites: Any of (1) an introductory or 200-level Fine Arts course with an emphasis on music and/or culture (2) any introductory-level History course (3) ENGL 200.  
This course will examine the protest song and its role in social and political development in western Europe. The course will reach back into the Celtic past to assess its influence in early European history but concentrates primarily on modern European historical and political culture for the period beginning in the late eighteenth century including the French Revolution, early development of the British socialist movement, the anti-slavery movement, European independence movements, the Russian Revolution, Irish independence, fascism and the Nazis, and social change arising from the First and Second World Wars as found, for example, in the use of the protest song in the Cape Breton Labour movement. |
| **FINA 311 Introduction to Theatre Directing**  
(cross-listed with ENGL 314)  
Credits: 3  Prerequisite: ENGL 307 or FINA 103.  
A practical course in directing for the theatre. Students will study various techniques of directing, including play selection and analysis, blocking, and working with the actor. |
| **FINA 323 Playwriting II**  
(cross-listed with ENGL 323)  
Credits: 3  Prerequisites: 303, or ENGL 303, or permission of the instructor  
Further extension of the art and craft of writing dramatic texts for live theatre. The course will focus on dialogue and the development of scenes. Students will complete a one-act play in final draft. Attendance at theatre productions is required. |
| **FINA 391/393 Special Topics in Fine Arts**  
Credits: 3, 3  
Provided to those who wish to study in special fields (including piano and violin performance) that are not normally available. Focus depends on the availability and interests of departmental members. |
| **FINA 392 Special Topics in Fine Arts**  
Credits: 6  
Provided to those who wish to study in special fields (including practical piano and violin and performance in piano and violin) that are not normally available. Focus depends on the availability and interests of departmental members. |
| **FOLKLORE** |
Folklore is concerned with the study of tradition and the role it plays in our lives and communities. Students learn practical interviewing and fieldwork techniques, fundamental research skills in this field. The courses lead students to a better understanding of the various forms of human expressive culture from our verbal culture, folk music, and material culture to our beliefs and customs.  
Students take Folklore courses as elective courses for any degree program within UCCB or as part of the Heritage Studies Certificate program within the School of Community Studies.  
Courses marked ** are awaiting approval.
COURSE DESCRIPTIONS

FOLK 101 INTRODUCTION TO FOLKLORE I: CONCEPTS AND FIELDWORK

Credits: 3 (Replaces 100, term 1)

An introduction to fundamental concepts and fieldwork in folklore study. Cape Breton oral and material traditions are emphasized.

FOLK 107 TRADITION AND CULTURE

(cross-listed with HERT 107 and HUMA 107)

Credits: 3

Following an interdisciplinary study of selected themes in western culture, the student is introduced to a range of significant texts from the disciplinary areas of Folklore and related subjects.

FOLK 113 INTRODUCTION TO FOLKLORE II: FOLKLORE GENRES AND ANALYSIS

(cross-listed with FINA 113)

Credits: 3 (Replaces 100, term 2.)

This course surveys various genres and analytical approaches in folklore study. Maritime Canadian materials are emphasized.

FOLK 117 CULTURAL HERITAGE OF CAPE BRETON

(cross-listed with HERT 117)

Credits: 3

An interdisciplinary study of the major cultural influences and developments that have shaped Cape Breton’s history. This course is an explanation of the distinctive contributions of Mi’kmaq, Acadian, Celtic, and European traditions that form the mosaic of Cape Breton culture.

FOLK 201 ORAL LITERATURE: STORYTELLING AND OTHER VERBAL GENRES

Credits: 3 (Formerly 200.)

Analysis of storytelling, myths, folktales, legends, personal experience narratives, jokes, riddles, rhymes, and proverbs.

FOLK 203 FOLK MUSIC AND CULTURE

Credits: 3

An introduction to the powerful folk music traditions of Atlantic Canada.

FOLK 207 AND 209 CELTIC MUSIC I AND II

(cross-listed with CELT 207 and 209 and FINA 207 and 209)

Credits: 3, 3

Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

FOLK 231 PERFORMANCE ANALYSIS OF CELTIC ARTS

(cross-listed with CELT 231, FINA 231, and HERT 231)

Credits: 3

Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

FOLK 233 PERFORMANCE ANALYSIS OF CELTIC ARTS

(cross-listed with CELT 233, FINA 233, and HERT 233)

Credits: 3

Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

FOLK 241 CANADIAN CELTIC MUSIC 1920-1969

(cross-listed with CELT 241, FINA 241, and HERT 241)

Credits: 3

Students will analyze the Celtic music tradition in the New World by exploring different Canadian regions, specifically Western Canada, rural Quebec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.

FOLK 243 CANADIAN CELTIC MUSIC 1970-PRESENT

(cross-listed with CELT 243, FINA 243, and HERT 243)

Credits: 3

Students will analyze the Celtic music tradition in a the New World by exploring different Canadian regions, specifically Western Canada, rural Quebec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.
FOLK 251  FOLKLIFE STUDIES: REGIONAL ETHNOLOGY
Credits: 3 (Formerly 250.)
This course examines distinctive cultural regions throughout North America and the lifeways of the peoples living there. Students will conduct fieldwork.

**FOLK 253 FOLKLORE OF ATLANTIC CANADA**
Credits: 3
Analysis of various and distinctive oral genres of this region.

FOLK 261 VERNACULAR ARCHITECTURE
(cross-listed with FINA 107 and HIST 203)
Credits: 3
An historical survey of vernacular architecture forms in various regions of North America with attention to Maritime materials.

**FOLK 263 MATERIAL CULTURE**
Credits: 3
This course studies material culture and its meanings to reveal human values, attitudes, behaviour, class, and economy.

FOLK 320 TRADITIONAL AND CELTIC DANCE
(cross-listed with CELT 320 and HERT 320)
Credits: 6
Students will learn about Celtic dance traditions by examining their socio-cultural context and their content. They will analyze the role of dance in both private and public domains and will explore the regional varieties of the dances, discovering the multiple influences at work in dance form and structures. Problems inherent to dance transcription will be examined. Includes an ethnographic fieldwork project.

FOLK 332 CANADA’S CULTURAL LANDSCAPE
(cross-listed with AN/S 332)
Credits: 6  Prerequisite: 6 credits introductory ANTH and/or SOCO or 6 credits Folklore, or background in Cultural Geography.
The course takes an interdisciplinary approach to the exploration of both the perception and experience of landscape. Opportunities to examine and interpret the cultural landscapes of students’ own regions are provided.

FOLK 378 SPECIAL TOPICS IN FOLKLORE
Credits: 6  Prerequisite: 3 credits introductory Folklore.
Topics will change according to student and faculty interests.

FOLK 379 SPECIAL TOPICS IN FOLKLORE
Credits: 3  Prerequisite: 3 credits introductory Folklore.
Topics will change according to student and faculty interests.

FRENCH
French is primarily a language of communication as well as one of the official languages of Canada. Learning French opens doors to a large number of employment possibilities like teaching, journalism, translating, and writing. Public and civil services and governments need qualified bilingual employees in all their departments at the federal level. In Cape Breton, many local employers look for specific language skills and prefer bilingual job seekers. A few such employers are the Fortress of Louisbourg, Marine Atlantic, Devco, ECBC, the Coast Guard College, the Cape Breton-Victoria Regional School Board, le Collège d’Acadie, and le Centre scolaire communautaire de Sydney.

Knowing French will enrich students culturally and intellectually. It will enhance their enjoyment of opportunities to travel abroad and, as they come to know the Francophones of this country, students will appreciate their contribution to Canadian life.

During the first two years, courses are designed to further listening and speaking skills, along with an added emphasis on reading and writing. In order to compensate for differing levels of skill among incoming students, steps will be taken to implement more individualized instruction. More advanced students will be encouraged to engage in projects that will enhance their knowledge of French and Canadian civilization and culture. Third and fourth year literature courses will develop this knowledge.

All new students interested in French will be evaluated by the Department at registration to assist them in the selection of the appropriate course. Part-time students are urged to contact a member of the French sub-department for counselling prior to registration.

French Immersion
A student may be granted a maximum of 6 credits for French Immersion as part of the Summer Language Bursary Program, irrespective of the number of spring or summer sessions he/she attends, if the course is at the intermediate level or higher, and a minimum grade of C is earned. Such immersion credit may only be used as a free elective.

FRNC 100 INTRODUCTORY FRENCH I
Credits: 6
Designed for students with little or no previous training in French, the course delivers a comprehensive introduction to the basic structures and vocabulary of French.
## COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRNC 150</td>
<td><strong>INTRODUCTORY FRENCH II</strong></td>
<td>6</td>
<td>The course stresses communication skills and meets the needs of students for a course beyond 100 or Grade 11.</td>
</tr>
<tr>
<td>FRNC 153</td>
<td><strong>FRENCH FOR HOSPITALITY/TOURISM I</strong></td>
<td>3</td>
<td>Exclusion: Available for credit in the Hospitality Administration program, only. A focus on communication skills for a variety of specific situations related to the hospitality/tourism industry.</td>
</tr>
<tr>
<td>FRNC 155</td>
<td><strong>FRENCH FOR HOSPITALITY/TOURISM II</strong></td>
<td>3</td>
<td>Exclusion: Available for credit in the Hospitality Administration program, only. A focus on communication skills for a wide variety of situations related to the hospitality/tourism industry.</td>
</tr>
<tr>
<td>FRNC 202</td>
<td><strong>ORIENTATION TO COLLEGE FRENCH</strong></td>
<td>6</td>
<td>Develops four basic skills with emphasis on listening comprehension and conversation. Instruction mainly in French.</td>
</tr>
<tr>
<td>FRNC 204</td>
<td><strong>LE FRANÇAIS PARLE AU BUREAU</strong></td>
<td>6</td>
<td>Prerequisite: Grade 12 French or equivalent plus good aural comprehension. A concentrated and career-oriented study of spoken French normally used in a business office. Applied grammar component in the form of written exercises.</td>
</tr>
<tr>
<td>FRNC 211</td>
<td><strong>FRANÇAIS ORAL ET ÉCRIT I</strong></td>
<td>3</td>
<td>The emphasis is on reading and composition in addition to conversation. Instruction in French only.</td>
</tr>
<tr>
<td>FRNC 212</td>
<td><strong>FRANÇAIS ORAL ET ÉCRIT II</strong></td>
<td>3</td>
<td>The emphasis is on reading and composition in addition to conversation. Deeper development of vocabulary and sentence structure.</td>
</tr>
<tr>
<td>FRNC 231</td>
<td><strong>LECTURE ET CONVERSATION</strong></td>
<td>3</td>
<td>A focus on current events and related topics using French newspapers, magazines, and the electronic media. Includes a grammar component.</td>
</tr>
<tr>
<td>FRNC 232</td>
<td><strong>LECTURE ET RÉDACTION - INFORMATION ET PUBLICITÉ</strong></td>
<td>3</td>
<td>Follow-up to 231 including more in-depth readings. Oral and written reports. Continuation of the grammar component.</td>
</tr>
<tr>
<td>FRNC 241</td>
<td><strong>CIVILISATION QUÉBECOISE ET ACADIENNE I</strong></td>
<td>3</td>
<td>The many facets of French-Canadian civilization from colonial times to the end of the nineteenth century. (cross-listed with HERT 241)</td>
</tr>
<tr>
<td>FRNC 242</td>
<td><strong>CIVILISATION QUÉBECOISE ET ACADIENNE II</strong></td>
<td>3</td>
<td>Continues 241 focusing on the twentieth century, with an emphasis on the modern history, education, arts and literature of the two francophone cultures. (cross-listed with HERT 243)</td>
</tr>
<tr>
<td>FRNC 243</td>
<td><strong>LA LANGUE ET LA CULTURE FRANÇAISES PAR LE CINÉMA</strong></td>
<td>3</td>
<td>An interdisciplinary approach to improving knowledge of the French language and culture through the medium of contemporary cinema.</td>
</tr>
<tr>
<td>FRNC 251</td>
<td><strong>PANORAMA DE LA LITTÉRATURE FRANÇAISE JUSQU’À LA FIN DU 18E SIÈCLE</strong></td>
<td>3</td>
<td>A survey of major authors, genres and texts from the Middle Ages to the eighteenth century. Includes class discussions of assigned readings.</td>
</tr>
<tr>
<td>FRNC 252</td>
<td><strong>PANORAMA DE LA LITTÉRATURE FRANÇAISE DES 19E ET 20E SIÈCLES</strong></td>
<td>3</td>
<td>Continues 251 to include assigned readings from the nineteenth and twentieth centuries.</td>
</tr>
<tr>
<td>FRNC 262</td>
<td><strong>LE BON USAGE POUR LANGAGIERS</strong></td>
<td>3</td>
<td>A comprehensive study of French grammar, both descriptive and normative, with a focus on areas such as morphology, syntax, the identification and correction of anglicisms, barbarisms, solecisms, and other language improprieties.</td>
</tr>
</tbody>
</table>
FRNC 303 **LA CORRESPONDANCE COMMERCIALE - LANGUES DES AFFAIRES (ANGLAIS-FRANÇAIS)**

Credits: 3  Prerequisite: 204

Designed to familiarize students with diverse forms of correspondence in French relative to the world of business.

FRNC 305 **LA CORRESPONDANCE COMMERCIALE - RÉDACTION TECHNIQUE**

Credits: 3  Prerequisite: 303

Provides an opportunity to put into practice the vocabulary, structures, and formats covered in 204 and 303, as well as more challenging material.

FRNC 310 **CONVERSATION AVANCÉE, DICTION ET PHONÉTIQUE**

Credits: 6

Designed to develop greater fluency in the spoken language and improve pronunciation. Laboratory and small-group work.

FRNC 311 **SÉMANTIQUE**

Credits: 3

A study of the conventional nature of linguistic signs, of the social environment of words, placing the emphasis on reasons for semantic change and the types of evolution.

FRNC 312 **STYLISTIQUE COMPARÉE DU FRANÇAIS ET DE L'ANGLAIS**

Credits: 3

A selective study of different linguistic forms, variants, and vocabulary peculiar to different users, situations, or literary types.

FRNC 320 **INTRODUCTION GÉNÉRALE À LA LINGUISTIQUE (FRANÇAISE)**

Credits: 6

The study of French grammar and the connection between language and communication.

FRNC 331 **LITTÉRATURE QUÉBÉCOISE**

Credits: 3

A study of the most popular writers from Québec. The emphasis is on the novel and the play.

FRNC 332 **LITTÉRATURE ACADIENNE**

Credits: 3

A study of Acadian literature, its beginnings, survival, and renaissance. Emphasis is on the period 1945 to the present day.

FRNC 335 **CONTES ET LÉGENDES DU CANADA FRANÇAIS**

Credits: 3  Prerequisite: 250

The oral traditions of French Canada with emphasis on the narratives of Québec, Ontario and Acadie.

FRNC 341 **VOLTAIRE**

Credits: 3

A study of Voltaire, one of the most influential writers of the eighteenth century, and his works.

FRNC 342 **ROUSSEAU**

Credits: 3

An in-depth study of Jean-Jacques Rousseau's literary works.

FRNC 345 **L'ÉVOLUTION DU PERSONNAGE FÉMININ DANS LA LITTÉRATURE QUÉBÉCOISE**

Credits: 3  Prerequisite: 331

A survey of the evolution of the female character in over 250 years of literature in Québec, with emphasis on very early and contemporary works.

FRNC 350 **LE THÉÂTRE D’EXPRESSIÓN FRANÇAISE AU CANADA**

Credits: 6

French Canadian theatre with emphasis on contemporary, popular plays and playwrights.

**GAEIC**

See CELTIC STUDIES
Geology is the study of the earth, its materials, its behaviour, and its evolution. A geologist is an earth scientist concerned, on the one hand with immediate and practical problems such as the discovery of mineral deposits, oil, natural gas, and water; on the other hand the earth scientist may be absorbed in the fascinating studies of the earth’s formation and subsequent history. The interests of many geologists reach outward to the moon and planets. The common ground in all these fields is their intense interest in the chemical and physical nature of earth materials, the nature and effects of earth processes, and the historical interpretation of the record.

GEOL 101 Physical Geology
Credits: 3
The study of the universe, solar system, and moon; minerals, rocks, elements of stratigraphy, and structure of the earth; cycle of erosion and deposition; and glaciation, natural processes.

GEOL 102 Introduction to Historical Geology
Credits: 3
The unifying theory of plate tectonics is examined. The geologic timetable is discussed in relation to earth’s environmental and paleogeographic changes. Labs include plant and animal fossils, geologic structures, and geologic processes.

GEOL 110 Seminar Reading Course for Enrichment
Credits: 0
Ancient and modern geologic literature from Albertus Magnus, Agricola to Hutton, Werner, Darwin, Lyell, Geikie, and modernists. See Department Chair for details.

GEOL 310 Geochemistry
(cross-listed with CHEM 310)
Credits: 6 Prerequisites: 101, 102, CHEM 121, 122
Applies topics studied to the hydrosphere-lithosphere and lithosphere-atmosphere interfaces.

GEOL 325 Plant Palaeobiology and Palaeogeography
(cross-listed with BIOL 325)
Credits: 3 Prerequisite: BIOL 205
The course examines floral records together with their fossilization to obtain an understanding of the world over geologic time and space.
COURSE DESCRIPTIONS

HEAVY DUTY EQUIPMENT REPAIR/TRUCK AND TRANSPORT

HDTP 111 FUNDAMENTAL SHOP SKILLS
This course provides the student with an understanding of guidelines and procedures required to maintain a safe and tidy work environment. Also covered are the use of tools, equipment, facilities, and service information resources, as well as fasteners, tubing and fittings, chemicals, gaskets, and sealers. A general overview of the trade and certification requirement as well as apprenticeship training will be covered.

HDTP 112 IGNITION SYSTEMS
This course provides the historical development of ignition systems theory along with the current evolution of today’s electronic ignition systems.

TRPR 121 BASIC WELDING I
This welding course is designed to introduce the most commonly used welding processes to the student with an emphasis on welding safety. Term 1 consists of approximately 30 hours of theory and practical work in the oxy-fuel processes and electric arc.

TRPR 122 BASIC WELDING II
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 2 consists of approximately 30 hours of theory and practical work in the electric arc processes and MIG.

HDTP 131 BASIC ELECTRICAL AND ELECTRONIC
This course is designed to provide the student with the knowledge and skills necessary to apply basic electrical and electronic principles. Course material includes safety, procedures, circuits, testing, and electronic components.

HDTP 132 STARTING AND CHARGING
This course provides the student with the necessary theory and practical skills to diagnose and repair charging and starting systems, their components, and associated circuits.

HDTP 141 BRAKES
This course covers theory, operation, removal, repair, installation, and testing of hydraulic, electric, and air brake components. Braking system topics such as master cylinders, power boosters, lines, valves, drums, rotors, wheel cylinders, calipers, electric braking devices, and other principles and components are discussed. Also properties of brake fluids, bleeding, and adjustments are looked at. Air brake theory includes a system overview, fundamentals of air brake systems, compressors, governors, air dryers, air tanks, valves, air brake chambers, slack adjusters, adjustments, safety, and warning devices. Supplementary and auxiliary braking devices in both systems will be discussed, as well as other forms of braking.

HDTP 142 ENGINE COOLING, LUBRICANTS, AND LUBRICATION
Topics covered are engine cooling systems and components of air or liquid cooled engines. The functions and operation of components will be discussed. Also covered in this course are engine lubrication systems, engine oil coolers, lubrication, and fluid servicing.

HDTP 157 ENGINE PRINCIPLES
This course is designed to provide the student with the knowledge and skills necessary to demonstrate an understanding of the operating principles of an internal combustion engine. Course material includes terminology, components, operation, procedures, and safety.

TRPR 500 RED CROSS FIRST AID/CPR
Provides students with the knowledge to identify emergency situations and to apply basic first aid and CPR.

HDTP 711 HYDRAULICS I
This course introduces the student to mobile hydraulics as it relates to the Heavy Duty Equipment/Truck and Transport industry. Topics covered are hydraulic principles, identification of hydraulic components and functions. Includes interpretation and use of hydraulic symbols and diagrams, safety practices for working with and around hydraulic components and fluids, and reservoirs (pressurized and non-pressurized). Cooling systems, servicing of filters, reservoirs, controls and valving, types, ratings and servicing of hoses, fittings, and tubing for hydraulic systems are covered. Also covered are hydraulic pumps and motors: types, identification, classifications, ratings, servicing, and trouble shooting procedures.

HDTP 712 AIR/FUEL DELIVERY AND EXHAUST SYSTEMS
Covered in this course are gasoline and diesel fuel supply systems. Alternative fuel systems, air filtration and exhaust systems, turbo chargers, blowers, and inter-coolers. Components, function, location, operation and trouble-shooting will be discussed and worked on.

HDTP 721 CLUTCHES/MANUAL TRANSMISSIONS/DRIVE LINES
This course covers the drive train components of on- and off-highway trucks and heavy equipment.
COURSE DESCRIPTIONS

HDTP 732 WHEELS, TIRES AND ALIGNMENT
This course is designed to give the student the knowledge and skills to identify procedures for tire and wheel service including tube and tubeless tires, tire rotation, tire repair, wheel balancing, inspection of steer axle components and suspension, and service and repair of steering components, manual and power steering systems, and wheel alignment.

HERITAGE STUDIES

The School of Arts and Community Studies takes special interest in interdisciplinary and multidisciplinary studies. Heritage Studies develops an applied approach to the study, preservation, and presentation of regional and ethnic heritage. The disciplines and courses of several Departments—including Culture, Heritage and Leisure Studies, History and Fine Arts, Anthropology and Sociology, and Problem Centred Studies—are combined with the unique repository of research material in the Beaton Institute to provide opportunities for courses and programs in Heritage Studies.

In addition to a concentration in the BACS degree, there are three Heritage Studies Certificates offered. Two undergraduate certificates: Certificate in Heritage Studies and Certificate in Mi'kmaq Cultural Heritage Preservation, and one graduate certificate: Certificate in Heritage Preservation.

** Courses are awaiting approval.

HERT 101 INTRODUCTION TO HERITAGE STUDIES
Credits: 3
An introduction to the terms, concepts, and principles of heritage collections and conservation through the study of Cape Breton heritage resources including historic homes, photographic collections, and oral life histories. Field trips.

**HERT 105 CAPE BRETON HERITAGE PLACES
Credits: 3
A survey of historic sites, museums, parks, and collections which present Cape Breton’s natural and cultural heritage to the public. Field trips are an essential component of the course.

**HERT 107 TRADITION AND CULTURE
(cross-listed with FOLK 107 and HUMA 107)
Credits: 3
Following an interdisciplinary study of selected themes in western culture, the student is introduced to a range of significant texts from the disciplinary areas of Folklore and related subjects.

HERT 117 CULTURAL HERITAGE OF CAPE BRETON
(cross-listed with FOLK 117)
Credits: 3
An interdisciplinary study of the major cultural influences and developments that have shaped Cape Breton’s history. This course is an explanation of the distinctive contributions of Mi’kmaq, Acadian, Celtic, and European traditions that form the mosaic of Cape Breton culture.

**HERT 145 CAPE BRETON SPORTS HERITAGE
(cross-listed with SPHK 145)
Credits: 3
A historical survey of sport and recreational activities as they have contributed to Cape Bretoners’ sense of community.

HERT 208 LINGUISTIC ANTHROPOLOGY
(cross-listed with ANTH 208 and MIKM 208)
Credits: 6 Prerequisite: 6 credits introductory Anthropology and/or Sociology.
An introduction to socio-cultural aspects of language’s forms and functions as expressed in various cultures, including language’s interplay with perception, gender, and class. Focus will be on collection and documentation of language materials with emphasis on insider/outsider research. Mi’kmaq, Gaelic, and Acadian materials are emphasized.

HERT 231 PERFORMANCE ANALYSIS OF CELTIC ARTS
(cross-listed with CELT 231, FINA 231, and FOLK 231)
Credits: 3
Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.

HERT 233 PERFORMANCE ANALYSIS OF CELTIC ARTS
(cross-listed with CELT 233, FINA 233, and FOLK 233)
Credits: 3
Examines the range of instrumentation and interpretation applied to Celtic music and dance worldwide. The course will highlight the fusion of elements from a variety of traditional forms which constitute “folk” and “traditional” music.
**HERT 241 CANADIAN CELTIC MUSIC 1920-1969**
(cross-listed with CELT 241, FINA 241, and FOLK 241)

Credits: 3

Students will analyze the Celtic music tradition in the New World by exploring different Canadian regions, specifically Western Canada, rural Quebec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.

**HERT 243 CANADIAN CELTIC MUSIC 1970-PRESENT**
(cross-listed with CELT 243, FINA 243, and FOLK 243)

Credits: 3

Students will analyze the Celtic music tradition in the New World by exploring different Canadian regions, specifically Western Canada, rural Quebec, Southern Ontario, and Maritime Canada. The immense richness of the Celtic music in these regions and the wide range of influences that have nurtured the music socially and culturally will be examined.

**HERT 304 HISTORY OF CAPE BRETON TO 1850**
(cross-listed with HIST 304)

Credits: 6 Prerequisites: HIST 100 or Humanities Core.

The history and culture of Cape Breton including economic development of the island.

**HERT 305 CAPE BRETON HISTORY, 1820-1910**
(cross-listed with HIST 305)

Credits: 3 Prerequisites: HIST 100 or Humanities Core.

The settlement of Cape Breton, cultural aspects of nineteenth century society, immigration/emigration, and the transformation that accompanied industrialization.

**HERT 307 CAPE BRETON HISTORY, 1910-2000**
(cross-listed with HIST 307)

Credits: 3 Prerequisites: HIST 100 or Humanities Core.

The emergence of the working class culture, industrial conflict, politics, economic development/underdevelopment, and images and realities in post-industrial Cape Breton.

**HERT 310 SOCIAL HISTORY OF LOUISBOURG**
(cross-listed with HIST 310)

Credits: 6 Prerequisites: HIST 100 or Humanities Core.

The social and cultural history of Cape Breton during the French regime. Seminar, includes a number of field trips.

**HERT 320 TRADITIONAL AND CELTIC DANCE**
(cross-listed with CELT 320 and FOLK 320)

Credits: 6

Students will learn about Celtic dance traditions by examining their socio-cultural context and their content. They will analyze the role of dance in both private and public domains and will explore the regional varieties of the dances, discovering the multiple influences at work in dance form and structures. Problems inherent to dance transcription will be examined. Includes an ethnographic fieldwork project.

**HERT 330 HISTORY OF THE ENGLISH LANGUAGE**
(cross-listed with ENGL 330)

Credits: 6 Prerequisite: ENGL 200

The development of the English language, beginning with its origins and considering changes in phonology, morphology, syntax, vocabulary, and orthography.

**HERT 340 HISTORICAL ARCHAEOLOGY**
(cross-listed with ANTH 304)

Credits: 6 Prerequisites: 12 credits in Anthropology and/or Sociology. With explicit permission of the chair of the Anthro & Soc Department, a student lacking the prerequisite may be admitted on the basis of relevant practical experience and parallel formal training in other disciplines.

Introduces students to the interdisciplinary nature of archaeological research and demonstrates how such an integrated approach benefits the heritage preservation movement. Case studies will include the Fortress of Louisbourg.

**HERT 345 LITERATURE OF ATLANTIC CANADA**
(cross-listed with ENGL 345)

Credits: 6 Prerequisites: ENGL 200

The development of both prose and poetry in Atlantic Canada over the past two hundred years.

**HERT 350 PUBLIC HISTORY AND MUSEOLOGY**
(cross-listed with HIST 380)

Credits: 6

An overview of museum and heritage institutions over the past two centuries and how different nations, communities, and cultures interpret their history to the general public.
COURSE DESCRIPTIONS

HERT 363 LANGUAGE CONTACT, CHANGE, DEATH, AND REVITALIZATION
(cross-listed with AN/S 363 and MIKM 363)
Credits: 3
This course examines how languages change when in contact as well as the very serious process of language death which is now happening on a global scale. Discussion also focuses on suggested solutions to the rapid loss of linguistic diversity. Languages such as Mi’kmaq and Cape Breton Gaelic are highlighted for analysis.

HERT 378 SPECIAL TOPICS IN HERITAGE STUDIES
Credits: 6 Prerequisite: 6 credits intro in Heritage Studies, History, Anthropology, or in a related subject.
Topics will change according to student and faculty interests.

HERT 379 SPECIAL TOPICS IN HERITAGE STUDIES
Credits: 3 Prerequisite: 6 credits intro in Heritage Studies, History, Anthropology, or in a related subject.
Topics will change according to student and faculty interests.

HERT 391 ECOTOURISM IN CAPE BRETON
(cross-listed with BIOL 391)
Credits: 3 Prerequisite: 6 credits of 100-level biology and 2nd-year standing in a program or permission of the instructor.
Introduces the natural environment of Cape Breton through ecotourism ventures. Students participate in existing ventures (e.g. eagle and whale watching tours) and present proposals on how to run such ventures. Course will normally be taught during a two week period in July or August.

HERT 478 SPECIAL TOPICS IN HERITAGE STUDIES
Credits: 6 Prerequisite: 12 credits in Heritage Studies, History, Anthropology, or in a related subject.
Topics will change according to student and faculty interests.

HERT 479 SPECIAL TOPICS IN HERITAGE STUDIES
Credits: 3 Prerequisite: 12 credits in Heritage Studies, History, Anthropology, or in a related subject.
Topics will change according to student and faculty interests.

HISTORY

History, by seeking to understand the present through knowledge and understanding of the past, embraces the entirety of the human experience. Methodical in its use of evidence, history remains humanistic because of the historian’s role in reconstructing the past.

History, by its nature, is interpretive and it is subject to a constant process of revision. Students of history learn to think critically and they develop independent research skills. Above all, they gain a deeper understanding of their place in the world and their connection to the larger humanity both in the past and present.

Note: All courses listed are not necessarily offered each year. Students should consult the timetable and the History Department for an accurate listing of courses.

Courses marked 🌐 are offered by distance as well as on campus.

HIST 100 ASCENT OF HUMANKIND
Credits: 6 Note: Students may not take both HIST 100 and the Humanities Core for credit.
An historical/thematic study of civilization and culture in the western world from ancient times to the present.

HIST 115 INTRODUCTION TO HINDUISM, BUDDHISM, JAINISM AND SIKHISM
(cross-listed with HUMA 115 and RELS 115)
Credits: 3 Exclusions: unavailable for students having credit for old RELS 110.
The history, practice, and meaning of the Hindu and Buddhist traditions will be examined along with Jainism and Sikhism. Their contribution to our understanding of religion as a whole and present day role of these traditions in world events will be discussed.

HIST 117 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM
(cross-listed with HUMA 117 and RELS 117)
Credits: 3 Exclusions: unavailable for students having credit for old RELS 110.
Judaism, Christianity, and Islam are three great world religions that have influenced Western society. This course will examine the origins, major historical developments, cultural influence, and teachings of these world religions. There will also be an emphasis on the role these religions play in current world events and politics.
HIST 201 CANADA: CONQUEST TO CONFEDERATION
Credits: 3
Beginning with the British conquest in 1763, the course examines the evolution of Canadian nationality with its religious, cultural, and regional diversity.

HIST 203 VERNACULAR ARCHITECTURE
(cross-listed with FINA 107 and FOLK 261)
Credits: 3
An historical survey of vernacular architectural forms in various regions of North America with special attention to Maritime materials.

HIST 204 MI’KMAQ HISTORY
(cross-listed with MIKM 212)
Credits: 6
A culturally relative chronicle of significant aspects of Mi’kmaq culture from the pre-contact period to the present. Emphasis is placed on innovative methods of historical reconstruction.

HIST 205 CANADA 1867 TO THE PRESENT
Credits: 3
Beginning with Confederation, an examination of the major themes in the evolution of Canada to the present.

HIST 207 ATLANTIC CANADA BEFORE CONFEDERATION
Credits: 3
Examines settlement and political, economic, social, and cultural change in the region from pre-contact Mi’kmaq society to 1867.

HIST 209 ATLANTIC CANADA 1867-1990
Credits: 3
The history of economic, political, and social change in the region after Confederation.

HIST 212 THE MEDIEVAL EXPERIENCE
Credits: 6
Explores the full scope of medieval civilization in Europe from the disintegration of the Roman Empire in the west in the fifth century to the Voyages of Discovery in the fifteenth. Covers high politics and religion as well as social structure, thought and belief, cultural achievements, and women and minority groups.

HIST 222 THE AMERICAN EXPERIENCE
Credits: 6
A survey of American history from the colonial period to the present with a focus on political, economic, social, and cultural developments.

HIST 232 SURVEY OF BRITISH HISTORY
Credits: 6
The diversity and history of Britain from its early beginnings to the present: thematic and chronological perspectives.

HIST 234 CELTIC HISTORY
(cross-listed with CELT 234)
Credits: 6
Traces the origins and history of the Celtic people of Scotland, Ireland, and Wales and their contributions to the development of Western civilization. Special emphasis is placed on their role in developing Western Christianity.

HIST 236 THE BRITISH COMMONWEALTH
Credits: 6
The evolution of the British Empire and Commonwealth from its origins to the present. Focus is on the “Old Dominions,” India, and West Africa.

HIST 251 THE REFORMATIONS
Credits: 3
A study of religious reform movements in the sixteenth century, beginning with Christian Humanism, then to Martin Luther, John Calvin, the Anabaptists, and other Protestant groups, and concluding with a consideration of Catholic Reform, expressed through Loyola and the Council of Trent.

HIST 253 EUROPE IN THE SEVENTEENTH CENTURY
Credits: 3
The struggle for European hegemony, revolutions, overseas empires, rise of modern science, and changes in European thought, religion and society.

HIST 261 THE CHRISTIANIZATION OF WESTERN EUROPE: HISTORY OF CHRISTIANITY I
(cross-listed with RELS 261)
Credits: 3
The rise of Christianity from its origins as a sect within Judaism to its domination of life in medieval Europe.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
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</table>
| **HIST 263** **CHRISTIANITY AND THE MODERN WORLD: HISTORY OF CHRISTIANITY II**  
(cross-listed with RELS 263)  
Credits: 3  
The history of Christianity from the reformations of the sixteenth century to the present. |
| **HIST 302** **CANADIAN-AMERICAN RELATIONS**  
Credits: 6  Prerequisite: History 100 or Humanities Core.  
The special relationship evolving between Canada and the United States since the eighteenth century, when the Loyalist reaction to the American revolution created a second English-speaking identity in North America. |
| **HIST 304** **HISTORY OF CAPE BRETON TO 1850**  
(cross-listed with HERT 304)  
Credits: 6  Prerequisite: History 100 or Humanities Core.  
The history and culture of Cape Breton including economic development of the Island. |
| **HIST 305** **CAPE BRETON HISTORY, 1820-1910**  
(cross-listed with HERT 305)  
Credits: 3  Prerequisite: History 100 or Humanities Core.  
The settlement of Cape Breton, cultural aspects of nineteenth century society, immigration/emigration, and the transformation that accompanied industrialization. |
| **HIST 307** **CAPE BRETON HISTORY, 1910-2000**  
(cross-listed with HERT 307)  
Credits: 3  Prerequisite: History 100 or Humanities Core.  
The emergence of the working class culture, industrial conflict, politics, economic development/underdevelopment, and images and realities in post-industrial Cape Breton. |
| **HIST 309** **SOCIAL HISTORY OF MODERN CANADA I**  
Credits: 3  Prerequisite: History 100 or Humanities Core.  
Themes will include poverty in the nineteenth century, First Nations’ experiences, regionalism, working class culture, child workers, immigrants, women, and reform movements. |
| **HIST 310** **SOCIAL HISTORY OF LOUISBOURG**  
(cross-listed with HERT 310)  
Credits: 6  Prerequisite: History 100 or Humanities Core.  
The social and cultural history of Cape Breton during the French regime. Seminar, includes a number of field trips. |
| **HIST 311** **SOCIAL HISTORY OF MODERN CANADA II**  
Credits: 3  Prerequisite: History 100 or Humanities Core.  
Topics will include social violence and control, the role of the state, the Great Depression, immigration, women in wartime, discrimination, and post-industrial trends. |
| **HIST 312** **ABORIGINAL AND TREATY RIGHTS IN THE CANADIAN CONSTITUTION**  
(cross-listed with MIKM 340 and POLS 340)  
Credits: 6  Prerequisite: MIKM 100 or permission of the instructor.  
The study of Mi'kmaq aboriginal and treaty rights in Atlantic Canada. The issue of enshrining aboriginal and treaty rights in S.25 and S.35 of the Constitution Act (1982) will be emphasized. |
| **HIST 314** **TWO SOLITUDES: ENGLISH-FRENCH RELATIONS IN CANADA**  
Credits: 6  Prerequisite: History 100 or Humanities Core.  
The course examines the evolving relationship between English and French in Canada from the Conquest to the present. Seminar. |
| **HIST 316** **HISTORY OF CANADIAN FOREIGN POLICY**  
Credits: 6  Prerequisite: History 100 or Humanities Core.  
An historical study of the growth of Canadian policies in external relations and the interests and attitudes which they reflect. Seminar. |
| ****HIST 318** **HISTORIOGRAPHY**  
Credits: 6  Prerequisite: History 100 or Humanities Core.  
History is the narrative of humanity. This course will investigate the nature of historical writing from antiquity to the present day. Students will read widely in the historical writers of various times and places; they will also prepare major papers and participate in seminars.  
(At time of publication, awaiting Academic Council approval.) |
HIST 320 THE ATLANTIC WORLD DURING THE AGE OF SAIL
Credits: 6  Prerequisite: History 100 or Humanities Core
By the late seventeenth century, European explorers had drawn four continents, and the millions of people who lived there, into a zone of interaction centred on the Atlantic Ocean. This “Atlantic world” was not “discovered”, but was created, over time, by Europeans, Africans, and indigenous peoples. By no means equal in power and influence, they were tied together by a complex web of economic, political, and cultural connections that re-shaped life in Europe, Africa, and the Americas in revolutionary ways. Organized round the experience of seafarers, slaves, and pirates, this course examines the formation and development of the “Atlantic world” during the age of sail (roughly the late seventeenth to the early nineteenth century) from the “bottom up”. Particular emphasis will be placed on the Anglo-American and Caribbean contexts.

