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Cape Breton University
Academic Calendar 2009-2011

Disclaimer

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.

Cape Breton University (CBU) 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 property, and any other cause beyond the reasonable control of CBU.

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

Official Statement

Cape Breton University produces its academic calendar both in a print and in an online version. While the print and online versions are considered accurate at the time of production, the information in the calendar is under continuous review. CBU reserves the right to make such amendments and additions as deemed appropriate. As it readily allows for updates, the online academic calendar is the most current version. Where discrepancies exist between print and online versions, the online version shall be considered CBU's official statement.

For up-to-date online program and course information, admissions and academic regulations, and more, go to **www.cbu.ca** and click on **Academic Calendar** in the links at the bottom of the page**.** For a list of important dates go to **www.cbu.ca** and click on **Important Dates** in the links at the bottom of the page.

About CBU

Cape Breton University 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 (AAU), as well as an Associate Member of the Association of Commonwealth Universities (ACU).

The CBU calendar is published by the Office of the Vice-President Student Services, and Registrar.

For further information please contact:

Cape Breton University
P.O. Box 5300, 1250 Grand Lake Road,
Sydney, Cape Breton, NS B1P 6L2

www.cbu.ca

Student Service Centre Hours
Monday to Friday -- 8:30 am to 4:30 pm

General Contact Information

Student Service Centre Telephone..... (902) 563-1330

Toll Free 1-888-959-9995

Student Service Centre Fax ..... (902) 563-1371

CBU General Telephone..... (902) 539-5300

CBU General Fax ..... (902) 562-0119

Students' Union ..... (902) 563-1192

Administration ..... See Pages 204-207

NOTE: All extension numbers listed in the calendar can be reached directly by dialing the 563 exchange and then the four-digit extension number.

Emergency Preparedness

In case of on-campus emergency:

- If you are mobility impaired, identify yourself to fire wardens or others who can provide assistance.
- 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 buildings until "all clear" is given.

GETTING STARTED

What You Need To Know about CBU and This Calendar

1.) How to use this calendar

Read carefully! You are responsible for your own academic progress. That includes compliance with all academic, programs, departmental and financial regulations.

The Getting Started section provides some general guidelines and helpful tips. These offer a summary of the key things you need to know, with directions on where to find more details.

For more detailed and up-to-date information, check our website at **www.cbu.ca** and click on **Academic Calendar.**

2.) How to apply to CBU

Go to **www.cbu.ca** and click on **Admissions and Registration**. Follow the online instructions to apply online or print out and submit a form by fax or mail. For more information call the Student Service Centre at **(902) 563-1330** or toll-free **1-888-959-9995**.

Send the completed application form as early as possible. CBU cannot guarantee applications received after August 1 will be processed for September registration.

Applications for the Bachelor of Education (B.Ed.) program are accepted until January 10 for May admission. For more information contact (902) 563-1651.

Applications for the Bachelor of Science Nursing (BScN) program are accepted until February 28. Candidates are selected in March for classes beginning in September. For more information contact (902) 563-1944 .

In January or February, high school students should ask their school for their Grade 11 final grades and Grade 12 first-semester grades. Grade 12 final grades should be submitted as soon as they are received.

Final admission will be granted when all relevant information is submitted. No application will be delayed or denied if all of the substantial information is supplied, requirements are met, and there is capacity in the program.

The non-refundable application fee (paid by cheque, money order, Visa or MasterCard) must be included with the application.

Once accepted, all students will receive an acceptance letter that outlines the next steps. This letter will include instructions for opening an online student account at **www.cbu.ca/online**.

3.) How to register

ACADEMIC ADVISING

Academic advising is a requirement for all first-year students. Two Academic Advisors and an Academic Support Officer, located in the Learning Commons and Student Life Centre (B110) provide academic advising to first year students only. First-year students, as well as those beyond first year, may also make appointments for academic advising by using their online student accounts to book sessions with faculty members. Students beyond first year are not required to have academic advising.

PLACEMENT TESTS
All students planning to take Calculus are required to complete a Calculus Readiness Test before registering in MATH 111 or MATH 121. Tests are held monthly from May to August. For more information, refer to the Calendar of Events.

REGISTRATION
Students may register for courses in one of three ways:

1. in person at the Student Service Centre on the main floor of B-Block; or
2. by mail (form provided with registration package); or
3. by computer at **www.cbu.ca/online** (instructions provided in registration package)

For more information on registration visit **www.cbu.ca.**

4.) Program/course selection

Programs consist of combinations of courses. A student's course choices depend on the requirements of his/her degree, diploma or certificate program. The requirements are found in the program descriptions, organized by schools.

For more information, visit **www.cbu.ca, Current Students - Academic Study.**

WORKSHEETS
Schools and departments offer worksheets to help students determine appropriate course selections that will help fulfil program requirements.

For more information call or visit the school secretaries.

For more information on adding or dropping courses visit **www.cbu.ca, Current Students - Academic Study.**

5.) Important regulations

Students are responsible for compliance with academic, program, departmental and financial regulations.

For general regulations, visit **www.cbu.ca, Current Students - Registration and Fees.**

Program and departmental policies can be found in the program descriptions listed by school in this academic calendar.

6.) Financial policies/fees

It is the responsibility of each student to be familiar with financial regulations. Academic fees include tuition and other mandatory fees that affect domestic and international students.

At the time of this calendar's printing, fees for future academic years had not yet been determined. Visit **www.cbu.ca - Financial Information** for up-to-date fees and detailed policies.

CLASS WITHDRAWAL AND FINANCIAL REFUNDS
A student who wishes to withdraw from one or more courses must do so officially, through the online student account or in writing.

For more information visit **www.cbu.ca** or call the Student Service Centre at **(902) 563-1330**; or, for a detailed schedule of refunds, visit **www.cbu.ca - Financial Information.**

HEALTH PLAN – DOMESTIC STUDENTS
All full-time students (except international students) are automatically enrolled in the Student Health Plan. If proof of alternative coverage is presented to the Cape Breton University Students' Union (CBUSU), a student may opt out and the fee will be waived. Opting out must be done annually. The deadline to opt out is the last Friday in September.

For more information about the plan, fees and benefits, contact the CBUSU at **(902) 563-1192** or go to **www.cbusu.com**.

HEALTH PLAN – INTERNATIONAL STUDENTS
All international students must, as a requirement of registration, must enrol in the University's international health plan or provide proof of Nova Scotia health insurance. For more information, visit **www.cbu.ca, Current Students - International Students** or call the International Student Advisors at **(902) 563-1671** or **(902) 563-1986**.

RESIDENCE AND MEAL PLANS
For detailed fees and policies on residence and meal plans, visit **www.cbu.ca, Current Students - Registration and Fees**.

7.) 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 October. Students must apply to graduate and should note the deadlines listed at www.cbu.ca - **Important Dates**.

8.) Key dates

These are just a few of the dates that will affect your progress at university. For a complete list, visit **www.cbu.ca - Important Dates.**

January 10th – Final date for admission to May classes in the Bachelor of Education program (B.Ed).

February 28 – Final date for admission to September classes in the Bachelor of Science Nursing program (BScN).

March 1 – Applications for all programs received by this date will be considered for entrance scholarships.

May – Spring convocation (graduation) ceremonies.

May – Start of classes for spring session.

July – Start of classes for summer session.

July – Online course registration for September is available on the first working day after the July 1 Canada Day holiday.

August 1 – Last day for guaranteed registration for September. Applications received after this date may not be processed in time.

September – Orientation begins on the first Thursday following the Labour Day holiday. Classes for the fall/winter term start on the Monday following Labour Day.

October – Fall convocation (graduation) ceremonies.

MESSAGES

President & Vice-Chancellor's Message

H. JOHN HARKER, LLD

Presidents of academic institutions are not unlike new students entering university. We may be a bit older and have slightly more life experience, but like you, are seeking and searching for innovation and excitement within the classroom and around the campus. I know that as President of Cape Breton University, I am interested in, and committed to, these same goals that you are.

I want to see relevant and challenging thinking resonating through all our classrooms. I want to see students experience hands-on research as they work closely with their professors. I want to see students motivated and inspired by those around them so that their determination to succeed is firmly in place for life. I want to see CBU students proud of their athletic teams and cheering fellow students on the courts and in the fields. I want you as a student to cherish the traditions that have been established by those who have gone before you, and at the same time I encourage you to consider innovative ideas that will advance you personally and the institution as a whole.

I have told graduates in the past what I now think you need to hear at the outset of your academic experience at Cape Breton University - think broadly, plan boldly, live fully! We are ready to move forward with you to prepare for life in a global world. Whether you choose liberal arts, science, business, technology, education, health-related programs or any combination of them, you are bound to enjoy a personalized educational journey during your years at CBU, and honouring that commitment is our pledge to you.

H. John Harker, LLD
President and Vice-Chancellor

Chancellor's Message

ANNETTE VERSCHUREN

As the Chancellor of Cape Breton University, I see this institution evolving to meet the unique and diverse needs of a broad student community. I also see excellence in the research, instruction and programming being delivered by dedicated faculty and staff. The integration of students' interests, education and marketplace expectations is crucial locally, regionally, nationally and internationally if graduates are to become productive and contributing leaders in a demanding and innovative world.

Cape Breton University is focused on developing leaders of industry, scientists, researchers, artists, educators, health care professionals and highly skilled business professionals. Students do receive rewarding and productive learning experiences that lead to independence and fulfilment. CBU graduates have gone on record over the years to state that they are among the most satisfied in Canada with the knowledge gained while attending this University. They are the true voice of approval and combined with every student on campus, the future voice of industry, government and our communities-at-large.

Cape Breton University students are prepared to meet and work within a global work environment because that is the commitment we make to them - and now to you. You can compete with the best and be the best. Whatever goals and commitment you as a student bring with you to university, those within CBU will, in turn, deliver an excellent education to support your academic experience. It is a wonderful time in your life - may it be all that you hope for!

Annette Verschuren
Chancellor, Cape Breton University
President, The Home Depot Canada

ABOUT CAPE BRETON UNIVERSITY

Let's begin with the end goal of all new students - graduation. At Cape Breton University, graduates have consistently ranked their overall educational, teaching and instruction experience as outstanding. Cape Breton University promises and delivers an exceptional educational experience for students. Our faculty, students and graduates are recognized nationally and internationally for innovative accomplishments from academic excellence to athletic prowess. These successes contribute to Cape Breton University's growing reputation for excellence both in and out of the classroom.

Located on Canada's stunning East Coast, CBU makes its home in the Cape Breton Regional Municipality, the largest urban centre on Cape Breton Island. With a population of 110,000 residents, the municipality boasts the amenities of a larger centre, with the welcoming, supportive atmosphere of a small town.

The Cape Breton University campus is home to a student population that hails from local, regional and international locations. CBU offers a comfortable and secure environment within a small campus community, which allows for a smooth transition to university life.

There is a long list of good reasons for choosing to study at CBU:

- A commitment to providing relevant, meaningful and accessible programs
- Solid study options in liberal arts, business, science and technology as well as education, health and wellness
- Low student/teacher ratios allowing for excellent classroom interaction
- Small class sizes that are the envy of other institutions
- Work/study co-op programs in many disciplines
- Excellent support services for students with special requirements
- International student services
- More than 70 student societies
- Outstanding undergraduate research opportunities
- Established scientific and research institutes
- Strong international partnerships
- A focus on innovative technology
- Student exchange opportunities
- A Mi'kmaq Resource Centre
- Three university residences
- An ever-expanding scholarship program
- and an opportunity to cheer on the Capers – winners and contenders for numerous national championships!

MISSION

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

VISION

To be one of Canada's best universities, understood and respected for its uniqueness, sense of purpose, creativity in learning, 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.

CBU will realize its vision by:

- Providing learners with access to high quality learning programs and experiences which reflect, integrate, and develop knowledge traditions of the liberal arts, business, sciences, and technologies;
- 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
- 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 in achieving its mission and realizing its vision. When pursuing its mission and vision, CBU will share values such as people, process, partnerships and flexible education, training and discovery models.

PRINCIPLES

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

CALENDAR OF EVENTS

IMPORTANT DATES - 2009-2011

For the most up-to-date list of key dates, go to **www.cbu.ca** and click on **Important Dates**. For information on registration, go to **www.cbu.ca**.

JUNE 2010

25	Spring session ends.
26	Calculus Readiness test at 11:00 am in CE 258 for students registering in a calculus course. Students must write the test before registering in MATH 111 or MATH 121.
28	Classes begin - summer session.

JULY 2010

1	Canada Day - CBU closed.
2	Registration begins for fall/winter courses.
5	Spring session grades due in Student Service Centre.
24	Calculus Readiness Test at 11:00 am in CE 258 for students registering in a calculus course. Students must write the test before registering in MATH 111 or MATH121.

AUGUST 2010

2	Civic Holiday - CBU closed.
3	Applications for admission, transfer credits or prior learning assessments (PLAs) received after this date may not be processed in time for September registration.
6	Summer session ends.
10	Final grades for summer session courses due in Student Service Centre.
13	Final grades accessible.

SEPTEMBER 2010

6	Labour Day - CBU closed.
7	Orientation begins.
13	Classes begin.
14	Calculus Readiness test at 4:30 pm in CE 258 for students registering in a calculus course. Students must write the test before registering in MATH 111 or MATH 121.
15	Work report evaluations due in Advisor's office.
24	FINAL DATE TO REGISTER FOR OR ADD A COURSE FOR FALL TERM (except for returning Hospitality Tourism Management students).
30	Final date to opt out of the Students' Union health plan.

OCTOBER 2010

1	Treaty Day.
11	Thanksgiving Holiday - CBU closed.
18	Registration of 2nd- and 3rd-year Hospitality and Tourism Management students.
20-31	Season of Plays (for exact dates and program information contact the Boardmore Playhouse).
29	FINAL DATE FOR RETURNING HOSPITALITY AND TOURISM MANAGEMENT STUDENTS TO REGISTER FOR OR ADD A COURSE FOR FALL TERM.
29	FINAL DATE FOR RETURNING HOSPITALITY AND TOURISM MANAGEMENT STUDENTS TO REGISTER FOR THE SUMMER INTERSHIP.
29	Hospitality and Tourism Management students - deadline for submission of journal and other required documentation.

CALENDAR OF EVENTS

29 FINAL DATE TO WITHDRAW FROM A FALL TERM (3 CREDIT) COURSE WITHOUT ACADEMIC PENALTY. FINANCIAL PENALTY WILL APPLY.
30 Fall Convocation - 2:00 pm.

NOVEMBER 2010

3 FINAL DATE TO APPLY FOR SPRING GRADUATION.
5 FINAL DATE TO WITHDRAW FROM A FALL TERM 2nd- OR 3rd-YEAR HOSPITALITY AND TOURISM MANAGEMENT COURSE WITHOUT ACADEMIC PENALTY. FINANCIAL PENALTY WILL APPLY.
10 CBU Memorial Service.
11 Remembrance Day - CBU closed.
19 Hospitality and Tourism Management students - research project to be submitted to Industry Internship Co-ordinator.
20-30 Season of Plays (for exact dates and program information contact the Boardmore Playhouse).
25 Hospitality and Tourism Management Job Fair.

DECEMBER 2010

3 Last day of classes - fall term.
6 Co-op work term reports due.
7 Examinations begin.
17 Examinations end.
20 Final grades due by 9:00 am in Student Service Centre. Grades received after this date will not be processed until January 2011.
22 Fall grades accessible.
24 CBU offices closed at 12 noon.

JANUARY 2011

3 CBU closed in observance of New Year's Day.
3 Co-op students' 2nd work term begins.
4 CBU reopens.
5 Classes begin - winter term.
6 Calculus Readiness test at 4:30 pm in CE 258 for students registering in a calculus course. Students must write the test before registering in Math 111 or 121.
14 Payment deadline for winter term fees.
18 FINAL DATE TO REGISTER FOR OR ADD A COURSE FOR WINTER TERM.
20-31 Season of Plays (for exact dates and program information contact the Boardmore Playhouse).
31 FINAL DATE TO WITHDRAW FROM A FULL-YEAR (6 CREDIT) COURSE WITHOUT ACADEMIC PENALTY. FINANCIAL PENALTY WILL APPLY.

FEBRUARY 2011

20-28 Season of Plays (for exact dates and program information contact the Boardmore Playhouse).
21-25 Reading week - no classes.

MARCH 2011

1 Deadline for the receipt of applications for admission to be considered for entrance scholarship.
4 FINAL DATE TO WITHDRAW FROM A WINTER TERM (3 CREDIT) COURSE WITHOUT ACADEMIC PENALTY. FINANCIAL PENALTY WILL APPLY.
12-25 One-Act Play Festival (for exact dates and program information contact the Boardmore Playhouse).
31 Confirmation to Return forms due in Student Service Centre.

APRIL 2011

5 Last day of classes - winter term.
6 In the event of campus closures due to winter storms, April 6 will be used as a make-up day. If usage is required, the class schedule will be determined by the Student Service Centre.

CALENDAR OF EVENTS

9	Examinations begin.
17	Co-op work term reports due.
20-30	Season of Plays (for exact dates and program information contact the Boardmore Playhouse).
20	Examinations end.
22	Good Friday - CBU closed.
25	Easter Monday - CBU closed.
26	Final grades due by 9:00 am in Student Service Centre.
29	Final grades accessible.

MAY 2011

2	FINAL DATE TO APPLY FOR FALL GRADUATION.
2	Work term 1 begins – co-op students.
2	Classes begin – spring session.
5-15	Season of Plays (for exact dates and program information contact the Boardmore Playhouse).
9	Graduation list posted at 1:00 pm.
13	President's Convocation Dinner.
14	Convocation - 2:00 pm.
16	Work Report evaluations (other than for senior IT diploma students) due in Student Service Centre.
23	Victoria Day - CBU closed.
27	Last day of classes for three credit May courses.
28	Calculus Readiness test at 11:00 am in CE 258 for students registering in a calculus course. Students must write the test before registering in MATH 111 or MATH 121.
30	Classes begin for three credit May-June courses.

JUNE 2011

24	Spring session ends.
25	Calculus Readiness test at 9:30 am in CE 258 for students registering in a calculus course. Students must write the test before registering in MATH 111 or MATH 121.
27	Classes begin - summer session.

JULY 2011

1	Canada Day - CBU closed.
4	Registration begins for fall/winter courses.
4	Spring session grades due in Student Service Centre.
23	Calculus Readiness test at 11:00 am in CE 258 for students registering in a calculus course. Students must write the test before registering in MATH 111 or MATH 121.

AUGUST 2011

1	Civic Holiday - CBU closed.
2	Applications for admission, transfer credits or prior learning assessments (PLAs) received after this date may not be processed in time for September registration.
5	Summer session ends.
8	Final grades for summer session courses due in Student Service Centre.
12	Final grades accessible.

Admission Requirements for Cape Breton University Undergraduate Programs

Program	Required Courses				Required Average	Recommended Courses	
	English	Math	Science	Additional 12 AD or AC		Math	Physics
Bachelor of Arts	12 AD or AC			4	60%		
Bachelor of Arts Community Studies	12 AD or AC			4	60%		
Bachelor of Business Administration	12 AD or AC	12 AD or AC		3	60%		
Bachelor of Hospitality and Tourism Management	12 AD or AC	12 AD or AC		3	60%		
Bachelor of Technology Information Information Management Network Management	Completion of diploma in Information Technology						
Bachelor of Science and Bachelor of Science Community Studies	12 AD or AC	12 AD or AC	2 - 12 AD or AC[1]	1	60%	12 PC	
Bachelor of Science Nursing	12 AD or AC	12 AD or AC	2 - 12 AD or AC[2]	1	65% Gr. 11 and 12		
Science and Technology Bridge	Please refer to Academic Calendar http:/www.cbu.ca						
Bachelor of Engineering Technology (Electronics & Controls)	12 AD or AC	12 AD or AC	2- 12 AD or AC[1]	1	60%		12 AD or AC
Bachelor of Engineering Technology (Environmental Studies)	12 AD or AC	12 AD or AC	2-12 AD or AC[4]	1	60%		12 AD or AC
Bachelor of Engineering Technology (Manufacturing)	12 AD or AC	12 AD or AC	2- 12 AD or AC[1]	1	60%		12 AD or AC
Bachelor of Engineering Technology (Petroleum)	12 AD or AC	12 AD or AC	2-12 AD or AC[4]	1	60%		12 AD or AC
Bachelor of Technology (Emergency Management)	Completion of degree or diploma in Environmental Studies or Public Health						
Bachelor of Technology (Nautical Science)	Admission through the Canadian Coast Guard College						
Bachelor of Health Sciences (Public Health)	12 AD or AC	12 AD or AC	Chemistry and 1- 12 AD or AC[3]	1	60%		12 AD or AC
Bachelor of Computer Science (Transfer)	12 AD or AC	12 AD or AC	1 - 12 AD or AC[1]	2	60 % with 75% in math & science	12 PC	
Bachelor of Engineering (Transfer)	12 AD or AC	12 AD or AC	Physics and 1 - 12 AD or AC[5]	1	60%	12 PC	
Bachelor of Science in Human Nutrition (Transfer)	12 AD or AC	12 AD or AC	2 - 12 AD or AC[6]	1	60%		
Bachelor of Science in Human Kinetics (Transfer)	12 AD or AC		2 - 12 AD or AC[7]	2	60%		
Bachelor of Arts in Human Kinetics (Transfer)	12 AD or AC		2 - 12 AD or AC[7]	2	60%		

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

[1] Includes biology, chemistry, geology, and physics. (Environmental Science 12 can be used with biology, chemistry or physics).
[2] Includes biology, chemistry, and physics with biology and chemistry recommended.
[3] Additional sciences from biology, geology and physics.
[5] Additional sciences from biology, chemistry and geology.
[6] Includes biology, chemistry, geology, and physics with biology a recommended.
[7] Includes biology, chemistry, geology, mathematics, and physics.

ADMISSION REQUIREMENTS FOR CBU

ADMISSION REGULATIONS FOR UNDERGRADUATE PROGRAMS

The Admission Regulations form part of the Academic Regulations of Cape Breton University.