HIST 322 THE PEOPLING OF CANADA AND NORTH AMERICA
Credits: 6  Prerequisite: History 100 or Humanities Core.
This course presents an expanded vision of the history of Canada and North America. It traces the adaptations and interactions of cultures from the arrival of First Peoples over 12,000 years ago through the period of large-scale immigration during the modern industrial age.

HIST 324 RACE RELATIONS IN NORTH AMERICA
(cross-listed with MIKM 375)
Credits: 6  Prerequisite: History 100 or Humanities Core.
A history of the cultural interaction between whites, native Americans, and blacks in North America from the period of exploration and first contact to the present. Seminar.

HIST 330 MODERN BRITAIN
Credits: 6  Prerequisite: History 100 or Humanities Core.
The history of Great Britain since the late eighteenth century, from leading industrial power to subsequent decline as a world power in this century.

HIST 331 MODERN IRELAND, 1603-1848
(cross-listed with CELT 331)
Credits: 3  Prerequisite: History 100 or Humanities Core.
Ireland from the Plantations to the Famine, including such themes as the Penal Laws, secret societies, rebellion, and political movements.

HIST 333 MODERN IRELAND, 1848-2000
(cross-listed with CELT 333)
Credits: 3  Prerequisite: History 100 or Humanities Core.
Themes include the rise of the IRB and the IRA, religion, cultural revival, rebellion, the establishment of the free State, the “Troubles,” and contemporary Ireland.

HIST 334 THE MODERN SCOTTISH HIGHLANDS
(cross-listed with CELT 334)
Credits: 6  Prerequisite: History 100 or Humanities Core.
The Celtic Society of the Scottish Highlands from the battle of Culloden to the present. Special emphasis on Cape Breton’s Highland heritage.

HIST 336 THE CELTIC RENAISSANCE: 1800-1918
(cross-listed with CELT 336)
Credits: 6  Prerequisite: History 100 or Humanities Core.
Concentrates on the growth of Celtic societies, the agitation for land, education reform, and the religious revivals of nineteenth century Scotland, Wales, and Ireland.

HIST 337 TUDOR ENGLAND
Credits: 3  Prerequisite: History 100 or Humanities Core.
England from 1485 to 1603. Establishing the dynasty, foreign policy, relations with Ireland and Scotland, reform of the church, Puritanism, overseas exploration, society, economy, and government.

HIST 338 DOMINATION AND CONQUEST: ANGLO-CELTIC RELATIONS, 1066-1603
(cross-listed with CELT 376)
Credits: 6  Prerequisite: History 100 or Humanities Core.
Examines the complex interactions between the medieval English state and Wales, Scotland, and Ireland. Covers English attempts to dominate and conquer these regions, Celtic responses to English imperialism, the Anglicization of the British Isles, and questions of identity.

HIST 339 STUART ENGLAND
Credits: 3  Prerequisite: History 100 or Humanities Core.
England from 1603 to 1714. Political thought and conflict, constitutional experimentation, religious conflict, civil war, Glorious Revolution, rise of scientific thought, and migration, particularly to New England.
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
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<tbody>
<tr>
<td>HIST 341</td>
<td>SCOTLAND 1500-1603</td>
<td>3</td>
<td>History 100 or Humanities Core</td>
<td>Scotland’s internal politics; relationships with France and England, with which it became dynas-</td>
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<td>tically linked in 1603; the Reformation; ideas about nation; political thought; economy; and society.</td>
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<td>HIST 343</td>
<td>SCOTLAND 1603-1707</td>
<td>3</td>
<td>History 100 or Humanities Core</td>
<td>Emphasis will be upon church and state. The relationship with England up to the union of pari-</td>
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<td>laments, Scottish evangelical piety, the National Covenant, war with England, the later covenant-</td>
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<td>anters, and the impact of the Glorious Revolution.</td>
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<td>HIST 346</td>
<td>THE VIKING WORLD</td>
<td>6</td>
<td>History 100 or Humanities Core</td>
<td>Explores the origins of the Vikings; their expansion and settlement in Europe, Britain, Russia,</td>
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<td>(cross-listed with CELT 368)</td>
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<td>and their impact. Considers political and social organization as well as technology and reli-</td>
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<td>gion (including conversion to Christianity) from A.D. 700 to about 1266. Also examines current</td>
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<td>debates about the nature of Vikings and Viking expansion.</td>
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<td>HIST 353</td>
<td>RELIGIOUS PERSECUTION TO RELIGIOUS LIBERTY I</td>
<td>3</td>
<td>History 100 or Humanities Core</td>
<td>This course examines ideas about religious intolerance, toleration, and liberty from antiquity</td>
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<td></td>
<td>(to 1600)</td>
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<td>to the sixteenth century. Students will read and discuss important texts. Historical, theolo-</td>
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<td>gical, and philosophical perspectives will be introduced.</td>
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<td>HIST 355</td>
<td>RELIGIOUS PERSECUTION TO RELIGIOUS LIBERTY II</td>
<td>3</td>
<td>History 100 or Humanities Core</td>
<td>A continuation of 353. The seventeenth century worked out ideas presented during the Reformation,</td>
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<td>(FROM 1600)</td>
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<td>while the Enlightenment launched an all-out assault on bastions of intolerance. Modern approa-</td>
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<td>ches, theological and philosophical, along with contemporary declarations, e.g. United Nations</td>
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<td>and Vatican II, will also be read.</td>
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<td>HIST 360</td>
<td>HISTORY OF THE WORKING CLASS</td>
<td>6</td>
<td>History 100 or Humanities Core</td>
<td>A survey of the changing conditions and activities of workers in modern society, from the indus-</td>
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<td>trial revolution to the present.</td>
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<td>HIST 380</td>
<td>PUBLIC HISTORY</td>
<td>6</td>
<td>History 100 or Humanities Core</td>
<td>An overview of museum and heritage institutions over the past two centuries and how different n-</td>
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<td>(cross-listed with HERT 350)</td>
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<td>ations, communities, and cultures interpret their history to the general public.</td>
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<tr>
<td>HIST 391, 393</td>
<td>SPECIAL TOPICS IN HISTORY</td>
<td>3, 3</td>
<td>History 100 or Humanities Core</td>
<td>Provided for those who wish to study special fields within History that are not normally avail-</td>
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<td>able. Focus depends on the availability and interests of a visiting professor. See Department</td>
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<td>Chair for details.</td>
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<tr>
<td>HIST 392</td>
<td>SPECIAL TOPICS IN HISTORY</td>
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<td>History 100 or Humanities Core</td>
<td>Provided for those who wish to study special fields within History that are not normally avail-</td>
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<td>able. Focus depends on the availability and interests of a visiting professor. See Department</td>
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<td>Chair for details.</td>
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<tr>
<td>HIST 400</td>
<td>TWENTIETH CENTURY CANADIAN POLITICS</td>
<td>6</td>
<td>12 credits in History at the 200</td>
<td>Throughout the twentieth century, two political parties – the Liberals and the Conservatives –</td>
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<td>or 300 level.</td>
<td>dominated Canadian political life. At the federal level, for example, the Liberal Party under</td>
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<td>Mackenzie King, Louis St. Laurent, Lester Pearson, Pierre Trudeau, and Jean Chretien, was in</td>
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<td>power for the better part of the century. Periodically, however, these mainstream political</td>
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<td>parties, with their faith in liberalism, capitalism, and parliamentary democracy, were chal-</td>
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<td>lenged by other parties and movements that proposed different, sometimes radically different,</td>
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<td>visions of the ways in which Canadian society ought to be organized. This course is about</td>
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<td>those political challenges: why they emerged, what they stood for, and how the political</td>
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<td>mainstream responded.</td>
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<td>HIST 402</td>
<td>THE CANADIAN POLITICAL TRADITION</td>
<td>6</td>
<td>12 credits in History at the 200</td>
<td>The Canadian political tradition: the ideas and careers of major political figures from Con-</td>
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<td>or 300 level.</td>
<td>federation to the present—their philosophies, goals, and practical policies. Seminar.</td>
</tr>
</tbody>
</table>
HIST 422 American Culture in the Twentieth Century
Credits: 6  Prerequisite: 12 credits in History at the 200 level or 300 level.
A study of the dynamic interaction of race, ethnicity, gender, and class in the urban, suburban, and regional contexts of American culture in the twentieth century. Seminar.

HIST 430 Witch-hunting and Popular Culture in Late Medieval and Early Modern Scotland
Credits: 6  Prerequisite: 12 credits in History at the 200 level or 300 level.
This course will examine the development and evolution of witch-hunting in Scotland from the sixteenth to the eighteenth centuries. Particular attention will be paid to the use of the phenomenon as a resource for the study of popular cultures, conceptions and constructions of gender, and the political and religious turmoil of the period.

HIST 432 Puritanism
Credits: 6  Prerequisite: 12 credits in History at the 200 level or 300 level.
Puritanism was a religious movement of somewhat vague proportions in the English-speaking worlds of the sixteenth and seventeenth centuries, embracing England, Scotland, Ireland, and the English colonies of the east coast of the New World. It manifested itself in religious practices, both corporate and individual, in social attitudes, and in politics, having a substantial role in the British Civil Wars and related constitutional experimentation in the middle of the seventeenth century. Students will read primary and secondary sources covering a century and more and will have the opportunity to do in-depth research on chosen themes.

HIST 452 The Great War and Western Civilization
Credits: 6
A Seminar examining the enormous impact of WWI on western civilization, from its background and causes through its major events and results to the outbreak of WW II in 1939.

HIST 462 Women’s History: The British North American Experience 1880-1950
Credits: 6  Prerequisite: 12 credits in History at the 200 level or 300 level.
Studies the evolution of women's role in Britain and Canada during the nineteenth century and the early years of the twentieth century. Takes a chronological approach to the study of social, political, and economic obstacles which women had to overcome to attain equality in British and Canadian society, including Cape Breton society.

HIST 492 Independent Study and Thesis
Credits: 6
As an alternative to the Senior Interdisciplinary Seminar (BA 400), students may select one of the following options involving independent or directed studies:
Option A: Independent Study and Thesis. This option is available to History majors who have a minimum average of 75% in History and it is specifically designed for those students who are planning to continue their study of History on the graduate level. Students will work under the supervision of at least one faculty member in History and they will complete a thesis during the second term. At the discretion of their advisor(s), students may also be required to complete other shorter assignments.
Option B: Directed Study. This option is available to all History majors. Students will work under the close supervision of one faculty member and they will complete a course of readings together with at least one major research essay. They may also be required to complete shorter written assignments and or exams.

HIST 495, 497 Special Topics in History
Credits: 3  Prerequisite: Permission of the instructor.
Provided for those who wish to study special fields within History that are not normally available. Focus depends on the availability and interests of a visiting professor. See Department Chair for details.

HIST 499 Special Topics in History
Credits: 6  Prerequisite: Permission of the instructor.
Provided for those who wish to study special fields within History that are not normally available. Focus depends on the availability and interests of a visiting professor. See Department Chair for details.

HOSPITALITY AND TOURISM MANAGEMENT
The Bachelor of Hospitality and Tourism Management program is a three-year general degree offered through the School of Business that encompasses courses spread over the Hospitality, Tourism, Business/Management, Humanities, Social Science, and English academic disciplines.

HATM 161 Introduction to Food Theory and Nutrition
Credits: 3
Students will learn the fundamentals of nutrition, food preparation, proper food handling, and workplace safety with reference to current lifestyle and food industry standards.
COURSE DESCRIPTIONS

HATM 162 RESTAURANT OPERATION AND SERVICE
Credits: 3  Prerequisites: 161, 163.
Students will acquire a comprehensive overview of the various techniques associated with dining room service.

HATM 165 HOSPITALITY/TOURISM IN CANADA
Credits: 3
Students are instructed in the fundamental components of the hospitality and tourism industry in Canada.

HATM 169 GUEST SERVICE COMPUTER APPLICATIONS
Credits: 3
Students are instructed in the techniques required for operation of the guest services component of a hotel complex. A lab component familiarizes students with property management system software.

HATM 268 FOOD SCIENCE FUNDAMENTALS FOR HOSPITALITY FOOD SERVICE MANAGERS
Credits: 3
This course focuses on the preventive measures that promote food safety. Causative agents and control mechanisms are thoroughly addressed through the use of appropriate production processes, legislation, inspection, and food safety systems such as HAACP.

HATM 269 PARTNERSHIP WITH INDUSTRY - INDUSTRY INTERNSHIP I
Following the successful completion of year one, the student is required to work in the industry. This component requires project completion and 540 employment hours.

HATM 361 TOURISM MARKETING
(cross-listed with BUSS 361)
Credits: 3
This course examines the concept of markets, market studies, market segmentation, consumer behaviour, and the development of marketing strategies from a tourism service/product market perspective.

HATM 365 MEETINGS AND CONVENTION MANAGEMENT
Credits: 3
This course provides a comprehensive overview of the Meetings, Expositions, Events, and Conference Industry (MEEC). Attention will be placed on the importance of corporate and association-based clients, marketing, and management approaches. A major component of the course is student attendance at the Tourism Industry Association of Nova Scotia (TIANS) annual conference.

HATM 367 RESORT/FACILITIES MANAGEMENT AND MAINTENANCE
Credits: 3  Prerequisite: 165, 169
This course provides students with an in-depth knowledge of management processes in the development and operation of lodging or institutional property structures.

HATM 368 HOSPITALITY/TOURISM LAW
Credits: 3
This course provides students with insight into the legal relationships between innkeepers, restauranteurs, and tour operators and their guests. Risk and liability reduction as well as ethical service will be a major focus.

HATM 369 PARTNERSHIP WITH INDUSTRY - PRACTICUM II
Prerequisite: 269
The program's second work placement. The objective is to enhance the student's qualifications for employment. This component requires project completion and 540 employment hours.

HATM 370 FUNCTIONS MANAGEMENT I
Credits: 3  Prerequisite: 161, 162
This course is designed to provide students with an applied working knowledge of the multi-faceted functions associated with operation of restaurant and banquet facilities. Students will be exposed to all aspects of managing a functional food preparation environment. A major component of this course is student operation of an on-site restaurant open to the public.

HATM 371 FUNCTIONS MANAGEMENT II
Credits: 3  Prerequisite: 370
This course is a continuation of HATM 370 and further emphasizes student responsibility in food service operations. This course further extends into management of special event functions. A major objective of this course is the student organization and management of a term-end special event production.
Diploma in Hospitality/Tourism

The diploma program in Hospitality/Tourism is no longer being extended to prospective students interested in Hospitality and Tourism Management studies. Prospective students are encouraged to explore the new three-year degree option in Tourism Management. Please contact the department for information regarding the new program.

Current students of the diploma program in Hospitality/Tourism, are permitted to register in remaining third-year diploma program courses:

**HOSP 363 Restaurant Operations Management I**
Credits: 3  Prerequisites: HOSP 161, 162

This course is designed to provide students with an applied working knowledge of restaurant operations. Emphasis is placed on both front-of-the-house and back-of-the-house operations. Rotation of positions will expose students to all aspects of a fully functional and successful food preparation and serving environment.

**HOSP 364 Restaurant Operations Management II**
Credits: 3  Prerequisite: HOSP 363

This course is a continuation of HOSP 363 and further emphasizes student responsibility in the area of menu selection and development.

**HOSP 365 Meetings and Convention Management**
Credits: 3

This course provides a comprehensive overview of the Meetings, Expositions, Events, and Conference Industry (MEEC). Attention will be placed on the importance of industry clients, assessment of convention facilities, and management tools for the industry. A major component of the course is student attendance at the Tourism Industry Association of Nova Scotia (TIANS) conference.

**HOSP 366 Management of a Special Event**
Credits: 3

This course provides a comprehensive overview of the Special Events Management. Emphasis is placed on the critical stages of event planning including designing, financing, coordinating, and marketing special events. Students will apply the material discussed in lectures to the organization of a term-end special event production.

**HOSP 367 Resort/Facilities Management and Maintenance**
Credits: 3  Prerequisites: HOSP 166, 168

This course provides an in-depth knowledge of management processes in the development and operation of lodging and institutional property structures.

**HOSP 369 Partnership with Industry – Practicum II**
Prerequisite: HOSP 269

The program’s second work placement. The objective of the practicum is to enhance the student’s qualifications for employment upon graduation. Requires written project and completion of 540 employment hours.

**HUMANITIES**

The following courses are available for credit within the Core Curriculum of the Bachelor of Arts and Bachelor of Science programs. Please refer to program Core Requirements for details. Not all courses are offered each year. Please consult the current timetable for availability.

**NOTE:** Students may not take both HIST 100 and the Humanities Core for credit.

**HUMA 101 An Introduction to Culture and Civilization in the West and in the World**
Credits: 3

Explores, in an interdisciplinary, historical, and thematic fashion, the development of human culture and civilization in Europe and the Middle East from pre-historical through ancient Greek and Roman periods.

**HUMA 103 Culture and Civilization in the West from the Middle Ages to the Present**
Credits: 3  Prerequisite: 101

Continues 101 to include a study of the main themes of western culture from the Middle Ages to the present.

**HUMA 107 Tradition and Culture**
(cross-listed with FOLK 107 and HERT 107)
Credits: 3

Following an interdisciplinary study of selected themes in western culture, the student is introduced to a range of significant texts from the disciplinary areas of Folklore and Celtic Studies.
HUMA 111 WOMEN IN WESTERN CIVILIZATION
Credits: 3
An introduction to some of the social, economic, and cultural issues which confronted women, from the Middle Ages through to the Industrial Revolution.

HUMA 115 INTRODUCTION TO HINDUISM, BUDDHISM, JAINISM, AND SIKHISM
(cross-listed with HIST 115 and RELS 115)
Credits: 3 Exclusions: unavailable for students having credit for old RELS 110.
The history, practice, and meaning of the Hindu and Buddhist traditions will be examined along with Jainism and Sikhism. Their contribution to our understanding of religion as a whole and present day role of these traditions in world events will be discussed.

HUMA 117 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM
(cross-listed with HIST 117 and RELS 117)
Credits: 3 Exclusions: Unavailable for students having credit for old 109 or old RELS 110.
Judaism, Christianity, and Islam are three great world religions that have influenced present day Western society. This course will examine the origins, major historical developments, cultural influence and teachings of these world religions. There will also be an emphasis on the role these religions play in current world events and politics.

INDUSTRIAL/MECHANIC MILLWRIGHT

COMP 111 COMPUTER APPLICATIONS 1
Credits: 3
A hands-on course which emphasizes the everyday use of computer technology with MS Office XP.
Includes study of Windows, the Internet, word-processing, spreadsheets, data base management, and programming with VB.NET. The graphical user interface, Windows, will be used to integrate all software. Laboratory tutorial assignments reinforce course objectives.

IMMP 110 MACHINING/SHOP FUNDAMENTALS
This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of fundamental rigging skills that relate to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary rigging skills needed to work in the trade.

TRPR 121 BASIC WELDING I
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 1 consists of approximately 30 hours of theory and practical work in the oxy-fuel processes and electric arc.

TRPR 122 BASIC WELDING II
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 2 consists of approximately 30 hours of theory and practical work in the electric arc processes and MIG.

IMMP 171 POWER TOOLS
This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of power tools that relate to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary power tool skills needed to work in the trade.

IMMP 181 SHOP TOOL AND LAYOUT
This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. The students receive training and theory in use of shop hand tools, precision layout, precise measuring principles, and instruments.

IMMP 191 RIGGING/FUNDAMENTAL SKILLS
This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of fundamental rigging skills that relate to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary rigging skills needed to work in the trade.

TRPR 500 RED CROSS FIRST AID/CPR
Provides students with the knowledge to identify emergency situations and to apply basic first aid and CPR.

IMMP 501 MECHANICAL DRAWING
This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the
Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of mechanical drawing that relate to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary mechanical drawing skills needed to work in the trade.

IMMP 821 PUMPS (POSITIVE AND NON-POSITIVE)

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of positive and non-positive pumps that relate to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary pumping system skills needed to work in the trade.

IMMP 822 COUPLINGS AND CLUTCHES

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of coupling and clutch design, operation, and maintenance related to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary related knowledge and skills needed to work in the trade.

IMMP 832 GEAR DRIVE UNITS

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of gear drive design, operation, and maintenance related to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary related knowledge and skills needed to work in the trade.

IMMP 842 CONVEYORS (MATERIAL HANDLING SYSTEMS)

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of material handling equipment design, operation, and maintenance related to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary related knowledge and skills needed to work in the trade.

IMMP 852 SHEAVES AND SPROCKETS

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of belt and chain drive design, operation, and maintenance related to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary related knowledge and skills needed to work in the trade.

IMMP 862 EQUIPMENT AND MECHANICAL INSTALLATION BLUEPRINT

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of equipment and mechanical installation and blueprint reading related to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary related knowledge and skills needed to work in the trade.

IMMP 871 STATIC AND DYNAMIC SEALS

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of seals that relate to the Industrial Mechanic/Millwright Trade, both in theory and practical applications. Students will gain the necessary seal application skills needed to work in the trade.

IMMP 872 BEARINGS AND LUBRICATION

This course is one of the required courses in the pre-employment Industrial Mechanic/Millwright Program, as well as a requirement for completion of Journey-Person Certification in the Industrial Mechanic/Millwright Trade. Students will be trained in all aspects of bearing design, operation, and maintenance procedures, as well as lubrication practices and theory that relate to the Industrial Mechanic/Millwright Trade. Students will gain the necessary knowledge and skills related to both bearing and lubrication applications that apply to the trade.

INFORMATION TECHNOLOGY

ITEC 110 INTRODUCTION TO PROGRAMMING (C++)

(Formerly CISY 323 Advanced Programming I)

Credits: 3 Exclusion: Unavailable to students with credit for CISY 323.

A study of current programming languages and techniques and their use in practical applications. Emphasis will be placed on the development of a high degree of proficiency in C++. This course stresses basic C++ concepts including data types, conditional and looping mechanisms, functions, arrays, structures, pointers, bit handling, and file I/O. The rudiments of C++ are introduced, particularly class construction. This course assumes some programming background.
**COURSE DESCRIPTIONS**

**ITEC 112 INTRODUCTION TO OPERATING SYSTEMS**
(Formerly CISY 343 Introduction to Operating Systems)

Credits: 3  Exclusion: Unavailable to students with credit for CISY 343.

This course follows a systematic approach to operating systems explaining why they are needed and what they do. Topics include the basic system resources of hardware, software, and data, single-user and multi-user operating systems, job control languages, and the use and maintenance of file systems.

**ITEC 114 INFORMATION SYSTEMS**
(Formerly CISY 311 Information Systems)

Credits: 3  Exclusion: Unavailable to students with credit for CISY 311.

Introduces computers and the role they play in business, industry, and society. Topics include basic components of computer systems and how these function in an information processing environment. Hands-on labs cover operating systems, word processing, windows applications, and problem-solving techniques.

**ITEC 120 PC HARDWARE FUNDAMENTALS**

Credits: 3  Prerequisites: 112, 114.

This course prepares students to pass the hardware component of Computer Technology Industry Association’s (CompTIA) vendor-neutral A+ certification exam. Topics include an overview on how computers integrate hardware and software components, the system board, managing memory, hard drives, troubleshooting fundamentals, supporting I/O devices, multimedia technology, electricity, and power supplies.

**ITEC 122 INTRODUCTION TO NETWORK MANAGEMENT**
(Formerly CISY 344 Introduction to Network Management)

Credits: 3  Prerequisites: 112, 114 or permission of instructor. Exclusion: Unavailable to students with credit for CISY 344.

This course, along with ITEC 222 (Advanced Network Management), introduces networking technologies and prepares students to pass the Computer Technology Industry Association’s (CompTIA) vendor-neutral Network+ certification exam. Topics covered include networking hardware, WANs, NOS, NetWare, Windows NT, TCP/IP, and troubleshooting, maintaining, and upgrading a network. Emphasis is on lectures, complimented with labs and student presentations as appropriate.

**ITEC 124 INTERNET FUNDAMENTALS**

Credits: 3  Prerequisite: 114

Introduces the fundamentals of Internet concepts, principles, and services. Topics covered include FTP, Telnet, efficient Web searching, Internet infrastructure, HTML, and introductory web design.

**ITEC 210 SYSTEMS ANALYSIS AND DESIGN**
(Formerly CISY 333 System Analysis I)

Credits: 3  Prerequisite: 114. Exclusion: Unavailable to students with credit for CISY 333.

The analysis and design of commercial information processing systems. Classical documentation tools and techniques are utilized for information gathering and system development.

**ITEC 220 ADVANCED PROGRAMMING**
(Formerly CISY 325 Advanced Programming II)

Credits: 3  Prerequisite: 110. Exclusion: Unavailable to students with credit for CISY 325.

A study of current, fourth-generation programming languages and their techniques and use in practical applications. Emphasis will be placed on the development of a high degree of proficiency using advanced programming tools.

**ITEC 222 ADVANCED NETWORK MANAGEMENT**
(Formerly CISY 347 Advanced Network Management)

Credits: 3  Prerequisite: 122 or permission of instructor. Exclusion: Unavailable to students with credit for CISY 347.

The goal of this course, along with ITEC 122 (Introduction to Network Management), is to provide an introduction to networking technologies and to prepare students to pass the Computer Technology Industry Association’s (CompTIA) vendor-neutral Network+ certification exam. Topics covered include networking hardware, WANs, NOS, NetWare, Windows NT, TCP/IP, and troubleshooting, maintaining, and upgrading a network. Emphasis is on lectures, complimented with labs and student presentations as appropriate.

**ITEC 224 DATABASE DEVELOPMENT**
(Formerly CISY 345 Database Development)

Credits: 3  Prerequisites: 110, 114. Exclusion: Unavailable to students with credit for CISY 345.

An understanding of the general concepts of database management systems. Topics include an in-depth discussion of data modeling and relational database theory. Labs involve practical experience in designing and building a database.

**ITEC 310 VISUAL BASIC**
(Formerly CISY 327 Windows Programming in Visual Basis)

Credits: 3  Prerequisites: 110, 114. Exclusion: Unavailable to students with credit for CISY 327.

This course introduces programming in Visual Basic, the popular Windows application development environment. Students will learn how to create object-oriented graphical user interfaces by
using Object Linking and Embedding, Dynamic Data Interchange, and Visual Basic forms, events, properties, and controls.

ITEC 314 Legal Issues in Information Technology
(Formerly BRLT 955 Commercial Law for CIS)
Credits: 3 Exclusions: Unavailable to students with credit for BRLT 955.
Students cannot receive credit for 314 and BRLT 953. Satisfies the prerequisite for BRLT 954.
The course is designed to acquaint the student with the legal system and basic principles in the law of tort and law of contract. There is a special concentration on those general areas that may be of concern to the computer information system specialist.

ITEC 316 Systems Security and Control
(Formerly CISY 337 Systems Audit/Control/Security)
Credits: 3 Prerequisites: 114, 124, 210, 224 Exclusion: Unavailable to students with credit for CISY 337.
This course provides a systematic approach to computer and information security. It covers methods for auditing computer systems, cost and effectiveness of systems control measures, and fundamentals of implementing a system security program. The development of a Threat and Risk Assessment (TRA) and the review of control objectives for systems are key aspects.

ITEC 318 Mid-Range Operating Systems
(Formerly CISY 346 Mid-Range Operating Systems)
Credits: 3 Prerequisites: 112, 114 or permission of instructor. Exclusion: Unavailable to students with credit for CISY 346.
This course will provide hands-on experience with mid-range operating systems. The core of a mid-range operating system, utilities, multi-user log-on management, system configuration, and file systems will be covered in depth.

ITEC 320 IT Project Management
(Formerly CISY 335 Systems Analysis II)
Credits: 3 Prerequisite: 210. Exclusion: Unavailable to students with credit for CISY 335.
Learners will investigate project management and its significance in the success of information technology projects. Topics covered include project selection methods, work breakdown structures, network diagrams, critical path analysis, cost estimates, earned value analysis, motivation theory, team building, and CASE tools. Project management tools will be used to plan and manage an information systems project in a team setting.

ITEC 322 Object Oriented Programming
(Formerly ITEC 421 Java)
Credits: 3 Exclusion: Unavailable to students with credit for ITEC 421.
Introduces the JAVA programming language. Topics include GUI interface development, object oriented programming concepts, database access, platform independence, web integration, and stand alone applications.

ITEC 324 Windows Server Technologies
Credits: 3 Prerequisites: 112, 114, or approval of the Department Chair.
This course provides a comprehensive investigation of the Windows network operating system (currently Windows 2000). Topics covered include installation, configuration, managing accounts, client connectivity, managing groups, managing printers, remote access, virtual private networks, optimization, and troubleshooting.

ITEC 326 Technical Writing
Credits: 3
The course objectives are to introduce students to prewriting strategies such as identifying one's audience and purpose, and doing research. The writing workshop format of the course is an invitation to students to practice rhetorical strategies that are useful in creating appropriate documents and texts in business or technology.
Course work will consist of reading and writing assignments that illustrate these principles and extend student understanding of the issues involved in writing clear and concise prose.

ITEC 328 Business Strategies in IT
Credits: 3 Prerequisites: 114, BOMN 211, 253, or approval of the Department Chair
This course addresses the use of information technology (IT) to improve business strategies and performance, including IT as an enabler of organizational change, the management of business knowledge, applications systems architecture, and business processes. Case studies and projects reinforce this desired business-technology alignment theme.

ITEC 357 Computer Architecture and VLSI
Credits: 3 Prerequisites: ENGI 256, ELEC 253
Combinatorial circuits, optimization of finite-state machines, sequential systems design, state diagrams, and state reduction. Asynchronous and synchronous circuit synthesis. Testing and verification. ALU design, microcode, registers, control logic, and address decoding. VHDL modeling and simulation. ASIC and FPGA implementation.
### Course Descriptions

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisites</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITEC 367</td>
<td>Digital CMOS VLSI Design</td>
<td>3</td>
<td>ENGI 256 or ELEC 243, ELEC 253.</td>
<td>Study in the design of digital CMOS integrated circuits. Topics include design flow, fabrication technologies, gate layout, models, simulation, clocking, layout, testability, yields, and low power design.</td>
</tr>
<tr>
<td>ITEC 411</td>
<td>Intermediate Technical Writing</td>
<td>3</td>
<td>Exclusion: Unavailable to students with credit for ITEC 337.</td>
<td>This course focuses on intermediate technical writing skills (reports, proposals, instructions).</td>
</tr>
<tr>
<td>ITEC 412</td>
<td>Internet Administration</td>
<td>3</td>
<td>120, 124, &amp; 222, or approval of the Department Chair.</td>
<td>This course surveys the key technologies that make the Internet work. Topics covered include programming on the Internet, databases and Web hosting, Internet security, FTP Server, Internet clients, HTML, and authoring tools. This course prepares students to take the Computer Technology and Industry Association's (CompTIA) vendor-neutral i-Net+ certification.</td>
</tr>
<tr>
<td>ITEC 414</td>
<td>Advanced TCP/IP</td>
<td>3</td>
<td>124, 222, 324, or approval of the Department Chair.</td>
<td>This course provides a comprehensive look at TCP/IP as used on the current Windows NOS platform. Topics covered include IP addressing, Data Link and Network layer protocols, ICMP, DNS, DHCP, IPv6, securing TCP/IP, and SMTP.</td>
</tr>
<tr>
<td>ITEC 416</td>
<td>E-Commerce Technologies</td>
<td>3</td>
<td>220, 310 or approval of the Instructor.</td>
<td>This course provides the learner with an overview of the state of e-commerce today. It defines electronic commerce and discusses electronic commerce elements. Also addressed are issues and technologies available for companies wishing to engage in e-commerce. Student will be required to build a basic e-commerce system.</td>
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<tr>
<td>ITEC 418</td>
<td>Data Warehousing</td>
<td>3</td>
<td>Exclusion: Unavailable to students with credit for ITEC 442.</td>
<td>Course focuses on the design and development of data warehouses and on-line transaction processing (OLTP, EIS, DSS) using a combination of relational and object oriented databases.</td>
</tr>
<tr>
<td>ITEC 420</td>
<td>Scripting Language</td>
<td>3</td>
<td>220 &amp; 210 or approval of Department Chair.</td>
<td>This course deals with common scripting language techniques used in Java, PERL, VBSCRIPT, and UNIX shell scripting as well as integrating scripts into web page design.</td>
</tr>
<tr>
<td>ITEC 422</td>
<td>Software Engineering Tools</td>
<td>3</td>
<td>120 &amp; 210 or approval of Department Chair.</td>
<td>This course will deal with various systematic approaches to the development and support of software. Topics covered include cleanroom software engineering, component-based software engineering, client-server, Web-engineering, CASE, and object-oriented software engineering.</td>
</tr>
<tr>
<td>ITEC 424</td>
<td>WAN Technologies (Internetworking)</td>
<td>3</td>
<td>Exclusion: Unavailable to students with credit for ITEC 396.</td>
<td>This course deals with the interconnectivity and data sharing issues associated with a heterogeneous (multi-platform, multi-vendor) network environment.</td>
</tr>
<tr>
<td>ITEC 425</td>
<td>Current Issues in IT - Case Analysis</td>
<td>3</td>
<td>Completion of ITEC diploma or advanced standing in BTI or approval of Department Chair.</td>
<td>This course examines the social, legal, and ethical issues involved with the use of computer technologies. Topics covered include privacy of information, wiretapping, data encryption, computer crime, intellectual property, and professional ethics. This course emphasizes class discussions, case studies, guest lectures, and student research presentations.</td>
</tr>
<tr>
<td>ITEC 426</td>
<td>Systems Implementation Project</td>
<td>3</td>
<td>320 and at least one advanced level programming course with ITEC 210 as either a prerequisite or co-requisite or approval of Department Chair.</td>
<td>Exclusion: Unavailable to students with credit for ITEC 437. This course provides the learner with an overview of the state of e-commerce today. It defines electronic commerce and discusses electronic commerce elements. Also addressed are issues and technologies available for companies wishing to engage in e-commerce. Student will be required to build a basic e-commerce system.</td>
</tr>
</tbody>
</table>
Maximum enrollment: 15 Working as team members on an IT related project, students apply skills acquired in previous IT courses. The instructor adopts the role of IT manager as the student project groups assume responsibility for all aspects of project completion. Project teams are expected to work outside scheduled classroom hours to ensure that client project requirements are met.

ITEC 427 SERVER TECHNOLOGIES

Credits: 3 Prerequisites: 120, 222, or approval of the Department Chair.

This advanced hardware course provides coverage of the key features and technologies involved with PC server administration, and the hardware components of high-end PC servers. Topics covered include server planning, server power and rack installation, hard disk interfaces and RAID, server upgrades, disaster planning, performance monitoring, and troubleshooting. This course prepares students to take the Computer Technology and Industry Association's (CompTIA) vendor-neutral Server+ certification.

ITEC 428 TECHNICAL ENTREPRENEURSHIP

(Formerly ITEC 311 Technical Entrepreneurship)

Credits: 3 Exclusion: Unavailable to students with credit for ITEC 311.

Course focuses on the nature of entrepreneurship in the context of specialized technology firms.

LEISURE STUDIES

Please see Sports and Human Kinetics course descriptions on page 218.

LEGAL STUDIES

NOTE: The Legal Studies Technology Diploma program is currently closed to new admissions effective September 2002.

LEGL 351 LEGAL RESEARCH

Credits: 3

This course will develop the skills required for performing legal research. The course includes instruction in finding appropriate legislation, determining its effect on a given situation in light of the Constitution Act and the Charter of Rights and Freedoms. The course builds an understanding of the court hierarchy and the theory of precedent by application of the relevant court decisions on factual situations. Evaluation includes examination and exercises that increase in difficulty requiring the student to develop researching skills. The course requires students to become familiar with computer-assisted research.

LEGL 352 CRIMINAL LAW

Credits: 3

To acquaint the student with the criminal law and quasi-criminal law system in Canada, with a special emphasis on crime and business. The course content will include areas such as, money laundering, insider trading, criminal negligence, and managers and director's liabilities. Evaluation is by examination and report papers.

LEGL 353 ADMINISTRATIVE LAW

Credits: 3 Prerequisites: 351 and BUSS 251, or permission of instructor.

To acquaint the student with the administrative tribunal process involved in approval/licensing/arbitration issues involved in business operations. Evaluation may consist of examinations, report papers, and mock hearings.

LEGL 253 LEASING LAW

Credits: 3

Leasing law involves the study of leasing of real property premises. The concentration is on leasing commercial properties. Evaluation is by examinations and assignments. The course includes an examination of common law and statutory law in Canada that affects leasing. Legislation at the federal, provincial, and municipal level is explored.

LEGL 471 HEALTH LAW

Credits: 3

The study of the civil and criminal liability associated with offering health care services. The concentration is on the legislation and common law affecting health care. The course is presented in a seminar format. Some of the areas covered include Consent, Medical Negligence, Evidential Issues, Nursing Liability, and Confidentiality. Evaluation is by examination and report papers.

LEGL 481 SPORTS/RECREATION LAW

Credits: 3

A review of the case law and legislation affecting recreational sporting activities. The course includes an overview of the issues of liability. The course is presented in seminar format. Evaluation is by examination and report papers.
COURSE DESCRIPTIONS

MANUFACTURING

Courses marked ⚫ are offered by distance as well as on campus.

⚫ MANF 411 Total Quality Management

Credits: 3

The course will prepare the student for working in competitive manufacturing/economic environments in which the operation and final product must consistently meet the needs and expectations of customers. Topics include rationale for total quality concepts, leadership, management teams, employee involvement/empowerment, team building, influence of Juran and Deming, and the process for continuous improvement. The role of ISO 9000 in TQM, including scope of standards, benefits of implementation, documentation ISO audits, and procedures for implementing ISO certification, is covered in detail.