General Undergraduate Admission Requirements

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

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

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

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

Admission Policy for International Baccalaureate (IB) Students

The IB Diploma is accepted as a credential for admission to degree programs. The minimum IB diploma score needed for admission is 24. IB Certificate applicants will be considered individually based on coursework. IB students must have completed IB English and 4 other IB courses. Additional requirements may apply to specific programs. Program specific admission requirements must be adhered to.

Admission Paths

Students may enter Cape Breton University 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.
2. Students who transfer from another post-secondary institution and who are in good standing at that institution, and who satisfy the admission requirements for their chosen program. Transfer students may be able to obtain credit in their CBU programs for courses taken elsewhere.
3. Students may also be admitted as non-traditional learners.

Students who enter CBU through any of the above paths and who have not made a final decision in a program may register as students in No Specific Program.

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

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

Early Fall Admission

Students may apply for early admission commencing September 15 of the year in which they are registered in Grade 12.

Early fall admission is available to those students who have an average of at least 75% in Grade 11 and who are currently registered in the Grade 12 courses that satisfy the admission requirements for the academic program to which they are applying.

Applicants to the Bachelor of Science Nursing program must have an overall average of 80% in Grade 11 courses and be registered in the required Grade 12 courses.

ADMISSION REQUIREMENTS

Students applying for early fall admission must include with their application their final Grade 11 marks and proof of registration in their Grade 12 courses (for both semesters where applicable). Admission will be conditional pending the successful and satisfactory completion of program requirements.

All students who are offered early fall admission must submit an official high school transcript to the Admissions Office by June 30th of their graduating year or the offer of admission may be withdrawn.

High School Transcript Self-report of Grades

Students have the opportunity to self-report their transcript information which CBU will use to assess admission to degree programs. High school applicants must report final grades for all Grade 11 and Grade 12 courses completed along with all available mid-year grades for courses in progress. Information will be assessed and applicants will be advised of their admission status.

Offers of admission based on self-reported transcript information will be verified against the final official transcript which must be submitted to the Student Service Centre by June 30th. It is expected that all applicants will accurately report their course information and must satisfy all CBU admission and specific program requirements in their final results, otherwise the offer of admission may be withdrawn.

Please note the information below if you wish to be considered for an entrance scholarship.

Entrance Scholarships

An admission application and all required supporting documents, including a high school transcript showing both Grade 11 marks and mid-year and/or first semester Grade 12 marks, must be received in the Student Service Centre by March 1 in order to be considered for an entrance scholarship. For more information on scholarships and bursaries, criteria, policies and required supporting documents, visit **www.cbu.ca/scholarships** or email: **awards@cbu.ca**.

Obtaining a Second Degree from CBU

To obtain a second degree, upon formal admission, a maximum of 17 full courses (102 credits) from the first degree may be applied towards the program requirements of the second degree. A minimum of three full courses (18 credits) must be completed following admission to the second degree.

General Admission Requirements for Students from Outside of Nova Scotia

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 other Canadian provinces are:

Newfoundland	New Brunswick	Prince Edward Island	Ontario	Quebec
English 3201 Mathematics 3204 or 3205 Sciences 3200 Others 3200	121, 122 or 120	621	OAC level or Grade 12U or M courses	One year of CEGEP study with a 65% average is equivalent to Nova Scotia Grade 12.
Manitoba	**Saskatchewan**	**Alberta**	**British Columbia**	**Nunavit/NWT**
40s	30s	30s	12	30s

INTERNATIONAL APPLICANTS

Before Your Arrival

International students should refer to the Citizenship and Immigration Canada (CIC) website 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 Cape Breton University, (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 visiting the Citizenship and Immigration web site.

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 Cape Breton University before travelling to Canada to study.

Study permit application forms may be found online at the Citizenship and Immigration web site.

Generally, study permits are granted by the Canadian Consulate after an applicant fills out 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.

International students are eligible to work off-campus. Students should refer to the Immigration Canada web site for specific details on how to apply for an off-campus work permit.

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 CBU.

Transfer students from other Canadian institutions must ensure that their current study permit allows for transfer to CBU. If changes are required to the study permit, then these modifications should be made through Immigration Canada prior to arrival at CBU. 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 the Citizenship and Immigration website.

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 15. International students in residence are required to pay all residence accommodation and meal plan fees at the beginning of each term. 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@cbu.ca**.

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

When You Arrive in Canada

You must have an official letter of acceptance from Cape Breton University 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.

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 to purchase health insurance from CBU at the time of registration.

After 13 consecutive months of residence in Nova Scotia, international students are eligible to apply for free provincial medical services insurance (MSI).. MSI will only cover provincial health care services within Nova Scotia for one year. International students must re-apply 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. It is important to carry your Nova Scotia Health Card with you at all times.

Admission

International applications will be considered on an individual basis. CBU does not guarantee that application files completed after March 31 will be processed for September registration.

Please contact the Admissions Office for more information.

Requirements

UNITED STATES AND US BASED SYSTEMS

United States (US) and US Based Systems 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 of Scholastic Aptitude Tests (SAT) or Tests of the College Entrance Examination Board (CEEB) must be submitted.

BRITISH BASED SYSTEMS (GCE AND GCSE)

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 CBU program admission regulations require specific subjects these must be included among the five.

OTHER COUNTRIES

For most countries, we consider the same academic requirements that are required for university entrance in that country – that is, successful graduation from an academic secondary school program or equivalent.

English Language Proficiency

English is the primary language of instruction at Cape Breton University. It is essential that all students have an adequate knowledge in the areas of reading, writing, listening and speaking in the English language in order for them to be successful in their studies. While this policy outlines CBU's English language proficiency requirements for the purposes of admission, it remains the responsibility of all students to ensure that their English is at a level of accomplishment necessary for their particular programs and specific requirements.

ADMISSION REQUIREMENTS

Applicants who meet Cape Breton University's academic requirements but who are not able to demonstrate English language proficiency at the time of application may be offered a conditional admission. With an offer of conditional admission applicants can apply for a study permit (visa). However, until applicants have met the English language proficiency requirements they may not begin their university level studies.

Applicants whose first language is not English must provide documentation to show that CBU's English language proficiency requirements have been met. Proof of proficiency may be provided by one of the following:

Previous Education in English:

- Successful completion of at least 2 years of academic instruction at a secondary institution, as recognized by Cape Breton University, where English is the primary language of instruction, or
- Successful completion of at least 30 credit hours (or equivalent) at a post-secondary institution, as recognized by Cape Breton University, where English is the primary language of instruction.

Official Testing Scores: (Please arrange to have test results sent to Cape Breton University from one of the following agencies.)

- TOEFL score of 550 (paper test), 213 (computer test), or 80 (internet test). See www.ets.org, or
- IELTS score of 6.5 with no band below 6.0. See www.ielts.org, or
- CAEL score of 60, www.cael.ca, or
- MELAB score of 85, www.melab.ca, or
- CanTEST score of 4.5 (reading & listening), 4.0 (writing) see www.olbi.uottawa.ca/en/cantest.php.

English Language Training

Cape Breton University has partnerships with English language training institutions. Students who successfully complete one of these programs are deemed to have met CBU's English language proficiency requirements without further testing required. Please visit our web site at www.cbu.ca/admissions for further information.

ADMISSION OF STUDENTS WITH LEARNING DIFFERENCES

CBU recognizes that individual students may learn differently, and this recognition is reflected in its teaching strategies and methods of evaluation. Students who enter CBU who self-identify themselves as learners with exceptional needs will be provided with alternate academic support, so far as possible, within the resources of CBU. For more information contact the Jennifer Keeping AccessAbility Centre at **(902) 563-1404 (voice)** or **(902) 539-4772 (TTY).**

ADMISSION REQUIREMENTS FOR NON-TRADITIONAL LEARNERS

Students who do not meet the usual qualifications for entrance will be admitted to CBU 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; and
- Are at least 20 years of age.

CREDIT RECOGNITION FOR OUTSTANDING ENTRY STUDENTS FROM HIGH SCHOOL

Advanced Credit Recognition for IB Students

Students admitted to CBU who have completed the IB Diploma are eligible to receive a maximum of 30 credits for IB courses completed at the higher level with a minimum grade of 5.

- Credit will be awarded on a course by course basis.
- A maximum of 18 credits can be awarded for Standard Level courses with a minimum grade of 5.
- Students have the option to forgo credit.

ADMISSION REQUIREMENTS

IB Certificate holders are eligible to receive university credit to a maximum of 18 credits for higher level courses or standard level courses on a course by course basis subject to a minimum score of 5.

IB Program in Math

Students who complete an IB course in Mathematics with a minimum score of 5 shall be exempt from the Calculus Readiness test.

OR

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 CBU.

FROM OTHER THAN HIGH SCHOOL

CBU 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 with the approval of the relevant school Dean.

CREDIT TRANSFER

The transfer of credit refers to the acceptance of courses by CBU from another institution (external transfer) or from one CBU 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.

Students seeking transfer credit assessments must submit the Application for Transfer Credit Assessment with the non-refundable application fee to the Student Service Centre. Applications are available at the Student Service Centre or at **www.cbu.ca/applications.**Transfer credits are not activated until registration. Applications received after August 1 cannot be guaranteed for processing for September registration.

External Transfer

All first- and second-year credit courses offered at all other Canadian universities will be accepted for credit at CBU, with the following limitations:

- A minimum of 50% of the courses must be completed at CBU in a degree, diploma or certificate program, unless stated otherwise in the program descriptions.
- Credit transfer is distinct from admission, and decisions with regard to admission remain the prerogative of CBU;
- The specific program requirements of CBU 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 CBU students who move from one program to another within the institution. If a grade of 60% is required in a CBU prerequisite course, for example, then a 60% grade will also be required in a transfer course.

ADMISSION REQUIREMENTS

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 50% of courses must be completed at CBU.

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

Prior Learning Assessment and Recognition

Cape Breton University recognizes the value of both formal and informal learning and may grant academic credit for skills and knowledge gained outside traditional studies. Moreover, some kinds of knowledge may not be feasibly assessed through course challenges. In such cases, students may request a Prior Learning Assessment (PLA). Because the learning evaluated in a PLA occurs outside the University, PLA credits do not count towards the University's residency requirements.

Students applying for PLA credit must submit a detailed portfolio outlining their relevant experience and demonstrating how it has led to knowledge equivalent to university credit. The Student Service Centre will forward the portfolio to the relevant Dean who will, in turn, send it to the academic department best able to evaluate it. The department will make a recommendation to the Dean, and the Dean will send his/her decision to the Student Service Centre.

If necessary, the department may ask the applicant for further information regarding the portfolio itself, formal credentials, or other details. The department may also request demonstration of skills, an interview with the applicant, or other reasonable means of assessing the application.

Students seeking assessment for PLA credits must submit the Application for Prior Learning Assessment and the non-refundable application fee. If credits are awarded, a fee equivalent to 50% of the tuition for those credits will be assessed. PLA credits are not activated until registration and required tuition is paid

Applications are available at the Student Service Centre or at **www.cbu.ca/applications**. Please contact the Manager of Admissions at **(902) 563-1117** or visit the Student Service Centre for more information.

ADMISSION PROCEDURES

Application for admission to Cape Breton University is made through the Student Service Centre on the designated application forms.

Forms can be downloaded by visiting **www.cbu.ca/applications**. Application may also be made on-line at **www.cbu.ca/admissions**.

Correspondence regarding admission should be addressed to:

Admissions
Student Service Centre
Cape Breton University
PO Box 5300, 1250 Grand Lake Road
Sydney, Nova Scotia
B1P 6L2
Phone: (902) 563-1330
Fax: (902) 563-1371
Email: admissions@cbu.ca

Steps to Full-Time Admission for Canadian High School Students

The following steps need to be completed In order to be considered for full-time admission:

- Students should send the completed application form (available from the Student Service Centre or online at **www.cbu.ca/applications**) as early in the year as possible since applications received after August 1 cannot be guaranteed processing for September registration. Students may apply on-line at **www.cbu.ca/admissions**. The application for admission serves as the application for scholarships.
- Students applying from high school should ask their schools to send their Grade 11 final grades and their Grade 12 first semester grades, or if a non-semestered school, mid-term 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. Students who may meet the requirements for early admission may review our policy here.
- 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.
- The non-refundable application fee (cheque, money order, Visa or MasterCard) should be attached to the application.

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.

Students seeking credit from previous post-secondary studies must apply for a Transfer Credit Assessment by submitting a Transfer Credit Assessment application (available at the Student Service Centre or online at **www.cbu.ca/applications**) along with the assessment fee and official transcripts from institutions from which they are seeking transfer credit.

Transfer Credit Applications received after August 1 cannot be guaranteed processing for September registration.

Steps to Part-Time Admission

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

Residence

For information on application to residence, visit **www.cbu.ca/residence.**

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 CBU 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 CBU. Students must apply for and be offered admission and register at CBU before transfer credits are granted.

INTERNAL TRANSFERS

INTERNAL TRANSFER CREDIT FOR SCHOOL OF ARTS AND SOCIAL SCIENCES

Transfer from a Diploma to Bachelor of Arts Degree

All Diploma in Engineering Technology courses listed for transfer into science degree programs are also accepted in the BA degree program.

Diploma in Business Technology courses may be applied to the BA degree program.

Transfer from a Science Degree to Bachelor of Arts Degree

Bachelor of Science courses will be accepted for credit in the BA degree program.

Transfer from a Technology Diploma to Bachelor of Arts Community Studies Degree

After earning any co-op diploma, students may take advantage of the unique nature of CBU by proceeding directly into the Bachelor of Arts Community Studies program. Co-op diploma graduates will receive a block of credits equal to COMS 110, COMS 251 and COMS 351; the four career-related courses; and two electives as specified in the CBU calendar. Transfer students will be required to successfully complete seven degree courses (42 credits) as follows:

- Four courses in Community Studies (COMS 210, COMS 253, COMS 310, and COMS 353)
- Four courses of 6 credits in any degree discipline other than Community 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 SCIENCE AND TECHNOLOGY ENGINEERING

Transfer from a degree program
ENGI 125 Graphics
ENGI 145 Statics
ENGI 245 Thermodynamics
ENGI 255 Electric Circuits
ENGI 265 Strength of Materials
ENGI 275 Fluid Mechanics

to an Engineering Technology diploma program
DRAF 111 Drafting I
ENGI 111 Statics
MECH 224 Thermodynamics
ELEC 111 Fundamentals of Electricity I
ENGI 122 Strength of Materials
CIVI 112 Fluid Mechanics

Transfer from an Engineering Technology diploma program
ENGI 111 Statics
MECH 224 Thermodynamics
ELEC 111/122 Fundamentals
ENGI 122 St. of Materials
CIVI 112 Fluid Mechanics
CIVI 233 Hydraulics

to a degree program
ENGI 145 Statics
ENGI 245 Thermodynamics
ENGI 255 Electric Circuits
ENGI 265 St. of Materials
ENGI 275 Fluid Mechanics

Mathematics course transfers from a degree program
MATH 111 and 112 Calculus
MATH 121 Calculus
MATH 121 and 122 or 111, 112, and 122 Calculus
MATH 135 or 243
MATH 183 Introduction to Fortran

to an Engineering Technology diploma program
MATH 131/132/233 Math I, II, & III
MATH 131/132/233 Math I, II, & III
MATH 131/132/233/234 Math I, II, III, & IV
MATH 335 Statistics
COMP 111 Computer Applications

INTERNAL TRANSFERS

MATH 187 Programming in C++	COMP 111 Computer Applications
MATH 189 Introduction to Computer Applications	COMP 111 Computer Applications

Transfer from an Engineering Technology diploma program	**to a degree program**
MATH 131/132/233 Math I, II & III	MATH 111 Calculus
MATH 131/132/233/234 Math I, II, III, & IV	MATH 121 Calculus or 111 & 112
MATH 335 Math V	MATH 135 Statistics
*Credits for MATH 122 will be considered on an individual basis where the Math sequence actually taken in the An Engineering Technology diploma includes significant work in infinite sequences and series.	

Science Course transfers from a degree program	**to an Engineering Technology diploma program**
CHEM 200 Physical Chemistry	CHEM 251/252 Physical Chemistry I & II
GEOL 101 Physical Geology	GEOL 111 Geology I
GEOL 102 Historical Geology	GEOL 112 Geology II
PHYS 110 Elements of Physics	PHYS 111/112 Physics I & II - Students will take some topics in both courses
PHYS 121 and 122 General Physics	PHYS 111/112 Physics I & II

Transfer from an Engineering Technology diploma program	**to a degree program**
GEOL 111 Geology I	GEOL 101 Physical Geology
GEOL 112 Geology II	GEOL 102 Historical Geology
Electrical Technology Diploma	PHYS 110 Elements of Physics, or PHYS 122 General Physics II

ACADEMIC REGULATIONS

THE LEARNING COMMUNITY

Cape Breton University is a learning community which calls on all members to contribute to the enlightenment and enrichment of others. CBU 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 for whom CBU primarily exists to serve. Most university regulations or guidelines, including these guidelines, are directed primarily towards students who seek formal academic degrees, diplomas, and other certifications. CBU 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 CBU.

Student evaluation is an important component of the CBU 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 CBU'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. CBU also realizes that its community is intimately connected to the region, the country, and the world. CBU therefore encourages and welcomes applicants from other regions of Canada and from other countries. Students from outside Cape Breton add texture and depth to CBU; incoming students in turn benefit from a unique educational experience in a learning community that fosters enthusiasm, initiative, and leadership.

In addition, CBU welcomes occasional participants in our activities, and regards them also as valued members of the CBU community. These partners include 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 CBU to use the Library, the Education Resource Centre, the Beaton Institute, or a host of other services and activities provided by the University.

STUDENT EVALUATION

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.

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 that 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 30 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
CBU gives special recognition to two levels of academic achievement:

1. **Scholarly Excellence:** To be eligible for the Dean's List or acknowledgement of scholarly improvement, students must have completed a minimum of 5, 6-credit courses within a full calendar year.

2. **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 (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 their first CBU term evaluation) as well as those moving from one year level to the next at CBU. These students will receive a letter of recognition from the Dean of their school.

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. 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. This legend is not considered in the calculation of averages.

INC/GR = INCOMPLETE/GRADE
Used as a temporary grade that is 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 a formal withdrawal.

WF = COURSE WITHDRAWAL - FAILURE

Indicates a 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 and summer sessions.

No test or examination, with the exception of practical laboratory examinations, may be held in any course in either the five teaching days or the study period (defined as the period of time between the last day of classes and the beginning of the examination period) immediately preceding the December and April examination periods. This provision cannot be waived even by mutual consent of students and instructor.

Take home examinations cannot be due before the eighth day of the formal examination schedule.

GRADE REPORTS

Grade reports become available to students through the CBU 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 a 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 examination will be scheduled or whether aegrotat standing will be granted.

COURSE CHALLENGE

CBU 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 30 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.
- Students may not challenge a course for which they have already received a final grade.
- 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 30 credit hours or the equivalent of 5, 6-credit courses.
- Students may not challenge (human) language acquisition courses.

SUPPLEMENTARY EXAMINATIONS

CBU through the Student Service Centre no longer schedules formal supplementary exams. Individual faculty and/or departments will determine if a supplementary exam is allowed in a course. If allowed, the policies and procedures with respect to the writing of supplementary exams will be determined by individual faculty and/or departments. For specific information on supplementary examinations, please refer to your course outline or to the Department Chair.

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 Department Chair 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 endeavour 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 re-assessments 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 Cape Breton University's Appeals Committee.

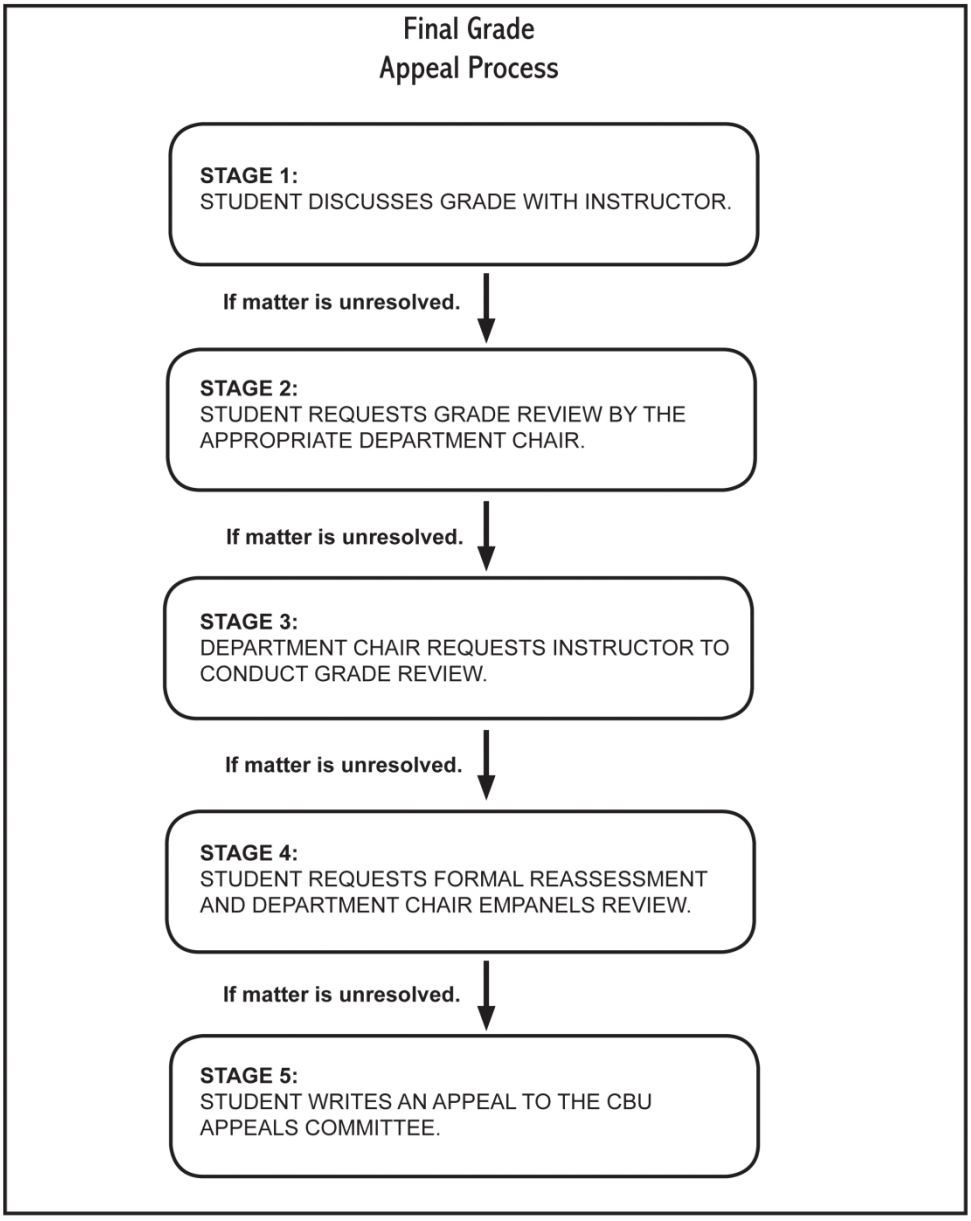
If the grade being reassessed is that of the Chair, then the Department Vice-Chair preferably, or the secretary of the Department Executive shall carry out the duties as specified in this section.

ACADEMIC REGULATIONS

APPEALS OF ACADEMIC DECISIONS

Students who have grounds for believing themselves unjustly treated within CBU are encouraged to seek all appropriate avenues, to redress or appeal, open to them. Cape Breton University's Appeals Committee, which is made up of one student, two faculty members, and one school Dean 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. Once all avenues have been fully explored, the following process will ensue: The process is outlined here.



Once all avenues have been fully explored,

1. A student submits a letter to the Chair of the CBU Appeals Committee 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 CBU Appeals Committee.

Academic Performance Review

Not all students are suited for the university 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.

Determination and Categories of Academic Standing

GOOD ACADEMIC STANDING

All students entering CBU are admitted in good academic standing. Students in good academic standing have met the minimum standard required for continued, unrestricted study at CBU. 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.

ACADEMIC REGULATIONS

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 only one 6-credit course at CBU 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 3 or 4 full courses for the following year.

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 Cape Breton University Student's 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 CBU.

TRANSCRIPTS

A transcript is a complete record of the student's academic performance and is maintained in the Student Service Centre. Students may request a copy or copies of their transcript at any time, bearing in mind the following:

- Official transcripts are issued directly to an institution or agency at the student's request;
- Transcripts issued directly to the student, are marked accordingly. They are not official transcripts;
- Partial transcripts are not issued and neither are any documents submitted directly to the Student Service Centre to support a student's application for admission or advanced standing;
- The fee for transcripts must be paid before the transcript is issued.

ETHICAL BEHAVIOUR IN ACADEMIC MATTERS

All members of the CBU community are called upon to demonstrate a respect for academic honesty. To this end, a number of processes and procedures are in place to govern the ethical behaviour of all members of CBU. For example, faculty, staff, and administrators are governed by collective agreements and the appropriate collegial bodies. Since these academic regulations are primarily geared to guide students through their university career, the focus of this selection is on academic dishonesty as it applies to the student body. However, this does not imply that students are less honest than other members of the CBU community. It simply acknowledges that whereas the rules and regulations governing the ethical behaviour among the non-student population are contained in other documents, it is necessary here to delineate the guidelines pertaining to student behaviour in academic matters.

Forms of Academic Dishonesty

PLAGIARISM

Plagiarism is the act of representing the intellectual work of others as one's own. Such misrepresentation is treated as a serious violation of academic standards and principles. When a student submits work for a course, it is assumed that the work is original except where the student properly acknowledges the use of other sources. Of course, good scholarship often requires drawing on the work of others, but any borrowed material - including words, ideas, data, statistics, graphics and other intellectual matter, whether drawn from print, electronic, or other non-print sources - must be fully acknowledged according to the accepted practices of the relevant discipline.

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 plagiarized within the course instructor's grading formula for the course.

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 persons occupying confidential positions in the CBU Deans' offices and the Office of the 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 course instructor.

PROCEDURE

In any instance where an instructor of a course suspects plagiarism, he/she will, if reasonably possible, meet with the student. When the course instructor cannot reach the student, notifying the student of the required meeting with the course 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 of the course concludes that the work or any part of it is plagiarized, the course instructor will inform the student and report the offence of plagiarism to the relevant Dean. The relevant Dean will then provide information to the course 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 of the course 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 CBU.

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 CBU. 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 CBU courses for credit for 12 months as of the date of discontinuance, nor will CBU 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.

DISCONTINUATION PROVISION

If discontinuation occurs in the fall term, the student will be required to withdraw from any 6 credit courses he or she is enrolled in. He or she may be eligible for a refund for these courses, depending on the date of the reported infraction. However, there will be no refund for the course for which the plagiarized work was submitted. The student will be permitted to complete any three credit courses for that term, provided there has not been a report of plagiarism for those courses. If discontinuation occurs in the winter or spring/summer term, the student may complete any courses in which there has been no charge of plagiarism.

Should a student be readmitted after the discontinuation period, any further incident of plagiarism will result in a further one year discontinuation, and the student will have to re-apply to the program if he or she wishes to return after that time period.

APPEALS PROVISION

Students have the right to appeal these decisions at any stage to the University Appeals Committee - a printable Appeals Process form may be found by visiting **www.cbu.ca**and clicking on **Current Students, Academic Study, Academic Regulations, Appeals Process.**

It is important that course instructors stress the institutional policy regarding plagiarism to their class, and reference to the policy should be included in course outlines.

Note: Relevant Dean refers to the Dean to whom the instructor of the course reports. Program Dean refers to the Dean overseeing the student's program of studies.

CHEATING

Cheating is the use, possession, receipt, or transmission of unauthorized 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 CBU.

OTHER FORMS OF ACADEMIC MISCONDUCT

More serious academic offences, such as producing plagiarized essays or assignments for compensation, theft, distribution or unauthorized 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.

ACADEMIC REGULATIONS

NOTE: In all cases, the Dean must also inform the student(s) involved of their rights to appeal to the CBU Appeals Committee.

ELECTRONIC DEVICE POLICY

The usage of electronic devices in class, laboratory, clinical area and seminar settings can lead to distractions of the instructors and students and is not allowed in the academic class, laboratory, clinical area and seminar environment unless specified by the instructor. Electronic devices include, but are not limited to, cell phones, portable radio and music devices, electronic translators and laptop computers. Students using electronic devices in contradiction to the wishes of the instructor may be asked to turn off and/or to remove the device or may be asked to leave the class, laboratory, clinical area or seminar.

CLASS ATTENDANCE

As part of the CBU community, students play a key role within the institution. CBU 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. CBU also recognizes that students are ultimately responsible for their actions, and consequently does not publish an institution-wide mandatory class attendance policy. Students cannot fail solely due to absence from class.

PROGRAMS

CBU offers a wide variety of programs leading to the awarding of degrees, diplomas, and certificates. Moreover, some programs (e.g. Bachelor of Technology, Bachelor of Engineering 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 or online at **www.cbu.ca**.

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 20 courses. Most courses are offered between September and April. However, courses in Co-op Technology programs span eight, 4-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 CBU calendar).

CHANGING A COURSE OR A COURSE SECTION

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 Vice-President (Student Services), and Registrar). Moreover, if students stay in the same course but switch sections, they must still go through the process (either by signing a form at the Student Service Centre, or using the student log-in online at **www.cbu.ca**) similar to changing a course. For example if a student is in ENGL 200:10 (10 is the section number) which meets at 8:30 am on Mondays, Wednesdays, and Fridays, and wishes to move to ENGL 200:16 on Thursday evenings, the student is still required to drop ENGL 200:10 and add ENGL 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, or must be completed online at **www.cbu.ca**.

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 deadlines for withdrawing from a course without academic penalty are listed in the Calendar of Events. Withdrawal from the first term of a pair of related courses (for example, HUMA 101/103) does not automatically withdraw the student from the second term course. Both courses must be dropped.

Students are cautioned not to simply walk away from a course. Withdrawal must be made official (which means either signing a form in person at the Student Service Centre, or withdrawing online using the student log-in at **www.cbu.ca**). Students will otherwise end up receiving a zero on their grade transcripts and paying for the full course.

The length of time a student stays in a course before dropping will affect the tuition refund to be received. Please check the Class Withdrawals and Financial Refunds section found within the academic calendar.

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 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 CBU campus.

In response to changing needs, CBU 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 CBU Academic Regulations.

TAKING COURSES AT OTHER INSTITUTIONS

Students formally registered at CBU may take courses from another institution and have them transferred, with the prior permission of their school Dean, into their CBU program. Normally, the total number of courses accepted shall not exceed 50% of the total number of courses required to complete the program. CBU 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 CBU 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. CBU cannot give credit for a correspondence course if that same course is offered at CBU during the period the student wishes to enrol. However, a student may take a correspondence course if the same course at CBU is filled.

CBU Distance Education Courses

Courses offered by CBU in any format and at any site are considered to be regular university courses. This includes distance courses.

CBU Courses Taken During Spring/Summer Session

CBU courses taken during spring/summer session are considered to be regular university 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.

CBU Tutorial Courses

Tutorial courses are those courses listed in the CBU 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.

CBU 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 CBU are also consistent with the criteria established by the Accreditation Council of the Canadian Association for Cooperative Education.

Work term evaluation consists of two components:

1. Performance as evaluated by the employer and by the appropriate advisor in the Student Service Centre. The evaluation is recorded on the student's transcript as either Successful or Unsuccessful.
2. A work report validated by the student's employer and graded by an appropriate member of the CBU faculty. A letter grade is recorded and indicates relative merit as follows:

A	-	85 - 100%	Excellent
B	-	70 - 84%	Very Good
C	-	60 - 69%	Good
D	-	50 - 59%	Acceptable
F	-	Less than 50%	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 CBU 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 CBU 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 Advisors 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 Advisors. 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. Spring convocation normally occurs on the second Saturday of May at 2:00 pm. Fall convocation normally occurs on the last Saturday of October at 2:00 pm. 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 CBU 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.

Students have access to their records at any time as described under the section in these regulations called Transcripts or online through the student log-in at **www.cbu.ca**.

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

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

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

Telephone
Monday to Friday, 8am – 4pm EST/EDST
1-613-951-1666

Mail
Post-secondary Education Section
Centre for Education Statistics
Statistics Canada
17th Floor, R.H. Coats Building
Tunney's Pasture
Ottawa, ON K1A 0T6
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.**

DIRECTORIES

Cape Breton University will prepare lists of students giving ID, 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.

CAPE BRETON UNIVERSITY
STUDENT FEES AND FINANCIAL INFORMATION

At the time of this calendar's publication, fees for future years had not yet been determined. Fees are subject to change without notice. Readers are encouraged to refer to **www.cbu.ca** and click on **Academic Calendar** and then choose the most recent version. Scroll down and click on **Financial Policies** for the most up-to-date fee structure and policies.

RESPONSIBILITY
It is the responsibility of each student to be familiar with CBU's regulations pertaining to financial matters. CBU 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. These circumstances include the suspension or termination of services by any group of university employees.

COMPLETED REGISTRATION
Registration is not completed until fees are paid or until arrangements are made for the payment of fees in accordance with CBU policy. Acceptable arrangements include the assignment of required amounts from a student loan.

ACADEMIC FEES
Academic fees include tuition and other mandatory fees that affect domestic and international students. International students are encouraged to review regulations at **www.cbu.ca** for a full listing of fees, regulations, and policies.

CLASS WITHDRAWAL AND FINANCIAL REFUNDS
A student who wishes to withdraw from one or more courses must do so officially, online using the student account on the CBU website, or in writing. A student's tuition and fee refund entitlement is dependent upon the date of official class withdrawal. 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 fees, lab fees, and differential fees will be refunded in accordance with the following schedule:

Academic Year 2009 – 2010			Academic Year 2010 – 2011		
WITHDRAWAL	1st TERM FEES	2nd TERM FEES	WITHDRAWAL	1st TERM FEES	2nd TERM FEES
Sept. 14 – Sept. 25	100%	100%	Sept. 13 – Sept. 24	100%	100%
Sept. 26 – Oct. 2	75%	100%	Sept. 25 – Oct. 1	75%	100%
Oct. 3 – Nov. 6	50%	100%	Oct. 2 – Oct. 29	50%	100%
Nov. 7 – Dec. 31	-	100%	Oct. 30 – Dec. 31	-	100%
Jan. 6 – Jan. 19	-	100%	Jan. 5 – Jan. 18	-	100%
Jan. 20 – Feb. 5	-	75%	Jan. 19 – Jan. 31	-	75%
Feb. 6 – March 5	-	50%	Feb. 1 – March 4	-	50%
March 6 – April 30	-	-	March 6 – April 30	-	-

FINANCIAL INFORMATION

For more information, call the Student Service Centre at 563-1330; or visit **www.cbu.ca - Current Students, Registration and Fees**.

PAYMENT POLICIES – TUITION AND OTHER ACADEMIC FEES The following regulations apply to the payment of tuition fees for domestic and international students:

Domestic Students: 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. 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) or both academic terms (September to April) will be required to pay an initial deposit at the time of registration. For students registering in the first term only, the remaining balance of all fees is to be paid no later than September 30.

For students registering for both academic terms (September to April), a total of 60% of the remaining balance of all fees must be paid no later than September 30. (The remaining 40% is to be paid no later than January 15).

Students with approved student loans will be required to pay all the tuition and fees due by September 30 (as stated above) at the time of registration. Students are accordingly encouraged to apply for Student Loans on a timely basis.

Note: The minimum payments stated above are required by ALL students (including students who have not received their student loans at the time of registration). 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. Students in residence must pay the required residence confirmation and down-payment fees in addition to the above tuition fees – NO EXCEPTIONS..

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. Students claiming Canadian landed immigrant status will be charged differential fees unless documented verification has been provided to the Finance Office at CBU.

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 – NO EXCEPTIONS.

Other Academic Fees: Application fees for general admission, prior learning assessment, and transfer credit are not refundable. Other fees include graduation fee, NSF or other returned cheques handling charge, prior learning assessment fee (not refundable), replacement parchment fee, supplementary examinations (fees vary for on or off campus), and transcript fee.

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).

FINANCIAL INFORMATION

HEALTH PLAN - DOMESTIC STUDENTS

By referendum, all full-time students (except international students) are automatically enrolled in the Student Health Plan administered by the CBU Students' Union. The fee for the plan is payable at the time of registration.

The Student 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 the last Friday in September. The opt-out procedure is an annual one and therefore must be done each year (This fee is not refundable after the last Friday in September).

For more information about the plan, and its benefits, contact the Students' Union.

HEALTH PLAN - INTERNATIONAL STUDENTS

All international students must, as a requirement of registration, enrol in the University International Health Plan. The fee is refundable in accordance with the terms set forth by the insurance carrier.

RESIDENCE ACCOMMODATIONS

CBU offers a variety of residence accommodations with varying costs and meal plan obligations. For residence application procedures and related dates, and fees, go to **www.cbu.ca/residence**.

MEAL PLANS

All residence students, other than those in apartment style residences, must purchase the minimum level meal plan.

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.

For further details on meal plan selection, fees, refund provisions, and fee payment dates, go to **www.cbu.ca** and click on **Financial Polices**.

SCHOOL OF ARTS AND SOCIAL SCIENCES

ROD NICHOLLS, PHD - DEAN

The School of Arts and Social Sciences is the administrative home of the Bachelor of Arts degree, Bachelor of Arts Community Studies degree and the Theatre Arts Certificate. The degrees 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 Culture, Communication, English, Folklore, French, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Religious Studies, and Sociology.

Major Program – Major/Minor 4-Year Degree

Major in Anthropology, Anthropology-Sociology (jointly), Communication, English, Folklore, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, and Sociology.

Major Program - Double Major/Area Major 4-Year Degree

Students considering these options should consult a Department Chair or the school Dean.

Honours Program

CBU offers honours programs in the following areas: Anthropology, Communication, English, History, Political Science, Psychology, and Sociology

Other Programs

The School of Arts and Social Sciences 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, 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 CBU 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 Social Sciences 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 Theatre Arts, Ethnomusicology, Heritage Studies, Public Administration, and Social Research.

DEPARTMENTS

Anthropology and Sociology

Chair, Janice Drodge

The Department of Anthropology and Sociology provides a full range of courses in Cultural Anthropology and Sociology. It offers three-year specializations and four-year majors in anthropology, sociology or the joint anthropology/sociology

option, as well as an Honours degree in Anthropology or Sociology. The Department also offers a Certificate in Social Research.

Communication

Chair, Dawn White

The Department of Communication offers courses in communication theory and practice, rhetoric, and media studies. Its emphasis on interpersonal and oral communication is rare in Canadian universities. Students may complete a specialization, a major, a double major, an area major or an honours program in Communication.

Community Studies

Chair, Barry Moore

The Department of Community Studies provides the core COMS courses and Sports and Human Kinetics 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.

Heritage and Culture

Chair, Heather Sparling

The Department of Heritage and Culture is dedicated to the study of regional heritages. It encompasses Mi'kmaq Studies (contact Stephanie Inglis), Celtic Culture, Ethnomusicology (contact Heather Sparling), Folklore (contact Richard MacKinnon), and Heritage Studies.

History and Fine Arts

Chair, Graham Reynolds

The Department of History and Fine Arts offers a three-year specialization, four-year majors and an honours degree 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 CBU campus in the Beaton Institute.

Languages and Letters

Chair, Todd Pettigrew

The Department of Languages and Letters offers a three-year specialization, four-year majors and an honours degree in English as well as, 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 sub-department also provides courses for the undergraduate Certificate in Theatre Arts.

Philosophy and Religious Studies

Chair, 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 and a minor in Religious Studies.

A revision of the department's offerings allows students to choose a three-year specialization 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, Terry Gibbs

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.

Psychology

Chair, Katherine Covell

The Department of Psychology falls under the School of Science and Technology. However, majors are available to students in the Bachelor of Arts and Bachelor of Arts Community Studies degrees. Students should consult the Dean of Science and Technology or the Chair for more information.

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%.

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 full years of study with the required average and grades. Students in all BA programs must have a minimum of 50% of credits beyond the 100 level. Students in any BA option may choose to participate in the BA Co-operative Education Internship program. Students transferring into the BA from another CBU program or from another post-secondary institution should consult the Dean(s) to determine credit equivalencies.

THREE-YEAR GENERAL PROGRAM –
The three-year program requires successful completion of 15 courses (90 credits) of which 7.5 (45 credits) must be beyond the 100 level:

- 5 courses (30 credits) from the core curriculum
- 5 courses (30 credits) in a disciplinary area of concentration
- 5 courses (30 credits) electives.

FOUR-YEAR MAJOR PROGRAM
The four-year major program requires the successful completion of 20 courses (120 credits) of which 10 (60 credits) must be beyond the 100 level:

- 6 courses (36 credits) from the core curriculum
- 1 of 3 possible combinations of 14 courses (84 credits). (Details given below.)

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.

BA CO-OPERATIVE 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 16 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 Advisors located in the Learning Commons and Student Life Centre.

Three-Year Program

The three-year BA requires completion of 15 courses (90 credits). Five courses (30 credits) comprise the core curriculum, 5 courses (30 credits) are taken in the discipline of concentration, and 5 elective courses (30 credits) complete the program. A student may count any single core course as part of a concentration, major or minor configuration (except for ENGL 101, ENGL 105 or ENGL 109, which cannot be counted in an English major or concentration). The student must offset the resulting credit deficit with equivalent credits from any discipline. No course can satisfy the requirements for more than one core group.

Bachelor of Arts Core Curriculum

Group	Credit Value	Subject Area
1	6	Any 6 credits in English with the exception of ENGL 307, 309, 321, 323, 333,337
2	6	Credits from among Humanities, Philosophy, History or Religious Studies
3	6	Credits from among Anthro/Soc, Political Science, Economics or Mi'kmaq Studies courses
4	6	Credits from among Fine Arts, Ethnomusicology, Folklore or Communication courses
5	6	Credits from among Natural Science 120, AN/S 220, PHIL 222, AN/S/POLS 268, PSYC 201/203, MATH, Accounting or Science (including MSIT) 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 Culture, Communication, English, Folklore, French, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Religious Studies, and Sociology. 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.

ELECTIVES
Students must complete 5 courses (30 credits) as free electives (any university credit courses).

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 a 400-level Directed Studies class (6 credits) or 6 credits at the 400-level in the major subject. In any 4-year BA degree (full-time studies), 5 of the 6 core courses are usually completed within the first two years. The sixth core course is taken in the final year of a program. A student may count any single core course (with the exception of ENGL 101, ENGL 105, or ENGL 109) as part of a concentration, major or minor. But the student must offset this credit deficit with equivalent credits (for any discipline).

SCHOOL OF ARTS AND SOCIAL SCIENCES

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, Folklore, 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:

- 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.
- An average of 65% in years three and four will be required to earn a major degree.
- A minimum average of 65% will be required over the courses offered towards the major subject(s).
- 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).

There are three options in the major program:

1. **Major/Minor** - the core (36 credits), 7 courses (42 credits) in the Major discipline, 3 courses (18 credits) in the minor discipline, and 4 electives (24 credits). Subjects available for the major in the major/minor program are: Anthropology, joint Anthropology/Sociology, Communication, English, Folklore, History, Mi'kmaq Studies, Philosophy, Political Science, Psychology, Sociology.
2. **Double Major** - the core (36 credits), 6 courses (36 credits) in the first major, 4 courses (24 credits) in the second Major, and 4 electives (24 credits). Normally the second major is related to the first.
3. **Area Major** - the core (36 credits), 4 courses (24 credits) in the first major, 4 courses (24 credits) in the second major, 3 courses (18 credits) in the third major, and 3 electives (18 credits). The majors are generally chosen from three closely related disciplines.