⚫ MANF 413 Statistical Process Control

Credits: 3

The course will examine the statistical methods used to identify, analyze, and control the variations found in any manufacturing process. Key topics include identification of process variations, charting, histograms, and analytical methods of analyzing control charts. Several case studies utilizing in-depth applications of SPC in an industrial/manufacturing environment will be examined.

⚫ MANF 415 Manufacturing Processes and Standards

Credits: 3

This course will introduce the student to the most important technical principles of manufacturing processes including casting, forging, rolling, drawing, extrusion, forming, joining, and finishing processes. Includes application of codes and national and international standards.

⚫ MANF 417 Production Cost Control

Credits: 3

Production cost control in an ever-increasing technological environment has become the leading determinant of organizational viability. This course will look at costing for manufacturing environments including break even analysis, forecasting, job scheduling, labour costs, work measurement, material and inventory cost, MRP, and SAP inventory control. The decisions affecting the manufacturing process can be based upon the complete integration of engineering input, raw materials, processing costs, and inventory.

⚫ MANF 419 Competitive Manufacturing Studies

Credits: 3

This course covers many areas of manufacturing, with a view to increasing awareness of improved production for less cost, at a higher quality—thereby becoming more competitive. We will discuss philosophies and manufacturing strategies, Japanese production methods, factory layout techniques, and tools for competitive study. It is assumed that the student has a working knowledge of manufacturing production terms and methods (MANF 417 Production Cost Control).

⚫ MANF 421 People in Manufacturing

Credits: 3

This course focuses on people involved in manufacturing processes with an emphasis on team work, ergonomics, programs, and total quality initiatives. Case studies and investigation into company practices form the majority of course work.

⚫ MANF 423 Product Synthesis

Credits: 3

Covers the process whereby an idea or design is converted into a successful new product. Production methodology, design for manufacture, process planning, prototyping, and tooling implementation are discussed. How ideas are marketed, implemented, and exploited is discussed.

MARKETING TECHNOLOGY

NOTE: The Marketing Technology Diploma program is currently closed to new admissions effective September 2002.

The study of Marketing Technology prepares students for work in a variety of specialty positions including webmaster, sales, advertising, merchandising, computer graphic design, direct marketing, marketing research, and multimedia specialist.

MRKT 411 Marketing

Credits: 3

This is an introductory course in Marketing. Students are taught basic terminology, strategy, tactics, and technologies used by modern-day marketers. The course covers the application of the four Ps of marketing (product planning, pricing, promotion, and place) and the development of a strategic marketing plan.
MRKT 413 INTERNET MARKETING

Credits: 3  Prerequisites: 411 and CISY 311

The purpose of this course is formally to train students in the art of designing and marketing professional web sites and in using other Internet tools to market products and services. Students will be taught full basic HTML code and an introduction to dynamic HTML code and Java Scripting. An important component of this course will be the creation of personal and commercial web sites. This course is taught exclusively in a computerized laboratory environment.

MRKT 414 PERSONAL SELLING

(cross-listed with BUSS 431)

Credits: 3  Prerequisite: 411

Presents an overview of the complete selling process, including the nature of selling, preparation for selling, why and how people buy, preparing for the presentation, types of sales presentations, pre-approach, overcoming objections, and closing the sale. Role playing will be used.

MRKT 416 HOSPITALITY MARKETING

Credits: 3

An introduction to Canadian marketing to familiarize students with the characteristics of a market, management, research, product planning, pricing, promotion, distribution, and industrial marketing.

MRKT 418 HOSPITALITY MARKETING TECHNIQUES

Credits: 3  Prerequisites: 416, or BUSS 231

Students learn how to create and present marketing information in various media and formats. The course is designed to teach hospitality students the skills involved in developing professional web sites, promotional print material, and CD-ROM authoring tools for their industry. Students will be introduced to various computer software packages needed to create these promotional tools. The course is completely hands-on and is taught only in a computer lab environment.

MRKT 423 DIRECT MARKETING

(cross-listed with BUSS 435)

Credits: 3  Prerequisites: 411, 412

Continues the fundamental marketing concepts introduced in 411, 412, and 414 for a more in-depth study of the evolving area of direct marketing.

MRKT 424 MARKETING MANAGEMENT

Credits: 3  Prerequisites: 411, 412, 414, 423, 433, 443, 445, ACCT 153, 154, BRLT 923, 953, 954, and 974.

Deals with the major marketing science areas building on the student’s academic and work term experience. Students are required to undertake a major marketing project.

MRKT 433 ADVERTISING

(cross-listed with BUSS 233)

Credits: 3  Prerequisites: 411, 412, 414

Includes advertising theory, psychology, social and economic effects of advertising, media, creativity, and advertising projects.

MRKT 434 ADVERTISING PRODUCTION

Credits: 3  Prerequisite: MRKT 433

This course builds upon and applies the advertising principles and tactics taught in 433. Students learn how to create and present marketing information in various media and formats. This includes desktop publishing, CD production, 2D/3D animation, digital audio/video editing, digital photography, and promotional screen savers. Once these skills have been achieved, the students are required to create promotional material based on the advertising principles taught in 433. Software used includes Lightwave, Director, Publisher, InfoChannel Designer, Photoshop, Corel Draw, Inspire, Kai’s Power Tools, Bryce 4, Smartsaver, Animator, and Illustrator.

MRKT 443 MERCHANDISING I

Credits: 3  Prerequisites: 412, BRLT 902

This course concentrates on preparing students for a career in merchandising. The course is divided into three components: Retail Management, Merchandising Math, and Retail Computer Applications. The retail management component involves studying strategy and operational tactics of large-scale retailers. The math component concentrates on problem-solving exercises used to determine markup, markdown, open-to-buy, book inventory, discounting, sales planning, budgeting, and inventory control. The computer component is taught exclusively in a laboratory environment. Students are taught how to develop a database, research techniques, promotional software, presentation software, and e-commerce Web sites. Software packages include MS Access, MS Powerpoint, Sumquest, Photo Deluxe, Photoshop, Inspire, Corel Draw, Pagemaker, MS Publisher, ProMotion, InfoChannel Designer, and the Video Toaster/Flyer digital video editing system.

MRKT 444 MERCHANDISING II

Credits: 3  Prerequisite: 443

A continuation of 443 with heavy emphasis on Merchandising Math and Retail Computer Applications. In this course students will be required to create a merchandising plan and an e-com-
### MRKT 445 Retail Buying

**Credits:** 3  **Prerequisite:** 443

Management principles, concepts, and practices related to developing new techniques in the field of buying and merchandising.

### MBAD 500 Business and Community Development I

**Credits:** 3

Provides the theoretical and philosophical foundations of community economic development, identifying business as a way of achieving an enhanced quality of community life. Students are introduced to the language and concept of “third sector” structures such as community development corporations, worker-owned ventures, and similar initiatives.

### MBAD 501 History of CED in Canada

**Credits:** 3

Looks at how communities in Canada have adapted to economic and social change in creative ways in the past. Topics will include the co-operative movement in all parts of Canada, past and present systems of barter, and the emergence of community development corporations.

### MBAD 502 Principles of Accounting: Applications to CED

**Credits:** 3

A unique combination of introductory, managerial, and intermediate accounting themes designed particularly for those working in a CED environment. Students will gain an understanding of the content, importance, and limitations of these end products of the accounting system and how they can be related to CED enterprises. The similarities and differences in accounting from profit, not-for-profit, and government perspectives will be discussed. Financial statement analysis will be a significant element in this course, as will everyday issues such as cash flow management, budgeting, and internal control.

### MBAD 504 Principles of Marketing: The CED Approach

**Credits:** 3

Explores the marketing dimension of venture analysis through the basic concept of product, price, distribution, and promotion. Students will discuss the place of ethics and community values and norms in marketing, and will prepare a marketing plan for a community economic development initiative.

### MBAD 505 Organizational Behaviour: Management and Policy Making

**Credits:** 3

Reviews empirical studies of varying management styles, organizational structures, and morale and productivity. Special attention is paid to the roles played by community members, boards of directors, and management in policy making and the day-to-day management of community economic development initiatives.

### MBAD 600 Business and Community Development II

**Credits:** 3

Looks at the practical application of the issues explored in Business and Community Development I with an emphasis on the dynamics of community interaction and participation in community economic development initiatives and administrative challenges posed by community economic development organizations. Extensive use is made of case studies. It is in this course that students begin to identify topics that could be pursued through preparing and writing the research paper.

### MBAD 601 Principles of Finance: Applications to CED

**Credits:** 3

Provides students with a comprehensive body of knowledge concerning management of the firm’s financial affairs with a special emphasis on issues relevant to CED enterprises. The course covers financial analysis and planning, valuation of assets, long-term capital budgeting and capital structure decisions, short-term investment and financing decisions, and tax principles influencing the firm’s finance and investment decisions.

### MBAD 602 Communication and Social Change

**Credits:** 3

The ideologies and conditions of the premodern, modern, and postmodern worlds through their manifestations in cultural and technological artifacts.

### MBAD 603 Applied Research Methods

**Credits:** 3

This survey course will provide students with an understanding of varying approaches to applied research, including qualita-
tive, quantitative, and ethnographic methods. Students will be required to analyze critically the strengths and weaknesses of the methods. A knowledge of elementary statistics will be required.

**MBAD 604 Fieldwork Methodology and the Research Essay Proposal**

Credits: 3

Students will consult with their advisers to develop a research paper proposal and to identify fieldwork methods appropriate to their area of interest. In conjunction with their advisers, students will then prepare a plan for developing the required skills, whether through one-on-one consultation, auditing of courses, readings, exercises, etc.

**MBAD 605 Community Organization and Leadership Training Techniques**

Credits: 3

Explores what is involved in bringing a wide range of leaders and potential leaders into community economic development initiatives. The roles of facilitator, animator, mediator, and consultant will be intensively analyzed. Students will look at ways of determining training needs and developing training plans. The notion of conflict and conflict resolution will be examined and strategies for mediation developed.

**MBAD 606 CED Initiatives and Options for Organizational Structure**

Credits: 3

Provides an opportunity for students to consider the strengths and weaknesses of varying organizational structures such as private small businesses, community development corporations, and worker, producer, and consumer co-operatives. Organizational structures of large entities will be examined and the processes of bureaucratization outlined.

**MBAD 607 Organizational Behaviour: Management and Policy Making**

Credits: 3

Reviews empirical studies of varying management styles, organizational structures, and morale and productivity. Special attention is paid to the roles played by community members, boards of directors, and management in policy making and the day-to-day management of community economic development initiatives.

**MBAD 608 Comparative Development**

Credits: 3

The objectives of the course are to employ a comparative approach in the assessment of alternative development philosophies in both the North and South, especially those which attempt to define a sustainable community, to think globally, act locally with a focus on sustainable communities, and to become knowledgeable of both qualitative and quantitative indicators of sustainable development.

**MBAD 609 Information and Communication Technology and Local Economic Development**

(Elective)

Credits: 3

This course provides an overview of local economic development and how individuals and organizations engaged in this activity can use information and communications technology to increase their effectiveness.

**MBAD 610 Land Claims, Self-Government and Planning for Community Economic Development in First Nations Communities**

Credits: 3

Provides an overview of the ever-changing environment in the political economy of First Nations communities in Canada. Models and cases of land claims and self-government are explored with an emphasis on issues relevant to long-range planning and policy-making for community economic development.

**MBAD 611 The Dynamics of Community Economic Development in Urban and Rural First Nations Communities**

Credits: 3

A comparative course which analyses the social and economic conditions that distinguish urban and rural First Nation communities. Students discuss the different strategic approaches to community economic development that could be used in each case.

**MBAD 614 Macroeconomics Issues and Planning for Community Economic Development in Economically Challenged Areas in the Middle East**

(on-site Cairo, Egypt)

Credits: 3

The course content includes topics on the national economic systems, national income accounts, aggregate demand, aggregate supply, macroeconomic problems and policies, and community economic development. It describes and analyzes the ever-changing economic environment in economically challenged areas of the Middle East. It identifies issues involved in the development process and provides a theoretical framework to address these issues. Emphasis is placed on long range planning and policy making for community economic development in atypically challenged areas of the Middle East.
COURSE DESCRIPTIONS

MBAD 615 The Economic Dynamics of Community Development in Urban and Rural Areas in Economically Challenged Areas of the Middle East

Credits: 3

This course content includes the concepts of production and supply, utility and demand, market and market structures, flexibilities, and the government role in the free play of the market mechanism. It compares and contrasts the social and economic environments that distinguish typical rural and urban areas of a country in the Middle East. Various strategic approaches relevant to community economic development in each area are presented. Problems in implementing strategic approaches for community economic development are identified and addressed.

MBAD 616 Emergency Preparedness and Community Economic Development

Credits: 3

This course is designed to facilitate a comprehensive understanding of the role of Community Economic Development in preparing for and dealing with local and national emergencies and their consequences. Knowledge and skills acquired in this course will be directly transferable to international crises and disasters. Students will consider and discuss the necessity of being prepared to carry out community economic development. The preparedness measures of various organizations are examined. Using a provided scenario, students prepare a CED plan, including concept, implementation, and transfer/close-out aspects. This course is highly practical in nature, and students will be expected to contribute their ideas and experience.

MBA(CED) 617 Conflict Resolution and Community Reconstruction

Credits: 3

This course is designed to facilitate a comprehensive understanding of the role of Community Economic Development in conflict prevention, conflict resolution and post-conflict reconstruction activities. Students will acquire knowledge and analytical insight in two significant aspects of the human condition: the origins and nature of conflict and the conditions necessary for peace. The course focuses on: security assurances attained by alliance-building at all levels, prevention and resolution of conflict, the theory and practice of CED and its place in building secure communities, and how CED initiatives are employed by civilian and military organizations. The course will be both theoretical and practical in nature. Roleplaying, scenario-based exercises will be utilized so that students can obtain an understanding of the complexities of carrying-out CED in all conflict and post-conflict, reconstruction environments.

MBAD 618 Principles of Venture Analysis: The CED Context

Credits: 3

Places venture analysis methods within the context of values and attitudes and underscores that profitability is not the only factor to be considered in analysis of a venture. Students then proceed to conventional venture analysis by focusing on methods for preparing feasibility studies and analyzing financial statements.

MBAD Research Essay/Case Study

Credits: 3

The research essay/case study will meet the highest academic standards and will approach a problem in community economic development in a holistic, multidisciplinary manner. Students will ground their research in an existing or planned community development initiative. A two-person supervisory committee, drawn from different disciplines, will oversee the preparation of this essay. There is no residency requirement for the research essay, which will be completed off site. The research essay/case study must be completed within a calendar year.

MATHEMATICS

Mathematics is a branch of human endeavour which has undergone constant evolution, both internally and in its applications to other areas. Geometry and number theory are as old as the Pyramids, analysis and abstract algebra have been studied for three centuries, topology is a product of the twentieth century, and category theory of the sixties. The common thread which unites these diverse branches of the subject is the imposition of structure on sets in an effort to distil out the essential aspects of a situation, to establish the precise conditions which produce a given conclusion.

The classical applications of mathematics were in land surveying and later in optics, mechanics, and electromagnetism. More recently, these two have evolved and expanded almost without limit, group theory finding application to crystallography, topology to biological processes, and statistics to economics, geology, psychology, sociology, education, environmental studies, and many more. The aspect of this evolution which has been most striking to everyone has been the development of computing machines, which have pervaded almost every facet of modern life.

Mathematics Diagnostic Test

This test assesses the background of incoming students in algebra, functions, geometry, and trigonometry. Results will be used to guide students into an appropriate calculus course. NO STUDENT can be registered in MATH 111 or 121 without having written this test, and registration in 111 or 121 is limited to those with satisfactory results. Sittings will be held each May, August, and early September. See Calendar of Events for details.
MATH 91 FUNDAMENTALS OF ALGEBRA
Credits: 0
Manipulation of algebraic expressions, equation solving, and important theorems (Binomial, root and factor).

MATH 92 FUNCTIONS
Credits: 0
Functions and their domains, combinations thereof, compositions, inverses, and specific examples (e.g. logarithmic and exponential functions).

MATH 93 PLANE, COORDINATE, AND ANALYTIC GEOMETRY
Credits: 0
Similarity and congruence of triangle, Pythagoras’ Theorem, Cartesian coordinate system, equations of lines and conic sections, and identification of conics.

MATH 94 TRIGONOMETRY
Credits: 0
Definitions and graphs of trigonometric functions, important identities, solution of triangles, and laws of Sines and Cosines.

MATH 105 DISCRETE MATHEMATICS
Credits: 3 Prerequisite: Grade 12 Pre-Calculus Mathematics or successful completion of at least one semester of university Mathematics other than programming.

Significant ideas of discrete mathematics: set theory, logic, mathematical induction, combinatorics, graph theory, and finite state machines.

MATH 111 CALCULUS WITH ELEMENTARY FUNCTIONS AND ANALYTIC GEOMETRY I
Credits: 3 Prerequisites: One of: (1) Math 010 (Bridging Program); (2) Math 91 and 92 (University Math Transition Program); (3) Math 131; (4) Grade 12 Academic Precalculus Mathematics. In the case of (4), the student must also have written the Math Diagnostic Test and achieved a satisfactory standard (currently 12 out of 31).

Exclusions: Credit cannot be obtained for both 111 and 121; no more than 3 credits from 111, 112, 121 in a BSc in Mathematics.

Properties of straight lines and conic sections, polynomial and rational functions, and derivatives of algebraic functions with applications.

MATH 112 CALCULUS WITH ELEMENTARY FUNCTIONS AND ANALYTIC GEOMETRY II
Credits: 3 Prerequisite: 111 or a grade of at least 40 in 121.

Properties of trigonometric functions, exponential and logarithmic functions and their derivatives. Introduction to integration including approximate integration and polar coordinates.

NOTE: At most six credits can be obtained from any combination of MATH 111, 112, 121, and 122.

MATH 115 INTRODUCTION TO MATRIX ALGEBRA
Credits: 3 Prerequisite: 112 or 121 at least concurrently, or permission of the instructor.

The computational aspects of vectors, matrices, and systems of linear equations and linear transformations, as well as some elements of the theory of vector spaces essential for later applications.

MATH 121 DIFFERENTIAL AND INTEGRAL CALCULUS I
Credits: 3 Prerequisite: One of: (1) Math 010 (Bridging Program); (2) Math 91, 92, 93, and 94 (University Math Transition Program); (3) Math 131 and 132; (4) Math 111; (5) Grade 12 Precalculus Mathematics. In the case of (5), the student must also have written the Math Diagnostic Test and achieved a satisfactory standard (currently 19 out of 31).

Limits and continuity, differentiation of algebraic, trigonometric, logarithmic and exponential functions, applications, and Fundamental Theorem of Calculus.

MATH 122 DIFFERENTIAL AND INTEGRAL CALCULUS II
Credits: 3 Prerequisite: 112 or 121

Techniques of integration, application to areas, volumes, work, liquid pressure and arc length, inverse trigonometric, hyperbolic functions, infinite sequences and series, and Taylor’s Theorem.

NOTE: At most six credits can be obtained from any combination of MATH 111, 112, 121, and 122.

MATH 135 INTRODUCTORY STATISTICS I
Credits: 3 Exclusion: credit cannot be obtained for both MATH 135 and 243.

Descriptive statistics, elementary probability, binomial and normal distributions, sampling distributions, estimation and hypothesis testing, regression, and correlation.
COURSE DESCRIPTIONS

MATH 136 INTRODUCTORY STATISTICS II
Credits: 3  Prerequisite: 135
Continues the study of inferential statistics and includes library assignments and a practical project in data gathering.

MATH 151 EXPERIENCES IN MATHEMATICS I: DESCRIPTIVE AND BASIC INFERENTIAL STATISTICS
Credits: 3  Prerequisite: Grade 11 Academic Mathematics. Exclusion: Not a credit course in the BSc. Credit cannot be obtained for both MATH 135 and 151. Credit for 151 rules out credit for PSYC 201. Not recommended for students with Grade 12 Pre-calculus or Advanced Mathematics.
An introduction to descriptive and basic inferential statistics, emphasizing the binomial and normal distributions. Lab exercises on word processing and the Internet. Course includes lab component.

MATH 152 EXPERIENCES IN MATHEMATICS II: MATHEMATICS OF PERSONAL FINANCE
Credits: 3  Prerequisite: Grade 11 Academic Mathematics. Exclusion: Free elective only in the BSc. Not recommended for students with Grade 12 Pre-calculus or Advanced Mathematics.
Topics in simple and compound interest for management of personal and family finances. Lab exercises on spreadsheet software. Course includes lab component.
Note: i) MATH 151 and 152 are independent and can be taken in either order. ii) Arts students with Grade 12 Pre-calculus or Advanced Mathematics should consult with advisors in Mathematics to select suitable alternatives to MATH 151 and 152.

MATH 187 INTRODUCTION TO COMPUTING WITH C++
Credits: 3  Prerequisite: Grade 12 Academic Mathematics. Exclusion: Unavailable to students with credit for MATH 185.
The computer as a problem solving device. The importance of structure in problem solving and programming is emphasized. Students are expected to write and run C++ programs, including branches, loops, arrays, functions, strings, and pointers. Course includes lab component.

MATH 189 INTRODUCTION TO COMPUTER APPLICATIONS
Credits: 3  Prerequisite: 187 Exclusion: Unavailable to students with credit for MATH 186.
Introduces additional topics in C++ emphasizing object-based and object-oriented programming concepts. Includes file processing and dynamic data structures. Course includes lab component.

MATH 211 COMPUTER APPLICATIONS
Credits: 3  Prerequisite: 187
The topics to be discussed will be related to recent practical techniques in computer applications. Topics include event-driven, graphically-oriented, and object-oriented programming with Java, networks, Internet protocols, and database design with MS-Access. Course includes lab component.

MATH 226 LINEAR ALGEBRA
Credits: 3  Prerequisite: 115
An introduction to abstract vector spaces, building on the concrete examples of 115. Includes diagonalization, inner products, and Jordan Normal Form.

MATH 243 ELEMENTARY MATHEMATICS STATISTICS I
Credits: 3  Prerequisite: 112 or 121. Satisfies half of the research methods requirement in BSc, Mathematics. Exclusion: Credit cannot be obtained for both MATH 135 and 243.
An introduction of mathematical statistics for students in science including probability, discrete and continuous distributions, correlations, covariance, sampling distributions, and estimation.

MATH 244 MATHEMATICS STATISTICS II
Credits: 3  Prerequisite: 243. Exclusion: Credit cannot be obtained for both MATH 136 and 244.
A continuation of inferential statistics to include central limit theorem, regression and correlation, maximum likelihood principle, ANOVA, and non-parametric tests.

MATH 251 MATHEMATICS FOR CHEMISTRY I
(cross-listed with CHEM 301)
Credits: 3  Prerequisites: 121 or equivalent and 9 credits in Chemistry.
Topics covered will include the application of ordinary differential equations, vector algebra, matrices, determinants, and operators to such areas of chemistry as point group theory, modern molecular orbital theory, factor analysis, and eigenvalue problems.

MATH 252 MATHEMATICS FOR CHEMISTRY II
(cross-listed with CHEM 302)
Credits: 3  Prerequisites: 121 or equivalent and 9 credits in Chemistry, and an introductory course in computing applications.
An overview of modern computer applications in chemistry. Topics will include use of software packages for molecular modeling, solution of simultaneous linear equations, linear and nonlinear least squares regression on systems with 2 and 3 parameters, and interpolation of experimental data.
MATH 257 DIFFERENTIAL EQUATIONS I
Credits: 3  Prerequisite: 122

MATH 262 MULTIVARIATE CALCULUS
Credits: 3  Prerequisite: 122

MATH 271 SYSTEM ANALYSIS
Credits: 3  Prerequisites: one 3-credit programming course, preferably 187
Study of the software design process ranging from an ill-defined problem through to specifications. Functional decomposition and data dictionaries. Top-down structured, data driven, and object-oriented analysis techniques. Laboratory and assignment work will address the analysis of complex systems using different techniques.

MATH 281 ASSEMBLY LANGUAGE PROGRAMMING
Credits: 3  Prerequisite: 189
Introduction to machine language and assembly language. Programming in assembly language. Representation of high-level control and data structures in simple assembler concepts.

MATH 283 OBJECT ORIENTED PROGRAMMING USING C++
Credits: 3  Prerequisites: Two courses in structured programming.
The basic tenets of oriented programming-encapsulation, inheritance, polymorphism, and event-driven programming-are discussed with reference to the C++ programming language.

MATH 288 COMPARATIVE PROGRAMMING LANGUAGES
Credits: 3  Prerequisite: 189
The principles, structure, and design of programming languages. Concrete examples drawn from Pascal, Ada, C, C++, LISP, and PROLOG.

MATH 293 DATA AND FILE STRUCTURES I
Credits: 3  Prerequisite: 189
The storage and retrieval of data in the memory of a computer. Various kinds of linked lists, trees, graphs, searching and sorting algorithms are studied, along with applications.

MATH 294 DATA AND FILE STRUCTURES II
Credits: 3  Prerequisite: 293
Continues 293 to include trees, tries, dual structures, and symbol tables. External file structures including external searching and sorting. Memory management techniques.

MATH 298 INTRODUCTION TO NUMERICAL METHODS
Credits: 3  Prerequisites: 122, 187
This course requires a knowledge of computer programming. Topics include errors, solutions of non-linear equations, interpolation, numerical differentiation and integration, and solution of ordinary differential equations.

MATH 305 SET THEORY
Credits: 3  Prerequisite: 105, 226 or permission of instructor.
A study of elementary ideas of sets, axiom systems, and the Continuum hypothesis, introduction to independence. (Normally offered in alternate years.)

MATH 315 COMBINATORICS
Credits: 3  Prerequisite: 105
A brief overview of enumerative combinatorics. Sampling of combinatorial problems from computer science, graph theory, statistics, and counting labelled and unlabelled structures. (Normally offered in alternate years.)

MATH 321 PHYSICAL APPLICATIONS OF MATHEMATICS
Credits: 3  Prerequisite: 262
Vector algebra and calculus are used to describe, analyze, and discuss selected topics in physical science. (Offered as required.)

MATH 325 INTRODUCTION TO NUMBER THEORY
Credits: 3  Prerequisites: 105 or permission of instructor.
Divisibility properties of integers, prime numbers, congruences. Number theoretic functions, quadratic congruences, continued fractions. Arithmetic in other bases, cryptology, error correcting codes.
MATH 331 LINEAR OPTIMIZATION  
Credits: 3  
Optimization is a key factor in the solution of a variety of problems in science, engineering, and business. This course will cover theory and applications of linear programming in production and diet problems, explain the computation and geometric theory of the simplex method, and present duality theory in simple fashion. (Normally offered in alternate years.)

MATH 332 NON-LINEAR OPTIMIZATION  
Credits: 3  
Nonlinear programming provides excellent opportunity to explore an interesting variety of pure and applicable mathematics, numerical analysis, and computing. This course will cover the mathematical foundations of optimization. Some of the ideas and techniques involved in optimization, using calculus, lead to study of convexity. Basic numerical methods, least squares, the Kuhn-Tucker theorem, penalty functions, and Lagrange multipliers are also covered. (Offered as required.)

MATH 343 PROBABILITY AND MATHEMATICAL STATISTICS I  
Credits: 3  Prerequisites: 243, 244 and/or permission of the instructor.  
Classical models, conditional and marginal probabilities and expectations, functions of random variables, limit theorems, Markov chains, and sampling distribution. (Offered as required.)

MATH 344 PROBABILITY AND MATHEMATICAL STATISTICS II  
Credits: 3  Prerequisites: 243, 244 and/or permission of the instructor.  
Classical theory of estimation and testing of hypotheses including Rad-Blackwell's theorem, Cramer-Radbound, Neyman-Pearson's theory, linear models, and introductory applications of multivariate analysis. (Offered as required.)

MATH 357 DIFFERENTIAL EQUATIONS II  
Credits: 3  Prerequisites: 115, 257, 262. 226 is recommended.  
This course is a continuation of 257. Fundamental solutions of linear differential equations. Existence and uniqueness of solutions. Abel's identity, linear independence and Wronskians. Special functions defined by linear equations including an introduction to hypergeometric functions. Linear and nonlinear systems of equations. Analysis of stability of critical points. Picard iteration. Introduction to Lyapunov functions. (Normally offered annually.)

MATH 361 INTRODUCTION TO REAL ANALYSIS  
Credits: 3  Prerequisites: 257 and 262 and either 105 or 226.  
An introduction to the structure of the real number system and fundamental properties of real functions, including the Riemann integral and sequences of functions. (Normally offered in alternate years.)

MATH 362 ADVANCED CALCULUS AND ANALYSIS  
Credits: 3  Prerequisites: 115, 262. 226 is recommended.  
General integral theorems including Stokes' theorem and the Divergence theorem. General curvilinear co-ordinate systems. Inverse functions and the implicit function theorem. The chain rule, Jacobian determinants and derivative of inverse functions. Sequences and series of functions. Refined series tests including the Weierstrass M-test. Integrals containing parameters and functions defined by integrals. Improper integrals including the Laplace integral and the gamma function. The Beta integral Asymptotic analysis of integrals. (Offered as required.)

MATH 363 INTRODUCTION TO COMPLEX ANALYSIS  
Credits: 3  Prerequisite: 257, 262  
An introduction to complex numbers, definition of the complex exponential function, analyticity and its consequences, representations of complex functions, singularities. Complex integration, residue theorem, and the principle of the argument will be studied. (Normally offered in alternate years.)

MATH 391, 392 MATHEMATICS  
Credits: 3, 3  
Directed Study in Mathematics for third year students. See Department Chair for details.

MATH 415 GRAPH THEORY  
Credits: 3  Prerequisite: 226  
Isomorphism, operations on graphs, and Ulam's reconstruction conjecture. Walks, trees, distance, graph matrices, and Eulerian and Hamiltonian cycles. Matchings, independent sets, graph factoring. Colouring of vertices and edges, chromatic polynomials. Planarity, the Platonic solids and an outline of the four colour theorem.

MATH 421 MODERN ALGEBRA I  
Credits: 3  Prerequisite: 226  
A study of Groups and Semi-groups, including permutation groups, Cayley's Theorem, the Isomorphism Theorems, and Sylow Theorems. (Offered as required.)

MATH 422 MODERN ALGEBRA II  
Credits: 3  Prerequisite: 421  
A study of Rings and Fields, including topics in module theory, solvability by radicals, and the classical problems. (Offered as required.)
MATH 471 INTRODUCTION TO GENERAL TOPOLOGY
Credits: 3  Prerequisites: 105, 361 or permission of instructor.
Metric spaces, topologies and topological spaces, continuity and homeomorphism, separation axioms, compactness and variations thereon, cardinal invariants, and applications to geometry and analysis. (Offered as required.)

MATH 491, 492 MATHEMATICS
Credits: 3, 3
Directed Study in Mathematics for 4th-year students. See Department Chair for details.

MATH 500 AN OVERVIEW OF MODERN MATHEMATICS
Credits: 6  Prerequisites: 121, 122, 115, 226, 257, and 262 or permission of the instructor.
Designed for teachers of mathematics at the Senior and Junior High level: set theory, algebra, analysis, topology and category theory. (Offered as required.)

MATHEMATICS
(Engineering Technology)

MATH 010 INTRODUCTORY MATHEMATICS
An introduction to the terms, concepts, and principles of pre-calculus mathematics with emphasis on theory and problem-solving. Course topics include: arithmetic, algebra, geometry and trigonometry. Course is designed to help students develop (or strengthen) their mathematical foundation for future application in either a Science or an Engineering Technology field of study. Classroom instruction will be complemented by a laboratory and tutorial. Course is accepted as equivalent to Nova Scotia Grade 12 Pre-calculus Mathematics.
Caution: Credit for MATH 131, 132, 233, and 234 in degree programs is limited to those BTech programs where they are explicitly listed, and as specified under UCCB’s “Internal Transfer Credits” (see pg. 33).

MATH 131 MATH I
Credits: 3  Prerequisite: Grade 12 Academic Mathematics.
Fundamental concepts and operations of mathematics including functions and graphs, quadratic equations, trigonometric functions, and solutions to triangles and systems of equations.

MATH 132 MATH II
Credits: 3  Prerequisite: 131
Complex numbers, exponential and logarithmic functions, trigonometric identities, plane analytical geometry, introduction to limits, and differentiation.

MATH 233 MATH III
Credits: 3  Prerequisite: 132
Applications of the derivative, Newton’s Method, curvilinear motion, maximum and minimum problems, derivatives of sine and cosine functions and introduction to integration.

MATH 234 MATH IV
Credits: 3  Prerequisite: 233
Differentiation of transcendental functions and applications, areas and volumes by integration, methods of integration, and introduction to differential equations.

MACHINIST/COMPUTER
NUMERICAL CONTROL (CNC)

MCHP 111 DRILLING
This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. This course teaches the basic skills and knowledge necessary to use drilling machines in a safe and efficient manner.

TRPR 121 BASIC WELDING I
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 1 consists of approximately 30 hours of theory and practical work in the oxy-fuel processes and MIG.

TRPR 122 BASIC WELDING II
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 2 consists of approximately 30 hours of theory and practical work in the electric arc processes and oxy-fuel.

MCHP 151 LATHE AND LATHE ACCESSORIES
This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade.
The course introduces lathe machines and their accessories as well as operator-level maintenance procedures.

TRPR 161 Computer Applications - Trades

This hands-on course introduces students to the use of computer technology in their chosen trade. Includes computer literacy and an introduction to the use of hardware and software from operating systems to the Internet. This course will help students become competent users of computer technology in the work place.

MCHP 171 Power Saws and Offhand Grinding

This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. Students receive training and learn theory in use of power saws and different types of offhand grinding machines.

MCHP 181 Shop Tool and Layout

This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. The students receive training and learn theory in use of shop hand tools, precision layout, precise measuring principles, and instruments.

MCHP 191 Fundamental Skills

This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. Students receive training and learn theory in basic shop safety, rigging, metal identification, cuttings oils, and lubricants used in the Machinist Trade.

TRPR 500 Red Cross First Aid/CPR

Provides students with the knowledge to identify emergency situations and to apply basic first aid and CPR.

MCHP 501 Mechanical Drawing I

This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. Students will be trained in all aspects of mechanical drawing and blueprint interpretation that relate to the Machinist Trade, both in theory and practical applications. Students will gain the necessary mechanical drawing skills needed to work in the Machinist Trade.

MCHP 502 Mechanical Drawing II

Application of geometric tolerance, which offers a precise interpretation of drawing requirements that control geometric characteristics of parts. Topics include flatness, roundness, angularity, profile, position, and datum systems.

MCHP 912 Drilling, Boring, Reaming and Tapping

This course is one of the required courses in the pre-employment Machinist/CNC as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. The students will be trained in both theory and practical aspects of drilling, boring, reaming, and tapping on a lathe.

MCHP 922 Taper Turning

This course is one of the required courses in the pre-employment Machinist/CNC as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. The students will be trained in both theory and practical aspects of taper turning on a lathe.

MCHP 932 Basic Threading

This course is one of the required courses in the pre-employment Machinist/CNC as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. The students will be trained in both theory and practical aspects of basic threading on a lathe.

MCHP 942 Milling Machines

This course is one of the required courses in the pre-employment Machinist/CNC as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. The students will be trained in both theory and practical aspects of the uses of the horizontal milling machine. Students will gain the necessary milling skills needed to work in the trade.

MCHP 952 Milling Machine Operations

This course is one of the required courses in the pre-employment Machinist/CNC as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. The students will be trained in both theory and practical aspects of the uses of the horizontal milling machine operations. Students will gain the necessary milling skills needed to work in the trade.

MCHP 961 CAD I - Computer Aided Design

Topics covered include a basic introduction to computer-aided design utilizing EDS Unigraphics software. Construction of basic geometric shapes, dimensioning, and plotting and solid modeling are covered.

MCHP 962 CAM I - Computer Aided Manufacturing

This course provides information related to the fundamental concepts in the study of numerically operated machines. Topics include basic G-code, M-code, and other codes related to the EIA RS-274 standard. Students cover calculations for feeds, speeds, torque, and horsepower as well as learning to write, set
up, and execute programs for both CNC Machining Centres and CNC Turning Centres.

**MCHP 971 CNC I - COMPUTER NUMERICAL CONTROL AND INTERPRETING MECHANICAL DRAWINGS**

Topics covered include a basic introduction to computer-aided design utilizing EDS Unigraphic Software. Construction of basic geometric shapes, dimensioning, plotting, and solid modeling are covered. The student will also be trained in the aspects of mechanical drawing and blueprint interpretation that relate to the mechanist trade, both in theory and practical applications.

**MCHP 972 CNC II - COMPUTER NUMERICAL CONTROL II**

This course provides information related to the fundamental concepts in the study of numerically operated machines. Topics include basic G-code, M-code, and other codes related to the EIA RS-274 standard. Students cover calculations for feeds, speeds, torque, and horsepower, as well as learning to write, set up, and execute programs for both CNC Machining and Turning Centers. Students will be trained in the application of geometric tolerance, which offers a precise interpretation of drawing requirements that control geometric characteristics of parts. Topics include flatness, roundness, angularity, profile, position, and datum systems.

**MCHP 982 TURNING OPERATIONS**

This course is one of the required courses in the Pre-employment Machinist/CNC Program, as well as a requirement for completion of Journey-Person Certification in the Machinist Trade. Students will be trained in both theory and practical aspects of lathe turning operations. They will gain the necessary turning skills to work in the Trade.

**MECHANICAL ENGINEERING**

(Technology)

Most industries today are highly mechanized. Areas such as manufacturing, mining, transportation, and power, all of which are essential to a modern society, would be impossible without the machines and components which form the field of study for the mechanical technologist.

Due to rapid advances in automation and the rapid spread of CAD/CAM technology which creates new positions, the future of the mechanical technologist is bright.

The content of the course is broad in order to meet the challenges of a rapidly expanding field. The mechanical technologist receives a thorough grounding in physics, mathematics, and force and energy systems; supplemented by drafting, mechanical design, thermodynamics heat engines, physical metallurgy, fluid power, and air conditioning. These latter subjects are more directly applicable to industry.

**MECH 121 Shop Practice I**

Credits: 3

Provides the student with the necessary opportunities to develop practical skills in safety, layout work, measurement, and metal cutting. Students will also be trained in the use of a drill press, pedestal grinder, and power saw.

**MECH 122 Shop Practice II**

Credits: 3

The concepts of this course are designed to further enhance topics covered in MECH 121. The student will learn the operation of machine tools and develop an appreciation of their capabilities and limitations. Standard techniques and machine operation are developed and practiced.

**MECH 132 DYNAMICS**

(cross-listed with ENGI 132)

Credits: 3 Prerequisite: ENGI 111

The principles introduced in statics are expanded to include the study of velocity and acceleration of moving components. Includes calculations relating to forces, work, energy, and power.

**MECH 234 MATERIAL SCIENCE**

Credits: 3 Prerequisites: 273

Continues the metallurgy course to include the heat treating and properties of ceramics, carbides, and plastics. An introduction to welding practice and technique is included. Laboratory experiments augment the lecture information.

**MECH 263 CAD/CAM I**

Credits: 3 Prerequisite: 122, DRAF 112

Advanced computer-aided drafting utilizing Unigraphics software and CNC Milling operations and programming. Hands-on approach to computer-aided drafting.

**MECH 264 CAD/CAM II**

Credits: 3 Prerequisite: 263

Continues CAD/CAM I principles to include programming and operation of turning centres and robots.

**MECH 273 METALLURGY**

Credits: 3

The fundamentals of process and physical metallurgy. Laboratory experiments simulate both quality control testing and heat treatment. Plant tours.
<table>
<thead>
<tr>
<th>COURSE DESCRIPTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MECH 274 Fluid Power</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisite: ENGI 253</td>
</tr>
<tr>
<td>The characteristics of basic hydraulic components and the assembly of them into circuits to achieve desired actuation. Includes the study of components and circuit design.</td>
</tr>
<tr>
<td><strong>MECH 284 Machine Design I</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisite: ENGI 122</td>
</tr>
<tr>
<td>Expands the principles of mechanics, strength of materials, and material science to include the design of machine components.</td>
</tr>
<tr>
<td><strong>MECH 293 Geometric Tolerancing</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisites: DRAF 111, 112</td>
</tr>
<tr>
<td>Application of dimensional philosophy based on the function and manufacture of parts for production. Topics include coordinate and positional tolerancing, form and orientation tolerancing, run-out, co-axial methods, functional gauging concepts, and 3D part analysis.</td>
</tr>
<tr>
<td><strong>MECH 325 Assigned Project</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisite: All term 3 courses.</td>
</tr>
<tr>
<td>A design project that provides an opportunity to apply classroom theory to practice. The project may be assigned or chosen by the student, subject to approval by the faculty.</td>
</tr>
<tr>
<td><strong>MECH 335 Finite Elements</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisite: ENGI 122</td>
</tr>
<tr>
<td>The study of Finite Element Techniques, utilizing software, as a solution to problems of stress analysis and design.</td>
</tr>
<tr>
<td><strong>MECH 345 Heating, Ventilation, and Air Conditioning</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisites: ENGI 253</td>
</tr>
<tr>
<td>The major emphasis is on comfort air conditioning—both winter heating and summer cooling. Includes the basic principles of heat transfer, psychometry, load analysis, and equipment selection.</td>
</tr>
<tr>
<td><strong>MECH 355 Mechanical Analysis</strong></td>
</tr>
<tr>
<td>Credits: 3</td>
</tr>
<tr>
<td>The theory, application, and results interpretation of the methods for experimental analysis of mechanisms. The course is laboratory oriented.</td>
</tr>
<tr>
<td><strong>MECH 365 Robotics/CIM</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisites: 263, 264</td>
</tr>
<tr>
<td>Computer-integrated manufacturing: the programming, operation, and maintenance of CNC Robotics utilizing a unimation puma robot.</td>
</tr>
<tr>
<td><strong>MECH 375 Tools, Fixtures and Gauging</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisites: 263, 264, 293</td>
</tr>
<tr>
<td>Types of tooling systems and fixturing methods utilized in CNC manufacturing. Methods of inspection and gauging. Topics include: tooling and tool programs for machining centres, EDM, open set-up gauging, functional gauging, and coordinate measuring.</td>
</tr>
<tr>
<td><strong>MECH 385 Machine Design II</strong></td>
</tr>
<tr>
<td>Credits: 3  Prerequisite: ENGI 122</td>
</tr>
<tr>
<td>This course focuses on the design and selection of power transmission components.</td>
</tr>
<tr>
<td><strong>MECH 395 Plant Engineering</strong></td>
</tr>
<tr>
<td>Credits: 3</td>
</tr>
<tr>
<td>An introduction to the issues essential to the smooth operation of an industrial manufacturing plant: project design, equipment installation, maintenance and plant services.</td>
</tr>
</tbody>
</table>

**MI’KMAQ STUDIES**

See also the sections for Mi’kmaq College Institute and Mi’kmaq Resource Centre in this Calendar.

Mi’kmaq Studies courses are designed to familiarize native and non-native students with the history, language, culture, and socioeconomic development of the Mi’kmaq First Nation.

**Certificate in Mi’kmaq Cultural Heritage Preservation**

This is an undergraduate certificate focusing specifically on Mi’kmaq culture and heritage. It will enhance the skills of those who wish to work in the field of heritage preservation in museums, cultural interpretive centres, or archives.

A wide variety of available resources at the University College of Cape Breton and in the wider Cape Breton community will be used including the Mi’kmaq Resource Centre, the Beaton Institute, the University College library, and museums and cultural centres located throughout Cape Breton.

The Certificate is composed of 42 credits:
MUSM 100 Introduction to Museum Studies - 6 cr.
MUSM 211 Collections Research - 3 cr.
MUSM 212 Collections Management - 3 cr.
PCSS 251 Community Volunteer Work I - 3 cr.
FOLK 201 Oral Literature: Storytelling and Other Verbal Genres - 3 cr.
MIKM 100 Introduction to Mi’kmaq Studies - 6 cr.
HOSP 165 Hospitality/Tourism in Canada - 3 cr.
MUSM 311 Museum Services I - 3 cr.
BUSS 111 Introduction to Canadian Business - 3 cr.
HERT 399 Self-directed Study - 3 credits
MIKM 378 Special Topics in Mi’kmaq Studies - 6 cr.

**MIKM 100 INTRODUCTION TO MI’KMAQ STUDIES**

Credits: 6
An overview of the major issues, actors, and events in the political and cultural development of the Mi’kmaq Nation.

**MIKM 101 CONTEMPORARY FIRST NATIONS: VIBRANT CULTURES, CRITICAL ISSUES**

Credits: 3
A multidisciplinary course designed to acquaint students with contemporary North, Central, and South American First Nations peoples and issues. Native film, literature, and autobiographies are given special focus.

**MIKM 107 INTRODUCTION TO LINGUISTICS**

(cross-listed with COMM 107)

Credits: 3
An introduction to the scientific study of language. Topics include phonology, morphology, syntax, semantics and the heritage languages of Cape Breton (Mi’kmaq, French, Gaelic and English).

**MIKM 151 NATIVE ART AND MUSIC**

(cross-listed with FINA 151)

Credits: 3
Survey of native North American musical, visual, and verbal art genres, also the origin of regional styles and the place of the artist in native life.

**MIKM 190 MI’KMAQ/ENGLISH: STRUCTURAL COMPARISONS**

Credits: 6
The course deals with structural differences between English and Mi’kmaq and their implications for syntactic and semantic comprehension.

**MIKM 192 MI’KMAQ ETHNOBOTANY**

Credits: 6
Working mostly out-of-doors, the role of plants in Mi’kmaq culture is studied. Special emphasis is placed on medicinal plants, their relationship to holistic healing, and to Mi’kmaq spirituality.

**MIKM 208 LINGUISTIC ANTHROPOLOGY**

(cross-listed with ANTH 208 and HERT 208)

Credits: 6 Prerequisite: 6 credits introductory Anthropology and/or Sociology.
An introduction to socio-cultural aspects of language’s forms and functions as expressed in various cultures, including language’s interplay with perception, gender, and class. Focus will be on collection and documentation of language materials with emphasis on insider/outsider research. Mi’kmaq, Gaelic, and Acadian materials are emphasized.

**MIKM 211 CONVERSATIONAL MI’KMAQ FOR NON-SPEAKERS: LEVEL I**

Credits: 3
The goal is to assist students in understanding and speaking basic Mi’kmaq. Pronunciation and conversational skills are emphasized.

**MIKM 212 MI’KMAQ HISTORY**

(cross-listed with HIST 204)

Credits: 6
A culturally relative chronicle of significant aspects of Mi’kmaq culture from the pre-contact period to the present. Emphasis is placed on innovative methods of historical reconstruction.

**MIKM 213 CONVERSATIONAL MI’KMAQ FOR NON-SPEAKERS: LEVEL II**

Credits: 3 Prerequisite: 211.
The goal is to advance the student’s skill in speaking the Mi’kmaq language in a variety of social and cultural situations.

**MIKM 231 MI’KMAQ FOR SPEAKERS: INTRODUCTION TO LITERACY I**

Credits: 3
This course investigates the linguistic and historical bases of Mi’kmaq literacy. Students will learn to read and write Mi’kmaq in various orthographies (hieroglyphs, Rand, Pacifique, and Smith-Francis).
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>COURSE CODE</th>
<th>COURSE NAME</th>
<th>PREREQUISITES/EXCLUSIONS</th>
<th>CREDITS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>MIKM 233</td>
<td>Mi'kmaq for Speakers: Introduction to Literacy II</td>
<td>231</td>
<td>3</td>
<td>This course builds on the skills of 233 and provides practice and remediation in the use of the Smith-Francis Mi'kmaq orthography.</td>
</tr>
<tr>
<td>MIKM 240</td>
<td>Mi'kmaq Government</td>
<td>(cross-listed with POLS 240)</td>
<td>6</td>
<td>Examines the history of Mi'kmaq traditional leaderships. Indigenous self-governments in Canada will be used as a framework for discussion.</td>
</tr>
<tr>
<td>MIKM 321</td>
<td>Mi'kmaq Lexicology: Theory</td>
<td></td>
<td>3</td>
<td>Explores various theoretical approaches to dictionary construction for Algonquian languages (such as Mi'kmaq).</td>
</tr>
<tr>
<td>MIKM 323</td>
<td>Mi'kmaq Lexicology: Applied</td>
<td>300 or permission of instructor.</td>
<td>3</td>
<td>Students will conduct lexicological research on Mi'kmaq. Difficulties of capturing indigenous world views through English translation will be explored.</td>
</tr>
<tr>
<td>MIKM 328</td>
<td>Native Peoples of North America</td>
<td>(cross-listed with AN/S 328)</td>
<td>6</td>
<td>An anthropologically informed survey of native North American cultures. Evidence from genetics, linguistics, social and economic analysis, and symbolic anthropology are emphasized.</td>
</tr>
<tr>
<td>MIKM 334</td>
<td>Self and Other: Encounters, Traditions and Transformations</td>
<td>12 credits in Anthropology and/or Sociology. Unavailable to students having credit for old 333 of similar title.</td>
<td>6</td>
<td>Colonialism produced an enduring cultural legacy with a range of severe consequences for indigenous cultural reproduction and social organization. Europe was also not spared the drastic consequences of its own expansionism. How indigenous self-definitions and how traditions have been transformed, revitalized or created anew are the focus of this course, which considers indigenous peoples in a global perspective covering the past 500 years.</td>
</tr>
<tr>
<td>MIKM 340</td>
<td>Aboriginal and Treaty Rights in the Canadian Constitution</td>
<td>(cross-listed with HIST 312 and POLS 340)</td>
<td>6</td>
<td>Prerequisite: 100 or permission of instructor. The study of Mi'kmaq aboriginal and treaty rights in Atlantic Canada. The issue of enshrining aboriginal and treaty rights in S.25 and S.35 of the Constitution Act (1982) will be emphasized.</td>
</tr>
<tr>
<td>MIKM 350</td>
<td>Ethnicity, “Race,” and Nationalism</td>
<td>(cross-listed with AN/S 350)</td>
<td>6</td>
<td>Prerequisite: 12 credits in Anthropology and/or Sociology. Unavailable to students with credit for old SOCO 350 or MIKM 350 (Race &amp; Ethnic Relations). This course examines the main approaches to the study of ethnic groups, the social construction of “race,” and nationalist movements. The analysis of selected mass media materials will complement the theoretical part of the course, illustrating the influence of ethnicity, “race,” and nationalism on contemporary culture.</td>
</tr>
<tr>
<td>MIKM 361</td>
<td>Mi’kmaq Nouns and Verbs</td>
<td></td>
<td>3</td>
<td>This course examines the morphological structure of Mi’kmaq nouns and verbs. The complex internal word grammar of Mi’kmaw is explored given insight into the semantic categories of this endangered language.</td>
</tr>
<tr>
<td>MIKM 363</td>
<td>Language Contact, Change, Death, and Revitalization</td>
<td>(cross-listed with AN/S 363, and HERT 363.)</td>
<td>3</td>
<td>This course examines how languages change when in contact as well as the very serious process of language death, which is now happening on a global scale. Discussion also focuses on suggested solutions to the rapid loss of linguistic diversity. Languages such as Mi’kmaq and Cape Breton Gaelic are highlighted for analysis.</td>
</tr>
<tr>
<td>MIKM 375</td>
<td>Race Relations in North America</td>
<td>(cross-listed with HIST 324)</td>
<td>6</td>
<td>Prerequisites: HIST 100 or Humanities core. A history of the cultural interaction between whites, native Americans, and blacks in North America from the period of exploration and first contact to the resent. Seminar.</td>
</tr>
</tbody>
</table>
MIKM 378 SPECIAL TOPICS IN MI’KMAQ STUDIES
Credits: 6  Prerequisite: 6 credits intro Mi’kmaq Studies.
Topics will change according to student and faculty interests.

MIKM 379 SPECIAL TOPICS IN MI’KMAQ STUDIES
Credits: 3  Prerequisite: 6 credits intro Mi’kmaq Studies.
Topics will change according to student and faculty interests.

MIKM 450 CONTEMPORARY MI’KMAQ ISSUES
Credits: 6  Prerequisites: 100 plus six credits at the 200 or 300 level.
Examines selected issues in contemporary Mi’kmaq society. The focus is on a critical analysis of the issues

MOTOR VEHICLE BODY REPAIRER

MVBP 111 FUNDAMENTAL SHOP SKILLS
This course provides the student with an understanding of guidelines and procedures required to maintain a safe and tidy work environment. Also covered are the use of tools, equipment, facilities, and service information resources, as well as fasteners, tubing and fittings, chemicals, gaskets, and sealers. A general overview of the trade and certification requirement, as well as apprenticeship training will be covered.

TRPR 121 BASIC WELDING I
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 1 consists of approximately 30 hours of theory and practical work in the oxy-fuel processes and electric arc.

TRPR 122 BASIC WELDING II
This welding course is designed to introduce the most commonly used welding processes to the student, with an emphasis on welding safety. Term 2 consists of approximately 30 hours of theory and practical work in the electric arc processes and MIG.

MVBP 131 BASIC ELECTRICAL AND ELECTRONIC
This course is designed to provide the student with the knowledge and skills necessary to apply basic electrical and electronic principles. Course material includes safety, procedures, circuits, testing, and electronic components.

MVBP 411 AUTO BODY PREPARATION
This course is one of the required courses in the pre-employment Motor Vehicle Body Repair Program, as well as a requirement for completion of Journey-Person Certification in Motor Vehicle Body Repair. Students will be trained in all aspects of basic metal and non-metal preparation, body fill and abrasives, surface preparation (metal), and surface preparation (non metal). Students will gain the necessary tool skills needed to work in the trade.

MVBP 412 GLASS AND TRIM
This course is one of the required courses in the pre-employment Motor Vehicle Body Repair Program, as well as a requirement for completion of Journey-Person Certification in Motor Vehicle Body Repair. Students will be trained in all aspects of glass and trim, stationary glass, moveable glass, detailing, trim, and upholstery.

MVBP 421 AUTO BODY SHEET METAL
This course is one of the required courses in the pre-employment Motor Vehicle Body Repair Program, as well as a requirement for completion of Journey-Person Certification in Motor Vehicle Body Repair. Students will be trained in all aspects of basic auto sheet metal, metallurgy, and metal working. Students will gain the necessary skills needed to work in the trade.

MVBP 422 REFINISHING
This course is one of the required courses in the pre-employment Motor Vehicle Body Repair Program, as well as a requirement for completion of Journey-Person Certification in Motor Vehicle Body Repair. Students will be trained in all aspects of automotive refinishing.

MVBP 431 MATHEMATICS - TRADES
This course is designed to introduce the Motor Vehicle Body Repair student to the trade calculations required to solve math problems that arise on the job. The emphasis is on direct measure, angular measure, surface area, and volume.

MVBP 432 STRUCTURAL DESIGN
This course is one of the required courses in the pre-employment Motor Vehicle Body Repair Program, as well as a requirement for completion of Journey-Person Certification in Motor Vehicle Body Repair. Students will be trained in all aspects of vehicle construction and panel replacement of integral and non integral panels.

MVBP 442 CORROSION PROTECTION
This course is one of the required courses in the pre-employment Motor Vehicle Body Repair Program, as well as a requirement for completion of Journey-Person Certification in Motor
Vehicle Body Repair. Students will be trained in all aspects of undercoats, primers, and corrosion protection.

**TRPR 500 RED CROSS FIRST AID/CPR**

Provides students with the knowledge to identify emergency situations and to apply basic first aid and CPR.

**MSIT**

All courses include three hours of lecture and three hours of laboratories per week. MSIT 101/103, 201/203, 301/303, and 401/403 are compulsory within the Bachelor of Science Community Studies (BScCS) four-year degree concentration in Toqwa’tu’kl Kijijitaqnn / Integrative Science.

**MSIT 101/103 SENSE OF PLACE, EMERGENCE, AND PARTICIPATION**

Credits: 3,3 Prerequisite: none, but intended to be taken concurrently with MSIT 201/203.

Mi’kmaw world view: This course will provide an opportunity for students to appreciate Creation and attain skills to restore the traditional thought of co-existence, recognizing that balance and harmony are embodied in First Nations’ traditions, and that First Nations’ perspectives on the environment reflect consciousness and therefore create attitudes. The Mi’kmaq language will be discussed, along with the spiritual ecology, mythical, and environmental foundations of Indigenous education (sensu Cajete).

Western science: Discussion will focus on the brain basis of human consciousness, how “things” in the external environment are detected, the importance of pattern recognition by the brain, the occurrence of patterns in Nature, and the scientific pursuit to understand Nature’s patterns. Insights into human consciousness as provided by the biophilia hypothesis, multiple intelligences theory, and integral psychology will be mentioned.

**MSIT 201/203 WAYS OF KNOWING**

Credits: 3,3 Prerequisite: none, but intended to be taken concurrently with MSIT 101/103.

Mi’kmaw world view: This course will provide an opportunity for students to appreciate that Spiritual connectedness is deeply embedded in First Nations’ thought, and that the Mi’kmaw world view is one pathway towards this understanding. Traditional ecological knowledge will be discussed, along with the visionary, artistic, affective, and communal foundations of Indigenous education (sensu Cajete).

Western science: The importance of asking questions in the scientific pursuit to understand Nature will be discussed, along with the major questions asked by modern cosmology, physics, chemistry, geology, and biology. Emphasis will be placed on the connectedness found within their answers, using a “parts and wholes” approach to understanding patterns in Nature and in science.

**MSIT 211-251 AND MSIT 351 ORGANISMS AND ECOSYSTEMS (BIODIVERSITY)**

The suite of courses, MSIT 211-251 and MSIT 351, form a collective entitled “Organisms & Ecosystems.” One description of the Mi’kmaw conceptual world view serves for all these courses, whereas a separate description of the Western science is provided for each.

Prerequisites: previous MSIT courses, or permission of instructor.

Mi’kmaw world view: These courses will offer the First Nations’ understanding that the Natural World and all of her resources are immersed in sacredness. Although there is much diversity, one must educate oneself that there is a direct and enduring relationship with the environment. There must be a realization that we are one, connected and part of the Great Scheme.

**MSIT 211 ECOSYSTEMS OF CAPE BRETON**

(cross-listed with BIOL 211)

Credits: 3

Western science: This course will explore the major ecosystems and biological communities of Cape Breton: Acadian forest, taiga, peatlands, rocky intertidal, beaches, rivers, and lakes. Questions to be asked for each unit include, for example, how the physical environment has shaped it, what the critical component species are, and what the historical changes have been. The understanding of how each community functions will help in assessing the impact of logging, acid precipitation, oil spills, land use changes, and other possible challenges to the integrity of the communities in the future. Field trips. Normally offered every other year.

**MSIT 221 WATERS, SOILS, MINERALS, AND CLIMATE**

Western science: The weather, rocks, soils, hills, and valleys that make up the physical environment shape the lives of the plants, animals, and people of Cape Breton. Emphasis will be on the geological origin of Cape Breton Island and how weathering and the changing climate have modified it into what we see today. Field trips will examine evidence left by recent storms, historic glaciers, and prehistoric continental movements. Offered pending faculty availability.

**MSIT 231 ANIMALS OF THE LAND**

Credits: 3

Western science: This course will examine the terrestrial animals that are integral to the functioning of Cape Breton ecosystems and that are important in the spirituality of the Mi’kmaw. These will range from eagles to black flies and from bears to spiders. For each species way of life, relationships to other organisms, present distribution and population, economic value, as well as its historical context and future prospects on Cape
Breton Island will be examined. Field trips. Offered pending faculty availability.

**MSIT 241 ANIMALS OF THE RIVERS, LAKES, AND SEA**  
Credits: 3  
Western science: This course will examine the aquatic and marine animals that are integral to the functioning of Cape Breton ecosystems and that are important in the spirituality of the Mi’kmaw. These will range from whales to lobsters, from eels to salmon, and from seals to snails. For each species way of life, relationships to other organisms, present distribution and population, economic value, as well as its historical context and future prospects on Cape Breton Island will be examined. Field trips. Offered pending faculty availability.

**MSIT 251 APPLIED BOTANY**  
(cross-listed with BIOL 251)  
Credits: 3  
Western science: Vegetation is the biological substrate on which most terrestrial organisms depend. The vascular plant families of our Acadian bioregion will be studied. The ethnobotany of Mi’kmaw First Nations will be considered: plants for food and drink, medicines, tools and other uses, both practical and artistic, which are pertinent to Indigenous life-styles. Emphasis will be placed on acquiring this knowledge in the field and visiting the various habitats characteristic of Acadian forest ecosystems. Normally offered every other year.

**MSIT 301/303 CYCLES AND HOLISM**  
Credits: 3,3 Prerequisite: previous MSIT courses, or permission of instructor. BIOL 101 and one of BIOL 104 or BIOL 203 recommended.  
Mi’kmaw world view: This course will explore First Nation’s views on the cycles of life and life forms, with emphasis towards education as the tool to investigate and respect the cosmological forces that influence thought. Varieties of energy and energy forces in natural cycles and patterns will be discussed.

Western science: Cycles, rhythms, and transformations in Nature will be discussed using a complex systems science approach (parts and wholes, and evolutionary change). Examples will be drawn from various natural phenomena in internal and/or external environments, with special attention given to issues in Atlantic Canada.

**MSIT 351 PLANT ECOCLOGY**  
(cross-listed with BIOL 351)  
Credits: 3 Prerequisite: BIOL/MSIT 251 or BIOL 203  
Western science: The study of Acadian forest systems will continue with an in-depth view of plant assemblages and the relationship to habitat, process, structure, and function. Studies will be extended to the non-vascular plants. Relationships and differences between major plant divisions and plant-animal interactions will be considered. Emphasis will be placed on acquiring this knowledge in the field. Normally offered every other year.

**MSIT 401/403 WHOLENESS**  
Credits: 3,3 Prerequisite: previous MSIT courses, or permission of instructor.  
Mi’kmaw world view: This course will offer the belief instilled in First Nations’ thought that everything comes from a single whole and that there is consistent change or flux. There are two kinds of changes (the coming together of things and the coming apart of things); both are necessary and all things are interrelated with everything connected. The four human aspects (mental, physical, emotional, and spiritual) must be in balance and harmony for one to be whole and therefore healthy; this process is also evident in all of Creation.

Western science: The concepts of wholeness and change will be discussed using the topics of health, healing, and evolution at the organismal, population, and ecosystem levels.

**MUSEUM STUDIES**

**MUSM 100 INTRODUCTION TO MUSEUM STUDIES**  
Credits: 6  
A general introduction to the history of museums from their origins to the present. Case studies in public history, archaeology, museology, and heritage tourism will be used. Some issues to be explored in this course include characteristics of museums, historical chronology of museum development, identification and definition of museum functions, case studies of a wide variety of museums, and ethical issues in the museum workplace.

**MUSM 211 COLLECTIONS RESEARCH**  
Credits: 3  
Examines the cultural and natural heritage preserved in the collections of museums and related institutions. Students will be expected to develop essential skills in the organization of collections and the presentation of research information in exhibits, publications, and other media. Topics include ethics, documentation and classification, registration and cataloguing, policies and procedures, and collecting, preserving, and cataloguing oral documents.

**MUSM 212 COLLECTIONS MANAGEMENT**  
Credits: 3 Prerequisite: 211  
Examines the principles and methods involved in the proper care and use of museum collections. Topics covered include collections theory and policy, artifact analysis, and heritage preservation and conservation. With the aid of case studies and field
trips students will study the theory and basic practices in artifact conservation with emphasis on recognizing signs of deterioration, applying basic conservation procedures, and knowing when and where to seek specialized assistance. Other issues include ethics of collecting, provincial and federal legislation, conservation policies, causes of deterioration, and health and safety.

**MUSM 311 MUSEUM SERVICES**

Credits: 3  Prerequisites: 211 and 212

Uses class and laboratory instruction in theory and principles of communication and interpretation of museum collections. Students will be expected to acquire knowledge and skill in the production of exhibits, audio-visual programs, educational services, talks and lectures, publications, and demonstrations. Topics include museum function, basic principles of exhibit design, effective labelling, writing for the museum exhibit, educational programming, understanding the museum audience, collaboration, community relations, visitor studies, public relations, marketing, and volunteers.

**MUSIC**

For additional music courses, see Fine Arts.

**MUSI 115 HISTORY AND LITERATURE OF MUSIC I**

(cross-listed with FINA 115)

Credits: 3  Satisfies the BA core requirement for Fine Arts.

A survey of musical styles and forms of Western music from the Middle Ages to the eighteenth century.

**MUSI 116 HISTORY AND LITERATURE OF MUSIC II**

(cross-listed with FINA 116)

Credits: 3

A survey of musical forms and style of Western music from the eighteenth to the twentieth century.

**MUSI 120 INTRODUCTION TO MUSIC THEORY**

Credits: 6

A study of the fundamental theoretical aspects of music.

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**NATURAL SCIENCE**

**NASC 120 NATURAL SCIENCE**

Credits: 6  Satisfies the BA core requirement for Natural Science.

An introduction to the history, methodology, and moral implications of science and technology.

**NURSING**

**NURS 105 CONCEPTUAL MODEL FOR NURSING**

Credits: 3

Focuses on nursing as a profession and its historical evolution to the present. Theoretical and philosophical bases of nursing are explored, with a focus on Orem’s self-care theory. The role of the professional nurse is explored. Factors that influence contemporary nursing, such as legal and ethical issues, health care reform, and changing health care priorities are discussed. This course introduces the philosophy and framework for nursing.

**NURS 115 HEALTH PROMOTION AND LEARNING**

Credits: 3

Explores the concepts of health and wellness, health promotion, and learning within a framework of self-care theory. This course covers lifestyle issues and health behaviour within the context of the wider socio-cultural, economic, political and ecological issues which determine health. This course provides opportunities for students to reflect upon theories of health/wellness behaviour and its determinants and consequences; to develop interviewing and health assessment skills with a selected client; to develop skills in facilitating client learning about health and helping clients grow towards more positive wellness.

**NURS 125 INTRODUCTION TO NURSING**

Credits: 3

Provides a foundation for nursing practice with an introduction to the theory and practice of nursing skills and techniques. The nursing process and Orem’s theory of self-care are used as organizing frameworks for the course. The focus is on selected skills appropriate to meet the needs of individuals with self care deficits. Classroom instruction and supervised clinical practice are integral components of this course.

Second-year courses pursue a common theme: community health with a focus on the needs of individuals, families, and communities.
NURS 205 COMMUNITY HEALTH NURSING
Credits: 3
This course explores community health nursing practice approaches in the context of a health care system undergoing change. The major themes are community assessment, population-focused nursing practice, and population health which includes epidemiology and the determinants of health.

NURS 215 COMMUNITY MENTAL HEALTH NURSING
Credits: 3
Provides students with a comprehensive approach to nursing practice in Mental Health Nursing. The emphasis will be on self-awareness, communication, critical thinking, and an holistic approach in applying nursing process to care. Attention will be drawn to common stressors (e.g. loss), and the impact of the interrelationship between mind/body/spirit in precipitating these responses. The role of nurses in promoting mental health will also be discussed. Legal and ethical issues and a framework for ethical decision-making will be presented. The practice component of the course will consist of communication laboratories.

NURS 225 COMMUNITY PARENT/CHILD NURSING
Credits: 3
This course explores the role of the nurse in promoting the health of the childbearing and child rearing family in the community. It will focus on normal developmental processes within the context of family, community, and society. Trends and issues, theory, research, and current literature related to the health and wellness of families, human sexuality, child growth and development, and parenting will be discussed. Community resources for parents and children will be explored.

NURS 235 PHARMACOLOGY IN NURSING
Credits: 0
This course provides an overview of the basic science of drugs. The properties of major drug families will be reviewed via a prototype and an emphasis on basic pharmacological principles. The focus throughout this course will be on the application of knowledge to client care and client education. The acquisition of skills to understand medication prescriptions and accurately calculate drug dosages is an expected outcome. A passing grade in this course is a prerequisite for NURS 250.

NURS 245 HEALTHY AGEING
Credits: 3
This course provides an opportunity to apply the nursing process to an older adult population. The focus is maintaining wellness and maximum functioning, while addressing issues of disease and disability prevention. Topics address normal ageing changes and other physiological concerns, as well as psycho-logical and social functioning, all of which impact on quality of life. Students will interact with a healthy older client, learning how older adults define and promote their own health.

NURS 250 NURSING PRACTICE I
Credits: 6  Prerequisite:  NURS 235
An intersession course (May - June) with learning experience in selected clinical settings in the community.

NURS 275 COMPREHENSIVE HEALTH ASSESSMENT
This theory and practice course focuses on a systematic assessment of a client’s health status and the normal functions and findings related to various body systems. The emphasis of practice is on developing the assessment skills necessary to implement a comprehensive examination of body systems for the purpose of identifying self-care requisites. A practicum is provided in a lab setting.

Third-year courses focus on the nursing needs of the family and are organized around the developmental stages of the life cycle and various situational crises which a family may experience.

NURS 305 NURSING OF ADULTS I
Credits: 3
This course focuses on the nursing care of adults. It considers the main health problems encountered during adulthood and includes conditions such as cardiovascular, respiratory, and haematological health deviations. This course involves six hours per week of classroom instruction and 12 hours of nursing practice per week for six weeks.

NURS 310 NURSING RESEARCH METHODS
Credits: 6
The course is designed to introduce students to the research process and to quantitative and qualitative research methods related to critical appraisal of nursing and health care literature. Emphasis is placed on the student’s potential role as a generator of researchable questions, as a collaborator in research related to clinical practice, and as an intelligent consumer of research. Concepts of research design, implementation, analysis, and interpretation are studied in the context of the steps of the research process. The course requires students to become immersed in the language and culture of research and to understand the broader context within which nursing research is conducted. For students in nursing and nursing with advanced major.
COURSE DESCRIPTIONS

NURS 315 *Nursing of Children*

Credits: 3

This course is based on the philosophy and principles of family-centred care, promotion of self-care for childbearing families, promoting family-centred social changes, and family empowerment. Students will explore how children and families cope with illness in childhood and adolescence and what nursing interventions children and families find helpful. A wide range of pediatric illness conditions is presented. This course involves three hours of classroom time per week for 12 weeks and 12 hours of nursing practice per week for six weeks. The nursing practice has both an illness and wellness focus and utilizes both acute care and community settings.

NURS 330 *Legal and Ethical Issues in Nursing Care*

(cross-listed with PHIL 330)

Credits: 6  Exclusion: available to non-Nursing students only with the permission of the instructor.

Examines the moral and ethical implications of various practices in the field of health care as they affect human life and the basic dignity of the person. Also treats the moral, ethical, legal, and theoretical issues raised by recent developments in the life sciences.

NURS 345 *Mental Health Nursing*

Credits: 3

This course provides students with a comprehensive approach to mental health aspects of nursing practice. Topics include stigma and mental illness, anxiety, depression, psychosis, mania, mental health difficulties associated with food and eating, traumatic stress, substance and gambling dependency, and dementia. Each issue will be considered from a socio-cultural, political, economic, historical, and biophysical perspective. Students will explore principles of social justice as well as ethical and legal aspects of mental health care. The class is taught in a weekly three-hour workshop format which includes a broad variety of learning approaches. Clinical practice consists of 11 hours per week of mental health practice for a 6 week period during the term.

NURS 355 *Perinatal Nursing*

Credits: 3

This course is based on the philosophy and principles of family-centred health care, promotion of self-care for childbearing families, and promoting family-centred social changes and family empowerment. Students explore philosophical, cultural, physiological, psychological, and spiritual dimensions of childbirth, postpartum adaptation, lactation, and infant care. The focus of the course is on understanding normal, healthy perinatal and neonatal experience, with an introduction to understanding a range of perinatal and neonatal complications. This course involves six hours per week of classroom instruction and 12 hours of nursing practice per week for six weeks.

NURS 399 *Cooperative Service Learning*

Credits: 0

This elective, independent nursing practice course is designed for third- and fourth-year nursing students. The experience will occur in a receptive institution, where registered nurses practice, and where students are accepted as learners with the knowledge, skill, and experience common to BScN students at the third- or fourth-year level. The expected outcome is that students will acquire confidence and independence and opportunities to practise previously acquired psychomotor nursing skills, while gaining experience working as a member of the health-care team.

Fourth-year courses focus on trends and developments in the health field, the role of the professional nurse, and the use and application of research to the practice of nursing.

NURS 405 *Nursing of Adults II*

Credits: 3

A nursing practice and theoretical course designed to provide the senior nursing student with opportunities to render comprehensive nursing care and explore concepts related to adults who are experiencing, or at risk for, selected complex health problems. Students participate in the selection of a variety of nursing practice experiences that enables them to apply the nursing process in acute care, community, and home settings.

NURS 415 *Nursing of Adults III*

Credits: 3  Prerequisite: 405

A theoretical and nursing practice course designed to provide the student with opportunities to render comprehensive nursing care to individuals experiencing most types of health problems. Students will consider current research; develop their leadership and management skills, and plan, implement, and evaluate an independent experience of their choice in any setting that meets requirements. At the end of the program students will participate in a consolidated nursing practice experience.

NURS 491 *Trends in Health Care*

Credits: 3

A senior nursing course which examines the evolution of health care as an organized service with emphasis on the development of, and challenges to, nursing education and practice. While its specific focus is the Canadian health-care system, the course provides exposure to the international scene, particularly health conditions and needs in the developing world. The course is designed to facilitate independent inquiry. It involves the student in consultations and a search of relevant literature.
NURS 493 Leadership and Research in Nursing

Credits: 3

Examines nursing theories, management models, and leadership concepts and theories. Qualitative research methodologies are reviewed, with emphasis on their usefulness in exploring specific nursing problems. The focus throughout the course is the importance of the scientific foundations of nursing as a research-based practice.

NURS 499 Directed Study and Practice

Credits: 3

Prerequisite: Permission of the Nursing Program Coordinator

This course requires application and testing of nursing knowledge as well as knowledge from related disciplines in a clinical setting of the student’s choice (within the limits of available resources). The student selects a faculty advisor, as well as agency staff for consultation and supervision as appropriate.

NUTRITION

NUTR 101 Community Nutrition

Credits: 3

This course gives a broad overview of nutrition with a special emphasis placed on Cape Breton. Topics include the history, psychology, economics, sociology, elementary chemistry, and elementary biology of nutrition. Includes discussion of ways good nutrition can be obtained economically.

NUTR 205 Introduction to Nutritional Assessment of Disease - Theory

Credits: 3 Prerequisite: 3 credits in a university science (biology, chemistry, geology, nutrition, psychology, physics, or statistics)

Topics discussed are of interest to the aboriginal and broader Cape Breton community as they are diseases that impact heavily upon that community. Topics are types I and II diabetes, heart disease (atherosclerosis), blood pressure, stroke, and kidney disease. Each of these topics is dealt with in terms of pathology and elementary nutritional biochemistry, socioeconomic factors leading to the diseases, and nutritional and related socioeconomic approaches to be taken to avoid and treat these diseases, including dietary approaches available to those at risk and identification of aboriginal and other Cape Bretoners at risk of these diseases.