Students considering the double major or area major options should consult a Department Chair about subjects and courses.

Honours Program

Honours are offered in Anthropology, Communication, English, History, Political Science, Psychology, and Sociology. 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 achieved an average of at least 65% in each of the first two years, and
- Have achieved a grade of at least 70% in each course in the major subject.

Further regulations are given in the departmental regulations sections below.

Program worksheets for the BA options are available from the Secretaries to the Academic Schools, who are located in B-212.

Students transferring into the BA from another CBU program or from another post-secondary institution should consult the Dean(s) to determine credit equivalencies.

DEPARTMENTAL REGULATIONS

Anthropology and 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://anthrosoc.cbu.ca/.**

SCHOOL OF ARTS AND SOCIAL SCIENCES

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 by 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.

THREE-YEAR GENERAL DEGREE

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

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

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

FOUR-YEAR MAJOR DEGREE IN ANTHROPOLOGY AND/OR SOCIOLOGY

Each student's major program must be approved by the Chair 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 this chart and also on the department's website at: **http://anthrosoc.cbu.ca/.**

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.

HONOURS DEGREE IN ANTHROPOLOGY OR SOCIOLOGY

Honours is like a major, but you specialize more (50% of your courses are in your discipline of concentration) and it requires 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.

Total credits needed: The entire BA Honours degree requires 120 credits, which include: (a) the 36 credits of the four-year BA core; (b) 24 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) for Honours Anthropology, 70 in each ANTH and AN/S course taken in that period, or for Honours Sociology, 70 in each 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 Honours Sociology , 70 in each 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.

COURSES REQUIRED FOR HONOURS ANTHROPOLOGY

The entire degree in Honours Anthropology requires a total of 120 credits, which include: (a) the 36 credits of the four-year BA core; (b) 24 credits of free electives, and (c) 60 credits in ANTH and/or AN/S as follows:

- 6 credits AN/S 110 Introduction to Anthropology & Sociology or equivalent.
- 6 credits 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 AN/S 266 is typically the top priority for anthropologists.
- 6 credits ANTH 302 Survey of Anthropological Theory.
- 12 credits of subfield(s) other than general sociocultural. For example: AN/S 220; ANTH 205, ANTH 207, ANTH 208, ANTH 304, ANTH 372.
- 6 credits of 400-level honours thesis course (ANTH or AN/S 490).
- 6 credits of 400-level in ANTH and/or AN/S besides the honours thesis
- 12 credits of 300-level besides ANTH 302. May include courses in the subfields category (above). May replace some of this 300-level category with additional 400-level credits.
- 6 credits of unspecified ANTH and/or AN/S electives at any level (200 or above).

COURSES REQUIRED FOR HONOURS SOCIOLOGY

The entire degree in Honours Sociology requires a total of 120 credits, which include: (a) the 36 credits of the four-year BA core; (b) 24 credits of free electives; and (c) 60 credits in AN/S and/or SOCO as follows:

- 6 credits AN/S 110 Introduction to Anthropology & Sociology or equivalent
- 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 AN/S 268.
- 6 credits SOCO 306 Survey of Sociological Theory
- 6 credits of 400-level honours thesis course (AN/S or SOCO 490).
- 6 credits of 400-level in AN/S and/or SOCO besides the honours thesis.
- 12 credits of 300-level besides SOCO306. May replace some of this 300-level category with additional 400-level credits.
- 18 credits of unspecified ANTH and/or AN/S electives at any level (200 or above).

MAJOR-MINOR PROGRAM (MAJOR - 42 CREDITS, MINOR - 18 CREDITS)		
Anthropology Major	**Sociology Major**	**Joint Anthropology/Sociology Major**
1 Intro (AN/S 110) 1 theory (302) 1 methods (usually 266; can do 268) 1 physical, archaeological, &/or linguistic anthro 1 400-level ANTH or AN/S 2 ANTH &/or AN/S electives	1 Intro (AN/S 110) 1 theory (306) 1 methods (266 or 268) 1 400-level SOCO or AN/S 3 SOCO &/or AN/S electives	1 Intro (AN/S 110) 1 theory (302 or 306) 1 methods (266 or 268) 1 400-level ANTH, SOCO, or AN/S 3 ANTH, SOCO, &/or AN/S electives
Anthropology Minor	**Sociology Minor**	**Joint Anthropology/Sociology Minor**
1 Intro (AN/S 110) 2 ANTH &/or AN/S electives	1 Intro (AN/S 110) 2 SOCO &/or AN/S electives	1 Intro (AN/S 110) 2 ANTH, SOCO, &/or AN/S electives

DOUBLE MAJOR PROGRAM (FIRST MAJOR - 36 CREDITS, SECOND MAJOR - 24 CREDITS)		
Anthropology First Major	**Sociology First Major**	**Joint Anthropology/Sociology First Major**
1 Intro (AN/S 110) 1 theory (302) 1 methods (usually 266; can do 268) 1 400-level ANTH or AN/S 2 ANTH &/or AN/S electives	1 Intro (AN/S 110) 1 theory (306) 1 methods (266 or 268) 1 400-level SOCO or AN/S 2 SOCO &/or AN/S electives	1 Intro (AN/S 110) 1 theory (302 or 306) 1 methods (266 or 268) 1 400-level ANTH, SOCO, or AN/S 2 ANTH, SOCO, &/or AN/S electives
Anthropology Second Major	**Sociology Second Major**	**Joint Anthropology/Sociology Second Major**
1 Intro (AN/S 110) 3 ANTH &/or AN/S electives	1 Intro (AN/S 110) 3 SOCO &/or AN/S electives	1 Intro (AN/S 110) 3 ANTH, SOCO, &/or AN/S electives

AREA MAJOR PROGRAM (FIRST MAJOR - 24 CREDITS, SECOND MAJOR - 24 CREDITS, THIRD MAJOR - 18 CREDITS)		
Anthropology First Major	**Sociology First Major**	**Joint Anthropology/Sociology First Major**
1 Intro (AN/S 110) 1 theory or methods (302 or 266; or can do 268) 1 400-level ANTH or AN/S 1 ANTH &/or AN/S elective	1 Intro (AN/S 110) 1 theory or methods (306, 266 or 268) 1 400-level SOCO or AN/S 1 SOCO &/or AN/S elective	1 Intro (AN/S 110) 1 theory or methods (302, 306, 266 or 268) 1 400-level ANTH, SOCO, or AN/S 1 ANTH, SOCO, &/or AN/S elective
Anthropology Second Major	**Sociology Second Major**	**Joint Anthropology/Sociology Second Major**
1 Intro (AN/S 110) 3 ANTH &/or AN/S electives	1 Intro (AN/S 110) 3 SOCO &/or AN/S electives	1 Intro (AN/S 110) 3 ANTH, SOCO, &/or AN/S electives
Anthropology Third Major	**Sociology Third Major**	**Joint Anthropology/Sociology Third Major**
1 Intro (AN/S 110) 2 ANTH &/or AN/S electives	1 Intro (AN/S 110) 2 SOCO &/or AN/S electives	1 Intro (AN/S 110) 2 ANTH, SOCO, &/or AN/S electives

Celtic Culture

Students interested in concentrating in Celtic Culture can find out more about the degree requirements by consulting the Department Chair or referring to the website.

THREE-YEAR GENERAL DEGREE

- 30 Celtic Culture credits (a minimum of 12 credits at the 300 level or higher)
- Students must choose courses from at least 3 of the 4 groups listed below
- 6 credits minimum Gaelic language (any GAEL course)
- 30 Elective credits
- 30 BA core credits

Group 1	Group 2	Group 3	Group 4
Folklore/Ethnomusicology	**History**	**Literature**	**Religion**
ETHM/FOLK 207: Celtic Music I	HIST 234: Celtic History	ENGL 371: Celtic Revival in Literature	RELS 271: Celtic Religion I: Druidism
ETHM/FOLK 209: Celtic Music II	HIST 331: Modern Ireland, 1603-1848	ENGL 372: Modern Celtic Literature	RELS 273: Celtic Religion II: Christianity
ETHM/FOLK 231: Performance Analysis of Celtic Arts I	HIST 333: Modern Ireland, 1848-2000		
ETHM/FOLK 233: Performance Analysis of Celtic Arts II	HIST 334: Modern Scottish Highlands		
ETHM/FOLK 241: Canadian Celtic Music, 1920-1969	HIST 336: Celtic Renaissance, 1800-1919		
ETHM/FOLK 243: Canadian Celtic Music, 1970-Present	HIST 338: Domination & Conquest: Anglo-Celtic Relations, 1066-1603		
ETHM/FOLK 251: Cape Breton Fiddle Music	HIST 346: Viking World		
ETHM/FOLK 253: Fiddle Music for Dancing			
ETHM/FOLK 320: Celtic Dance			

Communication

Students interested in majoring or concentrating in Communication can find out more about the degree requirements by consulting the Department Chair or referring to the website.

THREE-YEAR GENERAL DEGREE

- 30 Communication credits (no more than 9 credits at the 100 level)
- 30 Elective credits
- 30 BA core credits

FOUR-YEAR MAJOR DEGREE

Major (Total 42 credits in Communication)
- Communication 261 or another research methods course (3 or 6 credits)
- No more than a total of 9 credits at the 100 level
- 3 credits at 400-level (in addition to COMM 498/499 core)
- Minor (18 credits)
- Free electives (24 credits)
- BA core (36 credits: including COMM 498 or COMM 499 in Group 6)

Double Major (1st Major - Total 36 credits in Communication)
- Communication 261 or another research methods course (3 or 6 credits)
- No more than a total of 9 credits at the 100 level
- 3 credits the 400-level (in addition to COMM 498/499)
- 2nd major (24 credits)
- Free electives (24 credits)
- BA core (36 credits: including COMM 498 or COMM 499 in Group 6)

Area Major (1st Major Total 24 credits in Communication)
- At least 3 credits at the 400-level (in addition to COMM 498/499 core)
- No more than a total of 9 credits at the 100 level
- 2nd major (24 credits)
- 3rd major (18 credits)
- Free electives (18 credits)
- BA core (36 credits: including COMM 498 or COMM 499 in Group 6)

BA HONOURS DEGREE

The BA Honours Communication is a 4-year program designed to prepare students for graduate school as well as careers. Students must complete the BA core, 60 credits in Communication and 30 credits in electives. To be admitted, students must have an overall average of 65 and an average of 70 in Communication courses in the first two years of study. To complete the program, students must attain an overall average of 70 and an average of 75 in Communication courses taken in the last two years of the program. Honours students complete an honours thesis.

English

Students who intend to major in English must consult the Department Chair before planning their program. For purposes of degree requirements in programs other than the Honours English degree (see below), the department clusters its courses into the following groups:

SCHOOL OF ARTS AND SOCIAL SCIENCES

Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Medieval/Linguistics	Renaissance	18th and 19th Century	Modern British, American and Canadian	Theory	Survey, Thematic, Drama
ENGL 300	ENGL 305	ENGL 357	ENGL 345	ENGL 329/331	ENGL 303/323
ENGL 330	ENGL 312	ENGL 360	ENGL 351	ENGL 420	ENGL 307/309
ENGL 400	ENGL 315/317	ENGL 361	ENGL 352	ENGL 426/428	ENGL 320
	ENGL 340	ENGL 370	ENGL 353		ENGL 333/337
	ENGL 341/343	ENGL 375	ENGL 354		ENGL 365
	ENGL 405	ENGL 376	ENGL 355		ENGL 380
	ENGL406	ENGL 381/383	ENGL 356		ENGL 386
	ENGL 418	ENGL 472	ENGL 367/369		ENGL 390
	ENGL 490	ENGL 475	ENGL 371/372		ENGL 391
			ENGL 377		ENGL 393/395
			ENGL 387		
			ENGL 433/437		
			ENGL 451		
			ENGL 455		
			ENGL 465		

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. The placement of 385/388 shall be determined by subject.

THREE-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.

FOUR-YEAR MAJOR DEGREE

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

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 ENGL 497 or ENGL 499. The 4 courses (24 credits) in Dramatic Literature must be chosen from ENGL 340, ENGL 341, ENGL 343, ENGL 361, ENGL 365, ENGL 455, ENGL 465, or ENGL 490.

In addition, 3 courses (18 credits) must be chosen from three of the course groupings in the list given above.

DOUBLE MAJOR

6 English courses (36 credits) are required, at least one (6 credits) of which must be at the 400 level, exclusive of 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 ENGL 497 or ENGL 499).

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 a language other than English, but may include French.

In either the first or second major, students must complete 6 credits in the history of language or language theory (e.g. ENGL 330, FRNC 311, FRNC 320)

AREA MAJOR

Students may choose 4 English courses (24 credits).

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 Department Chair 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:

- Achieved an average of not less than 65% in each of the first two years;
- 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.

Honours Program Structure

Students must complete:
- The BA core program
- At least 10, but no more than 12, English courses at least two of which must be at the 400 level; exclusive of the ENGL 497 or ENGL 499
- 4 electives

The following courses are compulsory:
- Shakespeare (ENGL 340 or ENGL 490) 6 credits,
- Theory and Criticism 6 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 (notice that these groups differ from the groups used for other English degrees:

1. Medieval and Linguistics – ENGL 300, 330, 400
2. Renaissance – ENGL 305, 312, 315/317, 340, 341/343, 405, 406, 418, 490
3. Eighteenth and Nineteenth Century – ENGL 360, 361, 370, 375, 376, 472, 475
4. British and American – ENGL 351, 352, 353, 354, 357, 372, 433, 455, 465
5. Canadian – ENGL 345, 355, 356, 367-369

Twelve additional credits are freely chosen either from the above groups or from the following:

- ENGL 307/309 Play Production
- ENGL 320 Women's Literature
- ENGL 365 Survey of Drama
- ENGL 380 Advanced Writing
- ENGL 386 Popular Culture
- ENGL 420 Feminist Literary Theory
- ENGL 455 Modern Drama
- ENGL 465 Contemporary Drama
- ENGL 475 British Literature: 1870 - 1930
- ENGL 390 The Short Story
- ENGL 391 Literature and Film
- ENGL 393/395 Fantasy and Science Fiction

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 BA Honours may be eligible for the major degree provided that all of the requirements for the major have been satisfied.

Ethnomusicology

MINOR

An Ethnomusicology minor consists of at least 18 credits, which must include the following nine credits which are core requirements:

- ETHM 125 Experiencing Music (3 credits)
- ETHM 201 Music and Culture (3 credits); and
- ETHM 205 Musics of the World (3 credits)

The remaining nine credits for the minor can be made up from other ETHM courses

Folklore

Students majoring in Folklore must consult annually with the program coordinator before choosing their courses for the coming year.

For purposes of degree requirements, Folklore courses at the 200 and 300 levels are clustered into the following groups. All are three credits unless indicated otherwise.

Group A – **Atlantic Canada Regional Studies**: 217, 203, 207, 209, 211, 231, 233, 241, 243, 320 (6 credits),

Group B – **Folklore Themes and Genres**: 201, 205, 223, 227,229, 251, 261, 267, 311, 321, 323, 325, 332 (6 credits), 378 (6 credits)

To take 300 or 400 level courses, nine (9) credits of Folklore are required (unless otherwise indicated), including:
- Folklore 101 and FOLK 113
- plus 3 more credits at the 200 level

Students who intend to major in Folklore are encouraged to take FOLK 101, FOLK 113, and a 200 level course during their first year.

THREE-YEAR GENERAL DEGREE

Thirty credits in Folklore of which 12 must be from the 300-level or above. (Note prerequisites for 300 level courses)

FOUR-YEAR MAJOR DEGREE (BA AND BACS)

Major/Minor: A major in Folklore is comprised of 42 credits for the Bachelor of Arts Degree (BA), or 42 to 48 for the Bachelor of Arts in Community Studies (BACS).

Required:
- FOLK 101 and FOLK 113
- plus 6 credits at the 400 level
- 30 credits (BA) or 30-36 credits (BACS), 12 credits of which must be at the 300 or 400 level, plus
- 12 credits from Group A (Atlantic Canada Regional Studies)
- 12 credits from Group B (Folklore themes and genres)
- 6 credits from Group A or Group B

Double Major: A Double Major program with Folklore as the first major is comprised of 36 credits.

Required:
- FOLK 101 and FOLK 113
- plus 6 credits at the 400 level
- 24 credits (BA or BACS), 9 credits of which must be at the 300 or 400 level
- 9 credits from Group A (Atlantic Canada Regional Studies)
- 9 credits from Group B (Folklore themes and genres)
- 6 credits from Group A OR Group B

A double major program with Folklore as the second major is comprised of 24 credits.

Required:
- FOLK 101 and FOLK 113
- plus 6 credits at the 400 level
- 18 credits (BA or BACS), 6 credits of which must be at the 300 or 400 level
- 6 credits from Group A (Atlantic Canada Regional Studies)
- 6 credits from Group B (Folklore themes and genres)
- 6 credits from Group A OR Group B

Area Major: An area major with Folklore as the first major is comprised of 24 credits.

Required:
- FOLK 101 and FOLK 113
- plus 6 credits at the 400 level
- 12 credits (BA or BACS), 3 credits of which must be at the 300 or 400 level
- 3 credits from Group A (Atlantic Canada Regional Studies)
- 3 credits from Group B (Folklore themes and genres)
- 6 credits from Group A or Group B

Students interested in having Folklore as their second or third major should consult with the Program Coordinator.

Minor: A minor in Folklore is comprised of 18 credits: students are encouraged to take at least 6 of these at the 300 level or above, being aware of prerequisites.

Gaelic

MINOR

Students wishing to minor in Gaelic must take a minimum of eighteen (18) credits in either the four-year BA program or the four-year BACS program, as follows:

- GAEL 101/103: Gaelic Language I & II
- GAEL 201/203: Advanced Gaelic Language I & II
- GAEL 301/303: Advanced Gaelic Language III & IV

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 Humanities 101/103 for credit. History 100 is recommended for intending majors.
2. Students taking all second, third and fourth year history courses must have completed History 100 or the equivalent of the Humanities core (which includes any 6 credit combination of Humanities, Philosophy or Religious Studies on the 100 level). Students without this prerequisite may take upper level history courses but they must have the permission of the instructor or the Department Chair. Those wishing to take courses at the 400 level must have completed at least 12 credits in History at the 200 or 300 level.

THREE-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.

FOUR-YEAR MAJOR DEGREE

- 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.
- Major with Minor: 18 additional credits, 12 of which are at the 400 level. Also, History 492.
- Double Major (History as first subject): 12 additional credits, including 6 at the 400 level. Also, History 492.
- Area Major: History 492 (unless a comparable course is offered in another subject).

Note: It is recommended that students pursuing a career in teaching take at least 6 credits of Canadian History at the 200 level in any combination of History 201/205 or History 207/209.

FOUR-YEAR HONOURS DEGREE

The BA Honours in History is a four-year program designed to prepare students for graduate studies in history as well as other fields of endeavour where a more specialized program of study is deemed desirable.

Students must consult with the Department Chair before registering in this program.

Admission: Students may apply for admission to the program after successfully completing two full years of study (60 credits). In order to be accepted they must: have achieved at least 75% in each of the first two years of study, and have achieved a grade of at least 75% in each course in the major subject.

Completion of the Degree: In each of the third and fourth years students must maintain an overall average of 75% and a grade of at least 75% in each History course.

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

PROGRAM STRUCTURE

- BA core program (six full courses), including History 492, thesis option.
- At least ten full courses in History (including History 100 or the Humanities core).
- At least one course in a language other than English at the 200-level or higher; obviously students lacking adequate preparation will need to begin with a 100-level course in the chosen language. Students may fulfil this requirement by taking English 400, Introduction to Old English.
- Two to four free electives (depending upon item 3, above), which may be additional courses in History (not subject to the 75% requirement, above).
- Distribution of History courses must include the criteria under (1) for four-year majors (provision for courses from both North American and European/British areas); also students must take History 318, Historiography.
- Students must take at least three history courses at the 400 level (including History 492, undergraduate thesis).
- History 492: A student must submit her/his thesis proposal to the Department Chair in early September of the academic year in which the student intends to graduate. The Chair, in consultation with the department, will assign a supervisor to the student upon approval of the proposal. The preparation of theses will be subject to departmental regulations and procedures, and will include seminars with student peers and a public defence.

Mathematics

THREE-YEAR GENERAL DEGREE

Students in the three-year BA can specialize by acquiring 30 credits in Mathematics. Students must take MATH 121, 122, 115, twelve credits in Mathematics at the 300 level or above, and nine additional credits in Mathematics.

FOUR-YEAR MAJOR DEGREE

Students majoring in Mathematics (42 credits) shall take Math 121, 122, 115, 262, 205, at least 3 credits in Math statistics, at least 12 credits at the 300 level or above, and 12 additional credits in Mathematics.

Students minoring in Mathematics (18 credits) shall include at least Math 111 or 121, and 115 among the courses offered.

FOUR-YEAR DOUBLE MAJOR

Students using Mathematics as first area of major (36 credits) shall take Math 121, 122, 115, 262, 205, 3 credits in Math statistics, at least 12 credits at the 300 level or above, and 6 additional credits in Mathematics.

Students using Mathematics as second are of major (24 credits) shall take Math 121, 122, 115, at least one of 262 or 257, at least one of 205 or 226, 3 credits in Mathematics at the 300 level or above, and 6 additional credits in Mathematics.

FOUR-YEAR AREA MAJOR:

Students using Mathematics as Subject A or B (24 credits) shall take Math 121, 122, 115, at least one of 205 or 226, three credits in Mathematics at the 300 level or above, and nine additional credits in Mathematics.

Students using Mathematics as Subject C (18 credits) shall include at least Math 111 or 121, and 115 among the courses offered.

Limitations: None of Math 095, 152, 153 (formerly 151), 131, or 132 may be used to satisfy any of the subject requirements listed above.

Philosophy

THREE-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 PHIL 301, PHIL 303, PHIL 305 or PHIL 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.

FOUR-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 PHIL 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: PHIL 412, PHIL 480 (both 6 credit courses), and 12 credits drawn from PHIL 470, PHIL 490, PHIL 420, PHIL 440, PHIL 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 PHIL 115 or PHIL 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

Note: 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%.