NUTR 207 Introduction to Nutritional Assessment of Disease - Applications

Credits: 3 Prerequisite: 205

Various blood and body parameters relative to the diseases covered in 205 will be measured and the impact of nutrition on some of those parameters assessed. A field survey will be designed, implemented, and analysed by students to assess the socioeconomic and nutritional factors that govern the relative degree of risk of these diseases in a chosen Cape Breton subpopulation. At the end of the course students will be able to understand the facets and importance of:
   a) Stated laboratory outcomes,
   b) Various biochemical measures,
   c) Experimental design and conduct, and
   d) Data analyses and recommendations to be made to overcome risk of these diseases in Cape Breton.

Course includes lab component.

NUTR 261 Introduction to Nutrition

Credits: 3 Prerequisites: CHEM 110 and BIOL 101 or their equivalents.

This course conveys the fundamentals of the science of nutrition emphasizing nutrients, their functions, and dietary sources. It includes how the body handles the nutrients. Students will become familiar with recommended nutrient intakes as well as the interrelatedness of economics, culture, health, and nutrition.

NUTR 263 Applied Nutrition

Credits: 3 Prerequisites: 261

This course emphasizes nutrition's role in health promotion and prevention and treatment of disease. Topics include nutritional health and food consumption trends in Canada, nutritional assessment, life-cycle nutrition, diet and chronic disease, and nutritional intervention in various diseases. Alternate feeding methods and post-operative nutrition will be discussed.

NUTR 265 Principles of Nutrition in Human Metabolism

Credits: 3 Prerequisite: 261

Will be offered in Fall 2005

The topics (normal human metabolism in relation to life cycle, sports nutrition, consumer concerns about foods, hunger and global food issues) are of interest, in part, to students who plan to enter their third year of the Honours BSc in Human Nutrition program at St. Francis Xavier University. Other students interested in the health sciences would find the course to be very useful in developing their understanding of nutritional biochemistry. Offered pending faculty availability.
NUTR 361 CURRENT TOPICS IN HUMAN NUTRITION

Credits: 3 Prerequisite: 261

This course deals with current issues in human nutrition including osteoporosis, atherosclerosis, diabetes, cancer, arthritis, atopic dermatitis, and physical activity. Other topics discussed are dietary reference intakes, genetically modified foods, world food supply, food labeling debates, the use of the Internet, and successes and failures in current nutrition research. Normally offered every other year.

PETR 112 PETROLEUM PRODUCTION AND PROCESSING

Credits: 3

Fundamental concepts of petroleum development from discovery techniques, production and processing, to transportation and marketing. Focus on East Coast Offshore oil and gas exploration and production.

PETR 122 MECHANICS OF MATERIALS

(cross-listed with ENGI 122)

Credits: 3 Prerequisite: ENGI 111

A study of applied mechanics considering specific material properties and strengths. The relationship between applied loads and resulting stresses on mechanical bodies.

PETR 132 DRILLING ENGINEERING

Credits: 3

Designed to acquaint the petroleum engineering technology students with the techniques, equipment, and engineering design considerations and calculations used in the oil and natural gas well drilling operations. Laboratories.

PETR 211 RESERVOIR ENGINEERING I

Credits: 3 Prerequisites: GEOL 234, ENGI 253.

Examination of characteristics of hydrocarbon bearing reservoirs. Calculation of porosity and permeability, coring, and core properties. Determination of hydrocarbon in place and reservoir drive mechanisms.

PETR 221 MARINE ENVIRONMENT PROTECTION, SAFETY, AND LOSS CONTROL

Credits: 3

A study of the sources, characteristics, environmental effects, and regulatory aspects of material/product control and the impact on the marine environment.

**PETR 300 SELECTED TOPICS IN PETROLEUM

Credits: 3 Prerequisite: Permission of course instructor.

This course provides a forum for directed study on a number of issues and concerns within the petroleum industry. Faculty as well as guest lecturers from academia, industry and government will address students on pertinent topics and developments. Site visits: visual presentations on student exercises will supplement these seminars.

(New Course. At time of publication, awaiting Academic Council approval.)

PETR 310 PETROLEUM PROCESS SIMULATION

Credits: 3

Utilization of simulation software to model process operation and examine the effects of variation of process conditions. Equipment and process characteristics are emphasized.

PETR 320 QUALITY AND ENVIRONMENTAL MANAGEMENT SYSTEMS

(cross-listed with ENVH 437)

Credits: 3

Examination of current quality and environmental management systems that meet the requirements of ISO 9000 and ISO 14000. The importance of the standards in the petroleum industry and the implementation of the systems.

PETR 340 ADVANCED PROCESS SIMULATION

Credits: 3 Prerequisite: 310

Utilization of simulation software to model process operation and examine the effects of variation of process conditions. Concentration on unit operations and production variation models.

PETR 350 MATERIALS AND EQUIPMENT DESIGN

Credits: 3 Prerequisite: PETR 122

A study of the materials selection process for equipment used in gas and oil operations. Corrosion mechanisms and inhibition methods are covered. Codes, standards, and applicable specifications are presented along with their applications.
PETR 370 PETROLEUM PROJECT

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

A multidisciplinary course that involves the student to prepare a complete evaluation of a petroleum project including technical issues, regulatory issues, economic payback, and presentation.

PETR 380 PRODUCTION ENGINEERING

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

Designed to acquaint petroleum engineering technology students with the techniques, equipment, and engineering design considerations and calculations used in the oil and natural gas production operations. Laboratories and hands-on application employing petroleum engineering software packages that are popular in the industry.

PETR 426 MANAGEMENT OF TECHNOLOGICAL INNOVATION I

(cross-listed with ENVI 426)

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

The process whereby a research and development invention is converted into a socially useful and commercially successful new product. Small and large companies are studied. Petroleum case studies.

(matched with PETR 427)

PETR 427 MANAGEMENT OF TECHNOLOGICAL INNOVATION II

(cross-listed with ENVI 427)

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

The process whereby a research and development invention is converted into a socially useful and commercially successful new product. Small and large companies are studied. Petroleum case studies.

(matched with PETR 426)

PETR 436 PROCESS CONTROL AND OPTIMIZATION SYSTEMS

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

Detailed examination of petroleum production characteristics and fluid properties. Study of measurement and interface equipment. Detailed simulation experiments with production and equipment variation.

PETR 437 DISTRIBUTED CONTROL SYSTEMS AND PROGRAMMABLE logic CONTROLLERS

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

Study of measurement, control, and electronic interface equipment. Criteria for selection and implementation of DCS and PLC equipment.

PETR 446 PROJECT DESIGN AND EVALUATION TECHNIQUES

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

This course requires the student to design, evaluate, and present a petroleum project. The report will cover technical, operational, scheduling, regulatory, and economic issues. A written and oral presentation of the study will be conducted.

PETR 447 CODES AND SPECIFICATIONS IN THE PETROLEUM INDUSTRY

Credits: 3  Prerequisite: Completion of Engineering Technology Diploma - Petroleum or permission of course instructor.

Examination and background information to code jurisdiction and interpretation of standards and specifications relevant to the petroleum industry. API, ASME, ANSI, and CSA codes are included.

PHILOSOPHY

What is philosophy? There are questions which haunt or perplex human beings. Is abortion, mercy killing, or suicide morally justifiable? What is a just distribution of wealth? Does God exist? Do people have free-will? Is some art more profound than others? What is knowledge? These sorts of questions cannot be answered merely by gathering more information and they cannot be discussed except in terms of abstract concepts. Forced by the circumstances of life or driven by curiosity, however, many people try to provide answers, and to do so is to philosophize. Philosophy also examines the presuppositions of the various sciences and, through the study of Logic, trains the mind in the art of reasoning.

PREREQUISITES

There are no prerequisites for 200-level courses. All 300-level courses require 6 credits of Philosophy (with the exception of PHIL 330, PHIL 351, and PHIL 352) and all 400-level require 12 credits of Philosophy.

See the Program Regulations section of this Calendar for regulations regarding specializing, minoring, and majoring in Philosophy.

Courses marked are offered by distance as well as on campus.
PHIL 115 CRITICAL THINKING AND COMPUTER APPLICATIONS
Credits: 3  Counts as 3 credits toward the BA core requirement for numeracy/logic/critical thinking.
Skills in recognizing mistakes in reasoning and constructing good arguments are developed.
Any 200-level course in Philosophy counts for 3 credits toward the BA core requirement for Humanities.

PHIL 203 PHILOSOPHY AND THE MEANING OF LIFE
Credits: 3
Novels, plays, short stories, and philosophical essays by modern writers (Dostoyevsky to Sartre) will be used to explore the classic philosophical question: What gives human life a deep meaning?

PHIL 205 PHILOSOPHIES OF LOVE, SEX, AND FRIENDSHIP
Credits: 3
What is love? How is it different than friendship? What, if any, relationships obtain between these concepts and sex? What differentiates morally acceptable from unacceptable sexual behaviour? These, and other related questions, will be explored through historical and contemporary readings.

PHIL 207 FEMINIST PHILOSOPHY
Credits: 3
This course will explore philosophy and values from a variety of feminist perspectives. It will investigate theories about women’s “nature,” political goals, ethics, and art.

PHIL 215 CANADIAN POLITICAL VALUES
(cross-listed with POLS 215)
Credits: 3
Our national experience has led Canadian thinkers to develop distinctive political philosophies. We explore their work with an eye to the contemporary scene in Canada.

PHIL 221 ENVIRONMENTAL ETHICS
Credits: 3
A study of moral issues regarding the environment: overpopulation, animal rights, endangered species, the sublime in nature.

PHIL 222 SCIENCE, TECHNOLOGY AND HUMAN AFFAIRS
Credits: 6  Required course for BSc students.
This course is intended to help students reflect on the nature of science and technology and their impact on human affairs.

PHIL 223 THE EXISTENCE OF GOD
(cross-listed with RELS 223)
Credits: 3
The question concerning the existence of God is perplexing since it arises in history but points to a reality beyond history. What can we know about God?

PHIL 225 MEDICAL ETHICS
Credits: 3  Exclusion: beginning in September, 2001, not available for credit for students having NURS 330. May not be taken in place of NURS 330 in BSc Nursing.
Long-standing moral controversies such as abortion and euthanasia will be examined along with other issues: patient/doctor relationships, health-care allocation, and organ donation.

PHIL 229 ISSUES IN BIO-ETHICS
(cross-listed with RELS 223)
Credits: 3  Exclusion: beginning in September, 2001, not available for credit for students having NURS 330. May not be taken in place of NURS 330 in BSc Nursing.
Through evolutionary and genetic theory, biology has assumed an important role in shaping human values and our self-image. Issues from genetic engineering to surrogate motherhood are analyzed.

PHIL 231 ARGUING ABOUT ART
Credits: 3
Why is the colourization of movies controversial? What is wrong with a forgery? Why do we feel sad (or happy) for fictional characters in plays, movies, and novels? What is conceptual art? These and other issues will be explored through readings and other media.

PHIL 233 THE THEATRE: THEORY AND APPRECIATION
(cross-listed with FINA 103)
Credits: 3
In conjunction with UCCB theatrical productions, students examine philosophical questions (theatrical illusion, role-playing, tragedy, and comedy) and learn to appreciate performances better.

PHIL 235 ETHICS AND LAW
Credits: 3
An examination of alternative views of the law and of areas within the law in which philosophical issues arise. Issues to be studied include: Law’s relation to morality, social practice, and politics; liberty; liability and responsibility; punishment; and rights.
PHIL 239 MOVIES AND MORALS
(cross-listed with FINA 239)
Credits: 3
This course is concerned with the way movies have used the possibilities of the medium to both reflect and shape twentieth century moral conventions. Complete movies will be viewed.

PHIL 241 CONTEMPORARY ISSUES IN PHILOSOPHY OF EDUCATION
Credits: 3
A set of contemporary issues in secondary and post-secondary education will be studied. This course will be of special interest to students planning or having practical experience in education.

PHIL 243 THEORIES OF EDUCATION
Credits: 3
What ought to be the goals of education? This basic question generates many others which will be studied in the context of traditional as well as more radical, contemporary theories.

PHIL 247 PHILOSOPHY OF HEALTH: CHEMICAL DEPENDENCY
Credits: 3
An interdisciplinary study (medicine, neuropsychology, and ethics) of chemical and behavioural dependency: What is addiction and how should we treat addicts?

PHIL 251 WORLD VIEWS AND VALUES I
Credits: 3
An introduction to philosophical questions based on writings from some of the major world belief systems: Western, Hindu, Chinese, and Moslem.

PHIL 253 WORLD VIEWS AND VALUES II
Credits: 3
This course is an introduction to philosophical questions in Ethics and Social philosophy based on the writings of some of the world's great thinkers, Western and non-Western. Examples of readings: Bhagavad-Gita, Right Action; Kant, Moral Duty; Lao Tzu, Living in the Tao; Havel, Trust in Leaders; Confucius, Rulers as Moral Models; and Plato, What is Justice?

PHIL 257 DEATH AND DYING: DYING AND VALUES
(cross-listed with RELS 257)
Credits: 3
Death as a process of life. Cardiac, whole brain, and higher brain definitions of death. Interdisciplinary perspectives. Moral standing and ethical principles. Death condemnation and embalming. DNR and DNH orders, transplants, and living wills.

PHIL 259 DEATH AND DYING: DEATH, HEALING AND AGEING
(cross-listed with RELS 259)
Credits: 3
Heidegger, Sartre, and Marcel on the nature of death. Healing techniques: good and bad grief. Ageing as a process. The metaphysical structure of death as such (what death is like to the dead).

PHIL 265 SPIRITUALITY AND HEALTH
(cross-listed with RELS 265)
Credits: 3  Prerequisite: 265
Required for all students in the BSc Nursing Program.
This course introduces students to the links between spirituality, medicine, disease, and illness as they relate to health and healing techniques throughout the lifespan. Health arises at the intersection of these links. The course is directed towards students in the nursing program though other students may enrol with permission of the instructor.

PHIL 267 RELIGION AND HEALTH
(cross-listed with RELS 267)
Credits: 3  Prerequisite: 265
Required for all students in the BSc Nursing Program.
This course introduces students to the links between religion, culture, and health. The major world religions offer guidance on how to live harmoniously with self, others, and the environment thereby playing a focal role in health issues. The course is directed towards students in the nursing program though other students may enrol with the permission of the instructor.

PHIL 301 FOUNDATIONS OF POLITICAL THOUGHT
(cross-listed with POLS 301)
Credits: 3  Prerequisite: 6 credits of Philosophy.
The principles underlying political systems will be studied historically: Plato's criticism of democracy, Machiavelli's ideas on leadership, the concept of social contract, and Marx and Hegel's dialectical view of history.
COURSE DESCRIPTIONS

**PHIL 303 IN SEARCH OF THE JUST SOCIETY**
(cross-listed with POLS 303)
Credits: 3 Prerequisite: 6 credits of Philosophy.
This course examines concepts of justice, human rights, freedom, democracy, and gender equality in contemporary liberal, feminist, and human rights writings of the twentieth century.

**PHIL 305 ETHICS I**
Credits: 3 Prerequisite: 6 credits of Philosophy.
The major theories of classical and modern ethics will be critically examined and the concepts underlying problems in applied ethics studied: free will, reason and emotion, and good and evil.

**PHIL 307 ETHICS II**
Credits: 3 Prerequisite: 6 credits of Philosophy.
Has there been progress in ethical theory? Many of the same concepts studied in 305 will be examined but from the point of view of contemporary ethical theories.

**PHIL 319 NIETZSCHE AND THE DEATH OF GOD**
Credits: 3 Prerequisite: 6 credits of Philosophy.
“God is dead” usually refers to the violence and nihilism of the twentieth century. But what did Nietzsche really mean? And how did he conceive a healthy future without God?

**PHIL 321 CONTEMPORARY PHILOSOPHY OF SCIENCE**
Credits: 3 Prerequisite: 6 credits of Philosophy.
This course will provide students with a better understanding of the nature of scientific method by discussing such topics as explanation, causation, the nature of scientific theory, observation, confirmation, and scientific realism. It will also examine recent feminist and social constructivist critiques of science.

**PHIL 330 LEGAL AND ETHICAL ISSUES IN NURSING CARE**
(cross-listed with NURS 330)
Credits: 6 Exclusion: available to non-Nursing students only with the permission of the instructor.
Examines the moral and ethical implications of various practices in the field of health care as they affect human life and the basic dignity of the person. Also treats the moral, ethical, legal, and theological issues raised by recent developments in the life sciences.

**PHIL 351 ECONOMICS AND VALUES**
(cross-listed with BUSS 351)
Credits: 3
Whereas 352 examines specific moral issues in business, 351 explores the social and moral ideals which might motivate and structure business ventures.
(New Course: At time of publication, awaiting Academic Council approval.)

**PHIL 352 BUSINESS ETHICS**
(cross-listed with BUSS 352)
Credits: 3
Do moral principles govern business activity? This question is studied through a series of contemporary issues which will be of interest to BA, BACS and, especially, BBA students.
(New Course. At time of publication, awaiting Academic Council approval.)

**PHIL 353 RELIGIOUS PERSECUTION TO RELIGIOUS LIBERTY I (TO 1600)**
(cross-listed with HIST 353 and RELS 353)
Credits: 3 Prerequisite: 6 credits of Philosophy.
This course examines ideas about religious intolerance, toleration, and liberty from antiquity to the sixteenth century. Students will read and discuss important texts. Historical, theological, and philosophical perspectives will be introduced.

**PHIL 355 RELIGIOUS PERSECUTION TO RELIGIOUS LIBERTY II (FROM 1600)**
(cross-listed with HIST 355 and RELS 355)
Credits: 3 Prerequisite: 6 credits of Philosophy.
A continuation of 353. The seventeenth century worked out ideas presented during the Reformation, while the Enlightenment launched an all-out assault on bastions of intolerance. Modern approaches, theological, and philosophical, along with contemporary declarations, e.g. United Nations and Vatican II, will also be read.

**PHIL 412 LOGIC AND THE ANALYTIC TRADITION**
Credits: 6 Prerequisite: 12 credits of Philosophy. Exclusion: not available for students having credit for old PHIL 312. Required course for Philosophy majors. Fulfils half of the numeracy/logic core requirement for BA.
As well as introducing students to the elements of symbolic logic, this course examines the main thinkers of the Analytic Tradition, one of the main traditions in twentieth century philosophy.
PHIL 416 Theories of Immortality
Credits: 6  Prerequisite: 12 credits of philosophy. Exclusion: not available for students having credit for old PHIL 316.
A study of future existence in the afterlife. Examines various senses in which the human being is said to be a person and the problem of personal identity: is the disembodied mind or soul the same person as some earlier individual?

PHIL 420 Medieval Philosophy
Credits: 6  Prerequisite: 12 credits of Philosophy.
This course examines the main themes of medieval philosophy in a historical context: St. Augustine, through St. Thomas Aquinas, to William of Occam.

PHIL 440 The Continental Philosophical Tradition
Credits: 6  Prerequisite: 12 credits of Philosophy.
Nietzsche, Heidegger, Sartre, Foucault, and others engaged in unique explorations of human consciousness, bodily life and language. These topics will be studied in the broad context of twentieth century intellectual life.

PHIL 450 Contemporary Readings in Social Justice
Credits: 6  Prerequisite: 12 credits of Philosophy.
What is a just society? This course examines the contemporary philosophical debate over this most important question as it relates to the ideals of liberty, equality, and economic efficiency.

PHIL 470 Greek Philosophy
Credits: 6  Prerequisite: 12 credits of Philosophy. Exclusion: Not available for students having credit for old PHIL 370. Required course for Philosophy majors.
The central questions of philosophy were first raised by the Greek philosophers. This course examines the major works of Plato and Aristotle in their cultural and intellectual context.

PHIL 480 Modern Philosophy
Credits: 6 Prerequisite: 12 credits of philosophy Exclusion: Not available for students having credit for old PHIL 380. Required course for Philosophy majors.
This course examines the writings of the major philosophers of the seventeenth and eighteenth century (Descartes to Kant) with an emphasis on metaphysics and epistemology.

PHIL 490 Nineteenth Century Philosophy
Credits: 6 Prerequisite: 12 credits of Philosophy. Exclusion: Not available for students having credit for old PHIL 390.
English philosophy in the nineteenth century emphasized utilitarianism and idealism, Germans thought about history and irrationality, and the Americans invented pragmatism. Topics will be drawn from these themes.

PHIL 498 Directed Study
Credits: 6  Prerequisite: 12 credits of Philosophy.
Serious philosophy students may pursue, on a tutorial basis, a custom-made course. This will permit the student to study a particular topic in depth at an advanced level.

PHYSICAL EDUCATION/SPORT
See Sports and Human Kinetics

PHYSICS
Physics courses are offered to meet the needs of Engineering and Bachelor of Science students.

PHYS 110 Elements of Physics
Credits: 6
An algebra-based physics course designed for students in a life science program. The course introduces mechanics, waves, electricity, magnetism, optics, and modern physics.

PHYS 121, 122 General Physics I and II
Credits: 3, 3  Prerequisites: Grade 12 Academic Mathematics and Physics.
A calculus-based physics course designed for students intending to take further physics or engineering. The course introduces mechanics, waves, electricity, magnetism, optics, and modern physics. It is recommended that students take MATH 121/122 concurrently.
PHYSICS
(Engineering Technology)

PHYS 100 PHYSICS
Credits: 6
Develops the basic theoretical knowledge, problem solving ability, and laboratory techniques in a core course in physics required to advance to a variety of engineering applications.

PHYS 111 PHYSICS I
Credits: 3
Designed to develop theoretical knowledge, problem solving ability and laboratory techniques. Topics include mechanics, heat, electricity, magnetism, wave motion, sound, and light.

PHYS 112 PHYSICS II
Credits: 3 Prerequisite: 111.
Designed to develop theoretical knowledge, problem solving ability and laboratory techniques. Topics include mechanics, heat, electricity, magnetism, wave motion, sound, and light.

POLITICAL SCIENCE

Political Science is a fascinating and lively field of study, rich in academic tradition while being open and responsive to the current political, economic, social, and legal issues and ideas which shape the world in which we live.

We engage in the study of government, politics, public policy, law, and issues such as human rights, famous trials in history, war and peace, terrorism, the criminal justice system, protection of our environment, and international peacekeeping. Our aim is to provide students with a solid grounding in the discipline yet to make our discipline relevant to the understanding of current issues and concerns that shape our world and community.

The sub-fields of our discipline include:
• Canadian Politics and Government—elections, parties, the media, Québec separatism, native self-government, the future of Canada.
• Public Administration and Public Policy—ethics in government, local government, environmental policy, court management, social policy.
• Law and Policy—the Charter of Rights, famous trials in history, human rights, criminal justice, civil liberties, children and the law, children’s rights.
• International Relations—current international politics, war and peace, conflict resolution, globalization, international political economy, government-business relations.

• Political Thought and Philosophy—ideologies and ideologies that guide political systems, liberalism, socialism, feminism.

Students are welcome to take political science courses:
• as part of a major or minor in a degree program
• as elective courses
• as part of the Public Administration Diploma or Certificate programs.
• and as part of the Honours Program in Political Science Professional career options include:
• Government and Public Administration—policy analysis, public sector management, program evaluation
• Law and Judicial Administration—law, legal analysis in government, court management, criminology, criminal justice system official
• Foreign Service—officer in the foreign service, work with UN agencies or NGOs
• Business and Business-Government Relations—consulting, partnering, interest group work, polling, policy research
• Teaching and Research—teaching in public school or university, research for labour unions, work with nongovernment organizations,
• Journalism—political and economic analysis, writing and reporting, editing

Certificate in Public Administration
Students may arrange their political science courses in a such a way that they can earn a certificate in Public Administration and a diploma in Public Administration and Management while completing a BA. For further information see the program regulations section of this Calendar or consult the Chair of the Department. Students may complete a general certificate or choose a concentration in law and policy studies, local government, international studies, First Nations affairs, or policy analysis. The Department of Political Science offers a diploma in Public Administration and Management in collaboration with the School of Business.

NOTE: The prerequisite for courses at the 200 level and beyond is 6 credits at the 100 level or permission of the instructor.

Courses marked ** are pending approval.

Courses marked ☀️ are offered by distance as well as on campus.

☀️ POLS 100 INTRODUCTION TO POLITICAL SCIENCE
Credits: 6
An introduction to the fundamental comparative concepts of political science: ideologies, political power, political behaviour, political/governing institutions, and the social and economic needs of individuals in society.

POLS 112 LAW AND SOCIETY
(cross-listed with ECON 112)
Credits: 6
This course, part of the BA Core Curriculum, provides an introduction to the study of law, government, and the economy. It
provides an understanding of leading social, political, and economic issues and the impact of these issues on our life.

- **POLS 150 The Basics of Canadian Politics and Government**
  
  Credits: 6
  
  The description, explanation, and analysis of the major governmental and socio-political forces present at all levels of the Canadian political system.

- **POLS 215 Canadian Political Values**
  
  (cross-listed with PHIL 215)
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  Our national experience has led Canadian thinkers to develop distinctive political philosophies. We explore their work with an eye to the contemporary scene in Canada.

- **POLS 222 Introduction to Canadian Public Administration**
  
  Credits: 6  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  This course offers a lively introduction to the manner by which political power is exercised in this country by governments. The course will address issues of the democratic mandate, the setting of public policy, the structure and working of government institutions, public participation in government, and government accountability.

- **POLS 223 TV Rules: Television, Policy and Social Change**
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  This course will examine the nature of television and its impact on society, politics, governments, policy, and the way people think about social, economic, and political power in modern society.

- **POLS 225 Public Political Opinion and the Media**
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  The formation and articulation of political opinion as it is influenced by the media, the political system, government, and mass communications in Canada.

- **POLS 227 Scandals, Corruption and Lies: Power, Politics and Morality**
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  A close study of ethics and morals within public life, how and why politics and government are so often tainted with scandal, and how ethical standards of political life can be improved. Much of the course will focus on both historical and current case studies.

- **POLS 230 An Introduction to United States Government and Politics**
  
  Credits: 6  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  Examines the basic institutions of the US government: the role and powers of the President, the Congress, the judicial system, the media, and the political parties and interest groups.

- **POLS 235 Family Policies in Canada**
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  A study of evolving policies and laws in Canada that deal with changing family trends and increasing pressures on the family. Policies include the regulation of divorce, custody and child support, day care and parental leave, social assistance and economic supports, and protection against domestic violence and abuse.

- **POLS 240 Mi’kmaq Government**
  
  (cross-listed with MIKM 240)
  
  Credits: 6
  
  Examines the history of Mi’kmaq traditional leaderships. Indigenous self-governments in Canada will be used as a framework for discussion.

- **POLS 245 Criminal Justice**
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  Canada’s criminal justice system: policing, sentencing, corrections, parole, justice for women and minorities, issues of capital punishment, and gun control.

- **POLS 247 Issues in Criminal Justice and Public Policy**
  
  Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
  
  A study of major issues in the Canadian criminal justice system including civil liberties, the application of the Charter of Rights,
and policy on young offenders, female offenders, prisoners’ rights, aboriginal offenders, and aboriginal justice.

POLS 257 CANADIAN FOREIGN POLICY
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
Historical study of the development of Canadian foreign policy with special reference to Canada-U.S. relations.

POLS 263 GOVERNMENT-BUSINESS RELATIONS IN CANADA
(cross-listed with BUSS 272)
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
Offers a general overview of the close relationship between governments and businesses in this country. Probes the power relations at work, the many points of common interest, and the reasons for friction between government and business. Includes discussion of the methods by which these complex relationships are managed. The course is of equal interest to Political Science and Business Administration students.

POLS 265 UNDERSTANDING POLITICAL SCIENCE RESEARCH
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
This course will provide an overview of quantitative and qualitative research methods suitable for the study of public opinion, the impact of the media, elections, government performance, political values, and culture and the implementation, impact, and evaluation of public policies, and programs.

POLS 266 QUALITATIVE RESEARCH METHODS IN SOCIAL SCIENCE
(cross-listed with AN/S 266)
Credits: 6  Prerequisite: 6 credits introductory Anthropology and/or Sociology or Political Science or strong background in related field. Also an option in Social Services Certificate program.
A course in ethnographic methodology, techniques of generating non-numerical data, and interpretive analysis, and practical applications. Fieldwork approaches include intensive interviewing, participant observation, and interpretation of print and broadcast media text.

POLS 267 TERRORISM SECURITY POLICY, AND NEW WORLD (DIS)ORDER
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
Probes the nature of security policy, at home and abroad, and the threat posed to peace and order by both domestic and international terrorism. Includes discussion of the nature of terrorism, its origins, and the means by which it is fought.

POLS 268 QUANTITATIVE RESEARCH METHODS AND STATISTICS IN SOCIAL SCIENCE
(cross-listed with AN/S 268)
Credits: 6  Prerequisite: 6 credits introductory Anthropology and/or Sociology or Political Science, or strong background in related field; prior math skills are not required. Satisfies the BA core requirement for Numeracy/Logic, but also open to all degree students. Also an option in Social Services Certificate program.
An overview of research designs that produce numbers as the data and a comprehensive study of survey methods. Includes methodological principles, sampling, preparation and administration of instruments, computerized data-analysis with SPSS, interpretive reporting, and practical applications. Regular lab assignments in SPSS during second half of the course.

POLS 269 WAR AND PEACE
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
This course will offer an in-depth study of the nature of war, its origins and evolution, military strategy, and the impact of war on individual soldiers and citizens through to entire states and ultimately the entire world. The nature of peace, the building blocks of peace and international harmony, and the ways and means of ending wars and promoting peace through peacekeeping and peacemaking will also be examined.

POLS 271 FAMOUS TRIALS: THE ADMINISTRATION OF JUSTICE
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
A close study of landmark cases in the development of the theory and practice of justice in the western world.

POLS 273 PARTIES, ELECTIONS, AND DEMOCRACY
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
Political parties in Canada, elections and voting patterns, and the impact of citizen participation on the quality of democracy.

POLS 275 THE POLITICS OF SOCIAL DIVISION: RACE, GENDER, AND CLASS
Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.
Examines race as it affects domestic and international politics. Gender is studied with a focus on the role of women in interest groups, party recruitment, electoral campaigns, and legislative policy making, including issues such as abortion, daycare, and...
affirmative action. Class structure in politics and regional variations in the political relevance of class structures will be studied.

**POLS 281 South of the Border: Canadian, U.S., and Latin American Relations**

Credits: 3  Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

This course offers a critical overview and analysis of the political, economic, social and cultural relations, exchanges, tensions, and opportunities existing between Latin America and her North American neighbours.

(New Course. At time of publication, awaiting Academic Council approval.)

**POLS 285 Rich Nations and Poor Nations: The Impact of Globalization**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

The interlocking nature of development and underdevelopment from an international perspective.

**POLS 291 International Politics of the Environment**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of the instructor

Situates environmental issues within the structures and processes of the international system. This course will have an environmental ethics/philosophy component to assist with the establishment of the “roots of the problem”.

**POLS 297 Human Rights in Canada**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.


**POLS 301 Introduction to Political Thought**

(cross-listed with PHIL 301)

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

The principles underlying political systems will be studied historically: Plato’s criticism of democracy, Machiavelli’s ideas on leadership, the concept of social contract and Marx and Hegel’s dialectical view of history.

**POLS 303 In Search of the Just Society**

(cross-listed with PHIL 303)

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

This course examines concepts of justice, human rights, freedom, democracy, and gender equality in modern philosophy.

**POLS 305 Art and Politics**

Credits: 3  Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

A study of how art influences political ideas and how politics influences artistic consciousness. Various theories relating to visual art forms such as paintings, posters, murals, and sculptures will be explored within the context of the aesthetic dimension as well as through political culture.

(New Course. At time of publication, awaiting Academic Council approval.)

**POLS 319 Canadian Government and Constitution**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

An introduction to major constitutional issues including Confederation, constitutional law and amendment, Québec, and the future of Canada.

**POLS 321 Provincial Government**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

A study of provincial governments and policies in Canada, with special reference to Nova Scotia.

**POLS 323 The Charter of Rights and Civil Liberties**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

A study of leading Charter of Rights cases dealing with the power of the police, rights of the accused, prisoners’ rights, abortion, assisted suicide, pornography, the spread of hate, and the death penalty.

(New course. At time of publication, awaiting Academic Council approval.)

**POLS 325 Local Government in Canada**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

The origins, evolution, and contemporary situation of local government in Canada with special reference to Cape Breton.
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Prerequisite</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS 327</td>
<td>Issues in Canadian Local Government</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>A study of local policy issues in the Canadian context with focus on such topics as urban politics, policy and planning, local environmental politics, provincial-municipal relations, and local economic development.</td>
</tr>
<tr>
<td>POLS 329</td>
<td>Regional Government and Planning</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>A study of the problems and challenges of regional government and its possibilities for the future development of Cape Breton.</td>
</tr>
<tr>
<td>POLS 331</td>
<td>Future of Work in Canada: The Challenges Facing Young Canadians</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>Looks at the changing nature of work in Canada focusing on the evolving job market, the role of government policy in structuring and promoting the development of work, and in assessing the problems and potential policy solutions respecting employment, underemployment, job creation, and career promotion. Special attention given to concerns and needs of young Canadians.</td>
</tr>
<tr>
<td>POLS 333</td>
<td>Leaders and Leadership</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>A close review and analysis of the quality of leaders and leadership in government and society.</td>
</tr>
<tr>
<td>POLS 340</td>
<td>Aboriginal and Treaty Rights in the Canadian Constitution</td>
<td>6</td>
<td>MIKM 100 or permission of instructor.</td>
<td>The study of Mi'kmaq aboriginal and treaty rights in Atlantic Canada. The issue of enshrining aboriginal and treaty rights in S.25 and S.35 of the Constitution Act (1982) will be emphasized.</td>
</tr>
<tr>
<td>POLS 351</td>
<td>The United Nations: Origins, Structure, and Development</td>
<td>3</td>
<td>6 credits of 100-level Political Science or permission of instructor.</td>
<td>The genesis of international organizations; the League of Nations; and the creation, growth, and development of the United Nations.</td>
</tr>
<tr>
<td>POLS 353</td>
<td>The United Nations: Its Role in International Affairs</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>An in-depth analysis of the functions of the United Nations in the areas of political, economic, social, and legal activities and its interaction with the international community.</td>
</tr>
<tr>
<td>POLS 355</td>
<td>An Introduction to International Law</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>An introduction to the study of law by examining the nature of international law, its legal and judicial institutions, and its impact on the behaviour of individuals, nation-states and international organizations.</td>
</tr>
<tr>
<td>POLS 357</td>
<td>An Introduction to Cases in International Law</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>Introduces and analyses the milestone cases of international law in national and international courts.</td>
</tr>
<tr>
<td>POLS 359</td>
<td>Human Rights: International Dimensions</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>This course will examine international efforts and structures for promoting international human rights. The course will address the development of human rights, the causes of rights abuse, and ways and means of rights enforcement.</td>
</tr>
<tr>
<td>POLS 361</td>
<td>Revolution and Resistance</td>
<td>3</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>Addresses the nature of revolutions looking at the theory and practice of revolutions and their political, social, economic, and cultural impact. Types of revolutions studied will range from “traditional” revolutions (American, French, Russian) to such events as the “Industrial Revolution”, the “Scientific Revolution”, “Women’s Liberation”, the “youth movement,” and other social revolutions.</td>
</tr>
<tr>
<td>POLS 366</td>
<td>International Politics in a Changing World</td>
<td>6</td>
<td>6 credits of 100-level political science or permission of instructor.</td>
<td>This course is designed to examine the configuration of power in the world today and provides an introduction to a range of issues, which although global in nature, have an impact on Cana-</td>
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</tbody>
</table>
dians. Topics include: international governance, terrorism and security issues, globalization, human rights, international law, and environmental deterioration.

**POLS 371 Canadian Courts and Court Management**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

A close study of contemporary issues, problems, and reform potentials facing the administration of justice in Canada.

**POLS 375 Canadian Public Administration: Financial Management, Personnel Administration**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

The major theoretical and practical issues and problems respecting financial management and personnel administration within Canadian governments.

**POLS 377 Canadian Government and Administrative Law**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

An introduction to the theoretical and practical relationships and issues existing within the Canadian Administrative Law system.

**POLS 389 Restructuring in the Canadian Public Sector**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

Current issues and challenges in public administration and techniques of public sector management.

**POLS 393 Introduction to Policy Studies**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

A study of Canadian policies in the areas of health care, social welfare, the environment, criminal justice, education, and the impact of globalization in bringing about change.

**POLS 395 Children’s Rights**

(cross-listed with PSYC 395)

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

This interdisciplinary course is a study of children’s rights in Canada within the framework of the UN Convention on the Rights of the Child. Issues include child protection, abuse and neglect, adoption, pre-natal care, and education rights.

**POLS 397 Children and the Law**

(cross-listed with PSYC 397)

Credits: 3  Prerequisite: 395

We examine legal and psychological issues from a children’s rights perspective in the following areas: sexual exploitation, economic exploitation, environmental health, child poverty, and youth in conflict with the law.

**POLS 399 Directed Independent Study, Junior Level**

Credits: 3  Prerequisite: 6 credits of 100-level political science or permission of instructor.

This course is designed for students to pursue a special field of study and research under a departmental supervisor and also as an integral part of the Certificate Program in Public Administration.

**POLS 410 Seminar in Public Policy**

Credits: 6  Prerequisite: 12 credits of Political Science.

A study of leading public policy fields in Canada, major issues, and current revisions in light of forces of fiscal restraint and globalization.

**POLS 420 Seminar in Canadian Politics**

Credits: 6  Prerequisite: 12 credits of Political Science.

An in-depth study of a specific aspect of political life in Canadian society. A central theme is selected each year.

**POLS 430 Seminar in International Relations**

Credits: 6 Prerequisites: 12 credits of Political Science.

This course is designed to offer an in-depth study of a specific aspect of international relations. A central theme will be selected in light of current and emerging issues of interest and concern. It is anticipated that the first year the course is offered, the chosen theme will be “globalization.”

**POLS 496 Honours Thesis**

Credits: 6  Prerequisite: 12 credits of Political Science.

This course is the thesis component of the Honours Program in Political Science. Students will undertake an individual research project on a topic of their own choosing in consultation with a faculty advisor.
COURSE DESCRIPTIONS

POLS 499 DIRECTED INDEPENDENT STUDY, SENIOR LEVEL
Credits: 6  Prerequisite: 12 credits of Political Science.
Directed Study Program: see the Department Chair for details.

PROBLEM CENTRED STUDIES

These courses are the core requirements of the Bachelor of Arts Community Studies Degree program.
Courses marked ☑️ are offered by distance as well as on campus.

☑️ PCSS 100 ANALYSIS AND DECISION MAKING
Credits: 6
Core course in the BACS degree program and an elective in other programs.
Within the context of a small group, students are encouraged to develop and employ a variety of skills including problem solving, critical analysis, research, and writing. Both individual and group projects are required.

☑️ PCSS 200 APPLIED RESEARCH
Credits: 6  Prerequisites: 30 credits including PCSS 100.
Students engage in group projects which apply the problem-solving skills of the first year and develop additional abilities and techniques of primary research, analysis, and evaluation.

☑️ PCSS 251 COMMUNITY VOLUNTEER WORK I
Credits: 3  Prerequisites: 30 credits including PCSS 100 or permission of department chair.
A 160-hour volunteer work placement that is relevant to the student's career interest and plans.

☑️ PCSS 253 INDIVIDUAL REFLECTIVE ESSAY I
Credits: 3  Prerequisites: 30 credits including PCSS 100 or permission of department chair.
Students examine issues related to the world of work and their future educational and career plans.

☑️ PCSS 300 COMMUNITY INTERVENTION
Credits: 6  Prerequisites: 60 credits including 100, 200, 251, 253.
Students working together in small groups execute a plan of community intervention based on their research, a needs assessment, and strategic plan. Includes completion of a written report.

☑️ PCSS 351 COMMUNITY VOLUNTEER WORK II
Credits: 3  Prerequisites: 60 credits including 100, 200, 251, & 253.
Students explore issues relating to their career interests through a second 160-hour volunteer work placement.

☑️ PCSS 353 INDIVIDUAL REFLECTIVE ESSAY II
Credits: 3  Prerequisites: 60 credits including 100, 200, 251, and 253.
Students write a reflective essay exploring all aspects of their university experience including process learning and their future educational and career plans.

☑️ PCSS 355 SELF-REFLECTED ESSAY
Credits: 3  Prerequisites: permission of instructor
Students will reflect on their experiences during their study in the CPSD certificate as professional individuals. As such, the course will allow students to reflect on their separate professional aspirations and explore ways in which they might employ CPSD initiatives in their varied and separate professional lives.

☑️ PCSS 400 TUTORIAL
Credits: 6  Prerequisites: 90 credits including PCSS 100, 200, 251, 253, 300, 351, 353.
A course where the student undertakes a research project in an area of interest to future education or career plans.

NOCR 900 POLICE PREPARATORY COURSE
In addition to degree courses, the PCS Department offers a non-credit course that will assist students in preparing for careers as police officers by providing some of the credentials required for application to the Atlantic Police Academy and other police academy programs. This course will include physical fitness, first aid, CPR, resume development, range, drill, and seminars with the Cape Breton Regional Police Service.

PSYCHOLOGY

Psychology is concerned with understanding human thoughts, feelings, and behaviour. Many of the problems studied by psychologists are of a highly practical nature, such as how to treat people with mental disorders or how to develop tests that will predict performance in school. Psychologists are also involved in helping with social problems such as racial and sexual discrimination, alcohol and drug addiction, and designing jobs so that people enjoy working and get a sense of personal satisfaction from what they do. While other disciplines address many of the same problems, psychology differs from these areas in the way it attempts to answer these questions. Psychology relies
heavily on experimental procedures where individuals are observed under controlled conditions. The experimental approach is not the only method used by psychologists—psychologists also rely on clinical observations and careful study of humans and animals in more natural settings—but the experimental method also allows psychologists to address, and sometimes answer, questions which remain speculative for other disciplines. Experimental methods sometimes limit the kinds of questions that can be asked. Many people do find, however, that a scientific understanding of behaviour gives greater "insight" into their own behaviour in ways that may not be appreciated immediately.

Degree Programs:
Psychology courses can be taken as part of the BA, BACS, and BSc programs. It is important to note that the core requirements may differ depending on the program. Courses in psychology required for each of the degree options are listed with degree program regulations.

Prerequisites: All 200-level courses require PSYC 100 as a prerequisite plus additional courses as noted. Courses at the 300 level require at least twelve previous credits in psychology, including prerequisites as noted, and a 60% cumulative average in previous psychology courses. Those at the 400 level require eighteen previous credits in psychology, including those noted, and a 60% cumulative average in the previous psychology courses.

Courses marked are offered by distance as well as on campus.

**PSYC 100 INTRODUCTION TO PSYCHOLOGY**
Credits: 6
The course provides a broad overview of the various disciplines and subdisciplines which make up psychology. The topics that are introduced are covered in more depth in upper level courses.

**PSYC 201 DATA ANALYSIS**
Credits: 3 Prerequisite: 100
An introduction to the application of statistical methods to the solution of research problems in psychology. Commonly used elementary descriptive and inferential statistical procedures will be presented in a context emphasizing an understanding of the general principles of sampling error and hypothesis testing.

**PSYC 203 RESEARCH METHODS IN PSYCHOLOGY**
Credits: 3 Prerequisites: 100, 201
An introduction to the conduct of inquiry in psychology, including experimental design (internal and external validity), scientific paper writing, social psychological and ethical factors in the experimental situation, and elementary philosophy of science.

**PSYC 211 LEARNING**
Credits: 3 Prerequisite: 100
The fundamental principles of learning derived from research with animal and human subjects and the application of these principles to the understanding and prediction of behaviour.

**PSYC 221 COGNITION**
Credits: 3 Prerequisite: 100
Cognition refers to the mental processes used in acquiring, storing, elaborating, retrieving, and using information. Topics covered in this survey of cognitive psychology include attention, memory, pattern recognition, mental imagery, psycho-linguistics, the mental structure of general knowledge, problem-solving, concept formation, and decision-making.

**PSYC 225 DRUGS AND BEHAVIOUR**
(Cross-listed with BIOL 225)
Credits: 3 Prerequisite: 100
This course will review the basic principles and concepts of pharmacology, psychology, and neurophysiology. Then the course concentrates on drug classes, recreational (e.g. alcohol and marijuana), and prescribed (e.g. benzodiazepines and antidepressants) and details the specific drugs within each class.

**PSYC 240 SOCIAL PSYCHOLOGY**
Credits: 6 Prerequisite: 100
Social psychology examines how thoughts, feelings, and behaviour are influenced by the real, imagined, or implied presence of other people. The focus is on the experimental study of cognitive processes occurring in individuals. Topics include research methods, person perception, attitude development and change, altruism, aggression, and interpersonal attraction.

**PSYC 250 PERSONALITY**
Credits: 6 Prerequisite: 100
Explores several "grand" theories intended to account for the origins and development of our views of ourselves and how we relate to each other including the psychoanalytic, trait, learning theory, biological, cognitive, and humanistic perspectives. Examples of research attempts to validate the theories will be discussed and students will complete personality assessment instruments.

**PSYC 260 DEVELOPMENTAL PSYCHOLOGY**
Credits: 6 Prerequisite: 100
Developmental psychology is the systematic study of changes and continuities in physical, cognitive, and psychosocial functioning in humans from conception to death and how they are influenced by the person's biological nature and experienced nurture.
PSYC 303 Research Practicum in Psychology
Credits: 3  Prerequisite: 12 credits in psychology with a 60% average, including 203.

Designed to give students practical experience in planning, conducting, and evaluating psychological research. Topics include various ANOVA, correlational, and multivariate designs. Weekly lab assignments require students to use computer packages to perform analyses, interpret, and report the results. This course fulfills the BSc computer proficiency requirement.

PSYC 311 Motivation
Credits: 3  Prerequisite: 12 credits in psychology with a 60% average.

Surveys and integrates the various historical and methodological traditions in the study of human motivation and emotion. Deals with the complex, interrelated ways of answering the question, “Why does a person behave in a particular way?”

PSYC 320 Sensation and Perception
Credits: 6  Prerequisites: 12 credits in psychology with a 60% average.

Explores how information in the world is registered by the senses, conveyed to the brain, and organized and interpreted to form meaningful perceptions of the world. Topics include anatomy and physiology of the sensory systems, principles of perceptual organization, perceptual development, and the methods used to study sensation and perception.

PSYC 321 Physiological Psychology
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average. Recommended preparation: 6 credits of 100-level Biology.

Physiological psychology is concerned with the structure and functions of the nervous systems.

PSYC 325 Health Psychology
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average

Integrates research and theory from clinical psychology, social psychology, behavioural neuroscience, experimental psychology, and medicine. Includes important psychological theories, concepts, and assessment/treatment methods. Where possible, the physiological mechanisms responsible for the behaviour-outcome observed will be explored.

PSYC 343 Social Psychology of Education
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average, including 240.

A socio-psychological study of education providing a conceptual framework with which to diagnose and solve problems.

PSYC 361 The Psychology of Adolescence
Credits: 3  Prerequisites: 12 credits in Psychology with a 60% average, including 260.

The developmental patterns and experiences of contemporary adolescents are examined from an ecological theoretical perspective.

PSYC 363 The Psychology of Ageing
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average, including 260.

An examination of the effects of ageing on behaviour and some of the common misconceptions about old age.

PSYC 365 Human Sexuality and Sex Education
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average.

Human sexuality: for students in understanding their own sexuality, for parents in guiding the development of their children, and for teachers required to provide formal instruction on sexuality.

PSYC 367 The Psychology of Parenting
Credits: 3  Prerequisite: 260

Major research issues and methods in the study of parenting are examined.

PSYC 369 Psychology of Career Development
Credits: 3

This course will examine the major theories of career development, the relationship between careers and lifespan development, and the process of decision making as applied to careers.

PSYC 371 Abnormal Psychology
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average, including 250, either completed or concurrent.

The study, assessment, treatment, and prevention of abnormal and maladaptive behaviour.

PSYC 381 The Psychology of Education
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average.

Theories of learning and development, their educational implications and applications to instructional methods, evaluation, motivation, and individual differences.
PSYC 385 Psychology of Exceptional Children
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average, including 260.
Children in whom a difference or disability in physical, cognitive, emotional, behavioural, or social functioning necessitates special intervention in order to allow realization of their potential.

PSYC 389 Mental Retardation
Credits: 3  Prerequisites: 12 credits in psychology with a 60% average, including 260.
The genetic, developmental, and social bases of mental subnormality.

PSYC 391 Psychology of Religion
Credits: 3  Prerequisite: 240
The psychology of religion examines the nature, histories, and social origins of religious behaviour and experience, with a strong emphasis on psychological processes occurring in religious individuals.

PSYC 395 Children’s Rights
(cross-listed with POLS 395)
Credits: 3
This interdisciplinary course is a study of children’s rights in Canada within the framework of the UN Convention on the Rights of the Child. Issues include child protection, abuse and neglect, adoption, pre-natal care, and education rights.

PSYC 397 Children and the Law
(cross-listed with POLS 397)
Credits: 3  Prerequisite: 395
We examine legal and psychological issues from a children’s rights perspective in the following areas: sexual exploitation, economic exploitation, environmental health, child poverty, and youth in conflict with the law.

PSYC 421 Advanced Cognition
Credits: 3  Prerequisites: 18 credits in psychology with a 60% average, including 221.
Focuses on such higher mental activities as language, memory, thinking, decision-making, creativity, and problem solving including applications in education, business and other situations.

PSYC 423 Neurobiology
(cross-listed with BIOL 423)
Credits: 3  Prerequisite: 321 or BIOL 360
This course introduces basic anatomical and physiological principles of neuroscience extending from basic biophysical properties of neurons and glia, to the physiological basis of sensory processing, motor behaviour, learning, and memory. Neurobiology differs from 321 in that it will go into significantly greater depth on basic physiology and will not attempt the general survey of all behaviour.

PSYC 431 History of Psychology
Credits: 3  Prerequisites: 18 credits in psychology with a 60% average.
The development of psychology in Western civilization from approximately 1800 to the present, focusing on certain key, perennial issues.

PSYC 441 Advanced Topics in Social Psychology
Credits: 3  Prerequisites: 18 credits in Psychology with a 60% average, including 240.
The course focuses on one or a few related topics in social psychology. Topics may vary from year to year; please consult the instructor. Possible topics include: social cognition, affiliation, social interaction, attitude change and development, social theories of emotion, attribution theory, social perception, and self-concepts.

PSYC 443 Advanced Social Psychological Theory
Credits: 3  Prerequisites: 18 credits in Psychology with a 60% average, including 240.
An overview of social psychological theory as well as a framework for integrating social psychological research and understanding social change.

PSYC 451 Advanced Topics in Personality
Credits: 3  Prerequisites: 18 prior credits in Psychology, including 250, with 60% average.
The course focuses on in-depth coverage of a small number of related topics in the study of personality. Topics vary from year to year, please check with the instructor. Possible topics include: personality assessment, application of personality theory and measurement, the cross-situational consistency debate, heritability of traits, and personality structure.
COURSE DESCRIPTIONS

PSYC 461 ADVANCED DEVELOPMENTAL PSYCHOLOGY
Credits: 3  Prerequisites: 18 credits in Psychology with a 60% average, including 260.
This course will examine contemporary issues in developmental psychology.

PSYC 463 CHILDHOOD BEHAVIOUR DISORDERS
Credits: 3  Prerequisites: 18 credits in Psychology with a 60% average, including 260.
We examine the etiology, diagnostic criteria, treatments, and outcomes of a variety of childhood developmental disorders including conduct disorder, autism, ADHD, and eating disorders.

PSYC 470 INTRODUCTION TO CLINICAL PSYCHOLOGY
Credits: 6  Prerequisites: 18 credits in Psychology with a 60% average, including 370, either completed or concurrent.
Clinical psychology studies the application of psychological principles to the adjustment problems of human beings.

PSYC 483 THE PSYCHOLOGY OF READING DEVELOPMENT
Credits: 3  Prerequisites: 18 credits in Psychology with a 60% average.
A seminar course in which the student is expected to prepare for each class by reading about or critically evaluating the weekly topic and discussing it in a meaningful way.

PSYC 485 COUNSELLING PSYCHOLOGY
Credits: 3  Prerequisites: 18 credits in Psychology with a 60% average, including 240.
This course examines the major theories of counselling, introduces the basic interviewing skills practised by those in the helping professions, and acquaints students with a variety of counselling applications.

PSYC 489 LEARNING DISABILITIES
Credits: 3  Prerequisites: 18 credits in Psychology with an average of 60%, including 221 and 260.
The psychology and education of those children who, because of disorders of the basic psychological processes involved in communication, are unable to learn under ordinary school instruction.

PSYC 490 HONOURS SEMINAR AND THESIS
Credits: 6  Prerequisites: At least 36 credits in Psychology with an average of 75%, including 203 and with 303 either completed or concurrent.
The Honours thesis is a formal written report presenting an original empirical study carried out within the academic year. See Department Chair for details.

PSYC 491(3 CREDITS) PSYC 492 (6 CREDITS) AND PSYC 493 DIRECTED STUDY (3 CREDITS)
Students may elect a course of study on any psychological topic of special interest to them for which an appropriate faculty supervisor can be found. The student must obtain the consent of a faculty member to act as a supervisor before registering for this course.

RELIGIOUS STUDIES

Some students will be interested in undertaking study in Religious Studies, either because of the perspectives which religion provides for integrating the content of other disciplines or because of professional goals involving ministry or graduate studies. These students are encouraged to consider a concentration in Religious Studies. Members of the department will be pleased to advise students in regard to appropriate patterns of coursework to fit their interests or pre-professional needs.

Courses marked are offered by distance as well as on campus.

RELS 101 INTRODUCTION TO THE BIBLE: THE HEBREW SCRIPTURES
Credits: 3
Examines the record of the Israelites’ experience of God as recorded in the Hebrew Bible.

RELS 103 INTRODUCTION TO THE BIBLE: THE NEW TESTAMENT
Credits: 3
The New Testament is examined as a record of the experience of the first generation of Christians.
RELS 115 INTRODUCTION TO HINDUISM, BUDDHISM, JAINISM, AND SIKHISM
(cross-listed with HIST 115 and HUMA 115)
Credits: 3 Exclusions: unavailable for students having credit for old 110.
The history, practice, and meaning of the Hindu and Buddhist traditions will be examined along with Jainism and Sikhism. Their contribution to our understanding of religion as a whole and present day role of these traditions in world events will be discussed.

RELS 117 INTRODUCTION TO JUDAISM, CHRISTIANITY, AND ISLAM
(cross-listed with HIST 117 and HUMA 117)
Credits: 3 Exclusions: unavailable for students having credit for old 109 or 110.
Judaism, Christianity, and Islam are three great world religions that have influenced present day Western Society. This course will examine the origins, major historical developments, cultural influence, and teachings of these world religions. There will also be an emphasis on the role these religions play in current world events and politics.

RELS 150 RELIGIOUS EXPERIENCE
Credits: 6
An introduction to the many forms and styles of religious behaviour in a developmental fashion.

RELS 220 HISTORY OF RELIGIONS AND THE CONTEXT OF CONTACT IN COLONIAL ACADIA
Credits: 6 Prerequisite: 6 credits of introduction in humanities, history or religious studies.
An introduction to the history of religions through an analysis of British-Mi’kmaq relations in eighteenth and nineteenth century Acadia.

RELS 223 THE EXISTENCE OF GOD
(cross-listed with PHIL 223)
Credits: 3
The question concerning the existence of God is perplexing since it arises in history but points to a reality beyond history. What can we know about God?

RELS 241 RELIGION AND LITERATURE
Credits: 3
This course introduces students to religious themes and ideas that may be found in literary forms such as novels, poetry, and children’s stories from various cultural backgrounds.

RELS 243 RELIGION AND FILM
Credits: 3
Increasingly in modern society films have become the forum for presentation of religious ideas. In this course, we will examine how the medium of film has shaped our ideas on various religious themes.

RELS 257 DEATH AND DYING: DYING AND VALUES
(cross-listed with PHIL 257)
Credits: 3
Death as a process of life. Cardiac, whole brain, and higher brain definitions of death. Interdisciplinary perspectives. Moral standing and ethical principles. Death condemnation and embalming. DNR and DNH orders, transplants, and living wills.

RELS 259 DEATH AND DYING: DEATH, HEALING, AND AGEING
(cross-listed with RELS 259)
Credits: 3
Heidegger, Sartre, and Marcel on the nature of death. Healing techniques: good and bad grief. Ageing as a process. The metaphysical structure of death as such (what death is like to the dead).

RELS 261 THE CHRISTIANIZATION OF WESTERN EUROPE: HISTORY OF CHRISTIANITY I
(cross-listed with HIST 261)
Credits: 3
The rise of Christianity from its origins as a sect within Judaism to its domination of life in medieval Europe.
COURSE DESCRIPTIONS

RELS 263 Christianity and the Modern World: History of Christianity II
(cross-listed with HIST 263)
Credits: 3
The history of Christianity from the reformations of the sixteenth century to the present.

RELS 265 Spirituality and Health
(cross-listed with PHIL 265)
Credits: 3 Required for all students in the BSc Nursing Program.
This course introduces students to the links between spirituality, medicine, disease, and illness as they relate to health and healing techniques throughout the lifespan. Health arises at the intersection of these links. The course is directed towards students in the nursing program though other students may enrol.

RELS 267 Religion and Health
(cross-listed with PHIL 267)
Credits: 3 Prerequisite: 265 Required for all students in the BSc Nursing Program.
This course introduces students to the links between religion, culture, and health. The major world religions offer guidance on how to live harmoniously with self, others, and the environment thereby playing a focal role in health issues. The course is directed towards students in the nursing program though other students may enrol.

RELS 271 Celtic Religion I: Druidism
(cross-listed with CELT 271)
Credits: 3
This course studies the history, philosophy, teachings, and practices of the pagan religion, Druidism, among the Celtic peoples of England, Scotland, Wales, and Ireland before the dawn of Christianity in the fifth century, A.D.

RELS 273 Celtic Religion II: Christianity
(cross-listed with CELT 273)
Credits: 3
Covers the spread of Christianity to England, Scotland, Wales, and Ireland and the clash which developed between Celtic and Roman Christianity.

RELS 280 Liberation Theology
Credits: 6
Liberation Theology is characterized by continual reference to the social, economic and cultural experience of the people of Latin America, combined with a creative reading of the Bible and the Christian tradition.

RELS 291 Women in the Western Religious Tradition
Credits: 3
Feminist theology has developed recently as a critique and re-interpretation of traditional theology of women. The course examines this new theology and the new insights it generates in the Western religious tradition.

RELS 293 Women in the Eastern Religious Tradition
Credits: 3
Feminist theology has developed recently as a critique and re-interpretation of traditional theology of women. The course examines this new theology and the new insights it generates in the Eastern religious tradition.

RELS 330 Prophecy and Apocalyptic
Credits: 6
Explores the prophetic and apocalyptic texts of the Hebrew Bible in their relevance for Judaism and Christianity today.

RELS 340 The Four Gospels in Modern Scholarship
Credits: 6 Prerequisites: 6 credits in Religious Studies or permission of the instructor.
Introduces the student to the developments in New Testament scholarship that have taken place in the last two hundred years.

RELS 353 Religious Persecution to Religious Liberty I (to 1600)
(cross-listed with HIST 353 and PHIL 353)
Credits: 3
This course examines ideas about religious intolerance, toleration, and liberty from antiquity to the sixteenth century. Students will read and discuss important texts. Historical, theological, and philosophical perspectives will be introduced.
**RELS 355 RELIGIOUS PERSECUTION TO RELIGIOUS LIBERTY II (FROM 1600)**
(cross-listed with HIST 355 and PHIL 355)
Credits: 3
A continuation of 353. The seventeenth century worked out ideas presented during the Reformation, while the Enlightenment launched an all-out assault on bastions of intolerance. Modern approaches, theological and philosophical, along with contemporary declarations, e.g. United Nations and Vatican II, will also be read.

**RELS 362 STUDIES IN RELIGIOUS AUTOBIOGRAPHY**
(cross-listed with ENGL 362)
Credits: 6 Prerequisites: 6 credits at the 200 level in an appropriate discipline.
An examination of the history of the genre of religious autobiography, especially in the Christian tradition, from biblical antiquity to the present day. Major points of emphasis will include the Confessions of Augustine and the flood of autobiographical writing produced in the seventeenth century. An attempt will be made to identify various types within the genre and to consider the contextual meaning of the genre.

**RELS 430 ECUMENICAL THEOLOGY**
Credits: 6 Prerequisites: 6 credits in Religious Studies.
Examines the history of the Ecumenical Movement, the extent of doctrinal convergence among Christians, as well as the future prospects of the movement.

**SOCIAL SERVICES**

These courses are offered within the Bachelor of Arts Community Studies program and are also available for credit in the BBA degree program and up to 18 credits in the BA degree program. They form the core courses for the Social Services Certificate Program.

**SOSV 200 INTRODUCTION TO SOCIAL WORK**
Credits: 6
Students are exposed to the foundations of social work including values, ethics and cardinal beliefs. The process of client assessment is examined in detail.

**SOSV 201 INTRODUCTION TO PRIVATE SOCIAL WELFARE SYSTEMS**
Credits: 3
This course critically examines the history of social welfare in Canada including the events, people, and institutions that played key roles. Specific emphasis is placed on the Private Social Welfare System in order to obtain an understanding of the factors that gave rise to our current system. It also provides an introduction to the range and scope of services within the system, the overlaps with public sector programs, and the gaps in service.

**SOSV 203 INTRODUCTION TO PUBLIC SOCIAL WELFARE SYSTEMS**
Credits: 3
This course defines and examines the Public Social Welfare System in Canada with emphasis on the context in which the programs were developed and modified. Through lectures, class discussions and guest speakers, students are exposed to issues that affect the stakeholders in this system at the municipal, provincial, and federal level.

**SOSV 300 MODELS OF PRACTICE AND INTERVENTION**
Credits: 6 Prerequisite: 200 or permission of the instructor.
Theoretical and applied information is provided on a number of models of practice currently used in social work.

**SOSV 305 CHILD WELFARE: A CANADIAN PERSPECTIVE**
Credits: 3 Prerequisite: SOSV 200 or permission of the instructor.
This course will help students begin to understand the effects of maltreatment on childhood development and later consequences in adult life. It will examine various risk factors that research has shown places children and youth at risk as well as review literature on services which promote child and family wellness.

**SOSV 399 INDEPENDENT DIRECTED STUDY**
Credits: 3 Prerequisite: 12 credits in Social Services. Students enrolled in the Social Services Certificate can take 399 concurrently with SOSV 200, 201, 203, and 300.
This course is designed for students to pursue a special field of study and research under departmental supervision. It is a requirement for the Social Services Certificate.

**SOCIOLOGY**
See ANTHROPOLOGY/SOCIOLOGY
SPANISH

SPAN 100 INTRODUCTORY SPANISH
Credits: 6
This course is designed for students with limited or no knowledge of the Spanish language. It covers the essentials of grammar and vocabulary, expression and comprehension, in basic language structures leading to an effective communication in both oral and written forms.

SPAN 200 INTERMEDIATE SPANISH
Credits: 6 Prerequisite: SPAN 100
This course is a comprehensive review of grammar, comprehension, and expression in oral and written form. Advanced grammar, conversation and composition, introduction to literature, and assignments.

SPORTS AND HUMAN KINETICS

Courses in sport performance and management are provided for first-year Human Kinetics transfer students and for the Sports Management of the Bachelor of Arts Community Studies degree. New courses emphasizing the role of sports in personal development, wellness, and community life are now important elements of this department.

SPHK 100 SPORTS & HUMAN KINETICS
Credits: 6
Theory, practice, and teaching of: Track and Field, Fitness, Basketball (term 1); Gymnastics, Aquatics, Soccer (term 2).

SPHK107 INTRODUCTION TO HEALTH AND WELLNESS
Credits: 3
The course will provide an interdisciplinary introduction to historical and current definitions of health and explore concepts of population health and determinants of health. Will also provide students with an introduction to health promotion, a process for affecting population health change.

SPHK109 INTRODUCTION TO PERSONAL HEALTH
Credits: 3
Provides students with health information based on scientific principles that will enable them to make sound decisions regarding their health. Emphasis on physiological mechanisms of health and illness including the contribution of the mind. Topics include mental health, drug abuse, communicable diseases, chronic diseases, nutrition, human sexuality, environmental health, ageing, death and dying.

SPHK 115 ORIENTATION TO SPORT / HUMAN KINETICS
Credits: 3
The role of human kinetics and sports in a changing society.

SPHK135 HISTORY OF SPORT / HUMAN KINETICS
Credits: 3
A survey of the history of human kinetics in Canada, from pioneer days to the present. The roles of Great Britain, the United States, Scandinavia, and Germany are examined.

SPHK 145 CAPE BRETON SPORTS HERITAGE (CROSS-LISTED WITH HERT 145)
(cross-listed with HERT 145)
Credits: 3
An historical survey of sport and recreational activities as they have contributed to Cape Bretoners’ sense of community.

SPHK 200 SPORT MANAGEMENT
Credits: 6
The structure, function, and systems of sports and recreation in Canada. Includes recreation and leisure programming, market surveys, and job specification/requirements.

SPHK 300 SPORTS MEDICINE
Credits: 6
The prevention and care of athletic injury.

SPHK 311 FACILITIES DESIGN AND MANAGEMENT
Credits: 3
The design and management of human kinetics sports/recreation facilities.

SPHK 313 HUMAN PUBLIC RELATIONS IN SPORT/RECREATION
Credits: 3
Career development and job search skills in sport/human kinetics.

SPHK 375 ADVANCED COACHING
Credits: 3
An in-depth analysis of modern day coaching/training practices and their effect on individual athletes and team performance.
SPHK 377 Exercise and Personal Fitness
Credits: 3
This course will cover the basic concepts related to exercise, fitness and health. Emphasis on personal health habits and attitudes as they influence chronic diseases and conditions. Personal hands-on experience with labs designed to challenge and stimulate counselling skills.

SPHK 378 Special Topics in Sports Management
Credits: 6 Prerequisite: 3 credits intro Leisure Studies
Topics will change according to student and faculty interests.

SPHK 379 Special Topics in Sports Management
Credits: 3 Prerequisite: 3 credits Intro Leisure Studies
Topics will change according to student and faculty interests.

TRADES
See Automotive Service Technician, Heavy Duty Equipment Repair/Truck & Transport, Industrial Mechanic/Millwright, Machinist/CNC, Motor Vehicle Body Repairer, or Welding (Basic).

WELDING (BASIC)

WBEX 511 Blueprint Reading For Welders I
This course is designed to provide students with detailed information to develop skills necessary to interpret working sketches and prints common to the welding field.
Chapters 1 - 10 (Welding Print Reading).

WBEX 512 Blueprint Reading For Welders II
This course is designed to provide students with detailed information to develop skills necessary to interpret working sketches and prints common to the welding field.
Chapters 11 - 20 (Welding Print Reading).

WBEX 521 Welding Theory I
This course will provide students with an understanding of virtually all the welding and cutting processes used in production and repair today. Students will cover the theory of fundamentals of operation, equipment used, and techniques recommended for all the welding and cutting processes.

WBEX 522 Welding Theory II
Provides an understanding of virtually all the welding and cutting processes used in production and repair today. Students will cover the theory and fundamentals of operation, equipment used, and techniques recommended for all welding and cutting processes.

WBEX 531 Welding Practice I
This course is designed to provide students with hands-on practical experience of the basic welding processes and techniques. Students will have the opportunity to do oxy-fuel welding and cutting, and weld 4-position lap and tee joints using 6010, 6011 and 7018 electrodes of various sizes.

WBEX 532 Welding Practice II
This course is designed to provide students with hands-on, practical experience of the basic welding processes and techniques.

WBEX 158 Math - Trades
This course is designed to provide the student with information on the application of mathematical skills to solve welding problems that arise on the job during the fabrication of material into welded structures. The focus is on percentages, direct measure, computed measure, stretch outs, and layouts.

WBEX 162 Communication - Trades
This course is designed to give students enrolled in the welding program the skills to communicate effectively in the workplace. Emphasis is placed on improving reading, writing, listening, and speaking skills required by industry.
THE LEARNING COMMUNITY

University College of Cape Breton is a learning community which calls on all members to contribute to the enlightenment and enrichment of others. UCCB regards students, faculty, staff, and administrators as partners, each with special roles and responsibilities in the promotion of learning.

“Students” are those partners in the learning community who are undertaking formal study, normally for credit. They are the people whom the University College primarily exists to serve. Most University College regulations or guidelines, including these guidelines, are directed primarily towards students who seek formal academic degrees, diplomas, and other certifications. UCCB is committed to working closely with its students to ensure that they are able to succeed in meeting the challenges of an excellent, innovative, post-secondary education program and to prepare them for life after UCCB.

Student evaluation is an important component of the UCCB experience and a range of procedures is employed in the evaluation process. These procedures vary from department to department, and are tailored to meet the curriculum design and academic objectives of each program. These objectives include identifying a student’s readiness to learn, providing feedback on a student’s strengths and weaknesses, rewarding success, identifying and addressing reasons for failure, and building a student’s confidence.

The essence of UCCB’s mission is to serve the people of Cape Breton by providing the academic, professional, and personal enrichment that is fundamental to the survival and growth of this community. The University College also realizes that its community is intimately connected with the region, the country, and the world. UCCB therefore encourages and welcomes applicants from other regions of Canada and from other countries. Students from outside Cape Breton add texture and depth to the University College; incoming students in turn benefit from a unique educational experience in a learning community that fosters enthusiasm, initiative, and leadership.

In addition, the University College welcomes occasional participants in our activities, and regards them also as valued members of the UCCB community. These partners include the adults or children who attend a workshop or a conference, audit a course or attend a play. They may come to the campus for an athletic event, a lecture, a reception, or an Art Gallery exhibition. Still others come to UCCB to use the Library, the Education Resource Centre, the Beaton Institute, or a host of other services and activities provided by the University College.

STUDENT EVALUATION

THE EVALUATION PROCESS

Within the first week of each course, the instructor shall provide a written description of the evaluation procedure to be employed, including a description of all of the elements that contribute to the final grade in the course and the percentage proportion assigned to each.

THE SUCCESSFUL COMPLETION OF A COURSE

The passing grade in most courses is 50 percent.

Equivalency Key (Numbers to Letters) For the benefit of those receiving institutions who prefer letter grades, the following equivalencies key may be used:

- 90 - 100 = A+
- 85 - 89 = A
- 80 - 84 = A-
- 70 - 79 = B
- 60 - 69 = C
- 50 - 59 = D
- 0 - 49 = F

AVERAGING

Averages are computed for all students in December and April and are calculated on the highest marks for up to thirty credit hours.

RANKING

Students carrying a normal course load in an award bearing program, will be ranked in that program at the end of the academic year. Courses that are audited are not included in this ranking.

THE HONOUR ROLL

The University College gives special recognition to two levels of academic achievement:

SCHOLARLY EXCELLENCE

To be eligible for the Dean’s List or acknowledgement of scholarly improvement, students must have completed in a minimum of five six-credit courses within a full calendar year.

THE DEAN’S LIST

Students who achieve an average of 75%, with no course failures, are designated as having reached a level of scholarly excellence. Students who achieve an average of 85%, with no course failures, are designated as having reached a level of scholarly excellence with distinction. These students will receive an Honours Society parchment and pin.
Scholarly Improvement

Recognition is also given to students who have improved their overall average by 10 points over their last formal evaluation period. (Note: the 10 point increase must result in a minimum average of 50%.) This recognition applies to students entering from high school (based on a 10 point increase over high school in the first University College term evaluation) as well as those moving from one year level to the next in the University College. These students will receive a letter of recognition from their Dean.

Legends Used in Place of Numerical Grades

In certain cases, legends are used in place of numerical grades. Students should familiarize themselves with these legends since some of them have a direct influence on average and rank.

AUD = Audit

Used to record an audit, where a student is eligible to attend regular classes but ineligible to participate in written assignments or examinations set for the course. No credit is attached to an audit.

PAS = Pass

Used to record credit for a course where no numerical grade is assigned, for example, Keyboarding. This legend is not considered in the calculation of averages.

FAI = Failure

Used to record a failure in a course where no numerical grade is assigned, for example, Keyboarding. This legend is not considered in the calculation of averages.

INC/GR = Incomplete/Grade

Used as a temporary grade granted to a student who has been unable to complete some part of the term work in a course. The number after the INC indicates the grade the student will receive if the course is not completed within the designated time. A final grade must be submitted within six weeks of the granting of the Incomplete/Grade.

NGR = No Grade Report

Used if no formal evaluation has been given in a course during a normal evaluation period.

F = Failure

Indicates a course drop without formal withdrawal.

WF = Course Withdrawal - Failure

Indicates formal course withdrawal after the Calendar deadline.

Aegrotat Standing

Aegrotat Standing is the granting of credit for a course or courses based on the course work already completed, where no further assessment—for example, a deferred examination—is considered feasible because of illness or other extenuating circumstances. Aegrotat Standing is not noted on the transcript or grade report, and is treated like any other grade. Students may only be granted Aegrotat Standing with the approval of the Dean and the Instructor.

Examinations

Examinations play a significant part in the evaluation process of many courses. Students should therefore be familiar with the following procedures associated with formal examinations. Any new material covered on the day of a scheduled, for-credit, test or exam, may not be included on that test or exam.

Scheduling of Examinations

Examinations are formally scheduled by the Student Service Centre in December and April. Examinations are also held at the conclusion of the Spring Session and Summer Session.

No test or examination, with the exception of practical laboratory examinations, may be held in any course in the five teaching days immediately preceding the December and April examination periods. This provision cannot be waived even by mutual consent of students and instructor.

Grade Reports

Grade reports become available to students through the UCCB web site following the December and April examination periods and after the Spring/Summer sessions. Students who have not paid all tuition fees or who have outstanding library fines will not have access to grades until their accounts are settled.

Deferred Examinations

Students should notify their instructor(s) immediately if they must miss an examination due to medical or other serious reason. Upon request, the Dean of the School and the Instructor may approve a deferred examination.

Postponement of Examinations

If an examination cannot be held at the scheduled time because of inclement weather or other circumstances, other examinations will be written as scheduled and the postponed examinations will be rescheduled by the Student Service Centre on the first available day after the completion of the examination schedule.

Extraordinary Circumstances

If a student completes an examination and subsequently claims extenuating circumstances, such claims may be considered by the Dean and the Instructor on an individual basis. If a student is unable to write a scheduled examination for some serious reason, or if she/he becomes ill during an examination, the Dean of the School must be contacted within five working days of the date on which the examination was to have been written. The Dean and the Instructor may decide whether a deferred exami-
nation will be scheduled or whether aegrotat standing will be granted.

**Course Challenge**

The University College recognizes that some students may have achieved competence in certain subject areas. A challenge involves a special assessment administered by the relevant School at a time determined in consultation with the student. The following guidelines apply to Course Challenge:

- The student applies through the Student Service Centre and the assessment is administered through the relevant School.
- Course Challenges are available to students registered in any program.
- The assessment must be completed within thirty days of the receipt of the application. Applications will be entertained only in the period from August to April.
- A specific course may be challenged only once.
- All Course Challenges will be recorded. The results of Course Challenges will be treated like any other course and will be included in the calculation of the student’s average.
- Payment of the appropriate fee is due at the time the application for challenge is filed. The fee for Course Challenges is 25% of the normal tuition fee.
- Students may challenge a maximum of thirty credit hours or the equivalent of five six-credit courses.