MINOR IN GENDER AND WOMEN'S STUDIES

Gender and Women's Studies (GWST) provides students the opportunity to study the full range of human experience and arrangements of social organization from the perspectives of those whose participation has been traditionally distorted, omitted, neglected, or denied. Students will develop a deep appreciation for complexities of power and asymmetries in gender relations across time, class, and cultures. The Minor in Gender & Women's Studies is housed in the Department of Philosophy and Religious Studies.

Requirements: Students must take a minimum of eighteen (18) credits in either the four-year BA program or the four-year BACS program. The following courses satisfy the requirements for a Minor in Gender and Women's Studies:

AN/S 220	Humankind: Nature & Development (6 credits)
AN/S 221	Families: A Cross-Cultural Tour (3 credits)
AN/S 334	[Cross-listed as MIKM 336] Images of Self and Other in Cross-Cultural Perspective (6 credits)
AN/S 360	Social & Cultural Constructions of Gender (6 credits)
AN/S 392	Work and Women in Society (6 credits)
COMM 333	Family Communication (3 credits)
COMM 345	Gender & Communication (3 credits)
COMM 347	Women & Communication (3 credits)
ENGL 320	Literature Written by Women: The British Tradition (6 credits)
ENGL 420	Feminist Literary Theory (6 credits)
FOLK 311	Gender in Traditional and Informal Culture (3 credits)
HUMA 111	Women in Western Civilization (3 credits)
HIST 430	Witch Hunting and Popular Culture in Late Medieval and Early Modern Scotland (6 credits)
HIST 462	Women's History: The British North American Experience (6 credits)
PHIL 205	Philosophies of Love, Sex, and Friendship (3 credits)
PHIL 207	Feminist Philosophy (3 credits)

POLS 275 The Politics of Social Division: Race, Gender, and Class (3 credits)
PSYC 365 Human Sexuality and Sex Education (3 credits)
RELS 291 Women in the Western Religious Tradition (3 credits)
RELS 293 Women in the Eastern Religious Tradition (3 credits)
SOCO 210 Sociology of the Family (6 credits)

Political Science

Requirements: POLS 100 is the prerequisite or co-requisite for all other courses in the discipline unless stated otherwise. Students who intend to major in Political Science are encouraged to take POLS 100 and a 200 level course during the first year.

THREE-YEAR GENERAL DEGREE

5 courses (30 credits) of Political Science

FOUR-YEAR MAJOR DEGREE Three 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 (42 credits) is as follows: one introductory first-year course, one course in research methods, one course in Canadian Politics and Government, one course in either Public Administration and Public Policy or Law and 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 6 at the 400 level.

For the 4-year degree with double major, the recommendation for the structure of the degree is as follows: one introductory course, 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 4 courses in any discipline are required. For Political Science these shall include a 100 level introductory course, at least 2 courses at the 200 or 300 level and 6 credits at 400 level.

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 24 credits.

Admission Requirements for BA Honours in Political Science

- Completion of 2 full years of study (60 credits) with a grade of at least 70% in each Political Science course, and
- An overall average of 65%.

Completion Requirements

Following admission to the program a student must:
- Achieve an average of at least 75% in Political Science courses completed during the final two years of the BA program,
- 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:

- Introductory Political Science -- 6 credits;
- One course in Research Methods; 3 or 6 credits;
- Honours thesis POLS 496 - 6 credits;
- additional Political Science credits, 12 of which are at the 300 level and 6 of which are at the 400 level;
- Completion of at least one course in each of these areas:
  - Canadian politics and government
  - Public administration and public policy
  - Law and policy
  - International Relations
  - Political theory

Psychology

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:

THREE-YEAR DEGREE
Psychology 100, plus 24 additional credits in Psychology

4-YEAR MAJOR DEGREE

Major with Minor: PSYC 100, PSYC 201, PSYC 203, PSYC 309 or PSYC 319, and PSYC 431. Plus ~~21~~ 24 additional credits (including at least 6 at the 400 level in addition to 431). In the event that students do not have the Directed Study course, any 6 credits at the 400 level are acceptable.

Double Major (Psychology as the first Major): Psychology 100, PSYC 201, PSYC 203, PSYC 309, PSYC 319 and PSYC 431. Plus 15 additional credits in Psychology (including at least 6 at the 400 level in addition to 431). In the event that students do not have the Directed Study course, any 6 credits at the 400 level are acceptable.

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

Honours Degree: PSYC 100, PSYC 201, PSYC 203, PSYC 303, PSYC 309, PSYC 319 and PSYC 431, plus PSYC 490, and enough other courses to earn 60 total credits in Psychology, with at least 12 credits in total at the 400 level. An average of 75% in courses in Psychology major in last three years of program

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 CBU'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 CBU. The program has been designed to serve undergraduate students at CBU, 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.

SCHOOL OF ARTS AND SOCIAL SCIENCES

Complete 12 Credits

- ENGL 200 Introduction to Literature (6 credits)
- ENGL 307 Introduction to Play Production OR
- FINA 103 Philosophy of Art (3 credits)
- FINA 399 Directed Study chosen in consultation with Department Chair (3 credits)

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

- ENGL 341/343 Renaissance Drama I & II
- ENGL 340 Shakespeare
- ENGL 361 Restoration and Eighteenth Century Drama
- ENGL 365 A Survey of the Drama
- ENGL 455 Modern Drama
- ENGL 455 Five Modern Dramatists
- ENGL 465 Contemporary Drama
- ENGL 490 Studies in Shakespeare

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

- FINA 211 Voice for the Theatre
- FINA 213 Movement for the Theatre
- 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%.

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

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 maintain 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 6-credit and 4, 3-credit Community 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 Community Studies (COMS) core courses. COMS 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 COMS courses four themes are stressed: self-directed learning, problem solving, critical thinking, and group dynamics.

- COMS 110 - Analysis & Decision Making (6 credits)
- COMS 210 - Applied Research (6 credits)
- COMS 251 - Community Volunteer Work I (3 credits)
- COMS 310 - Community Intervention (6 credits)
- COMS 351 - Community Volunteer Work II (3 credits)

Detailed descriptions of Community 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 1 academic discipline (degree program) offered at CBU.

CAREER RELATED COURSES

Four career related courses (24 credits) are chosen from 2 subject areas other than the subject chosen for the academic field. Students take either 2 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 3 elective courses (18 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 COMS courses. Their academic courses may be taken from any of the University 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.

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.

Year One

SPHK 100 Physical Education/Sport (6 credits)
COMS 110 Analysis & Decision Making (6 credits)
SPHK 200 Sport Management (6 credits)

- AND two 6-credit electives OR four 3-credit electives

Four-Year Major Program

A 4-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 Community 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:

- 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.
- An average of 65% in years three and four will be required to earn the major degree.
- A minimum average of 65% will be required over the courses offered towards the major subject(s).
- 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.

	Major/Minor	**Double Major**	**Area Major**
Academic Subject	7 or 8 (First Major)	6 (First Major)	4
Career-Related Courses	3 or 4 (Minor)	4 or 5 (Second Major)	4 (Second Major)
Electives	3 or 4	3 or 4	4 (Third Major) 2
Total	20	20	20

There are three options in the major program:

1. Major/minor requires the core COMS 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, Folklore, 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 COMS 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 COMS courses (36 credits), 4 courses (24 credits) each in three majors, and 2 courses (12 credits) of electives.

Students considering the major/minor, double major or area major options must consult the Chair of Community Studies as well as the chairs of the major & minor subjects.

Bachelor of Arts Community Studies/Bachelor of Business Administration

CBU 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.

Special Transfer and Entry Opportunities

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

COLLEGE OF THE NORTH ATLANTIC (CONA)

Students who have graduated from CONA, Newfoundland and have met the entrance requirements of CBU will receive credit for 8 full courses (48 credits) toward the BACS degree. These credits will include 6 credits for COMS 110 and 3 credits each for COMS 251 and COMS 351. A total of 7 full courses must be completed in accordance with the structural requirements of the degree program.

TECHNOLOGY-BACS TRANSFER

The aim of this arrangement is to allow diploma students to take advantage of the unique nature of CBU, 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 COMS 110, COMS 251 and COMS 351
- And will be required to: successfully complete 8 Arts and Sciences courses: 4 traditional courses in 1 discipline (academic courses), 4 Community Studies courses (COMS 200, COMS 253, COMS 300, and COMS 353).

NOVA SCOTIA COMMUNITY COLLEGE (NSCC) & NEW BRUNSWICK COMMUNITY COLLEGE (NBCC)

Articulation agreements with NSCC and NBCC, grant students with an eligible 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 COMS 251 (3 credits). Students with the one-year diploma DO NOT receive credit for COMS 110.

Students completing an eligible two-year diploma, receive credit for a total of 8 courses (48 credits): 2 electives, 4 career related courses, COMS 110 and COMS 251 and COMS 351 OR 2 electives, 3 career related courses, 1 related studies course under the academic column, COMS 110, COMS 251 and COMS 351.

ATLANTIC POLICE ACADEMY (APA)

Students who have graduated from APA in Prince Edward Island and have met the entrance requirements of CBU will receive credit for up to 5 full courses. These credits will include a block of credits equal to the 4 career related courses and 1 elective or 2 career related and 2 electives and 1 related studies course under the academic column.

Note: Graduates of these programs may be awarded the BACS degree upon fulfilment of the requirements as outlined above.

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 24 are deemed compulsory. These courses, derived from the fields of Political Science and Business Administration, provide students with 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 6 credits from relevant courses in other disciplines.

PROGRAM REQUIREMENTS

The diploma requires 42 credits, 5 additional 3-credit courses over and above the Certificate in Public Administration.

COMPULSORY COURSES (Total 18 Credits)

POLS 222 Introduction to Canadian Public Administration (6 credits)
BUSS 111 Introduction to Canadian Business (3 credits)
POLS 265 Research Methods (3 credits)
ECON 102 Principles of Macroeconomics (3 credits)
POLS 375 Canadian Public Administration: Financial Management, Personnel Administration (3 credits)

OR

ECON 411 Public Finance (3 credits)
POLS 377 Canadian Government and Administrative Law (3 credits)
POLS 399 Directed Independent Study, Junior Level (3 credits)

OR

BUSS 499 Special Topics (3 credits)

ELECTIVE COURSES (Total 18 Credits)

Elective courses are derived from CBU's offerings in the disciplines of Political Science, Business Administration, and Economics. Eighteen elective credits are required, of which 6 must come from a combination of Business Administration or Economics courses. The remaining 12 credits are to be derived from Political Science courses.

Political Science Electives

POLS 321 Provincial Government (3 credits)
POLS 325 Local Government in Canada (3 credits)
POLS 327 Issues in Canadian Local Government (3 credits)
POLS 329 Regional Government and Planning (3 credits)
POLS 333 Leaders and Leadership (3 credits)
POLS 389 Issues in Public Administration (3 credits)
POLS 393 Introduction to Policy Studies (3 credits)

Business Administration Electives

BUSS 231 Introduction to Marketing (3 credits)
BUSS 261 Organizational Behaviour (3 credits)
BUSS 331 Marketing Management (3 credits)
BUSS 363 Human Resource Management (3 credits)
BUSS 432 Marketing for Non-Profit Organizations (3 credits)
BUSS 465 Organizational Development (3 credits)

Economics Electives

ECON 221 Canadian Economics Issues and Problems (3 credits)
ECON 301 Money & Banking I (3 credits)
ECON 411 Public Finance I (3 credits)

For information contact Andrew Molloy at (**902) 563-1858** or **andrew_molloy@cbu.ca**

Certificate Programs

Certificate in Crime Prevention through Social Development

(Suspended pending review)

CBU'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. The CPSD certificate is housed with the Department of Community Studies. Courses offered in the certificate can be used concurrently for both the certificate, and the attainment of a degree. (Not offered 2007-2009)

Certificate in Ethnomusicology

Students wishing to earn the Certificate in Ethnomusicology must take a minimum of twenty-four (24) credits (which may be used towards a degree), as follows:

ETHM 125 Experiencing Music (3 credits)
ETHM 201 Music and Culture (3 credits)
ETHM 205 Musics of the World (3 credits)
ETHM 399 Independent Study in Ethnomusicology (pending approval)
Electives Ethnomusicology (12 credits minimum)

Students taking the Certificate in Ethnomusicology must consult annually with a faculty member in the department before choosing courses for the coming year.

Certificate in Heritage Studies

The 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.

Students taking the Certificate in Heritage Studies must consult annually with a faculty member in the department of Heritage and Culture before choosing courses for the coming year.

To complete the certificate, 15 credits are required, as follows:

1. FOLK 101 and 113

2. 3 credits from Group A FOLK courses (Atlantic Canada Regional Studies): 203,,207,209,211,231,233,241,243,320

3. 3 credits from Group B FOLK courses (Folklore Themes and Genres):
201,205,223,227,229,251,261,267,311,321,323,325,332,

4. FOLK 379

Certificate in Mi'kmaq Cultural Heritage Preservation

(PROGRAM SUSPENDED PENDING REVIEW)

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 Cape Breton University and in the wider Cape Breton community will be used including the Mi'kmaq Resource Centre, the Beaton Institute, the CBU Library, and museums and cultural centres located throughout Cape Breton.

The Certificate is composed of 42 credits:
MUSM 100 Introduction to Museum Studies (6 credits)
MUSM 211 Collections Research (3 credits)
MUSM 212 Collections Management (3 credits)
COMS 251 Community Volunteer Work I (3 credits)
FOLK 201 Oral Literature: Storytelling and Other Verbal Genres (3 credits)
MIKM 100 Introduction to Mi'kmaq Studies(6 credits)
HOSP 165 Hospitality/Tourism in Canada (3 credits)
MUSM 311 Museum Services I (3 credits)
BUSS 111 Introduction to Canadian Business (3 credits)
HERT 399 Self-directed Study (3 credits)
MIKM 378 Special Topics in Mi'kmaq Studies (6 credits)

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 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 are our laws and public policies.

General Certificate Compulsory Courses
POLS 100 - 6 credits
POLS 250 - 6 credits
POLS 222 - 6 credits
POLS 265 - 3 credits
POLS 399 - 3 credits

Elective Courses (9 credits)
POLS 245 - 3 credits
POLS 247 - 3 credits
POLS 257 - 3 credits
POLS 321 - 3 credits
POLS 325 - 3 credits
POLS 327 - 3 credits
POLS 329 - 3 credits
POLS 375 - 3 credits
POLS 377 - 3 credits
POLS 389 - 3 credits
POLS 393 - 3 credits
POLS 420 - 6 credits

The Certificate in Public Administration also offers concentrations in Municipal Government, International Studies, Law and Policy Studies, First Nations Affairs as well as the general certificate. Each concentration option consists of 33 credits made up of combinations of Political Science and possibly Economics, Business Administration, Psychology, Sociology, and Mi'kmaq Studies courses appropriate to the concentration option.

Certificate in Public Administration – Concentration in Municipal Government

Compulsory Courses
POLS 250 - 6 credits
POLS 222 - 6 credits
POLS 265 - 3 credits
POLS 325 - 3 credits
POLS 327 - 3 credits
POLS 399 - 3 credits

Elective Courses (9 credits)
POLS 321 - 3 credits
POLS 329 - 3 credits
POLS 333 - 3 credits
POLS 375 - 3 credits
POLS 389 - 3 credits
POLS 410 - 6 credits

Certificate in Public Administration – Concentration in International Studies

Compulsory Courses
POLS 100 - 6 credits
POLS 222 - 6 credits
POLS 265 - 3 credits
POLS 366 - 6 credits
POLS 399 - 3 credits

Elective Courses (9 credits)
POLS 267 - 3 credits
POLS 269 - 3 credits
POLS 281 - 3 credits
POLS 285 - 3 credits
POLS 291 - 3 credits
POLS 351 - 3 credits
POLS 353 - 3 credits
POLS 355 - 3 credits
POLS 357 - 3 credits
POLS 359 - 3 credits
POLS 361 - 3 credits
POLS 363 - 3 credits
POLS 430 - 6 credits

Certificate in Public Administration – Concentration in Law and Policy Studies

Compulsory Courses
POLS 100 - 6 credits
POLS 222 - 6 credits
POLS 265 - 3 credits
POLS 297 - 3 credits
POLS 393 - 3 credits
POLS 399 - 3 credits

Elective Courses (9 credits)
POLS 212- 6 credits
POLS 235 - 3 credits
POLS 245 - 3 credits
POLS 247 - 3 credits
POLS 271 - 3 credits
POLS 319 - 3 credits
POLS 321 - 3 credits
POLS 323 - 3 credits
POLS 371 - 3 credits
POLS 377 - 3 credits
POLS 379 - 3 credits
POLS 389 - 3 credits
POLS 393 - 3 credits
POLS 395 - 3 credits
POLS 410 - 6 credits

Certificate in Public Administration – Concentration in Aboriginal Affairs

Compulsory Courses
POLS 100 or 250 - 6 credits
POLS 222 - 6 credits
POLS 240 - 6 credits
POLS 265 - 3 credits
POLS 399 - 3 credits

Elective Courses (9 credits)
POLS 297 - 3 credits
POLS 319 - 3 credits
POLS 323 - 3 credits
POLS 389 - 3 credits
POLS 410 - 6 credits
MIKM 340 - 6 credits
MIKM 351 - 3 credits

Course Substitution: with respect to all concentrations, students may substitute up to 6 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 CBU 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 Department Chair or on the department's website at **anthrosoc.cbu.ca.**

The certificate is composed of 30 credits:

- 6 credits - AN/S 110 Intro to Anthro & Soc
- 6 credits - AN/S 266 Qualitative Research
- 6 credits - AN/S 268 Quantitative Research
- 6 credits - Elective(s) in AN/S, ANTH, &/or SOCO above 100-level
- 6 credits Research course(s) from among: Methods of Applied Social Research (AN/S 364), or Directed Study (AN/S 398, AN/S 399, AN/S 495/497, AN/S 498, AN/S 499), or AN/S Senior Thesis 490 in AN/S or ANTH or SOCO.

Note: For this Certificate, the Directed Study or Thesis must centre 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:

- Average grade of 65% or more across the whole set of 30 credits that the student offers in fulfilment of the certification requirements;
- 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,
- 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).

SHANNON SCHOOL OF BUSINESS

JOHN MACKINNON, MBA, FCA - DEAN

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

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

In addition to degree 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 two departments:

FINANCIAL AND INFORMATION MANAGEMENT
Martin Moy, Chair (Finance, Accounting, Information Technology, Management Science, Economics)

ORGANIZATIONAL MANAGEMENT
Wendy Wadden, Chair (Marketing, Management, Human Resources, Legal Studies, Hospitality and Tourism Management)

Master of Business Administration in Community Economic Development

Cape Breton University's Master of Business Administration (MBA) in Community Economic Development (CED) is an advanced program with community at its core; it resonates with people who wish to make a difference in their organizations and their communities. The MBA in CED curriculum, in addition to business subjects found in traditional MBA programs, focuses on economic development, leadership, strategy, governance, managing change, and international management.

This program is designed for learners who aspire to play leadership roles in the public sector, in third sector organizations, and in community-minded businesses. The MBA in CED aims to develop a new generation of leaders who have strong business management capabilities, well developed collaborative and interpersonal skills, and deep knowledge of accountability, social responsibility, and development issues and practices. Graduates are equipped with the knowledge and skills to make a difference in leading organizations in an increasingly global community and economy.

CBU's size and governance structure allows for the adaption of curriculum in a timely fashion to meet the evolving requirements of learners and organizations. The special appeal of the MBA in CED is evidenced by the demand for this program in different parts of Canada.

Admission Requirements

To meet standard admission requirements for the MBA in CED, a Bachelor's Degree from a recognized university is required. The application cannot be processed until all of the following documents and fees have been received:

- a completed application form, with the non-refundable application fee
- official transcripts for all previous post-secondary study
- a resume detailing employment experience, skills, community involvement, and interests
- a 500-800 word statement on desire to enter the program

- three references, preferably including one professional and one academic reference, each accompanied by a completed referee form
- satisfactory scores on the GMAT
- satisfactory scores on the TOEFL/IELTS (for students whose native language is not English)
- satisfactory performance in an interview

Candidates who do not have an undergraduate degree, and show potential for success in graduate level study, may be admitted to the MBA in CED as non-traditional students. Outstanding career and/or volunteer experience 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, with the non-refundable application fee
- proof of extensive experience in managerial/decision-making positions
- official copy of a high school diploma or equivalent academic credential
- official transcripts of completed academic work
- a resume detailing employment experience, skills, community involvement, and interests
- three references, preferably including one professional and one academic reference, each accompanied by a completed referee form
- a 4-6 page essay outlining desire to enter the program, community involvement, and what can be offered to other students in the classroom
- satisfactory scores on the GMAT
- satisfactory scores on the TOEFL/IELTS (for students whose native language is not English)
- satisfactory performance in an interview

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 GMAT and TOEFL/IELTS 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. Students will be required to maintain a 70% average to remain in the program. Requests from applicants to receive transfer credits for courses will be reviewed individually. Transcripts of courses along with a detailed description of the content will be required.

Students can make a request to challenge course(s), and each request will be reviewed on its own merits.

Applicants can apply for advanced standing on the basis of career or life learning, and each request is subject to a Prior Learning Assessment (PLA) review.

SEMESTER FORMAT DELIVERY

The semester format delivery follows the September – April academic year.

Deadline for application is May 31 for a September start.

MODULAR FORMAT DELIVERY

The modular format appeals to working adults. It includes short, on-site residencies combined with self-directed learning. This residential program enables out-of-province learners to take 4-5 classes each July and thus complete all program coursework over three summers (26 months).

Deadline for application is March 31st for a July start.

Note: Students can combine the semester format and modular format delivery to complete the program in 12 months.

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WEEKEND FORMAT DELIVERY (OFF CAMPUS)

Learners can opt to complete the program in 22 months by attending classes on alternate weekends in specified cities across Canada.

Please contact **mba@cbu.ca** regarding application deadlines and venue.