**Supplementary Examinations**

**Degree Programs**

To be eligible to write a supplementary examination, a student must have obtained a failing grade of not less than 40, permission of the professor, and a grade average including the failed subject of not less than 55. Faculty must notify students at the beginning of the year concerning the conditions under which supplementaries may be written. Professors would normally give permission only when the grade on the supplementary could result in a revised course grade of at least 50. Since the supplementary examination is to replace the final written examination paper in the course, the supplementaries will only be granted when the final grade in the course is based upon a written final examination. These regulations apply to supplementaries for both first and second term.

Students who have achieved a grade of 40 in a one semester course will be eligible to write a supplementary examination assuming supplementaries are available for the course in question. This permission will only be granted if the student has not failed more than two courses. If the student passes the course, the credit assigned will be conditional. Credit for the supplementary will be determined when final results are available and will be based on the student having achieved an overall average of 55% in the regular course load.

Both supplementaries and special examinations must be written at the first sitting for each examination applied for. An examination not written is counted as a failure in that subject and a second supplementary in that course may not be written. Applications may be withdrawn up to three working days prior to the examination date.

A revised grade resulting from a supplementary examination does not count in a student’s average. Prior to 1982, supplementaries were graded on a pass/fail basis. As of January, 1982, the grade earned in the supplementary exam replaces the original final examination result in determining the numerical supplementary grade. Both the original and supplementary grade appear on the student’s transcript. Students are cautioned concerning the transferability of the credits achieved by supplementary.

The maximum number of supplementaries which may be attempted cannot exceed the equivalent of 18 semester hours. In the first year of study a student may attempt up to twelve semester hours of supplementary examination credit. In each succeeding year of classification an additional six semester hours may be attempted providing the total attempts do not exceed eighteen semester hours. Students who change programs after a year of study or more will be eligible for up to eighteen semester hours of supplementary credit. If the supplementary credit is claimed for work previously completed, the number of supplementaries available in the new program will be reduced by that number. In any year, the student will be limited to six semester hours of supplementary credit per year of classification.

Requests to write supplementary examinations at an off-campus site must be made in writing to the Registrar. Permission will be granted only if there is adequate supervision available. All charges incurred for off-campus supplementaries including the fees for the invigilator are the responsibility of the student.

**Diploma Programs**

To be eligible for a supplementary examination, a minimum grade of 35 must be achieved in the failed course. In addition, a student must have achieved an average of 55% on the course loading for the block in question.

The maximum number of supplementaries per program will be six.

Only one supplementary will be permitted in a course. Students failing a supplementary must repeat the course to obtain credit. If a failing grade is achieved during the repetition of the course, a supplementary is not permitted.

Supplementaries will not be permitted in those courses in which the student has failed the laboratory portion of the course. This includes the writing of term papers or other criteria outside the written examination as specified by the instructor.

Supplementary results will not change the block average.

Supplementary grades are numerical and both the failing grade and supplementary grade will appear on the permanent record.

Applications for supplementary exams can be withdrawn up to one working day prior to the writing date. If the application is not withdrawn and the exam is not written, it is recorded as a failure and a second supplementary exam cannot be written in that course.
Students who have achieved a grade of 35 in the first or second course undertaken, will be eligible to write a supplementary examination. If the student passes the course, the credit assigned will be conditional. Credit for the supplementary will be determined when final results are available and will be based on the student having achieved an overall average of 55 percent in the block of three courses.

**Repeating a Course**

If a student repeats a course, the highest mark in the course will be used in the calculation of the final average as well as in the calculation of the average for all program requirements, prerequisites and for all other internal purposes where an average is calculated. The marks for previous attempts of the course will remain on the student’s permanent record. The number of times a student may take a course is limited to three.

**Reassessment of Final Grades**

Application for reassessment of a final grade should be made to the Chair of the Department in which the course was offered. The student must provide a letter to the Chair stating specifically which assignments are being requested to be reassessed and the specifics of why the student believes the original grade was unfair; if the assignments have been returned to the student they must be included with the application for reassessment. The only grounds for application for reassessment are that the student believes that the grading criteria were inconsistently applied to that individual student, whether through error, carelessness or discrimination.

Applications for reassessment must be received within one month of the end of the term in which the disputed mark was assigned. Grades may be raised or lowered through the reassessment.

The Department Chair will first request the instructor who issued the mark to review the materials submitted along with the final examination. If the result of this preliminary review does not change the final grade, the student may request a formal reassessment. This request must be accompanied by a payment of $25, which will be refunded if the grade is raised.

The Chair will then empanel two faculty members, one selected by the instructor and the other by the student requesting the reassessment; both members of the panel shall have expertise in the discipline of the assignments being reassessed. The panel will review the written work by the student in question; the panel will endeavor to utilize the same criteria originally used to grade the other students in the class, to the extent that it is possible to do so. If the two members cannot agree on a mark, the average of the two reassessments will be assigned. The Department Chair will submit the decision of the panel to the Registrar to record the revised grade. The panel’s decision may be appealed to the University College of Cape Breton’s Appeals Committee.

If the grade being reassessed is that of the Chair, then the Departmental Vice-Chair preferably, or the secretary of the Departmental Executive shall carry out the duties as specified in this section.

**Appeals of Academic Decisions**

Students who have grounds for believing themselves unjustly treated within the University College are encouraged to seek all appropriate avenues to redress or appeal open to them. The University College Appeals Committee, which is made up of one student, one faculty member, and one School Dean, and chaired by the Associate Vice-President of Student Services and Registrar, is a final recourse for students who feel so aggrieved. Any student who has exhausted all other avenues as outlined in this document, and who still feels that she/he has grounds for a reversal of a decision may serve notice of appeal to this committee.

The Appeals Committee does not replace other adjudicative processes. The Process is outlined on page 224.

Once all avenues have been fully explored,

1. A student submits a letter to the Chair of the UCCB Appeals Committee (c/o the Associate Vice-President of Student Services and Registrar) explaining in detail the nature of the appeal, providing all appropriate documentation, and indicating clearly the relief sought.

2. In response, the Committee may take any of the following steps: (a) indicate to the student that all avenues have not been exhausted and request that the matter be resolved before it reaches this final court; (b) request further information from the student and/or others involved in the case; and (c) grant a hearing, at which time the student and others involved may be asked to appear before the Committee.

3. The Committee will gather evidence from all sides in the case, which may include both written and oral presentations from the parties involved.

4. The decision of the Committee and reasons supporting it are communicated to the parties of the appeal.

5. The decision of the Appeals Committee is final.

All academic decisions affecting students may be appealed to the University College Appeals Committee. Apart from regular meetings throughout the year, the Committee also meets within the last week of August, the first week of January and the first week of May.

**Academic Performance Review**

Not all students are suited for the University College learning experience, and some may realize that another path of personal development is more appropriate. Sometimes the moment of study is inappropriate because of other pressures: financial, domestic, work-related, and so on. Sometimes the student has chosen the wrong course of study. Whatever the reason, students may find that they are not attaining passing grades and are in academic difficulty.

All students who are registered in a minimum of three (3) courses (9 credits) for any one term will be reviewed with respect to academic performance.

**Academic performance** is reviewed at the end of April to determine academic progress and to assess student’s **Academic Standing**.
STAGE 1: STUDENT DISCUSSES GRADE WITH INSTRUCTOR.

If matter is unresolved.

STAGE 2: STUDENT REQUESTS GRADE REVIEW BY THE APPROPRIATE DEPARTMENT CHAIR.

If matter is unresolved.

STAGE 3: DEPARTMENT CHAIR REQUESTS INSTRUCTOR TO CONDUCT GRADE REVIEW.

If matter is unresolved.

STAGE 4: STUDENT REQUESTS FORMAL REASSESSMENT AND DEPARTMENT CHAIR EMPANELS REVIEW.

If matter is unresolved.

STAGE 5: STUDENT WRITES AN APPEAL TO THE UCCB APPEALS COMMITTEE.
DETERMINATION AND CATEGORIES OF ACADEMIC STANDING

GOOD ACADEMIC STANDING

At the end of April, students with averages of 50% or greater for the period under review are considered to be in ‘Good Academic Standing’.

NOTE: Students in ‘Good Academic Standing’ have met the minimum standard required for continued, unrestricted study at the university. Students are advised that meeting this minimum standard may not be sufficient to satisfy the graduation requirements of their program of study. Graduation requirements vary by program. Please refer to the relevant description in the academic calendar to determine the graduation requirements that apply to your program of study.

EARLY ALERT

After Christmas exams, students who have an average of less than 50% or two failing grades may receive an early alert notation on their grade report. The notation will refer them to the policy regarding academic performance.

ACADEMIC ALERT

At the end of April, students previously in ‘Good Academic Standing’ will be placed on ‘Academic Alert’ if they have an average of less than 50% but have passed more than 50% of courses in the period under review.

Students with ‘Academic Alert’ standing can continue unrestricted study at the university but receive a letter warning them that they may be in academic jeopardy if their grades do not improve.

ACADEMIC WARNING

At the end of April, students previously in ‘Good Academic Standing’ will be placed on ‘Academic Warning’ standing if they have an average of less than 50% and have failed more than 50% of courses in the period under review. These students are required to meet with the Performance Review Committee (of their Program) to have their program of studies approved prior to registration for the next academic year.

At the end of April, students previously on ‘Academic Alert’ will be placed on ‘Academic Warning’ standing if they have an average of less than 50% in the period under review. These students are required to meet with the Performance Review Committee (of their Program) to have their program of studies approved prior to registration for the next academic year.

Students with ‘Academic Warning’ standing will receive a letter advising them of this status and of the requirement to meet with the relevant Performance Review Committee.

ACADEMIC DISCONTINUANCE

At the end of April, students previously on ‘Academic Warning’ will be placed on ‘Academic Discontinuance’ for 12 months beginning May 1 if they have an average less than 50% in the period under review. They may register for one (1) six-credit course at UCCB during that period. They have the right to appeal their Academic Discontinuance to the Dean of their program of studies. The student’s academic standing will return to “Good Academic Standing” following the period of discontinuance.

ADDITIONAL REGULATIONS PERTAINING TO ACADEMIC STANDING

Students on ‘Academic Warning’ will normally be restricted to registering in the equivalent of three (3) or four (4) full courses for the following year and may be required to enroll in a remedial-level or transition course like the University Preparation course.

Students who achieve an overall average of 65% in the term following placement on ‘Academic Alert’ or ‘Academic Warning’ may, upon written request to the School Dean, return to ‘Good Academic Standing’ for the second term with the approval of the School Dean.

Students who achieve an overall average greater than 50% at the end of the 12 months following placement on ‘Academic Alert’ or ‘Academic Warning’ will return to ‘Good Academic Standing’.

When a student is placed on Academic Discontinuance, this notation will appear on the student’s transcript and remain for the period of the discontinuance. Once the period of discontinuance is over, the notation will be removed from the student’s transcript but will remain on the student’s internal academic record.

A Performance Review Committee will be established for each School under the authority of the School Dean. The committee shall consist of the Dean or associate dean (chair) along with no fewer than three and no more than six members of the school. When reviewing a student, the chair will ensure that at least one member on the committee is from the program in which the student is enrolled. Any student required to appear before the committee is permitted to bring a representative of the student union to the proceedings. The referral process is to be determined by each School.

Through the School Dean, the Review Committee has the authority to:

✓ restrict course load
✓ specify courses including non-credit skills-related courses
✓ recommend program transfer

No appeal will be permitted of the Review Committee’s decision regarding the student’s program of study. Compliance with the committee decision is to be regarded as a condition for the student registering at UCCB.
The following policy applies equally to all forms of materials submitted in all courses. These materials include but are not limited to assignments, essays, compositions, theses, creative writing, reports, reviews, lab reports, projects, computer programs, experimental data, drawings, charts, plans, musical compositions, and works of art. This policy applies without regard to the weight assigned to the item plagiarised within the instructor's grading formula for the course.

Instructors must report instances of plagiarism to the relevant dean who will then register the offence and any pertinent comments in the student's academic file. Access to this information will be restricted to the UCCB deans and registrar. On receiving a report of plagiarism, the dean will consult the student's academic file to ascertain the appropriate action to be taken. In all cases, a copy of the letter sent to the student will also be sent to the instructor.

**PROCEDURE:**

In any instance where an instructor suspects plagiarism, he/she will, if reasonably possible, meet with the student. When the instructor cannot reach the student, notifying the student of the required meeting with the instructor will be the responsibility of the relevant dean. The meeting will include a discussion of the plagiarism policy and the student's particular case so as to ascertain whether or not there are alternative explanations. If the instructor concludes that the work or any part of it is plagiarized, the instructor will inform the student and report the offence of plagiarism to the relevant dean. The relevant dean will then provide information to the instructor regarding previous offences of plagiarism for this student. The penalty will be assessed accordingly (see below).

**First offence:** The student will be assessed a penalty by the instructor with the maximum penalty being a zero on the assignment. The relevant dean will register the offence on the student's academic file. He or she will notify the student in writing that another violation of the plagiarism policy in any course will result in a course mark of zero and possible discontinuation from UCCB.

**Second offence:** The relevant dean will review the details of the case and assign a zero in the course in which the plagiarism took place. The dean will also notify the student in writing that another violation of the plagiarism policy in any course will result in discontinuation from UCCB. He or she may also recommend to the program dean that the student be discontinued if the case warrants. (The rules for discontinuation are as outlined below.) If the program dean agrees with the recommendation, the student will be discontinued. The program dean will inform the student in writing of the action taken, and the reasons for the action.

**Third offence:** The relevant dean will inform the program dean who will officially inform the student in writing that he/she will be discontinued as of the end of the current semester of registration. The course in which the plagiarism occurred will be assigned a mark of 0. The student will not be permitted to register in any UCCB courses for credit for twelve (12) months as of the date of discontinuance, nor will UCCB accept transfer credits from other institutions if they have been earned during that period. The notation for the discontinuation will appear on the transcript for the duration of the discontinuation. The notation will remain on the student's internal academic file.
Appeals Provision:

Students have the right to appeal these decisions at any stage to the University College Appeals Committee (see Appeals of Academic Decisions on page 223 of the UCCB Calendar).

It is important that instructors stress the institutional policy regarding plagiarism to their class, and reference to the policy should be included in course outlines.

*relevant dean refers to the dean to whom the instructor reports.

**program dean refers to the dean overseeing the student’s program of studies.

Cheating

Cheating is the use, possession, receipt, or transmission of unauthorised information pertinent to the subject of any supervised test or examination during such test or examination, or an attempt to commit the same. Impersonation of a candidate at a test or examination is another form of cheating, and both parties are considered to have committed an offence.

Procedures

On discovering such conduct, the proctor of the examination or test will impound the papers of any student who appears to be a willing or knowing participant, as well as any other evidence of the infraction. The facts of the case will be reported to the faculty member(s) involved, as well as to the appropriate School Dean.

Penalties

In the case of a first offence of this nature where there is no evidence of premeditation or preparation, the instructor may require a substitute examination (or equivalent), or may assign a grade of zero for the test or examination at which the offence occurred. In the case of second offence, or one involving premeditation, the student will receive a grade of zero in the course, and the appropriate Dean may assess further penalties up to and including discontinuation from the University College.

The Dean must also inform the student(s) involved of their rights to appeal to the University College Appeals Committee.

Other Forms of Academic Misconduct

More serious academic offences, such as producing plagiarized essays or assignments for compensation, theft, distribution or unauthorised retention of examination papers, offering improper inducements in exchange for favourable academic consideration, unauthorized access to or tampering with academic records, and forging letters of permission or other academic documents, will be reported to the appropriate School Dean. The procedures and penalties that apply to plagiarism and cheating will also apply to these other forms of academic misconduct.

The Dean must also inform the student(s) involved of their rights to appeal to the University College Appeals Committee.

Class Attendance

As part of the University College community, students play a key role within the institution. The University College strongly recommends that students attend class regularly. It is clear that those students who attend class on a regular basis will have a better chance of success in their studies. The University College also recognizes that students are ultimately responsible for their actions, and consequently UCCB does not publish an institution-wide mandatory class attendance policy. Students cannot fail solely due to absence from class.

Programs

UCCB offers a wide variety of programs leading to the awarding of Degrees, Diplomas, and Certificates. Moreover, some programs (e.g. Bachelor of Technology and the Bachelor of Arts Community Studies) offer a combination of a Degree and a Diploma. In some cases, a student may enrol in a dual Degree program such as the combined Bachelor of Arts Community Studies and the Bachelor of Business Administration degrees. A detailed description of all programs can be found in this calendar.

Course Selection

Programs consist of combinations of courses. For example, in order to complete the requirements for a BBA Degree, the student needs to pass twenty courses. Most courses are offered between September and April. However, courses in Co-op Technology programs span eight, four-month terms with three terms devoted to work placements. Courses in the Degree programs are also offered during May to June (Spring Session) and July to August (Summer Session).

A course taught for three hours a week during the September - April period has a value of six credits and is called a “full course”. A course taught for three hours a week for one term (from September to December or January to April) has the value of three credits and is called a “half course”. Half and full courses are also offered in Spring and Summer.

A student’s course choices depend on the requirements of his/her Diploma, Certificate, or Degree program. (These requirements are found in the program descriptions of the University College Calendar).
ACADEMIC REGULATIONS

CHANGING A COURSE (OR A SECTION OF A COURSE)

Some programs permit course changes. After the first two weeks of classes, students will need the instructor’s approval to join the course. Changing a course may have financial ramifications. (See the Financial Section of this calendar or consult with the Associate Vice-President of Student Services).

Moreover, if students stay in the same course but switch sections, they must still go through the process (including signing a form) similar to changing a course. For example if a student is in English 200:10 (“10” is the section number) which meets at 8:30 a.m. on Mondays, Wednesdays, and Fridays, and wishes to move to English 200:16 on Thursday evenings, the student is still required to drop English 200:10 and add English 200:16.

All course changes, including section changes and drops at any time require submission of a Drop/Add form to the Student Service Centre.

DROPPING A COURSE

Students may drop a course up until the mid point of classes during the term that the course is offered without academic penalty.

The 2005-2006 deadlines for withdrawing from a course without academic penalty are listed in the Calendar of Events.

Note that withdrawal from the first term of a pair of related courses (for example, Humanities 101/103) does not automatically withdraw the student from the second term course. Both courses must be dropped.

Students are cautioned not simply to walk away from a course. Withdrawal must be made official (which always means signing a form and getting permission from an academic school). Students will otherwise end up receiving a zero on their grade transcripts and paying for the full course.

The longer a student stays in a course before dropping, the smaller will be the tuition refund.

Students are advised to consult the instructors of courses that they are considering dropping. Extra help may be all that is needed to successfully complete the course. Instructors will appreciate being informed of a decision to drop a course.

ALTERNATIVES TO THE USUAL COURSE LOAD

Five courses are considered as the normal load in degree programs; the normal load in diploma studies depends on the specific program. See the program descriptions in this calendar. Students wishing to take additional courses should consult with the Dean of the School. There is usually an additional cost for extra courses. Students may wish to register for fewer than the usual number of courses, but should be aware that registering for fewer than three courses may affect eligibility for student loans.

OTHER ACADEMIC PATHS

Traditionally, students have entered University College studies on a full-time basis as recent high school graduates. But this traditional student profile is changing and alternative ways of responding to students’ needs are being introduced. Many students are older, have significant work experience, have work schedules which do not allow full-time study and, in a number of cases, have difficulty travelling to the University College campus.

In response to changing needs, UCCB provides alternate paths for students to reach their academic goals. All courses, regardless of mode of delivery, are subject to the standard procedures, criteria, and checks and balances as outlined in the University College Academic Regulations.

TAKING COURSES AT OTHER INSTITUTIONS

Students formally registered at UCCB may take courses from another institution and have them transferred, with the prior permission of their School Deans, into their UCCB program. Normally, the total number of courses accepted is five full courses in a fifteen-course program and ten full courses in a twenty-course program. UCCB has special agreements with some institutions which may allow students to utilize more courses than normally is the case. Students should consult with their School Dean for further information.

CORRESPONDENCE COURSES FROM OTHER INSTITUTIONS

Students formally registered at UCCB may wish to take advantage of those courses offered through correspondence from other recognized institutions. The conditions for correspondence courses are the same as those listed above for taking courses at other institutions. The University College cannot give credit for a correspondence course if that same course is offered at UCCB during the period the student wishes to enrol. However, a student may take a correspondence course if the same course at UCCB is filled.

UCCB DISTANCE EDUCATION COURSES

Courses offered by UCCB in any format and at any site are considered to be regular University College Courses.

UCCB COURSES TAKEN DURING SPRING/SUMMER SESSION

UCCB courses taken during Spring/Summer Session are considered to be regular University College Courses and no limitations or restrictions are placed on such courses, with one exception: because of the condensed format of the Spring and Summer Sessions and, except where their program requires otherwise, students normally take only two courses concurrently. Those wishing to take more than two courses concurrently must have the permission of the dean.

UCCB TUTORIAL COURSES

Tutorial courses are those courses listed in the University College Calendar which are not included in that session’s timetable and are offered in special circumstances to very small groups of students. Tutorial courses are arranged between the student and an instructor and require the approval of the Dean.
UCCB COURSES FOR AUDIT

A student normally audits a course out of personal interest. Students who wish to audit courses may attend, with the permission of the instructor, but normally would not participate in written assignments or examinations set for the course. Students may change from audit to credit up to the final date for registration and adding of courses. They may change from credit to audit up to the final date for dropping courses without academic penalty. Students changing from audit to credit will be assessed course tuition and fees. Credit will not be awarded for audit courses. Audits cost substantially less than the fee for the same course taken for credit. Courses taken for audit may not be challenged. Please see Calendar of Events for the relevant dates.

DEGREE AND DIPLOMA CO-OP PROGRAMS: WORK TERMS

The following procedures adopted by University College of Cape Breton are also consistent with the criteria established by the Accreditation Council of the Canadian Association for Co-operative Education.

Work term evaluation consists of two components:

(a) Performance as evaluated by the employer and by the appropriate member of the Co-op office. The evaluation is recorded on the student's transcript as either “Successful” or “Unsuccessful”.

(b) A work report validated by the student's employer and graded by an appropriate member of the University College faculty. A letter grade is recorded and indicates relative merit as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>70% - 84%</td>
</tr>
<tr>
<td>C</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>50% - 59%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 50%</td>
</tr>
</tbody>
</table>

Excellent
Very Good
Good
Acceptable
Failure

Diploma Programs

- Successful completion of the three Co-op work terms is normally a prerequisite for graduation with the Co-op Diploma. However, if the University College is unable to provide three program-related work experiences, the Diploma may be awarded if the student has successfully completed two terms. Furthermore, in those extenuating circumstances where the University College is unable to provide two work terms, the Dean may recommend that the Diploma be awarded without the Co-op notation.

- Students are required to complete successfully both components of the work term in order to receive credit for the work term. If a student is unsuccessful in the work term, she/he will be required to withdraw from the program of study and will not be eligible for re-admission until after the lapse of two terms (eight months). The student will also be required to complete successfully a further work term before being admitted to another academic term.

- Students with relevant employment experience prior to registration in a Co-op program, may apply for credit for Work Term 1.

- Prior approval of the Co-op office is required before leaving a work placement. Permission to leave a work period does not constitute any reduction in the requirements for a Co-op program of study. If a work period is left without prior permission, or if a student is unable to honour an agreement to work with an employer, or if a student's conduct is such as to cause discharge from the job, the student will normally be awarded an unsuccessful grade for that work term.

- If a student is unsuccessful in two work terms, she/he will be ineligible for re-admission to any Co-op diploma program for a period of at least four academic terms. The student does have the right, however, to apply for non-Co-op diploma programs.

- Students can proceed to Work Term 1 with 2 course deficiencies in Academic Terms 1 and 2. Students are eligible to proceed to Work Term 2 or 3 if they have no more than one term course deficiency and the deficient course is not considered by the Evaluation Committee to be critical to the ensuing work term performance. Passing a supplementary exam will not qualify a student for the next work term.

Degree Programs

Students are required to complete successfully both components of the work term. Students who fail the work term will be required to withdraw from the BA and BBA Co-operative Education Internship programs.

Students are not permitted to drop a work period without prior approval of the Co-op office. Students who drop a work period without permission, or who fail to honour such an agreement to work with an employer, or who conduct themselves in such a manner as to cause their discharge from the job, will usually be awarded a failing rating for the work period.

Students who fail the internship will not be eligible to re-apply for a period of one year. Students seeking re-admission after this period of time has elapsed will have their applications considered by the Selection Committee.

GRADUATION

Students meeting their program requirements by April will graduate in May. Otherwise, they will need to complete the requirements by August 30 to graduate in the fall. Fall graduates have a choice of receiving their parchments in the mail by December or participating in Convocation the following May. The date appearing on the fall parchments will be that of the first Monday in November. Students must apply to graduate and should note the deadlines listed in the Calendar of Events.

ACCESS TO AND RELEASE OF STUDENT INFORMATION

The Registrar or delegate is the only University College official authorized to release official information in the form of student transcripts, grade reports, or letters of standing, whether as individual or aggregate information.

Access to student records is therefore controlled by the Registrar and every caution is taken to ensure their security. Only School Deans and Department Chairs are provided with remote access to student records. Faculty may review students' records within the Student Service Centre. Confidentiality of information is required.
ACADEMIC REGULATIONS

Students have access to their records at any time as described under the section in these regulations called “Transcripts”.

RELEASE OF INDIVIDUAL STUDENT INFORMATION TO THE PUBLIC

A student’s parents, spouse, relatives, employers and members of other educational institutions or agencies are considered to be members of the public and the following information may be released in person, in writing, or over the telephone but only if the identity of the individual is confirmed: name, period of registration, program of studies, certificates, degrees, diplomas awarded, date(s) of Convocation.

All other information is considered private and will only be released by the Registrar:

- if the student provides prior written consent;
- in accordance with the requirements of professional licensing or certification bodies;
- under the compulsion of law, and then only if the Registrar agrees to release the record;
- in an emergency situation, and then only if the Registrar agrees to release the information;
- if an organization sponsoring the student requests a statement of academic performance;
- if a person or agency seeks access to the record for research purposes and the following conditions are met:
  - the intended use of the data is stated in the request and is judged by the Registrar to be an appropriate use of the data.
  - any disruption to the operation of the Student Service Centre will be insignificant.
- confidentiality must be maintained.

NOTIFICATION OF DISCLOSURE OF PERSONAL INFORMATION TO 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 enrollment 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, enrollment 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 ESIS database. To make such a request, please contact Statistics Canada:

Via telephone: Monday to Friday:
8:00 a.m. to 4:00 p.m. EST/EDST 1-613-951-1666

Via mail: Post-secondary Education Section
Centre for Education Statistics
Statistics Canada
17th Floor, R.H. Coats Building
Tunney’s Pasture
Ottawa, ON K1A 0T6

Via e-mail: esis-siae_contact@statcan.ca

Further details on the use of the information collected by Statistics Canada can be obtained from the Statistics Canada Web Site
(www.statcan.ca/english/concepts/ESIS/index.htm).

DIRECTORIES

University College of Cape Breton will prepare lists of students giving I.D., Name, Address, and Telephone for use by its administrative officials, including Students’ Union personnel. These lists include information on all currently registered students and are considered to be confidential.

Directories are not permitted to be published.
University College of Cape Breton
Student Fees and Financial Information
For the Year 2005 - 2006

PLEASE NOTE:

At the time of this Calendar’s publication, fees for the 2005-2006 academic year had not yet been determined. Fees listed are those in effect for 2004-2005 and are, therefore subject to change without notice. Readers are encouraged to refer to the UCCB website (www.uccb.ca) for updated fee structure in advance of September, 2005.

RESPONSIBILITY

It is the responsibility of each student to be familiar with the University College regulations pertaining to financial matters. University College of Cape Breton does not accept responsibility for any loss, damage, or interruption of classes, accommodation, or meals suffered by any student as a result of circumstances beyond the reasonable control of the University College. These circumstances include the suspension or termination of services by any group of University College employees.

REGISTRATION IS NOT COMPLETED until fees are paid or until arrangements are made for the payment of fees in accordance with UCCB policy. Acceptable arrangements include the assignment of required amounts from a student loan.
### FINANCIAL INFORMATION

**ACADEMIC FEES 2004 – 2005**

*(NOTE: Academic Fees for 2005-2006 had not been finalized at time of printing.)*

<table>
<thead>
<tr>
<th>Degree/Diploma Courses:</th>
<th>Tuition</th>
<th>‘Students’ Union</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credit course</td>
<td>$1,052.00</td>
<td>$35.00</td>
</tr>
<tr>
<td>3 credit course</td>
<td>$526.00</td>
<td>$17.50</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nursing Courses:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credit course</td>
<td>$1,150.00</td>
<td>$35.00</td>
</tr>
<tr>
<td>3 credit course</td>
<td>$575.00</td>
<td>$17.50</td>
</tr>
</tbody>
</table>

*(NOTE: Nursing Tuition is subject to change pending discussion with Nursing program partners. Fee increases, if any, for 2005-2006 are expected to be finalized by June 2005.)*

<table>
<thead>
<tr>
<th>Education Courses:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credit course</td>
<td>$1,150.00</td>
<td>$35.00</td>
</tr>
<tr>
<td>3 credit course</td>
<td>$575.00</td>
<td>$17.50</td>
</tr>
</tbody>
</table>

| Trades Programs         | $5,260.00 | $175.00 |
| Welding Programs        | $8,150.00 |

*(NOTE: The Tuition Fee of $8,150.00 includes books and all applicable Academic Fees)*

| Work Placement Fee      | $526.00  |
| Lab Fee                 | $50.00   | per course that has a Lab. (Not applicable to Distance courses.)
| Students’ Union Health Plan: | $86.50 |

See section titled “Health Plan” for complete information on this fee.

| International Health Plan: | $605.00 |

Enrollment in this Health Plan is MANDATORY. See section titled “Health Plan International Students” for complete information. *(NOTE: Health Plan Fees are subject to change pending notification from Insurance Carrier.)*

<table>
<thead>
<tr>
<th>International Differential Fees:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 credit course or equivalent.</td>
<td>$780.00</td>
<td></td>
</tr>
<tr>
<td>3 credit course or equivalent.</td>
<td>$390.00</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distance Education Fee:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 credit distance course</td>
<td>$75.00</td>
<td>NOT REFUNDABLE.</td>
</tr>
<tr>
<td>6 credit distance course</td>
<td>$75.00</td>
<td>NOT REFUNDABLE.</td>
</tr>
</tbody>
</table>

*Students’ Union Fees are determined by the UCCB Students’ Union. Fee increases, if any, for 2005-2006 are expected to be finalized by June 2005.*
PAYMENT POLICIES - TUITION

DOMESTIC STUDENTS:

Students registering for only one 3-credit course will be required to pay all tuition and applicable fees at the time of registration. Students registering for multiple courses for the First Academic Term (September to December) will be required to pay $300 at the time of registration provided they register before September 1. Students registering on or after September 1 will be required to pay $500 at the time of registration. The remaining balance of all fees to be paid no later than September 30th. Students registering for Both Academic Terms (September to April) will be required to pay $300 at the time of registration provided they register before September 1. Students registering on or after September 1 will be required to pay $500 at the time of registration. A total of 60% of the remaining balance of all fees must be paid no later than September 30th. (The remaining 40% is to be paid no later than January 15th).

Students who have their student loans will be required to pay all the tuition and fees due by September 30th (as stated above) at the time of registration. Students are accordingly encouraged to apply for Student Loans on a timely basis.

NOTE: The $300 or $500 payment stated above is the MINIMUM payment required by ALL students (including students who have not received their student loans at the time of registration).

NOTE: Students who have an outstanding balance from the prior term(s) will not be permitted to register unless such balance is paid in full and the payment policies (as stated above) are adhered to.

NOTE: STUDENTS IN RESIDENCE MUST PAY THE REQUIRED RESIDENCE CONFIRMATION AND DOWNPAYMENT FEES TOTALLING $700 IN ADDITION TO THE ABOVE TUITION FEES. (See section titled “Residence Accommodation”)

INTERNATIONAL STUDENTS:

International students registering for courses for the First Academic Term (September to December) are required to pay all tuition and applicable fees at the time of registration.

International students registering for Both Academic Terms (September to April) are required to pay 60% of all tuition and applicable fees at the time of registration.

NOTE: INTERNATIONAL STUDENTS IN RESIDENCE ARE REQUIRED TO PAY ALL FEES (RESIDENCE ACCOMMODATIONS AND MEAL PLANS) AT THE BEGINNING OF EACH SEMESTER IN ADDITION TO THE ABOVE TUITION FEES.

LANDED IMMIGRANT STATUS - Students claiming Canadian landed immigrant status will be charged differential fees unless documented verification has been provided to the Finance Office at UCCB.

VERY IMPORTANT: THERE WILL BE NO EXCEPTIONS TO THE ABOVE STATED PAYMENT POLICIES.

First Term marks will only be issued to students who have paid all First Term tuition and fees (including outstanding Library fines) in full.

Interest will be calculated on outstanding balances at a rate of 1% the first day of each month.
FINANCIAL INFORMATION

OTHER ACADEMIC FEES

Application Fee, (undergraduate program) (Not Refundable) 35.00
Application Fee for International Students (undergraduate program) 100.00

Note: Fee is Not Refundable. Upon completion of registration $65.00 is applied to account.

Graduation Fee 20.00
Food Supply Fee, Hospitality and Tourism Management Students 75.00
Uniform Fee, Hospitality and Tourism Management Students 135.00

Note: One-time Only.

NSF or other returned cheques handling charge 20.00
Prior Learning Assessment Application Fee (Not Refundable) 50.00
Prior Learning Assessment Fee (Not Refundable) 50% of the tuition for course credits granted to a maximum of $2,000.00

Replacement Parchment Fee 20.00
Replacement ID Fee 10.00
Supplementary Examinations - on campus, per exam 25.00
- off campus, per exam 35.00
Transcript Fee, per copy 5.00
Transfer Credit Application Fee (Not Refundable) 50.00

Special notes:

AUDIT FEES: The charge for Auditing a course is one-half of the tuition. Audit fees are Not Refundable.

TUITION WAIVER: Students age 65 or pre-retired at 60 (does not apply to distance education courses, tutorials or graduate courses).

MASTER OF BUSINESS ADMINISTRATION IN COMMUNITY ECONOMIC DEVELOPMENT

Canadians and Landed Immigrants

3 Credit Course
- Tuition $1,100.00 paid at time of registration
- Application Fee $80.00 (Not Refundable) paid at time of application
- Program Fee $400.00 (Not Refundable) paid at time of registration

International Students

3 Credit Course
- Tuition $1,100.00 paid at time of registration
- Application Fee $80.00 (Not Refundable) paid at time of application
- Differential Fee $390.00 per 3 credit course
- Program Fee $400.00 (Not Refundable) paid at time of registration
- Medical Coverage $605.00 (Subject to change) Paid at time of registration.

(NOTE: Enrollment in this Health Plan is MANDATORY.)
Class Withdrawal and Financial Refunds:

A student who wishes to withdraw from a course(s) must do so OFFICIALLY, in writing. Please note that ceasing to attend lectures or notifying the instructor does not constitute official withdrawal and refunds will not be issued in these circumstances.

Tuition, Students’ Union Fee, Major Activity Fee and Differential Fees will be refunded in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Withdrawal</th>
<th>First Term Fees</th>
<th>Second Term Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the end of the second week of classes, Term 1</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Beginning of third week - Sept. 30</td>
<td>75%</td>
<td>100%</td>
</tr>
<tr>
<td>October 1 - November 4</td>
<td>50%</td>
<td>100%</td>
</tr>
<tr>
<td>November 5 - December 31</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>Prior to the end of the second week of classes, Term 2</td>
<td>-</td>
<td>100%</td>
</tr>
<tr>
<td>Beginning of third week - February 3</td>
<td>-</td>
<td>75%</td>
</tr>
<tr>
<td>February 4 - March 3</td>
<td>-</td>
<td>50%</td>
</tr>
<tr>
<td>March 4 - April 30</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

HEALTH PLAN

By referendum, all full-time students (except international students) are automatically enrolled in the Student Health Plan. The fee for the plan is $86.50 (subject to change) and is payable at the time of registration.

The Health Plan provides students with a comprehensive set of extended health insurance benefits (for prescription drugs, supplementary health care benefits, vision care, etc.) The coverage runs from September 1 to August 31. Family rates are also available and part-time students may opt into the plan.

If proof of comparable alternative coverage (through parents, spouse, or employer) is presented to the Students’ Union, a student may opt out and the fee will be removed from their account. The deadline to complete this process is September 30. The opt out procedure is an annual one and therefore must be done each year. (This fee is Not Refundable after September 30).

For more information about the plan, and its benefits, please contact the Students’ Union.

HEALTH PLAN - INTERNATIONAL STUDENTS

All International students must, as a requirement of registration, enrol in the University College International Health Plan. The Health Plan for International students is $605.00 (subject to change). This fee is refundable in accordance with the terms set forth by the “carrier”.

UCCB Academic Calendar 2005/2006


**FINANCIAL INFORMATION**

**RESIDENCE ACCOMMODATIONS**

The University College of Cape Breton offers three types of residence accommodations to students in the form of single, double, and apartment style accommodations. The following financial guidelines apply to residence operations.

**Application Fee**  
$25.00  
*Not Refundable* for first time residence students, this fee must be paid in order to be considered for residence accommodations.

**Confirmation Fee**  
$250.00  
*Not Refundable*, except in those cases where acceptance to the University College of Cape Breton is not granted. Due once an offer of residence has been received by a student. For returning residence students, due by end of May.

**Downpayment Fee**  
$450.00  
*Refundable*, due by September 1, and required as a precondition to admission to residence.