COURSE LIST

The MBA in CED program includes three terms of 5 courses each and a Research Essay/Case Study.

Term One

MBAD 500 Business and Community Development I
MBAD 502 Principles of Accounting
MBAD 504 Principles of Marketing
MBAD 505 Organizational Behaviour
MBAD 612 Economic Geography

Term Two

MBAD 600 Business and Community Development II
MBAD 601 Principles of Finance
MBAD 608 Comparative Development
MBAD 624 International Business
MBAD Elective

Term Three

MBAD 603 Applied Research Methods
MBAD 605 Leadership
MBAD 618 Venture Analysis
MBAD 630 Strategic Management
MBAD Elective

MBAD Research Essay/Case Study: The research essay/case study will approach a problem in business or community economic development in a holistic, multidisciplinary manner and will meet the highest academic standards. 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 may be completed off site. The research essay/case study must be completed within a calendar year.

Options in the Program

Students pursuing an MBA in CED can specialize by taking their two elective courses within a 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 Cape Breton University's already extensive Mi'kmaq Studies program.

MBAD 610 Land Claims, Self-government and Community Economic Development
MBAD 611 The Dynamics of CED in Urban and Rural First Nations

INTERNATIONAL BUSINESS OPTION

MBAD 631 International Finance
MBAD 634 International Marketing

PEACE-BUILDING, RECONSTRUCTION AND GOOD GOVERNANCE OPTION

One of the MBA in CED program's strengths is its strategic partnerships. In collaboration with Canadian Department of National Defence, the Peace-Building, Reconstruction, and Good-Governance Option was designed specifically for military personnel and civilians who 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.

MBAD 616 Emergency Management
MBAD 617 Conflict Resolution and Community Reconstruction

STRATEGIC LEADERSHIP OPTION

The Strategic Leadership option was initially offered in Alberta, and consists of two courses:

MBAD 620 The Social Dynamics of Leadership
MBAD 640 Change Management and Governance

MBA PREPARATION

PRE-MBA PROGRAM

CBU's Pre-MBA program is designed to prepare international students, who have intermediate English language skills, to study for the MBA in CED. Many students have not experienced Canadian university education, and they are not familiar with the professional, academic, and cultural expectations of an MBA program. The Pre-MBA is a full-time eight week program offered in July and August and includes language learning, business English, GMAT preparation, Canadian business environment, reading techniques, business report writing, research skills, case study analysis, and presentation skills. Students will also complete a major group project that includes a written report with a recommendation, and an oral presentation to CBU faculty.

Students cannot apply directly to the Pre-MBA program but must make application to the MBA in CED program. The Selection Committee, based on documents received, will determine the need for the Pre-MBA program. The Pre-MBA program is taken in conjunction with intro courses within the MBA in CED program and is an added cost.

For additional information please contact **mba@cbu.ca**.

PRE_CORE PROGRAM

Cape Breton University's pre-core program is a series of no-fee sessions in Accounting, Finance, Statistics, Excel modeling, and Case Analysis techniques. Individuals who have not recently completed a business degree in Canada are expected to enrol into the pre-core program.

The pre-core program takes place during the week before classes start in September and January, and in the weekend preceding July's classes.

For more information please contact **mba@cbu.ca**.

PARTNERSHIPS

At the national level, Cape Breton University has signed a memorandum of understanding with NAIT, Alberta, to offer the MBA in CED in Alberta. At the international level, Cape Breton University has signed a joint agreement with Jilin University - Lambton College, China.

Cape Breton University has partnerships with certain colleges that offer pertinent pre-Master's programs and prepare international students to apply for admission to the MBA in CED, such as Dorset College in BC, Cambridge Institute of Technology (CIST), and Kennedy College in Ontario.

SHANNON SCHOOL OF BUSINESS

Program schedules and tuition fees for the national and international market will differ from the program offered on-site at Cape Breton University. For more information about the Master of Business Administration in Community Economic Development program, please contact the Director at **mba@cbu.ca** , or **(902) 563-1467**.

Bachelor of Business Administration (BBA)

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%. 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 (66 credits) and elective courses (54 credits).

The BBA program allows students to develop an innovative program which includes the core curriculum and elective courses and, if they choose, a business concentration. The degree may be completed through full-time or part-time study. A cooperative education internship program is also available-an 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 careers in private and public enterprise, cooperatives, government service and for graduate study. One of the primary objectives of the BBA program is to provide a foundation in both business and the traditional liberal arts area.

BBA PROGRAM

Students are required to complete 120 credits. This would include 66 required credits and 54 elective credits with a minimum 24 credits in non-business courses as follows:

Year One

BUSS 111/231
BUSS 121/122
BUSS 182/281
ECON 101/102
English (3 credits)
COMM (3 credits)

Year Two

BUSS 181/282
BUSS 261/363
BUSS 341/342
Electives (12 credits)

Year Three

BUSS 331/312
BUSS 323/391
BUSS 284
Electives (15 credits)

Year Four

BUSS 471
Electives (27 credits)

See BUSS courses for course descriptions. A degree worksheet is available from the Dean's office.

Bachelor of Business Administration Major in Accounting

The BBA Major in Accounting program requires the completion of the BBA core curriculum. Students are required to complete BUSS 325 and BUSS 326 plus 18 credits of accounting electives. In addition, at least six credits must be at the 400 level.

Admission Requirements: Students who have completed year one or year two of the BBA degree program may apply for admission to the BBA Major in Accounting. Students must be in good academic standing with a minimum 60% average.

Program and Course Requirements:

1. BUSS 325 and 326
2. 18 credits from BUSS 221, 251, 421, 424, 425, 426, 427, 451.
3. An average of 65% must be maintained in years three and four of the program.
4. Minimum of 60% must be maintained on all accounting courses required for the accounting major.
5. Minimum of 6 credits at the 400 level.

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 are pending at the time of publication. Please refer to the official HTML version of the academic calendar for updated information.)

Canadian Studies in Business: Wendy Wadden

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: Martin Moy

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 may find career options 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, ECON 202
Year 3 - Two of ECON 221, ECON 301, ECON 302
Year 4 - Two of ECON 310, ECON 325, ECON 335, ECON 343, ECON 341, ECON 411, ECON 421,ECON 441, BUSS 441, BUSS 448

Finance: Martin Moy

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

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Information Technology: Martin Moy
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, ITEC 120, ITEC 122, ITEC 210, ITEC 222, ITEC 224, ITEC 318, ITEC 320, ITEC 324, ITEC 412, ITEC 414, ITEC 418, ITEC 422, ITEC 424, ITEC 425 or ITEC 427.

Note: CBU is not currently offering first or second year ITEC courses. As a result, a student might run into prerequisite issues when attempting to register for some of the advanced ITEC courses. It is recommended that a student initially complete BBA's core BUSS 181 (Introduction to Computers) requirement plus Math 187 (Introduction to Computer Applications with C++) before registering for any ITEC courses that require either year one or year two ITEC pre-requisites. At this point, students should contact the Department Chair for assistance in tailoring the remaining ITEC course requirements to meet their individual needs.

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

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

Human Resources: Allan Fraser
Human Resources prepares students for career options such as Human Rights Officer, Health and Safety Officer, Human Resources Director, Compensation/Payroll Specialist, Industrial Relations Specialist, as well as many other exciting managerial and administrative career opportunities.

Course Sequence: BUSS 363 (core), BUSS 262, and BUSS 362, plus any four courses (12 credits) from: BUSS 263, BUSS 364, BUSS 311, BUSS 464, BUSS 465, BUSS 466, LEGL 353, LEGL 397. Please see the course descriptions provided within the academic calendar.

Tourism Marketing and Management: Wendy Wadden
Marketing Management Component (total of 12 credits): BUSS 232, 362 and 363 plus 1 elective chosen from BUSS 233 or 435

Tourism Component (total of 9 credits): BUSS 393 or HATM 361, BUSS 394 and BUSS 493

Hospitality Component (total of 9 credits): HATM 368 and HATM 161/162.

Open Electives: 30 credits

Entrepreneurship: Doug Lionais
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.

BBA Business Co-operative Education Internship Program

The Business Co-operative Education Internship Program is a University 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/Withdrew
Performance Evaluation - Poor/Good/V.G./Excellent

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

Bachelor of Arts Community Studies / Bachelor of Business Administration

CBU 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, they will receive a Bachelor of Business Administration.

Bachelor of Hospitality and Tourism Management

(The BHTM program is currently under review. Please consult the official HTML version of the academic calendar for the most recent program information.)

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%.

Students may substitute 1 open course for 1 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 years of study. Internships must meet suitable industry internship criteria. An Internship Coordinator (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 Coordinator.

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.

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	
100 Level	English	
100 Level	Social Science*	

Winter Term (January-April)

HATM	162	Restaurant Operation and Service
HATM	169	Guest Service Computer Applications
100 Level	Humanities	
100 Level	English	
100 Level	Social Science, Science, or Natural Science	

Spring/Summer
Hospitality and Tourism Internship I

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 I (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, Social Science, or Communication	

Spring/Summer

Hospitality/Tourism Internship II

Year Three: Fall Term (October- December)

HATM	370	Functions Management I
HATM	368	Hospitality/Tourism Law
BUSS	493	Tourism Management I
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, Social Science, or Communication	
Elective	200 Level or Higher Humanities, English, Social Science, or Communication	

Bachelor of Technology Information

(The BTI program is currently under review. Please consult the official HTML version of the academic calendar for the most recent program information.)

CBU no longer admits students directly into year one of the BTI degree program. ITEC course offerings are currently limited to ITEC courses in year three and four as outlined below. Please refer to the official HTML version of the academic calendar, the BTI program website (http://itrocks.cbu.ca), or contact the Department Chair for current details.

To keep current with the latest technologies and industry demand, the BTI program and individual course offerings are under constant review. Please refer to CBU's official HTML version of the academic calendar, the BTI program website **http://itrocks.cbu.ca**, or contact the Department Chair for current details.

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%.

The Bachelor of Technology Information (BTI) degree is a four-year, cooperative education program consisting of 40 three-credit courses (120 credits) and three optional work placements. The Shannon School of Business offers BTI concentrations in Information Management and Network Management.

SHANNON SCHOOL OF BUSINESS

The BTI degree 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 BTI degree prepares graduates for careers as systems analysts, project leaders, programmers, consultants, network administrators, and application support personnel.

An articulation agreement between CBU and Nova Scotia Community College (NSCC) established a transfer framework that enables NSCC students to complete a CBU Bachelor of Technology Information degree. Graduates from NSCC's Information Technology two-year diploma concentrations (Database Management, Systems Management/Networking, Programming, and Web Development) are eligible for admission to the CBU BTI degree program with a full 60 credit transfer and are eligible to complete the BTI degree within two calendar years, pending course availability. Students from other colleges or universities may also be awarded advanced standing in the BTI program.

The following course template represents the standard pattern through the degree program. The year one through year three course requirements listed below are common to both the BTI (Information Management) and BTI (Network Management) concentrations.

Year One

ITEC 110 Introduction to Programming
ITEC 112 Introduction to Operating Systems
ITEC 114 Information Systems
ITEC 120 PC Hardware Fundamentals
ITEC 122 Introduction to Network Management
ITEC 124 Internet Fundamentals
BUSS 101 Mathematics for Business
BUSS 111 Introduction to Canadian Business
Three-credit English
Discipline Elective

Year Two

ITEC 210 Systems Analysis & Design
ITEC 220 Advanced Programming
ITEC 222 Advanced Network Management
ITEC 224 Data Base Development
BUSS 121 Introduction to Financial Accounting I
BUSS 182 Introduction to Statistics
BUSS 261 Organizational Behaviour I
BUSS 122 Introduction to Financial Accounting II
Discipline Elective
Discipline Elective

Year Three

ITEC 310 Visual Basic
ITEC 316 Systems Security and Control
ITEC 318 Mid-Range Operating Systems
ITEC 320 Information Technology Project Management
ITEC 322 Object Oriented Programming
ITEC 324 Windows Server Technologies
ITEC 328 Business Strategies in IT
Three-credit Communication
Discipline Elective
Discipline Elective

BTI (INFORMATION MANAGEMENT)

In addition to the year one through year three requirements listed above, students in the BTI (Information Management) also require the following courses to complete the degree:

ITEC	415	Information Technology Documentation
ITEC	416	E-Commerce Technologies
ITEC	425	Current Issues in Information Technology
ITEC	426	Systems Implementation Project
ITEC	418	Data Warehousing
ITEC	422	Software Engineering Tools
BUSS	312	Management for Small Business (or close cognate)
BUSS	284	Management Information Systems
Discipline Elective		
Discipline Elective		

BTI (NETWPRK MANAGEMENT)

In addition to the year one through year three requirements listed above, students in the BTI (Network Management) also require the following courses to complete the degree:

ITEC	415	Information Technology Documentation
ITEC	416	E-Commerce Technologies
ITEC	425	Current Issues in Information Technology
ITEC	426	Systems Implementation Project
ITEC	412	Internet Administration
ITEC	414	Advanced TCP/IP
ITEC	427	Server Technologies
ITEC	424	WAN Technologies
Discipline Elective		
Discipline Elective		

Refer to ITEC course descriptions in this calendar for additional information on individual courses. Further information on either the Information Management concentration or the Network Management concentration is available from the Department Chair.

Program Notes

1. Discipline electives are defined as additional non-compulsory ITEC, business foundation (BUSS), business or information technology related, or Chair approved courses.
2. BTI students are eligible to complete a maximum of three work placements. Students must pass all required ITEC courses in the academic year preceding their placement and maintain a 70% average to be eligible to apply for work placements. Contact the Career Advisors for additional details.
3. Students seeking credit from previous post-secondary studies must apply for a Transfer Credit Assessment by submitting a Transfer Credit Assessment application (available at the Student Service Centre or online at **www.cbu.ca/applications** along with the assessment fee and official transcripts from institutions from which they are seeking transfer credit. Refer to CBU admission procedures for additional details.

Bachelor of Business Administration - Transfer upon Graduation from Business Technology

Graduates from Business Technology are eligible to receive credit for a minimum of 10, 6-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 the Dean, or the Associate Dean, School of Business by calling **(902) 563-1149**.

Certificate & Designation Programs

Certificate in Management & Administration/Certified in Management (CIM) Professional Designation

CANADIAN INSTITUTE OF MANAGEMENT

Students will be awarded a Certificate in Management and Administration'by the Canadian Institute of Management upon completion of eight (24 credits) courses as specified by the Institute, with a minimum grade of 60% in each course. Candidates will be eligible to apply for Certified in Management (CIM) professional designation once they have acquired two (2) years of management/administration experience. In order to be granted the designation, candidates are required to submit an application, along with two letters of reference and a current resume within six (6) years of completing the prescribed studies.

The following are Cape Breton University equivalencies as approved by the Canadian Institute of Management:

CBU Equivalencies	
Introduction to Management	**BUSS 111** Introduction to Canadian Business
Managerial Communications	**COMM 112** Communication in Business & Industry
Canadian Business Law	**BUSS 251** Business Law I
Managerial Accounting	**BUSS 121** Introduction to Accounting I **BUSS 122** Introduction to Accounting II **BUSS 323** Planning & Control
Managerial Finance	**BUSS 341** Business Finance I
Strategic Policy Analysis	**BUSS 471** Business Competitive Strategies
Option Courses (2 courses required)	**BUSS 231** Introduction to Marketing **BUSS 261** Organizational Behaviour I **BUSS 284** Information Systems for Management **ECON 101** Principles of Microeconomics **ECON 102** Principles of Macroeconomics

Admission Requirements

The normal rules and regulations for regular, part-time and mature students entering Cape Breton University credit courses will apply.

Additional Fees

Regular Cape Breton University tuition and fees apply to all courses. A yearly membership fee, in addition to Cape Breton University tuition and fees, is required by the Canadian Institute of Management.

For further information

Contact Anne Michele Chiasson **(902) 563-1664** or e-mail: **anne_chiasson@cbu.ca**

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 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.

SHANNON SCHOOL OF BUSINESS

Core Courses

BUSS 261	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 Cape Breton University 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)

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.

Module I - Two Compulsory Courses

ICB Title	CBU Equivalent
Career Foundation Skills	N/A
Employable Skills	N/A

Module Ii - Six Compulsory Courses

Organizational Behaviour	BUSS 261
Fundamentals of Accounting	BUSS 121/122
Marketing	BUSS 231
Economics	ECON 101/102
Business Finance	BUSS 341/342
Integration Course	N/A

Note: The Integration course must be taken last. Completion of Module I 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 (SSP)

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 Cape Breton University, the Credit Union Institute of 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 Cape Breton University, 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 enrolment is permissible in some circumstances.

Specific details on these programs are available upon request.

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

ROBERT BAILEY, PHD – INTERIM DEAN

Established to provide institutional and community leadership in education and research relevant to the disciplines delineated by its name, the School of Graduate & Professional Studies offers a variety of degree, diploma and certificate programs.

Degree, Diploma and Certificate Programs

GRADUATE DEGREE
Master of Education (Information Technology) conferred by Memorial University of Newfoundland

PROFESSIONAL DEGREE
Bachelor of Education

UNDERGRADUATE DEGREE
Bachelor of Science Nursing
Bachelor of Health Sciences (Public Health)
Bachelor of Science in Human Nutrition (Transfer)

GRADUATE DIPLOMAS
Diploma in Education (Counseling)
Diploma in Education (Curriculum)
Diploma in Educational Technology

GRADUATE CERTIFICATES
Certificate in Educational Studies (Arts Education)
Certificate in Educational Studies (Sabbatical Offering)

CBU recognizes potential for program growth in health-related disciplines such as Nutrition, Public Health and Nursing as well as in a broad range of teacher education (both pre- and post-certification) programs. Further, the institution recognizes the strong opportunities for employability of its graduates in these related fields. CBU believes it is part of our regional responsibility to provide access for our students to professional credentials such as Teaching, Nursing and Public Health and that the benefit of such access extends well beyond our students and the institution; it is a critical component of regional sustainability.

The School is comprised of three academic departments and one non-credit Community Wellness area. It also has numerous formal partnerships with outside agencies.

Health Studies: The Department of Health Studies houses faculty delivering the Bachelor of Health Sciences, (Public Health) and Nutrition programs. With both a four-year degree option and a two-year post-degree option, the BHS (Public Health) makes CBU one of five institutions in Canada that prepares its students to sit for the examination for the Canadian Institute of Public Health Inspectors. Nutrition students may choose to do the first two years of a BSc (Nutrition) before transferring to another post-secondary institution.

CBU participates in the Canadian Consortium of Environmental Public Health Educators (CCEPHE). The Consortium is composed of 5-member institutions offering on-line courses to practicing public health professionals. Public Health graduates interested in continuing their education can contact the Consortium at **www.ccephe.ca.**

Education: CBU's Department of Education delivers both pre- and post-certification programs for teachers. These include a Bachelor of Education (elementary and intermediate/secondary); a Master's degree in Education (Information Technology) offered in conjunction with Memorial University of Newfoundland; Graduate Diplomas in Education in

Counseling, Curriculum and Educational Technology; the Certificate in Educational Studies; and the Certificate in Educational Studies (Arts Education). The department offers the International Graduate Diploma in Education to teachers in Egypt. With a strong expertise and interest in online education, the department offers many of the teacher education programs entirely online. The department also maintains a formal linkage with school boards, the Department of Education, First Nations communities and other community stakeholders. An Educational Advisory Council plays an integral role in ensuring that education programming offered by CBU is relevant and appropriate to meet the changing needs of the K-12 system in the province.

Nursing: Nursing is a unique health profession which involves the practice of professional caring. Nursing traditions have always provided leadership in addressing challenging health care issues related to health promotion, maintenance and restoration, illness prevention and palliative care. Cape Breton University's Bachelor of Science in Nursing program provides competence in all aspects of nursing. This includes the development of expertise in professional skills, as well as fostering critical thinking, problem solving, and decision making. A BScN with an advanced major is an option for students who want to pursue a concentration in one area. The curriculum is designed to provide learning experiences that promote student development and the acquisition of knowledge and skills necessary for a career in the nursing and health care profession. The body of knowledge in the program is rooted in nursing theory and nursing research, as well as the biological sciences, social sciences and humanities. Students in this program develop the skills and ability to assist individuals, families, groups communities and populations to consider, develop and follow wellness plans to optimize their level of functioning. Our BScN Program is one of excellence, respect, openness to students and very high standards.

Through a formal Memorandum of Understanding, CBU has partnered with the Cape Breton Regional Health Authority to advance health and wellness initiatives of mutual interest. One such initiative includes the recently launched Cape Breton Centre for Health Research, established to provide infrastructure for the advancement of health research activities in the area. Part of CBU's commitment to this project is the provision of space for office and staff.

The School of Graduate & Professional Studies also assumes the lead role for CBU in building and maintaining community linkages focused on creating a healthier Cape Breton. In addition to its own proactive Campus and Community Wellness strategy, the School partners with the District on the fitness component of its Cardiac Wellness program, and plays a role in such initiatives as the Committee for Active Transportation in the area. CBU was a founding member, and plays an active role in the Cape Breton Community Partnership on Drug Abuse. The School is also home to the Cape Breton University Seniors College.

Partnerships

Cape Breton Health Research Centre

The Cape Breton Health Research Centre was launched in 2006. It is a partnership between CBU and the Cape Breton District Health Authority. The centre supports the growth and sustainability of health research between the two organizations by providing infrastructure to academic, professional and student health researchers. The centre provides expertise in research planning and proposal development, explores funding opportunities, and promotes research opportunities in the community. The centre sponsors workshops and educational opportunities for health researchers.

For more information, contact Benita Manzine, Administrative Assistant (902) 563-1833; Benita_Manzine@cbu.ca

Education Advisory Council

For over 30 years, CBU 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, school boards, teachers, and the public has always guided the institution's work. CBU 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 license reclassification.

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

Individual courses, from CBU's graduate diploma and certificate offerings may be taken with permission. A non-refundable application fee of $50.00 is required with each application for education diploma and certificate programs. Department of Education, Contacts:

Diane Janes, PhD, Chair, Department of Education **(902) 563-1236; diane_janes@cbu.ca**
Terry MacDonald, Manager & Technology Enhanced Learning, Teacher Education **(902) 563-1647; terry_macdonald@cbu.ca**
Susan Basso, BEd Manager & Practicum Coordinator, BEd **(902) 563-1651; susan_basso@cbu.ca**

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 CBU or MUN, the degree is conferred by MUN.

Admission Requirements

In addition to meeting the requirements in the general degree regulations, Faculty of Education, MUN, candidates must have successfully completed one of: a diploma or certificate in information technology from an accredited institution; CBU EDUC 530; MUN E2751 and E3751; or equivalent as determined by the program steering committee.

PROGRAM REQUIREMENTS

1) All candidates for the Master of Education (Information Technology) must complete E6100 Research Designs and Methods in Education (3 credits).

2) Candidates on the thesis route must complete 3 credits from:

MUN E - 6610	Research on Computers in the Curriculum (3 credits)
MUN E - 6615	Educational Software Prototyping and Evaluation (3 credits)
MUN E - 6620	Issues and Trends in Educational Computing (3 credits)

9 credits selected from the core elective CBU courses approved for this program:

CBU EDUC 531	Assessment of Software and Information Technology Applications for Education (3 credits)
CBU EDUC 533	Integration of Instruction Design and Information Technology (3 credits)
CBU EDUC 535	Applications of Learning Theory in Educational Multimedia Design (3 credits)
CBU EDUC 537	Designing Web-based Learning (3 credits)
CBU EDUC 539	Technology Planning for Education Environments (3 credits)
CBU EDUC 541	Information Management for Education Environments (3 credits)

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.

3) Candidates on the comprehensive course route must complete:
- 6 credits selected from E6610, E6615, E6620 listed in (ii) above;
- 12 credits selected from CBU EDUC 531, EDUC 533, EDUC 535, EDUC 537, EDUC 539, EDUC 541, listed in (2) above
- E6590 Research and Development Seminar in Information Technology in Education (3 credits);
- 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, CBU, or any other university to complete the required 30 credits for the comprehensive course route.

4) Normally, candidates will be permitted to register for E6590 only after all other course requirements have been met.

5) Candidates who have successfully completed the CBU graduate-level Certificate in Education (Technology) will be given advanced standing credit for the 9 CBU EDUC course credit requirements for the thesis route or 12 CBU EDUC course credit requirements for the comprehensive course route in this program.

6) Candidates who have successfully completed the former CBU EDUC 534 and/or EDUC 543 with at least a CBU grade of B (70%) toward the CBU 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).

7) 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 CBU faculty member.

Bachelor of Education

Cape Breton University offers the Bachelor of Education (Elementary and Intermediate/Secondary Education). Upon successful completion of this degree, students will be eligible to apply for Teaching Certification in Nova Scotia. This 60-credit degree is 16-months in duration (including the teaching internship). Classes commence each Spring.

Admission Requirements

INTERMEDIATE/SECONDARY EDUCATION PREREQUISITES

- A concentration of at least thirty (30) credit hours of university coursework in a discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement;
- A concentration of at least eighteen (18) credit hours of university coursework in a second discipline, taught in Nova Scotia secondary schools as outlined in the Public School Program; a maximum of 6 credit hours of cognate university coursework may be included in fulfilment of this requirement;
- Six (6) credit hours in university social studies coursework from any one or combination of the following disciplines - Canadian Studies, History, Geography, Political Science, Sociology, Anthropology, Economics, Law, Classics, African Canadian Studies, Mi'kmaw Studies and/or Philosophy;
- Three (3) credit hours of university coursework from among Mathematics, Science (excluding Psychology), or Computer Studies ;
- Three (3) credit hours of university coursework in English if undergraduate degree is delivered in English or three (3) credit hours of university coursework in French if undergraduate degree is delivered in French;

INTERMEDIATE/SECONDARY TEACHABLES

English, Math, French, Fine Arts, Technology, Science (Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography or Environmental Studies) and Social Studies (History, Geography, Political Science, Anthropology*, Sociology, Economics, African Canadian Studies, Mi'kmaq Studies, Law, and Classics) . **Applicants to the Bachelor of Education (Intermediate/Secondary) cannot be accepted to this program if the first and second teachable disciplines are both social studies related disciplines.**

* can be used as a second teachable discipline only

ELEMENTARY EDUCATION PREREQUISITES

Candidates for the Bachelor of Education (Elementary) must have successfully completed the following:

Applicants to the Elementary specialization will require:

- 9 credits in social studies (from among History, Geography, Political Science, Anthropology, Sociology, Economics, African Canadian Studies, Mi'kmaq Studies and/or Philosophy)
- 6 credits in science (from among Biology, Chemistry, Physics, Geology/Earth Sciences, Oceanography or Environmental Studies)

- 3 credits in Mathematics
- 6 credits in English
- 6 credits in Developmental Psychology

All students are required to have an undergraduate degree from a recognized university, with a minimum of 90 credit hours completed.

Students in good academic standing, who have achieved an average of at least 65% throughout their undergraduate degree, and an average of at least 70% in the last 60 credits attempted, are eligible for admission to the program.

Program Requirements

B.ED CORE COURSES (REQUIRED FOR BOTH ELEMENTARY AND INTERMEDIATE/SECONDARY)

EDUC 4101 Sociology of Education (3 credits)
EDUC 4103 Inclusive Education (3 credits)
EDUC 4106 Philosophy and History of Education (3 credits)
EDUC 4107 Assessment Of and For Learning (3 credits)

B.ED – ELEMENTARY ADDITIONAL CORE

EDUC 4011 Facilitating a Comprehensive Literacy Program at the Elementary Level (3 credits)
EDUC 4013 Teaching an Integrated Science Curriculum (3 credits)
EDUC 4015 Teaching an Integrated Social Studies Curriculum (3 credits)
EDUC 4016 Mathematics at the Elementary Level (3 credits)
EDUC 4017 Assessment and Curriculum Instruction in Elementary Education (3 credits)
EDUC 4018 Principles and Practice of Elementary Education (3 credits)
EDUC 4989 Internship in the Elementary School (15 credits)

15 credits in Education Electives

B.ED – INTERMEDIATE/SECONDARY ADDITIONAL CORE

EDUC 4028 Principles and Practice of Secondary Education (3 credits)
EDUC 4021 Literacy in the Content Areas (3 credits)

Twelve credits of methodology coursework chosen from:

EDUC 4038 Technology Education I (3 credits)
EDUC 4039 Technology Education II (3 credits)
EDUC 4041 Science at the Secondary Level I (3 credits)
EDUC 4043 Science at the Secondary Level II (3 credits)
EDUC 4044 Social Studies at the Secondary Level I (3 credits)
EDUC 4045 Social Studies at the Secondary Level II (3 credits)
EDUC 4046 French Second Language at the Secondary Level I (3 credits)
EDUC 4047 French Second Language at the Secondary Level II (3 credits)
EDUC 4048 Fine Arts at the Secondary Level I (3 credits)
EDUC 4049 Fine Arts at the Secondary Level II (3 credits)
EDUC 4051 English Language Arts at the Secondary Level I (3 credits)
EDUC 4053 English Language Arts at the Secondary Level II (3 credits)
EDUC 4054 Mathematics at the Secondary Level I (3 credits)
EDUC 4055 Mathematics at the Secondary Level II (3 credits)

EDUC 4999 Internship in the Secondary School (15 credits)

15 credits of Education Electives

ABORIGINAL EDUCATION CONCENTRATION

(THIS PROGAM OPTION IS CURRENTLY BEING DEVELOPED)

Students completing the BEd with the Aboriginal Education Concentration will complete all requirements as outlined above for the common core and secondary/elementary core. Additionally, students will complete 12 of their 15 credits of elective courses within the 'Mi'kmaq Focus Electives'. The requirements for the Secondary and Elementary streams are outlined below:

Elementary Aboriginal Education:

- EDUC 4031 Aboriginal Studies at the Elementary Level (3 credits)
- EDUC 4033 Teaching English as a Second Language in an Additive Bilingual Model (3 credits)
- Two of:
  - EDUC 4034 Introduction to Literacy and Fluency in Aboriginal Languages (3 credits)
  - EDUC 4035 Advanced Reading and Writing in Aboriginal Languages (3 credits)
  - EDUC 4036 Aboriginal/Indigenous Education Models (3 credits)
  - EDUC elective (3 credits)

Secondary Aboriginal Education:

- EDUC 4040 Aboriginal Studies at the Secondary Level (6 credits)
- Two of:
  - EDUC 4034 Introduction to Literacy and Fluency in Aboriginal Languages (3 credits)
  - EDUC 4035 Advanced Reading and Writing in Aboriginal Languages (3 credits)
  - EDUC 4036 Aboriginal/Indigenous Education Models (3 credits)
  - EDUC 4033 Teaching English as a Second Language in an Additive Bilingual Model (3 credits)
  - EDUC elective (3 credits)

For further information please contact Susan Basso, Manager and Practicum Coordinator at **susan_basso@cbu.ca** or **(902) 563-1651**.

Bachelor of Science Nursing

The Bachelor of Science Nursing (BScN) is a four-year program that prepares nurses to practice in a variety of health care settings in hospital and the community. Nursing is a distinctive health profession, both an art and a science that focuses on health promotion, maintenance and restoration, illness prevention and palliative care. The Nursing curriculum is a blend of biological and social sciences, humanities, and nursing courses that combines academic and professional theory with nursing practice.

Admission Requirements

The Bachelor of Science Nursing is a limited entry program and therefore admission to the program is competitive. The Office of the Registrar ranks all eligible first year candidates based on their academic average. ***DEADLINE FOR APPLICATION:*** General Admission and Nursing Supplementary applications along with all supporting documentation must be received by February 28 for consideration for admission for following September start date.

Admission from High School

Required: Five Grade 12 advanced or academic (university preparatory) courses including English; Mathematics; and two sciences (Chemistry and Biology recommended), with an overall average of at least 65% in both Grades 11 and 12.

Early fall admission from Grade 12 with an average of 80% from five Grade 11 advanced or academic (university preparatory) courses including English; Mathematics; and two sciences (Chemistry and Biology recommended), with a

minimum grade of 80% in math and sciences. Applicant must also be registered in required grade 12 courses as listed above.

Admission from University

Applicants attending or having attended a University must meet the same requirements as listed above but can also complete the course requirements by taking degree level courses. A minimum mark of 60% is required in degree level courses.

Year One (33 credits)

NURS 105
NURS 115
NURS 125
BIOL 101
MICR 223 (formerly BIOL 223)
CHEM 101
CHEM 102
PHIL 265
PHIL 267
PSYC 100

Year Two (39 credits)

NURS 207
NURS 211
NURS 237
NURS 250 (Spring)
NURS 255
NURS 275
BIOL 360
NUTR 261
NUTR 263
PSYC 260

Year Three (30 credits)

NURS 307
NURS 310
NURS 315
NURS 330
NURS 345
NURS 355
6 credits arts/science electives

Year Four (30 credits)

NURS 407
NURS 435
NURS 445
NURS 450
NURS 491
NURS 493
NURS 499 - Advanced major only
9 credits open electives (only 3 needed if doing NURS 499 Advanced Major)

PROGRAM REQUIREMENTS

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 necessary.

Students must be screened through the Child Abuse Registry 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 Registered Nurses of Nova Scotia (CRNNS) (licensure body for nurses) requires disclosure of criminal activity prior to consideration for registration by the CRNNS. Those deemed a risk to others may not be considered for registration by the CRNNS.

Prior to entering the program students are responsible for having their immunizations up to date. Hepatitis B immunization and tuberculin (Mantoux) testing are also recommended.

A grade of 60 in each NURS course is required for students to progress through the program.

To have courses qualify as a transfer credit for NURS 310 and for NURS 330, the mark in the course must be at least a 60.

To move from first year to second year, an overall average of 60 is required.

Prior to registering for NURS 250 (Nursing Practice 1 – Spring Intersession), students must have successfully completed Biology 360 in addition to all Level 1 and 2 Nursing courses to date.

To progress from second to third year, students must have an average of 60.

BIOL 101 and 360, CHEM 101/102 and MICR 223, and all first- and second-year nursing courses must be completed before the student may progress to the third year. All required program electives should be successfully completed prior to the winter term in the 4th year of the program.

Students who fail nursing courses will be permitted to write a final supplementary exam provided that their midterm/final exam combined marks are 55 to 59 inclusive. The maximum course mark awarded will be 60. The number of supplementary exams in nursing courses will not exceed one per year and two per overall nursing program.

A pass must be received in the practice component of a NURS course for the student to progress to the next NURS course.

Students who fail to meet the progression requirements on two occasions are ineligible for re-admission to the program.

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 (2008), the Registered Nurses in Nova Scotia (CRNNS 2009), the Standards of Nursing Practice (CRNNS 2004), 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.

NURSING PRACTICE REQUIREMENTS

Students will participate in nursing practice rotations in sites other than their location of residence.

Students will be expected to participate in nursing practice rotations scheduled at various times including evenings, nights, and weekends.

A pass must be received in the nursing practice component of a NURS course for the student to progress to the next NURS course.

Students are required to make up missed nursing practice time. Extended absences for nursing practice are evaluated by the Chair, Department of Nursing. Make up time in nursing and tutorial experiences may not always be available.

Students will not normally be permitted to withdraw from a course to avoid nursing failure.

Receipt of a nursing practice failure will result in dismissal from the program.

Students receiving a nursing practice 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 Dean in consultation with the Chair of Nursing. Students re-admitted following a nursing practice failure will return with nursing practice improvement status. A second failure will result in permanent dismissal from the program.

BSc in Nursing with Advanced Major

Admission Requirements

Students who wish to enter the advanced major must apply by March 31 of their third year, after meeting with the Associate Dean or Department Chair from the Nursing program. The application must be approved first by the Associate Dean/Department Chair, and then by the Dean.

The normal admission requirements are:

- An average of at least 60 in each of the first and second years;
- Grades of at least 65 in each NURS course;
- No nursing practice improvement 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 the 3 credits earned for NURS 499 will replace 3 of the required 9 open elective credits.

DEGREE REQUIREMENTS

To qualify for a BScN with advanced major, candidates must have:

- Been admitted to the program;
- Earned a general average of at least 70 in each of the two final years;
- Earned a grade of at least 70 in each NURS course in each of the third and fourth years;
- Fulfilled the course requirements of the department and satisfied the seminar/independent practice requirements;
- Received no nursing alert in the four years.

A student who fails to meet the required average may qualify for the general degree.

Bachelor of Health Sciences (Public Health)

The Bachelor of Health Sciences (Public Health) program is devoted to the environmental health dimension of public health. It is accredited by the Canadian Institute of Public Health Inspectors and graduates are academically eligible to sit for national certification examinations leading to the credential Certified Public Health Inspector (Canada) - CPHI(C). The program is available in a four-year option, a two-year post-diploma/degree accelerated option, and a one-year professional degree completion option available via distance education for those already holding the CPHI(C) credential.

Admission Requirements

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%. Biology 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 two-year accelerated option:

- General Chemistry;
- Communication or English (2);
- Biology;
- Organic Chemistry;
- Introductory Microbiology;
- Math;
- Anatomy & Physiology;
- Statistics;
- Physics;
- Science/Technology Elective;
- Free Electives (5).

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: CPHI(C) credential is required to enter the one-year professional degree completion option.

FOUR-YEAR PROGRAM

Term One (Fall)

CHEM	101	General Chemistry for Nursing & Allied Health Science
ENGL	105	Introduction to Academic Writing
MATH	131	Math I
PUBH	101	Cell Processes and Environmental Effects
PUBH	131	Physical Agents & Their Health Effects

Term Two (Winter)

CHEM	102	Introductory Organic Chemistry for Nursing & Allied Health Science
ENGL	109	Research and Writing
MATH	135	Statistics I
NUTR	101	Community Nutrition

Free Elective

Term Three (Fall)

MICR	223	Introductory Microbiology
PUBH	122	Issues in PH
PUBH	227	Emergency Preparedness
PUBH	421	Occupational Health and Safety Legislation

Free Elective

Term Four (Winter)

PUBH	214	Anatomy & Physiology
PUBH	314	Food Hygiene
PUBH	317	Public Health Administration
PUBH	395	Epidemiology

Science/Technology Elective

Term Five (Fall)

PUBH	211	Public Health Law
PUBH	217	Public Health Inspection

PUBH	224	Food Quality
PUBH	234	Engineering Issues in PH
PUBH	466	Integrated Pest Management

Term Six (Winter)

ENVI	325	Occupational Hygiene
PUBH	204	Municipal Services
PUBH	417	Communicable Disease Control
PUBH	419	Food Borne Disease
Free Elective		

Term Seven (Fall)

PUBH	322	Toxicology
PUBH	327	Public Health Ethics
PUBH	441	Biocontaminants in Indoor Environments
PUBH	457	Waste Management
Free Elective		

Term Eight (Winter)

ENVI	315	Air Pollution
PUBH	411	Health Risk Assessment
PUBH	427	Public Health Education
PUBH	435	Quality & Environmental Project Mgt
Free Elective		

The four-year program is available to secondary school graduates and is composed of 40 term courses. Upon completion of this program, students are academically eligible to apply to take the national certification examinations leading to the credential Certified Public Health Inspector (Canada) CPHI(C). An appropriate 12-week practicum is also a requirement for certification. Compliance with CIPHI practicum criteria and other certification requirements is a student responsibility, and does not lie with CBU.

TWO-YEAR ACCELERATED POST DIPLOMA/DEGREE FORMAT

Term One (Fall)

PUBH	122	Issues in PH
PUBH	211	Public Health Law
PUBH	217	Public Health Inspection
PUBH	227	Emergency Preparedness
PUBH	234	Engineering Issues in PH
PUBH	421	Occupational Health and Safety Legislation

Term Two (Winter)

NUTR	101	Community Nutrition
PUBH	204	Municipal Services
PUBH	314	Food Hygiene
PUBH	317	Public Health Administration
PUBH	395	Epidemiology
PUBH	419	Food Borne Disease

Term Three (Fall)

PUBH	224	Food Quality
PUBH	322	Toxicology
PUBH	327	Public Health Ethics

PUBH	441	Biocontaminants in Indoor Environments
PUBH	457	Waste Management
PUBH	466	Integrated Pest Management

Term Four (Winter)

ENVI	315	Air Pollution
ENVI	325	Occupational Hygiene
PUBH	411	Health Risk Assessment
PUBH	417	Communicable Disease Control
PUBH	427	Public Health Education
PUBH	435	Quality & Environmental Project Management

An average of 60% must be achieved in the 24 courses listed in the 2 year option. Graduates are eligible to receive Bachelor of Health Sciences (Public Health) Degree.

Upon completion of this program, students are academically eligible to apply to take national certification examinations leading to the credential Certified Public Health Inspector (Canada) - CPHI(C). An appropriate 12 week practicum is also a requirement for certification. Compliance with CIPHI practicum criteria and other certification requirements is a student responsibility, and does not lie with CBU.

ONE-YEAR PROFESSIONAL DEGREE COMPLETION FORMAT

Students who already hold the CPHI(C) credential are eligible to receive the Bachelor of Health Sciences (Public Health) upon completion of the 12 term courses below offered via distance education (online). Two of these courses are offered in each term by rotation, requiring a minimum of six terms (24 months) to complete the program.

PUBH	227	Emergency Preparedness
PUBH	317	Public Health Administration
PUBH	322	Toxicology
PUBH	395	Epidemiology
PUBH	411	Health Risk Assessment
PUBH	417	Communicable Disease Control
PUBH	421	Occupational Health and Safety Legislation
PUBH	427	Public Health Education
PUBH	435	Quality and Environmental Project Mgt
PUBH	441	Biocontaminants in Indoor Environments
PUBH	457	Waste Management
PUBH	466	Integrated Pest Management

Bachelor of Science in Human Nutrition (Transfer)

A degree in Human Nutrition provides valuable information on eating well and opens exciting career opportunities (e.g. dietician or researcher). CBU offers courses in Nutrition, Chemistry, Biology, Mathematics, 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 % and a minimum average of 60 % in their Nutrition courses will have the opportunity to enter the third year of the program at St. Francis Xavier University (St. F X).

Admission Requirements

Five grade 12 academic or advanced courses 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.

REQUIRED COURSES

Year One

BIOL	101	Cell and Molecular Biology I (3 credits)
MICR	223	Introductory Microbiology (3 credits)
MATH	135	Introductory Statistics I (3 credits)
CHEM	121	General Chemistry I (3 credits)
CHEM	122	General Chemistry II (3 credits)

One of:

BUSS	121	Introductory Financial Accounting I (3 credits)
or		
BUSS	231	Introduction to Marketing (3 credits)
or		
BUSS	363	Human Resource Management (3 credits)

Plus:

BUSS	261	Organizational Behaviour I (3 credits)

Humanities or Social Sciences – 6 credits
Elective(s) 3 credits

Year Two

CHEM	221	Introductory Organic Chemistry I (3 credits)
CHEM	261	Introductory Biochemistry I (3 credits)
NUTR	261	Introduction to Nutrition (3 credits)
NUTR	265	Principles of Nutrition in Human Metabolism (3 credits)
BIOL	360	Human Anatomy and Physiology (6 credits)

Humanities or Social Sciences – 6 credits. If Humanities taken in YEAR 1, take Social Sciences in YEAR 2, If Social Sciences taken in YEAR 1, take Humanities in YEAR 2.
Electives 6 credits

MICR 223 (formerly BIOL 223) should be taken in the winter term (January - April) of the first year of the Nutrition transfer option unless the student has already satisfactorily completed MICR 223. Students whose schedule will not accommodate the winter offering of MICR 223 should take it in the fall term of their first year of the Nutrition transfer option.

Students should register for Biology 360 as soon as possible upon the completion of all pre-requisites for Biology 360 to avoid being placed on a waiting list for Biology 360 resulting in a possible delay of one year before going to St. FX. BIOL 101 and MICR 223 are to be taken in the first year of the Nutrition transfer option and are the Biology 360 pre-requisites most frequently taken by Nutrition transfer option students.