**Residence Fees** *(subject to change, NOT FINALIZED)* are as follows:

<table>
<thead>
<tr>
<th>Type</th>
<th>Per Term</th>
<th>Per Academic Year (Sept.-April)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single Room</td>
<td>$1,570.00</td>
<td>$3,140.00</td>
</tr>
<tr>
<td>Double Room</td>
<td>$1,340.00</td>
<td>$2,680.00</td>
</tr>
<tr>
<td>Apartment-Style Residence</td>
<td>$1,675.00</td>
<td>$3,350.00</td>
</tr>
<tr>
<td>Residence Damage Deposit</td>
<td></td>
<td>$100.00 (refundable)</td>
</tr>
</tbody>
</table>

**RESIDENCE WITHDRAWAL POLICY**

A residence student who wishes to withdraw from residence must do so officially by notifying the Residence Manager in writing. Students who officially withdraw from residence are charged room fees on a proportional basis, calculated in weekly units, (based on 16 weeks), in addition to a *MINIMUM CHARGE of $250.00 REGARDLESS OF THE DATE OF WITHDRAWAL.*

**MEAL PLANS**

<table>
<thead>
<tr>
<th>Meal Plans</th>
<th>Per Term</th>
<th>Per Academic Year (Sept.-April)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All residence students:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan A</td>
<td>$1,290.00</td>
<td>$2,580.00</td>
</tr>
<tr>
<td>Plan B</td>
<td>$1,115.00</td>
<td>$2,230.00</td>
</tr>
<tr>
<td>Plan C</td>
<td>$965.00</td>
<td>$1,930.00</td>
</tr>
</tbody>
</table>

**Apartment Style Residence ONLY:**

<table>
<thead>
<tr>
<th>Meal Plans</th>
<th>Per Term</th>
<th>Per Academic Year (Sept.-April)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan E</td>
<td>$665.00</td>
<td>$1,330.00</td>
</tr>
<tr>
<td>Plan F</td>
<td>$515.00</td>
<td>$1,030.00</td>
</tr>
</tbody>
</table>

*Please note:* All Meal Plans include a $15.00 Non-Refundable administration fee per term.

The purchase of a meal plan is mandatory for all students in MacDonald Residence. Students must purchase a meal plan for each term that they reside in MacDonald Residence. Meal Plans operate on a declining balance system. Meal Plans (A) and (B) are refundable down to $950. Rebateable portions of these meal plans are as follows: Meal Plan (A) $325, Meal Plan (B) $150. Meal Plan (C) $950 is Not Refundable. Meal Plans (E) and (F) are refundable down to $350.

All meal plans are not transferable and students cannot carry a balance to the second term if they have not used the total value of their first-term plan. Should the need arise, supplementary meal plans can be purchased through Chartwells without an additional administrative cost, with a minimum purchase of $50.00.

*Meal plan fees are subject to change pending discussion with food service provider. Fees are expected to be finalized by July 1, 2005.*
When the Residence Office has confirmed that a student has officially withdrawn from residence and the University College, a refund of fees will be made in accordance with the following schedule:

**RESIDENCE MEAL PLAN REFUND POLICY**

The $15 Administrative charge is Not Refundable

- **Up to and including Sept. 15:** 100% refund on unused portion of meal plan
- **Sept. 16 - Sept. 30:** 75% refund on unused portion of meal plan, based on the $950 meal plan.
- **Oct. 1 - Oct. 31:** 50% refund on unused portion of meal plan, based on the $950 meal plan.

**Please Note:** As of Nov. 1 the first $950 of all Meal Plans is Not Refundable

- **Jan. 2 - Jan. 31:** 75% refund on unused portion of meal plan, based on the $950 meal plan.
- **Feb. 1 - Feb. 28:** 50% refund on unused portion of meal plan, based on the $950 meal plan.

**Please Note:** As of March 1 the first $950 of all Meal Plans is Not Refundable

**EXAMPLE:**

A student who purchases a $1,275 meal plan and withdraws from the University College on September 28 and who purchased $300 worth of meals at the cafeteria would receive a refund of $812.50

\[ \text{Refund} = (1,275 - 950) \times 0.75 = 325 \times 0.75 = 243.75 \]

\[ \text{Refund} = 243.75 + 300 = 543.75 \]

\[ \text{Refund} = 543.75 + 487.50 = 1,031.25 \]

\[ \text{Refund} = 1,031.25 - 300 = 731.25 \]
University College Governance

November 2004

Board Officers
Chancellor: Ms. Annette Verschuren
Chair: Mr. Martin Chernin
Vice-Chair: Mr. Wayne Beaton
Secretary: vacant
Treasurer: Mr. Gordon MacInnis

Ex-Officio
President and Vice-Chancellor: Dr. H. John Harker

Appointed by the Minister of Education (12)
Mr. Myles Burke Mr. Lindsay Marshall
Mr. Corrie Stewart Mr. James Kehoe
Mr. Allan MacPhee Mr. Jack MacLeod
Ms. Shawna Goodwin Ms. Crystal Aboud
Mr. Robert McNamara Mr. Roland Thornhill
Ms. Sandra LeBlanc vacancy

Appointed by the Board of Governors (12)
Mr. Gordon MacInnis Mr. Martin Chernin
Ms. Elizabeth Cusack Mr. Brian Shebib
Mr. Ken MacLean Mr. Allan Sullivan
Mr. Wayne Beaton Dr. Kevin MacNeil
Mr. Brent Austin Mr. Dan Christmas
Mr. Kevin B. MacLean Captain René Grenier

Appointed by Faculty (4)
Mr. Dan Yakimchuk Dr. Mike Tanchak
Mr. Chester Pyne Prof. Mary Keating

Appointed by the Student Body of UCCB (4)
Ms. Jamie Crane Mr. Blair Gallop
vacancy Mr. Tinaye K. Manyimo

Appointed by the Cape Breton Development Corporation (2)
Mr. Robert MacDonald Mr. Kenneth Garland
November 2004

**Ex-Officio**
President & Vice-Chancellor Dr. H. John Harker

**EXECUTIVE**
Speaker Dr. Andrew Molloy
Deputy Speaker Dr. Rod Nicholls
Secretary Dr. Michael Manson
Executive Chair (acting) Dr. Joanne Gallivan
Students’ Union President Ms. Jamie Crane
Chair, Academic Committee Prof. Mary Keating
Chair, Bylaws Committee vacant
Chair, Nominating Committee Dr. Michael Tanchak
Chair, Planning & Priorities Committee Dr. Gary Collier
Chair, Research & Development Dr. Geoff Carre
Chair, Teaching & Learning Committee Dr. Rod Nicholls

**SCHOOL DEANS**
Arts & Community Studies Dr. Arthur Tucker
Business Prof. Ed Grimm
Science & Technology (acting) Dr. Joanne Gallivan
Education, Health, & Wellness Dr. Jane Lewis

**DEPARTMENTAL REPRESENTATION**

**School of Arts & Community Studies**
Anthropology & Sociology Prof. Janice Drodge
Culture, Heritage, & Leisure Studies Dr. Stephanie Inglis
Communication Prof. Michael MacDonald
History & Fine Art Dr. Andrew Parnaby
Languages & Letters Dr. Michael Manson
Philosophy & Religious Studies Prof. Mary Keating
Political Science Dr. Rod Nicholls
Problem Centred Studies Dr. David Johnson

**School of Business**
Financial & Information Management Ms. Mary Jane Morrison
Organizational Management Prof. Allan Fraser
Specialist Business Studies Prof. Sherry Finney

**School of Science & Technology**
Biology Dr. Michael Tanchak
Psychology Dr. Geoff Carre
Physical & Applied Sciences Dr. Gary Collier
Engineering Dr. Edmund Rudiuk
Trades Mr. Quentin MacDonald

**Students’ Union**
Ms. Jamie Crane
Mr. Blair Gallop
Mr. Tinaye K. Manyimo
Ms. Sarah Drodge
Ms. Valerie MacMillan
Ms. Martha Ottoviano
Mr. Mike Targett
Vacancy

**Associate VP, Student Services and Registrar**
Prof. Alexis Manley

**Library**
Mr. Wayne Cole

**Dean, Research**
Dr. Joanne Gallivan

**Associate VP, Development**
Dr. Keith Brown

**Two (2) External Members of the Board of Governors**
Ms. Shawna Goodwin
Mr. Myles Burke

Two faculty members from the Officer Training Program at the Canadian Coast Guard College
Ms. Shawna Goodwin
Mr. Myles Burke

**Associate VP, Development**
Dr. Keith Brown

**Two faculty members from the Officer Training Program at the Canadian Coast Guard College**
Mr. Peter Brand
Mr. Jean Maillette
### ADMINISTRATIVE STRUCTURE AT UCCB

#### President and Vice-Chancellor
- H. John Harker, LL.D 563-1120
- Gordon M. MacInnis, CA 563-1128
- Anthony Secco, PhD 563-1980
- Stephen Kavanagh, MBA 563-1951
- Ramona Lewis 563-1393
- Deborah George 563-1188

#### School of Arts & Community Studies
- **Administrative Secretary**
- **Administrative Secretary**
- **Chair, Anthropology & Sociology**
- **Chair, Communication**
- **Chair, Culture, Heritage, & Leisure Studies**
- **Chair, History & Fine Arts**
- **Chair, Languages & Letters**
- **Chair, Philosophy & Religious Studies**
- **Chair, Political Science**
- **Chair, Problem Centred Studies**

#### Dean of Business
- **Associate Dean**
- **Administrative Secretary**
- **Chair, Financial & Information Management**
- **Chair, Organizational Management**
- **Chair, Specialist Business Studies**
- **Director, MBA(CED)**
- **MBA Program Co-ordinator**

#### Dean of Science & Technology
- **Administrative Secretary**
- **Associate Dean**
- **Director, Technology Skills Development**
- **Chair, Biology**
- **Chair, Engineering**
- **Chair, Physical & Applied Science**
- **Chair, Psychology**
- **Chair, Trades**
- **Program Coordinator, Science and Technology Bridge**

#### Dean of Education Health and Wellness
- **Administrative Secretary**
- **Administrative Secretary**
- **Director, Education Development**
- **Program Coordinators:**
  - Teacher Education
  - Interim Community Youth and Teacher Education
  - Bachelor of Education
  - Wellness

#### Dean, Extension and Community Affairs
- **Program Director – Distance Education and ESL**
- **Program Director (Interim) – Customized Training**
- **Program Coordinators:**
  - Distance Education
  - Distance Education
  - Distance Education
  - English Second Language
  - Conference Services & Special Events
### Administrative Structure of UCCB

#### Virtual Firm:
- **Operations Manager** Charlene Blackie-Boutilier, BA 567-1340
- **Employment Counselor** Leanne Simmons, BACS 567-1349
- **Business Manager** Shauna Kelly, ME(MIT) 567-2087
- **Playhouse Coordinator** Jeanne Matthews 563-1606
- **Playhouse Manager** Todd Hiscock, MFA 563-1351
- **Art Gallery Curator** Beryl Davis, MA 563-1342
- **Campus Canada:**
  - **Project Manager** Steve Pronko, PEng 563-1804
  - **Project Assistant** Mora Giovannetti, BBA 563-1423

#### Director, Mi’kmaq College Institute
- **Mary Ellen Googoo, MEd** 563-1827
  - Program Director, Aboriginal Programs
  - Director, Mi’kmaq Student Services
  - Administrative Coordinator

#### Mi’kmaq Studies Faculty
- **Associate Professor** Joseph B. Marshall, LLB 563-1240
- **Assistant Professor** Stephanie Inglis, PhD 563-1201
- **Assistant Professor** Eleanor Johnson, MA 563-1658

#### Finance Office
- **Manager, Financial Services** Glenn MacDonald, BBA 563-1346
- **Manager, Audits, Grants, & Special Projects** Lynn MacLean, CA 563-1637

#### Director, Information Technology & Computer Services
- **Director** Parker MacDonald, DiplTech 563-1159
  - **Programmer/Analyst** Patrick Donovan, BEd 563-1669
  - **MIS Officer** Bruno McInnis 563-1154
  - **Microcomputer Specialist** Ben Pickles, DiplTech 563-1155
  - **Microcomputer Specialist** Stephen MacLeod, Dipl Bus Comp Prog 563-1625
  - **Microcomputer Specialist** Don MacNeil, BBA 563-1171
  - **Computer Operator/Systems Support** John Ziolkowski, BBA 563-1123
  - **Computer Operator/Systems Support** Jason White, BBA 563-1123

#### Director, Facilities Management
- **Director** Don MacIsaac, PEng 563-1345
  - **Manager, Facilities** Ken Baker 563-1416
  - **Residence Manager** Doug Connors 563-1791
  - **Manager, Canada Games Complex** Keith MacPherson 563-1442

#### Director, Human Resources
- **Director** Brian D. Siegner, BComm, CHRP 563-1157
  - **Human Resources Manager** Lois Devoe, BBA 563-1223
  - **Interim Human Rights Officer** Ken Bickerton, BA 563-1873
  - **Human Resources Officer** Alana Serroul 563-1936
  - **Human Resources Assistant** Debbie Calabrese 563-1158
  - **Manager, Payroll** Debbie MacNeil, BComm 563-1363
  - **Payroll Assistant** Susan MacPherson 563-1109

#### Associate Vice-President, Student Services and Registrar
- **Alexis Manley, MBA** 563-1116

#### Director, Student Services
- **Norm Smith, MBA** 563-1225
  - **Student Services Financial Aid Officer** Beverley Paterson, BACS 563-1371
  - **International Student Advisor** Michael Reppa, BA 563-1671
  - **Associate International Student Advisor** Diana Cole, BA 563-1986

#### Career Services
- **Laura Baker, Dipl Inf Tech** 563-1405
  - **Career Services Co-ordinator** Michael MacIsaac, BA 563-1408
  - **Career Services Co-ordinator** Diane Toomey, BA 563-1278
## ADMINISTRATIVE STRUCTURE AT UCCB

### Max Bell Centre
- **Psychologist/Counsellor**: Brenda Durdle, PhD 563-1443
- **Medical Doctor**: Reggie Sebastian, MD 563-1359
- **Nurse/Office Coordinator**: Pat Collins, RN 563-1359
- **Physiotherapist**: Nancy Dingwall, Dipl Phys Therapy 563-1275

### Chaplaincy
- **Associate Chaplain**: Sr. Wilma Best 563-1173
- **Chaplain**: Fr. Conrad Edwards 563-1173

### Reading and Writing Centre
- **Director**: Pat Campbell, MA 563-1325

### Student Service Centre
- **Director, Registration and Admissions**: Arlene Mullan, MSc 563-1198
- **Admissions/Academic Program Co-ordinator**: Moira Ross, MA 563-1117
- **Admissions Officer**: Cheryl Livingstone, CIM 563-1166
- **Data Analysis/Logistics Co-Ordinator**: Patricia McComb Boone, BBA 563-1165

### Director, Athletics
- **Administrative Assistant**: Jeanne Russell 563-1277
- **Men’s Basketball Head Coach**: Jim Charters, MBA 563-1409
- **Women’s Basketball Head Coach**: Fabian McKenzie, BPEd 563-1874
- **Women’s Volleyball Head Coach**: Claude Lapré, MA 563-1279
- **Gymnastics Head Coach**: Debbie Rudderham 563-1603

### Recruitment
- **Director, Recruitment Marketing**: Shea McInnis, MEd 563-1888
- **Recruitment Officer**: Lynn Meloney, BA 563-1146
- **Recruitment Officer**: Bill O’Brien, BBA 563-1941
- **IT Database Marketing Specialist**: Ali Faisal, MBA 563-1905
- **Marketing Coordinator**: John Mayich, BBA 563-1676
- **Recruitment Clerk**: Edwenna Campbell, Dipl Marketing 563-1136

### Director, Advancement
- **TBA**: Deborah MacAulay 563-1349
- **Alumni Affairs Officer**: Elizabeth Patterson, BJ 563-1824
- **Prospect Research Officer**: Maria Hartery, BPR 563-1869
- **Production/Graphic Co-ordinator**: Gail Jones, DiplTech 563-1610
- **Graphic Technician**: Barry Gabriel, BEd 563-1343
- **Communications Officer**: Paula MacNeil, MEd 563-1638
- **Stewardship Officer**: Lynda Moffatt, BSc 563-1232

### Dean, Research
- **Office of Research and Academic Institutes**: Joanne Gallivan, PhD 563-1271
- **Manager, Research Operations**: Carole MacLeod, BBA 563-1851
- **Research Officer**: Sander Taylor, BSc 563-1338
- **Director, Tompkins Institute**: Harvey Johnstone, PhD 563-1178
- **Director, Centre for International Studies**: Lee-Anne Broadhead, PhD 563-1626
- **Director, CED Institute**: Gertrude MacIntyre, PhD 563-1467
- **Director, Marketing Research Centre**: Frank Renwick, PhD 563-1310
- **Director, Small & Medium-sized Enterprise Institute**: Harvey Johnstone, PhD 563-1178
- **Director, Alexander Graham Bell Institute**: Ron MacNeil, PEng 563-1909
- **Director, Centre for Housing Initiatives**: Elizabeth Beaton, PhD 563-1426
- **Director, Centre for Natural History**: David McCorquodale, PhD 563-1260
- **Director, Centre for Research and Employment on Work**: Andrew Molloy, PhD 563-1858
- **Director, Centre for Humanomics**: Masud Choudhury, PhD 563-1236
- **Co-Directors, Children’s Rights Centre**: Katherine Covel, PhD 563-1413
- **Director, Louisbourg Institute**: Brian Howe, PhD 563-1214
- **Director, North Atlantic Institute**: Carol Corbin, PhD 563-1234
- **Director, Philosophy & Religion Centre**: David Johnson, PhD 563-1213
- **Director, Philosophy & Religion Centre**: Ken Bryson, PhD 563-1264
## ADMINISTRATIVE STRUCTURE OF UCCB

### Beaton Institute
Director/Archivist: Wendy Robicheau, MA (563-1326)
Archival Clerk: Anne Connell, BA (563-1426)
Archival Research Assistant: Anne MacLean, BA (563-1425)
Celtic Music Researcher: Sheldon MacInnes, MA (563-1308)

### Library
Director: Wayne Cole, MLS (563-1698)
Information Services Librarian: Laura Symms, MLS (563-1674)
Information Services Librarian: Cathy Chisholm, MLIS (563-1675)
Technical Services Librarian: Mary Dobson, MLS (563-1674)
Circulation Supervisor: Debbie MacInnis, BA (563-1674)
Paralibrarian (Cataloguing): Janine Mills, Dipl LibrTech (563-1619)
Paralibrarian (Serials): Nick Sobol, BA (563-1675)
Acquisitions Assistant: Cathy Toomey, Dipl SecSci (563-1619)
Reserve Assistant: Brenda O’Flaherty, BSc (563-1674)
Document Delivery Services: Mary Campbell (563-1619)
Processing Assistant: Joan Burt (563-1619)
Digital Reference Librarian: Lawrence Duggan, MLIS (563-1675)
Library Clerk (Circulation): Caroline Power, BA (563-1674)
Library Assistant Circulation & Document Delivery: Pauline Murray, BA (563-1619)
Administrative Secretary: Anne Marie MacKenzie, Dipl SecSci (563-1421)
Teaching and Learning Centre Co-ordinator: Eileen Smith-Piovesan, MA (563-1459)

### Associate Vice-President, Development
Keith Brown, PhD (563-1859)
Deborah Woods, BACS (563-1447)
Irene Khattar, BA (563-1896)
Lucia MacIsaac, PEng (563-1860)
Eric Saastamoinen, MBA (563-1628)
Elizabeth Grabher, BACS (564-9398)

### Information Technology Innovation Centre
Interim Director: Cecil Smith, BBA (563-1231)
Video Production Co-ordinator: Lisa Patterson, SecSc (Dipl) (563-1601)
Video Production Assistant/Audio Visual Technician: Sajive Kochhar, BA (563-1628)
Device Design Engineer: TBA (567-3696)
Technology Co-ordinator: Kashif Masood, BTI (563-1907)
Lead Research Engineer: Jeff Slipp, PEng (563-1906)
Outreach Intern: Sarah Conrod, MEd (563-1909)
FACULTY

Professores Emeriti

Dunbar, Donald, BA (Dartmouth), MA (Columbia), PhD (Ohio State), Emeritus Professor of Psychology
MacLeod, Gregory, PhD (Louvain), Emeritus Professor of Philosophy
Tennyson, Brian, BA (Hons), MA (Toronto), PhD (London) Emeritus Professor of History
Zodrow, Erwin L., MSc (Penn State), PhD (Western), Emeritus Professor of Geology

School of Arts and Community Studies

Full-time
Bailleul, John, BA (UCCB), MA (Carleton), Lecturer, English
Beaton, Elizabeth, BA (StFX), MA (MUN), PhD University of Manitoba, Assistant Professor, Problem Centred Studies and Anthropology/Sociology
Brann-Barrett, Tanya, BACS (UCCB), Dipl Comm Studies (Concordia), MA (MSVU), Assistant Professor, Communication
Broadhead, Lee-Anne, BA (Hons) (Trent), MA (Queen's), MLS (Toronto), PhD (Leeds), Associate Professor, Political Science and Director, Centre for International Studies
Bryson, Kenneth A., BA (St. Patrick's), BPh, MA (Ottawa), LPh (St. Paul), PhD (Ottawa), Professor, Philosophy
Burrow, Sylvia, BA (Dalhousie), MA (Alberta), PhD (Western), Assistant Professor, Philosophy
Claener, Nicole, BACS (UCCB), MA (Norwich), Assistant Professor and Chair, Problem Centred Studies
Connell, Jane, BACS (UCCB), MAEd (StFX), Assistant Professor, Problem Centred Studies
Corbin, Carol, BA (Maryland), MA (Northern Colorado), PhD (Iowa), Associate Professor Communication
Curtis, Jan M., BA (UCCB), MA, PhD (UNB), Associate Professor, English
Davey, William J., BA, MA (Waterloo), PhD (Ottawa), Associate Professor, English
deRoche, Constance, BA (Emmanuel College), MA, PhD (Washington), Professor, Anthropology
deRoche, John, BA (StFX), MA (Washington), Associate Professor, Sociology and Chair, Anthropology & Sociology
Drodge, Janice, BA, MA (Memorial), Associate Professor, Anthropology
Farnsworth, Jane, BA (Western), MA, PhD (Queen's), Assistant Professor, English
Forte, Maximillian, BA (Hons) (York), Diploma IR (West Indies), MA (SUNY-Binghamton), PhD (Adelaide), Assistant Professor, Anthropology
Gibbs, Terry L., BA (Calgary), MA (Leeds), PhD (Sussex), Assistant Professor, Political Science
Gildert, Rob, BA (UCCB), MA, PhD (Western), Assistant Professor, Problem Centred Studies
Guy, James, BA (Loyola), MA (Fordham), PhD (St. Louis), Professor, Political Science
Howe, Brian, BA, MA (Simon Fraser), PhD (Toronto), Professor, Political Science and Co-director, Children's Rights Centre
Hudec, John, BSc (Saskatchewan), MA (Victoria), PhD (Alberta), Assistant Professor, Problem Centred Studies
Inglis, Stephanie, BA (McMaster), MA, PhD (Memorial), Associate Professor, Mi'kmaq Studies

Johnson, David, BA (Toronto), MA (Brock), PhD (Toronto), Associate Professor, Political Science, Member, North Atlantic Institute, and Chair, Political Science
Johnson, Eleanor V., BA (UCCB), MA (SMU), RN (St. Rita's), Assistant Professor, Mi'kmaq Studies
Kasper, Kathleen, BMus, MMus (McGill), PhD (Northwestern), Assistant Professor, Fine Arts
Kavanagh, Afra, BA (American U., Beirut), MA (Southern Illinois), Assistant Professor, English
Keating, Mary, BA (Acadia), BEd (StFX), MA (Acadia), Assistant Professor, English
Keshen, Richard D., BA (York), DPhil (Oxford), Professor, Philosophy
Krug, Kate, BA (Waterloo), MA, (York), Assistant Professor, Anthropology and Sociology
Lavoie, Laurent G., BA (Laurentienne), MA (Laval), Doctorat de 3e Cycle (Aix-Marseille), Professor, French
Lingard, John, BA (Oxford), MA, PhD (Western), Associate Professor, English, Drama, Theatre
MacAulay, Scott, BA (Mt. Allison), MA, PhD (Leeds) Associate Professor, Sociology
MacDonald, Michael, BA (UCCB), MA (Maine), Assistant Professor, Communication
MacGillivray, Donald, MA (UNB), Associate Professor, History
MacInnes, Marlene, BA (StFX), BEd (MSVU), Instructor, Communication (Engineering)
MacKinnon, Richard, BA (Mt. Allison), MA, PhD (Memorial), Professor, Program Centred Studies, Folklore & Humanities
MacLeod, Mary K., PhD (Edinburgh), Associate Professor, History and Fine Arts
Manson, Michael D., PhD (Western), Associate Professor, English
Marchand, Richard, BA (StFX), MA, PhD (Dalhousie), Associate Professor, English, and Chair, Languages and Letters
Marshall, Joseph, B., LLB (Dalhousie), Associate Professor, Mi'kmaq Studies
McCrorquodale, David, BSc (Guelph), MSc (Alberta), PhD (Australian National), Associate Professor, Biology, and Culture, Heritage & Sports Management
McCullis, Maury, BA (Southern Maine), MA (Maine), Lecturer, English
Moir, Scott, BA (Wilfred Laurier), MA (McMaster), PhD (Guelph), Assistant Professor, History
Molloy, Andrew, BA, MPA, PhD (Concordia), Associate Professor, Political Science
Moore, Barry, MSW, RSW (Dalhousie), Assistant Professor, Problem Centred Studies
Mullan, David G., BA (Calgary), BD (Otago), BEd (Queen's), ThM (Toronto), PhD (Guelph), Professor, History and Religious Studies
Mysyk, Avis, BA, MA, PhD (Manitoba), Assistant Professor, Anthropology
Nicholls, Roderick, BA (Mt. Allison), MA, PhD (Queen's), Associate Professor, Philosophy
Parnaby, Andrew BA (Hons) (Queens'), MA (Simon Fraser), PhD (Memorial), Assistant Professor, History
Petitgrew, Todd, BA (Hons) (Western), MA (McMaster), PhD (Waterloo), Assistant Professor, English
Pierce, Alex, BA (Mt. Allison), MFA (Warren Wilson, NC), Assistant Professor, Languages and Letters
Porter, John, BPE, MA (UNB), Med (Boston), PhD (Walden), Associate Professor, Physical Education & Sports Management and Chair, Culture, Heritage, and Sports Management
Reynolds, Andrew, BA (UNB), MA, PhD (Western), Associate Professor, Philosophy
Reynolds, P. Graham, BA (Minnesota), MA, BEd, PhD (Queen’s) Professor, History and Chair, History & Fine Arts
Rolls, Judith A., BA (SIFX), BEd (Dalhousie), MA (Maine), PhD (Indiana), Professor, and Chair, Communication
Sigaret, Pierre, MBA (Paris), MA (Carleton), PhD (Ottawa), Assistant Professor, American Literature
Simpson, Vicky, BAH (Acadia), MA (Wilfred Laurier), Lecturer, English
Seville, Pamela, BSc (McGill), MA (Central Michigan), Assistant Professor, Problem Centred Studies
Smith-Harris, Tracey, BA, MA (Dalhousie), Assistant Professor, Sociology
Stewart, R. Scott, BA (Dalhousie), MA (Guelph), PhD (Waterloo), Professor, Philosophy and Chair, Philosophy and Religious Studies
Sulliman, Celeste, BACS (UCCB), MA (Maine), Assistant Professor Communication
Tekel, Rose, BA (Sir George Williams), MA, PhD (Concordia), Assistant Professor, Religious Studies
Tucker, Arthur, BA, BMus (McGill), PhD (Toronto), Dean, Arts and Community Studies
Urbaniaik, Tom, MA (Toronto), PhD Candidate (Western), Assistant Professor, Political Science

Adjunct Professors
Chappell, Eric, MA (Simon Fraser), PhD (Alberta), Adjunct Professor, Languages and Letters
Crawford, Tom, PhD
Howard, Sean, PhD (Bradford)
McDonald, R. Andrew, BA (Trent), MA (MacMaster), PhD (Guelph), Adjunct Associate Professor, Languages and Letters

Part-time
Aucoin, Jerome, MSW, Lecturer, Social Services Delivery
Boone, Marie, MSW (Toronto), Lecturer, Social Services Delivery
Canning, Greg, BA, MA (SMU), Lecturer, History
Charters, Jim, BACS, BBA (UCCB), MBA (SMU), Lecturer, Sports and Human Kinetics
Childs-Rolls, Vanessa, BA (UNB), MA (McMaster), Lecturer, Humanities
Currie, Iris, AOCA, Lecturer, Fine Arts
Dingwall, Nancy, Dipl Physical Therapy (Queen’s), Lecturer, Sports and Human Kinetics
Gabriel, Barry, BA, BEd (Massachusetts College of Art), Lecturer, Art
Gillis, Ron, MSW, Lecturer, Social Services Delivery
Hanham, Vic BA (UCCB), Med (St FX), Dipl in Ed (NSTC), Lecturer, Problem Centred Studies
Keshen, Mary, BA (York), OHTC (Toronto), MAEd (St FX), Lecturer, English
Kyte, Darryl, Lecturer, Political Science
Leech, Garry, BA (Hons) (UNLV) Lecturer, Political Science
MacInnes, Sheldon, BA (SIFX), MA (Wayne State), Lecturer, Culture, Heritage, & Sports Management
MacKeigan, Dawn, BSW (Dalhousie) MSW (Carleton), Lecturer, Anthropology and Sociology
MacNeil, Hector, BA (UCCB), MA (St FX), Lecturer, Celtic Studies
McKeough, Jean, BSc (St FX), BSW (Dalhousie), MSW (Carleton), Lecturer, Problem Centred Studies
McLellan, Carol, BA (Hons) (Mt Allison) MSW (Carleton), Lecturer, Social Services Delivery
Oram, Brian, BA (UCCB), BSW (Dalhousie), MSW (Dalhousie), RSW (NSASW), Lecturer, Social Services Delivery
Paul, Elizabeth, BEd (UNB), Lecturer, Mi’kmag Studies
Smith-Piovesan, Eileen, Dipl. Hospitality, BACS (UCCB), MA (Maine–Orono), Lecturer, Communication; Coordinator, Teaching and Learning Centre
Ryan, Gina
White, Lloyd, BACS (UCCB), MA (Acadia), Lecturer, Sociology

SCHOOL OF BUSINESS

Full-time
Boutilier, Samuel J. Dipl Civil EngTech (CCB), MAsc(Waterloo), BBA, BA (UCCB), Instructor, Business Technology
Brown, Keith G. BBA (SIFX), BEd (SMU), MBA (City), PhD (Bradford), Assistant Professor, and Associate Vice-President, Development
Choudhury, Masudul A. BSc (Hons) (Dacca), MSc, MPhil (Islamabad), MA Ec, PhD (Toronto), Professor, Economics
Finney, Sherry BBA (UCCB), MBA (SMU), Assistant Professor, Marketing
Francois, Daniel Dipl. of Vocational Studies, Hotel Business Organizations-Cuisine, Min. of Education, Academy of Nancy-Metz, France, Executive Chef de Cuisine, Instructor, Hospitality/Tourism Management
Fraser, Allan C. BBA (UCCB), MBA (SMU), CIM, Assistant Professor, Human Resource Management and Business Administration
Gallivan, William J. BBA (SIFX), MA (Alberta), Associate Professor, Economics
Geddies, Ruthanne, MBA(CED) (UCCB), Instructor, Hospitality/Tourism Management
Grimm, Edward O.BComm (SMU), CMA, MBA (Western), PMgr(CIM), PCSC (Cdn Forces Staff College), CD, Associate Professor, Business Policy & Dean, School of Business
Hanna, Paul BPEd (Dalhousie), CHE, Instructor, Hospitality/Tourism Management
Johnstone, Harvey BSc, BEd (SIFX), MA (Dalhousie), MBA (SMU), CMA, PhD (Durham), Professor Accounting & Small Business Management, and Co-ordinator, BACS/BBA, Director, SME Institute
Karaphillis, George BEng (McGill), MBA (Virginia Tech), Associate Professor, Management Science, Chair, Financial and Information Management
Kavanagh, Stephen BA (SIFX), MBA (Dalhousie), Associate Professor, Marketing
LeBlanc, J. Edward DiplT (Bus Admin) (CCB), BTI (UCCB) Instructor, Information Technology
Lionais, Doug, BBA (UCCB), PhD (Durham), Assistant Professor Financial and Information Management
MacIntyre, Gertrude, BSc (Central Connecticut State), MEd, PhD (Toronto), Associate Professor and Director, MBA(CED) and CED Institute

MacKinnon, John, BBA (StFX), MBA (Queen's), CA (NSICA), Associate Professor, Accounting, and Associate Dean of Business

MacNeil, Elaine, BBA (StFX), MBA (Dalhousie), FICB, Assistant Professor, Marketing

Manley, Alexis, BA, BEd (StFX), MBA (Dalhousie), Associate Professor, Management Science, and Associate Vice-President, Student Services and Registrar

McCarron, Ronald, V, BBA (UCCB), MBA (SMU), Assistant Professor, Management Science

McCready, Arthur J., BSc, MA (StFX), DiplIT (Bus Admin) (NSEIT), Instructor, Information Technology

Morrison, Mary Jane, BBA (UCCB), MBA, Lab Instructor, Accounting

Morrison, Patricia, DiplIT (Bus Admin), BBA (UCCB), MBA (City), IT Instructor

Moy, Martin M., BA, BComm (Windsor), MBA, MA (Dalhousie), Associate Professor, Economics and Finance

Muir, Gail A, BBA (Acadia), MA (TTU), MSc (FIU), Instructor, Dipl Hospitality/Tourism & BBA Degree Tourism Marketing & Management

Power, Michael Terrance, DiplIT (Marketing) (CCB), Instructor, Marketing Technology

Pyke, Joanne, BACS, BBA (UCCB), MBA (City), Assistant Professor

Renwick, Frank W., BComm (Queen's), MBA (York), PhD (Lancaster), Professor, Marketing, Chair, Organizational Management

Robertson, R. Dwight, BBA (StFX), CA (NSICA), Associate Professor, Taxation & Accounting

Scott, Jacquelyn Thayer, O.C. MBA (Manitoba), PhD (Colorado), LLD (Waterloo), Honorary Diploma (Loyalist), Professor, Organizational Management & Public Administration

Sherwood, Tania, MBA (Wilfrid Laurier), MBA (Guelph), Instructor, Hospitality/Tourism, Director School of Business Vancover Program and Chair, Specialists Business Studies

Wadden, Wendy, BComm, (Hons) LLB (Dalhousie), Instructor, School of Business

Watuwa, Richard, BSc (MUK), MPhil (Glasgow), PhD (Dalhousie), Assistant Professor

White, Fredrick G., BComm, BEd (SMU), Instructor, Management Technology

Yakimchuk, Dan, BACS (CCB), Dipl Bus Tech - Data Processing (UCCB), MEd (UNB), Instructor and Coordinator I T, Information Technology

Part-time

Corsano, Theresa, BBA, MIR (Queen's)

Lewis, Robert, BComm. (Dalhousie), MBA (Western)

MacLean, Lynn, BBA (UCCB), CA

MacNeil, Patricia, BBA (UCCB), MBA (SMU), Assistant Professor, Financial & Information Management

Smith, W. N. (Norm) BA, BComm, MBA (Dalhousie), FICB (Inst. of Canadian Bankers), Instructor, Marketing Technology and Director, Student Services

Vokey, Bill BBA (UCCB), MBA (Dalhousie), PFP, FICB

SCHOOL OF SCIENCE AND TECHNOLOGY

Full-time

Bailey, James William, BSc (Dal), BEng (NS Tech College), BTech (UCCB) PEng, MSc (Pittsburgh), Instructor, Engineering

Barre, Edward, BSc (Hons) (Queens), MSc (Ottawa), PhD (Guelph), Assistant Professor, Nutrition

Bartlett, Cheryl M., BSc (Alberta), MSc, PhD (Guelph), Professor, Biology

Beresford, Rod, BSc, (UCCB), MSc, (Dalhousie), Assistant Professor MSIT Science

Bouman, Thomas, Dipl Forestry, FD (Gottingen), Assistant Professor, Biology

Britten, Allen, BSc (StFX), PhD (Waterloo), Associate Professor, Chemistry, and Associate Dean of Science

Butler, Stephen J., BSc, (Dalhousie), PEng (NS), BEng (TUNS), Instructor, Engineering

Carre, Geoffrey, BSc (Trent), MSc, PhD (Memorial), Assistant Professor, Psychology

Chen, Shaohua, BSc (Hangzhou), MSc, PhD (Montana), PhD (Simon Fraser), Assistant Professor, Mathematics

Chiasson, Hubert, BEng (NS Tech), PEng (NS), Instructor, Engineering and Associate Dean of Science

Collier, Gary J., BA (Massachusetts), MSc, PhD (Alberta), Professor, Psychology, and Chair, Psychology

Covell, Katherine, BA, MA (Simon Fraser), PhD (Toronto), Professor Psychology, and Co-director, Children's Rights Centre

Davey, F. Heather, BA, MASC (Waterloo), PhD (UNB), Associate Professor, Psychology

D’Cunha, Godwin, BSc, PhD (Bombay), Assistant Professor, Chemistry

Dollimount, Wallace, Instructor, Heavy Duty Equipment

Dugas, Ludger A., BACS, Power Engineer, Interprovincial Industrial Mechanic/Millwright Cert. Instructor, Trades, Industrial Mechanics

Foulds, James B., BSc (Manitoba), MSc (Guelph, PhD (Dalhousie), Associate Professor, Biology

Gallivan, Gary, BSc (McMaster), MHSc (Ed) (Sydney, AU), CPHI(C), Program Coordinator and Instructor, Bachelor of Technology (Public Health)

Gallivan, Joanne, BA (StFX), MA, PhD (Waterloo), Professor, Psychology, Dean, Research and Acting Dean, Science & Technology

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