Nutrition transfer option students wishing to go to St. FX in Fall 2010 or 2011 must have taken Nutrition 265 in Fall 2009 unless Nutrition 265 had already been satisfactorily completed. Nutrition 265 will be offered next in Fall 2011 and not again thereafter until Fall 2013. Students are responsible for ensuring that they have taken the pre-requisite course(s) for all CBU courses required for the Nutrition transfer option prior to attempting to register for any such courses requiring one or more pre-requisite course(s).

Humanities: English, French, History, Religious Studies, Philosophy, Spanish, Celtic Culture
Social Sciences: Anthropology, Sociology, Psychology, Economics, Political Science

Diploma Programs

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 CBU 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 Dean.

REQUIRED COURSES

EDUC 510 The Meaning and Purpose of Curriculum (6 credits)
EDUC 511 Teaching Canadian Culture (6 credits)
EDUC 512 Learning Resources (6 credits)
EDUC 513 Issues in Planning, Designing, and Developing Curriculum (6 credits)
EDUC 514 Research/Curriculum Development (6 credits)

Diploma in Education (Counseling)

This graduate level diploma program has been available from CBU since 1994. It is intended to enhance counseling skills for classroom teachers. With courses in counseling theory, differentiated instructional issues, individual and career counseling, testing and a supervised practicum, the diploma has proven beneficial to K-12 teachers in a variety of teaching and resource positions. Formal admission into the program is required. 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 Dean.

REQUIRED COURSES

EDUC 550 An Introduction to Theories and Issues in Counseling (3 credits)
EDUC 552 Individual Testing (6 credits)
EDUC 554 Cultural Issues in an Educational Setting (3 credits)
EDUC 556 Human Relations Development (3 credits)
EDUC 558 Identification and Remediation of Learning Difficulties (6 credits)
EDUC 560 Career Counseling (3 credits)
EDUC 562 Counseling Practicum I (3 credits)
EDUC 564 Counseling Practicum II (3 credits)

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 credits)
EDUC 531 Assessment of Software and Information Technology Applications for Education (3 credits)
EDUC 533 Integration of Instructional Design and Information Technology (3 credits)
EDUC 535 Application of Learning Theory in Education Multimedia Design (3 credits)
EDUC 537 Designing Web-Based Learning (3 credits)
EDUC 539 Technology Planning for Educational Environments (3 credits)
EDUC 541 Information Management in Education Environments (3 credits)
EDUC 548 Applied Research Project (6 credits)

Certificate Programs

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 30 credits in an approved subject area, including an advanced graduate seminar and an internship/research project.

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 certificate consists of 24 graduate-level credits and the teacher's choice of 6 credits from Fine Arts courses listed in this calendar.

All courses will initially be offered on campus at CBU and may be converted for distance delivery should student needs dictate.

REQUIRED COURSES

EDUC 503 Developmental Drama (6 credits)
EDUC 520 Phenomenology of Childhood (6 credits)
EDUC 598 Applied Research Project (6 credits)
EDUC 599 Advanced Graduate Seminar (6 credits)
Six credits of Fine Arts courses

SCHOOL OF SCIENCE AND TECHNOLOGY

ALLEN BRITTEN, PHD - DEAN

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

Bachelor of Science Degrees - 4-year honours, 4-year major, 4-year double major, and 3-year general:
Biology
Chemistry
Mathematics
Psychology

Bachelor of Science Community Studies Degrees - concentrations in:
Biodiversity
Integrative Science
Psychology, Health, and Environment
Bachelor of Technology Degrees
Emergency Management
Nautical Sciences

Bachelor of Engineering Degree - Transfer - options in:
Biological - Biosystems
Biological - Environment
Chemical
Civil
Electrical and Computer
Industrial
Mechanical
Metallurgical
Mining

Bachelor of Engineering Technology Degree in:
Bachelor of Engineering Technology (Electronics and Controls)
Bachelor of Engineering Technology (Environmental Studies)
Bachelor of Engineering Technology (Manufacturing)
Bachelor of Engineering Technology (Petroleum)
Engineering Technology Diploma in (co-op and non co-op options)
Electrical (Instrumentation & Controls) Engineering Technology
Mechanical Engineering Technology
Petroleum Engineering Technology

Certificates in:
Petroleum Operations
Liquified Natural Gas (LNG) Operations

CBU 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 CAD laboratory specializes in training in computer-aided drafting and design.

Departments

Biology

Chair, Thomas Bouman , PhD

The Department of Biology delivers courses in Biology and MSIT for all degree programs. It includes Biology and Integrative Science faculty with primary responsibility for the BSc in Biology, the BScCS in Biodiversity and the BScCS in Integrative Science. The Department of Biology shares responsibility for the BScCS in Psychology, Health and Environment with the Department of Psychology.

Chemistry

Chair, Dale Keefe, PhD

The department offers CSC accredited four-year BSc Honours and BSc major programs in Chemistry. Three-year general BSc and BA degrees with a concentration in Chemistry are also available. Chemistry can be used as the first or second major in the BSc double major or BSc double major with honours degree programs.

Engineering

Chair, Rick Pierrynowski, MEng, PEng

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

Mathematics, Physics, and Geology

Chair, Edmund Rudiuk, PhD

The Department of Mathematics, Physics and Geology includes faculty in Mathematics, Physics and Geology with primary responsibility for the BSc in Mathematics and the Computer Science Transfer program.

Psychology

Chair, Katherine Covell, PhD

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.

Bachelor of Science

Admission Requirements

Required: Five Grade 12 advanced or academic courses including English; two Sciences (one of which must be Biology, Chemistry, or Physics); and Mathematics or Pre-Calculus Mathematics with an overall average of at least 60%. Recommended: Pre-Calculus Mathematics.

Students may substitute one Grade 12 open course for one advanced or academic course except where a particular course is specified. Environmental Science 12 may be used as the second science with biology, chemistry or physics. These regulations were accurate at the time of printing. Some changes are anticipated. Please check with the Dean’s office for current regulations.

SCHOOL OF SCIENCE AND TECHNOLOGY

Three- and four-year degrees are available in Biology, Chemistry, Mathematics, and Psychology. There are four different categories of BSc programs: the three-year general program, the four-year major program, the four-year honours program, and the four-year double major program. Students may specialize in Biology, Chemistry, Mathematics or Psychology in either a three- or four-year BSc program.

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. Students planning to take a calculus course must write the Calculus Readiness Test.

Departmental Regulations

BIOLOGY

A three-year degree requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH: To fulfil the mathematics requirement students must include 3 credits from MATH 111, MATH 121, or MATH 135 PLUS 3 additional credits from any MATH course other than MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH 157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Biology Specialization - 36 credits
   - 12 credits BIOL: BIOL 101, BIOL 104, BIOL 202, BIOL 203
   - 24 credits additional BIOL with at least 6 credits beyond the 200 level.
3. Another Science - 12 credits
   - From a second discipline of science: CHEM, GEOL, MATH, MSIT, NUTR, PHYS, or PSYC.
4. Free Electives - 18 credits
5. An average of 60% in courses in Biology specialization in last two years of program.
6. An average of 55% over the entire 90-credit program.
7. 3 credits of Organic Chemistry must be included in one of the following categories: Science or Free Electives.

A four-year degree with a Biology major requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH: To fulfil the mathematics requirement students must include 3 credits from MATH 111, MATH 121, or MATH 135 PLUS 3 additional credits from any MATH course other than MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Biology Major - 54 credits
   - 12 credits BIOL: BIOL 101, BIOL 104, BIOL 202, BIOL 203
   - 42 credits additional BIOL courses of which 24 credits must be beyond the 200 level including at least 6 credits at the 400 level.
3. Area of Minor - 12 credits
   - From a second discipline of science: CHEM, GEOL, MATH, MSIT, NUTR, PHYS, or PSYC.
4. Science Electives - 12 credits
   - Generally courses from BIOL, CHEM, GEOL, MATH, MSIT, NUTR, PHYS, or PSYC are acceptable - some exceptions exist.
5. Free Electives - 18 credits
6. An average of 65% in courses in Biology major in last three years of program.
7. An average of 60% over the entire 120-credit program.

8. 3 credits of Organic Chemistry must be included in one of the following categories: Area of Minor, Science Electives, or Free Electives.
9. 3 credits of Statistics (one of MATH 135, MATH 243, or PSYC 201) are required.

A four-year degree with a Biology major with honours requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH: To fulfil the mathematics requirement students must include 3 credits from MATH 111, MATH 121, or MATH 135 PLUS 3 additional credits from any MATH course other than MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH 157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Biology Major - 54 credits
   - 18 credits BIOL: BIOL 101, BIOL 104, BIOL 202, BIOL 203, BIOL 490.
   - 36 credits additional BIOL courses of which 18 credits must be beyond the 200 level including at least 6 credits at the 400 level.
3. Area of Minor - 12 credits
   - From a second discipline of science: CHEM, GEOL, MATH, MSIT, NUTR, PHYS, or PSYC.
4. Science Electives - 12 credits
   - Generally courses from BIOL, CHEM, GEOL, MATH, MSIT, NUTR, PHYS, and PSYC are acceptable - some exceptions exist.
5. Free Electives - 18 credits
6. An average of 75% in courses in Biology major in last three years of program.
7. An average of 70% over the entire 120-credit program.
8. 3 credits of Organic Chemistry must be included in one of the following categories: Area of Minor, Science Electives, or Free Electives.
9. 3 credits of statistics (one of MATH 135, 243, or PSYC 201) are required.

A four-year double major degree with Biology as the first major requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH: To fulfil the mathematics requirement students must include 3 credits from MATH 111, MATH 121, or MATH 135 PLUS 3 additional credits from any MATH course other than MATH 131, MATH132, MATH151, MATH 152, MATH 153 and MATH157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Biology Major - 54 credits
   - 12 credits BIOL: BIOL 101, BIOL 104, BIOL 202, BIOL 203
   - 42 credits additional BIOL courses of which 24 credits must be beyond the 200 level including at least 6 credits at the 400 level.
3. Area of Second Major - 36 credits
   - All from one science other than Biology (CHEM, GEOL, MATH, MSIT, NUTR, PHYS, or PSYC). If Math, then 6 credits of Math in the core will be replaced by 6 credits of science electives.
4. Free electives - 6 credits
5. An average of 65% in courses in area of first major in last three years of program.
6. An average of 60% in courses in area of second major in last three years of program
7. An average of 60% over the entire 120 credit program.
8. 3 credits of Organic Chemistry must be included in one of the following categories: Area of Second Major or Free Electives.
9. 3 credits of Statistics (one of MATH 135, MATH 243, or PSYC 201) must be included.

SCHOOL OF SCIENCE AND TECHNOLOGY

A degree with honours in the area of the first major and major in the area of the second major may be awarded where the additional requirements for the 4-year BSc degree with honours have been met.

CHEMISTRY

A three-year degree requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH 121 (or 112)/122
   - 6 credits Social Science. A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Chemistry Specialization - 36 credits
   - 24 credits CHEM: CHEM 121, CHEM 122, CHEM 201, CHEM 202, CHEM 221, CHEM 222, CHEM 255, CHEM 285
   - 12 credits additional CHEM with at least 6 credits beyond the 200 level.
3. Other Science - 12 credits
   - From a second discipline of science: BIOL, ENGI, GEOL, MATH, NUTR, PHYS, or PSYC.
4. Free Electives - 18 credits.
5. An average of 60% in courses in Chemistry Specialization in last two years of program.
6. An average of 55% over the entire 90-credit program.
7. Computer proficiency must be shown.

A four-year degree with a Chemistry major requires:

1. Core courses (24 credits)
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH 121 (or 112)/122
   - 6 credits Social science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Chemistry Major - 54 credits
   - 42 credits CHEM: CHEM 121, CHEM 122, CHEM 201, CHEM 202, CHEM 221, CHEM 222, CHEM 255, CHEM 261, CHEM 285, CHEM 305, CHEM 325, CHEM 355, CHEM 385, CHEM 386
   - 12 credits additional CHEM with at least 9 credits at the 400 level.
3. Area of minor - 12 credits
   - From a second discipline of science: BIOL, ENGI, GEOL, MATH, NUTR, PHYS, or PSYC.
4. Science electives - 12 credits
   - Generally courses from BIOL, CHEM, GEOL, MATH, NUTR, PHYS, and PSYC are acceptable.
5. Free electives - 18 credits
6. An average of 65% in courses in Chemistry major in last three years of program.
7. An average of 60% over the entire 120-credit program.
8. MATH 187, MATH 251 (CHEM 301), MATH 252 (CHEM 302), PHYS 121 and PHYS 122 must be included in 2, 3, 4 or 5 above.

A four-year degree with a Chemistry major with honours requires:

1. Core courses (24 credits)
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH 121 (or 112)/122
   - 6 credits Social science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Chemistry Major - 54 credits
   - 48 credits CHEM: CHEM 121, CHEM 122, CHEM 201, CHEM 202, CHEM 221, CHEM 222, CHEM 255,CHEM 261, CHEM 285, CHEM 305, CHEM 325, CHEM 355, CHEM 385, CHEM 386, CHEM 490

- 6 credits additional CHEM with at least 3 credits at the 400 level.

3. Area of Minor - 12 credits
   - From a second discipline of science (BIOL, ENGI, GEOL, MATH, NUTR, PHYS, or PSYC).
4. Science Electives 12 credits
   - Generally courses from BIOL, CHEM, GEOL, MATH, NUTR, PHYS, and PSYC are acceptable.
5. Free electives - 18 credits.
6. An average of 75% in courses in Chemistry major in last three years of program.
7. An average of 70% over the entire 120-credit program.
8. MATH 187, MATH 251 (CHEM 301), MATH 252 (CHEM 302), PHYS 121 and PHYS 122 must be included in 2, 3, 4 or 5 above.

A four-year double major degree with Chemistry as the first major requires:

1. Core Courses (24 credits)
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH 121 (or 112)/122
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Chemistry Major - 54 credits
   - 42 credits CHEM: CHEM 121, CHEM 122, CHEM 201, CHEM 202, CHEM 221, CHEM 222, CHEM 255, CHEM 261, CHEM 285, CHEM 305, CHEM 325, CHEM 355, CHEM 385, CHEM 386
   - 12 credits additional CHEM with at least 9 credits at the 400 level.
3. Area of Second Major - 36 credits
   - All from one science other than Chemistry (BIOL, GEOL, MATH, NUTR, PHYS, or PSYC). If Math, then 6 credits of Math in the core will be replaced by 6 credits of Science Electives.
4. Free Electives - 6 credits.
5. An average of 65% in courses in Chemistry major in last three years of program.
6. An average of 60% in courses in area of second major in last three years of program
7. An average of 60% over the entire 120-credit program.
8. MATH 187, MATH 251 (CHEM 301), MATH 252 (CHEM 302), PHYS 121 and PHYS 122 MUST be included in 2, 3, or 4 above.

A degree with honours in the area of the first major and major in the area of the second major may be awarded where the additional requirements for the 4-year BSc degree with honours have been met.

MATHEMATICS

A three-year degree requires:

1. Core Courses - 18 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Mathematics - 36 credits
   - 21 credits MATH: MATH 115, MATH 121 (or MATH 112), MATH 122, MATH 205, MATH 226, MATH 257, and MATH 262
   - 15 credits MATH: including at least 6 credits beyond 200 level (cannot use MATH 111, MATH 152, or MATH 153)
3. Other Science - 18 credits
   - All from one science other than Mathematics BIOL, CHEM, ENGI, GEOL, NUTR, PHYS, or PSYC

   OR
   - 12 credits in one science (other than Mathematics) and 6 credits in another science (other than Mathematics). Economics and/or Business will be considered science for this section.
4. Free Electives - 18 credits

5. An average of 60% in courses in Math specialization in last two years of program.
6. An average of 55% over the entire 90-credit program.
7. Computer proficiency must be shown.

A four-year degree with a Mathematics major requires:

1. Core Courses - 18 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits Social Science. A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Mathematics Major - 54 credits
   - 6 credits - any two of MATH 243, MATH 305, or MATH 321
   - 21 credits MATH: MATH 115, MATH 121 (or 112), MATH 122, MATH 205, MATH 226, MATH 257, and MATH 262
   - 27 credits MATH of which at least 12 credits are beyond 200 level including at least 6 credits at the 400-level (cannot use 111, 152, or 153).
3. Area of Minor - 18 credits
   - All from one science other than Mathematics (BIOL, CHEM, ENGI, GEOL, NUTR, PHYS, or PSYC)

   OR
   - 12 credits in one science other than Mathematics (BIOL, CHEM, ENGI, GEOL, NUTR, PHYS, or PSYC) and 6 credits in another science (other than Mathematics). May be Economics or Business.

   Economics and/or Business will be considered science for this section.
4. Science Electives - 12 credits
5. Free Electives - 18 credits
6. An average of 65% in courses in Math major in last three years of program.
7. An average of 60% over the entire 120-credit program.
8. Computer proficiency must be shown.

A four-year degree with a Mathematics major with honours requires:

1. 6 credit thesis course
2. Core Courses - 18 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
3. Mathematics Major - 54 credits
   - 6 credits: any two of MATH 243, MATH 305, or MATH 321.
   - 21 credits MATH: MATH 115, MATH 121 (or MATH 112), MATH 122, MATH 205, MATH 226, MATH 257, and MATH 262.
   - 27 credits MATH of which at least 12 credits are beyond 200 level including MATH 490 and at least 6 additional credits at the 400 level (cannot use MATH 111, MATH 152, or MATH 153).
4. Area of Minor - 18 credits
   - All from one science other than Mathematics (BIOL, CHEM, ENGI, GEOL, NUTR, PHYS, or PSYC)

   OR
   - 12 credits in one science (other than Mathematics) and 6 credits in another science (other than Mathematics). May be Economics or Business. Economics and/or Business will be considered science for this section.
5. Science Electives - 12 credits
6. Free Electives - 18 credits
7. An average of 75% in courses in Math major in last three years of program.
8. An average of 70% over the entire 120-credit program.
9. Computer proficiency must be shown.

A four-year double major degree with Mathematics as first major requires:

SCHOOL OF SCIENCE AND TECHNOLOGY

1. Core Courses - 18 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Area of First Major - 54 credits
   - 6 credits: any two of MATH 243, MATH 305, or MATH 321
   - 21 credits MATH: MATH 115, MATH 121 (or MATH 112), MATH 122, MATH 205, MATH 226, MATH 257, and MATH 262.
   - 27 credits MATH of which at least 12 credits are beyond 200 level including at least 6 credits at the 400 level (cannot use MATH 111, MATH 152, or MATH 153).
3. Area of Second Major - 36 credits.
   - All from one science other than Mathematics. May be Economics or Business.
4. Science Electives - 6 credits
5. Free Electives - 6 credits
6. An average of 65% in courses in area of first major in last three years of program.
7. An average of 60% in courses in area of second major in last three years of program
8. An average of 60% over the entire 120 credit program.
9. Computer proficiency must be shown (normally MATH 187).

A degree with honours in the area of the first major and major in the area of the second major may be awarded where the additional requirements for the 4-year BSc degree with honours have been met.

PSYCHOLOGY

A three-year degree requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH except MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH 157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Psychology Specialization (36 credits)
   - 18 credits required Psychology courses: PSYC 100, PSYC 201, PSYC 203, PSYC 303, and PSYC 321.
   - 18 credits of other Psychology courses.
3. Other Science - 12 credits
   - All from one science other than Psychology (BIOL, CHEM, GEOL, MATH, MSIT, NUTR, or PHYS).
4. Free Electives - 18 credits
5. An average of 60% in courses in Psychology Specialization in last two years of program.
6. An average of 55% over the entire 90-credit program.
7. Computer proficiency met with PSYC 303.

A four-year degree with a Psychology major requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH except MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH 157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Psychology Major - 54 credits
   - 27 credits required Psychology courses: PSYC 100, PSYC 201, PSYC 203, PSYC 303, PSYC 309, PSYC 319, PSYC 321, and PSYC 431.
   - Other Psychology courses (27 credits): Should include at least 6 credits at the 400 level in addition to 431.
   - In the event that students do not have the Directed Study course, any 6 credits at the 400 level are acceptable.
3. Area of Minor - 12 credits

- All from one science other than Psychology (BIOL, CHEM, GEOL, MATH, MSIT, NUTR, or PHYS).

4. Science Electives - 12 credits
5. Free Electives - 18 credits
6. An average of 65% in courses in Psychology major in last three years of program.
7. An average of 60% over the entire 120-credit program.
8. Computer proficiency met with PSYC 303.

A four-year degree with a Psychology major with honours requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH except MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH 157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Psychology Major - 60 credits
   - 33 credits required Psychology courses: PSYC 100, PSYC 201, PSYC 203, PSYC 303, PSYC 309, PSYC 319 PSYC 321, PSYC 431, and PSYC 490.
   - 27 credits of other Psychology courses including at least 3 credits at the 400 level in addition to 431 and 490).
3. Area of Minor - 12 credits
   - All from one science other than Psychology (BIOL, CHEM, GEOL, MATH, MSIT, NUTR, or PHYS).
4. Science Electives - 12 credits
5. Free Electives - 12 credits
6. An average of 75% in courses in Psychology major in last three years of program.
7. An average of 70% over the entire 120-credit program.
8. Computer proficiency met with PSYC 303.

A four-year double major degree with Psychology as the first major requires:

1. Core Courses - 24 credits
   - 6 credits English at 100 and/or 200 level
   - 6 credits PHIL or HUMA/PHIL: PHIL 222, or 3 credits HUMA and 3 credits of a 200-level PHIL.
   - 6 credits MATH except MATH 131, MATH 132, MATH 151, MATH 152, MATH 153 and MATH 157.
   - 6 credits Social Science: A social science is ANTH, AN/S, ECON, POLS, or SOCO.
2. Psychology Major - 54 credits
   - 27 credits required Psychology courses: PSYC 100, PSYC 201, PSYC 203, PSYC 309, PSYC 319, PSYC 303, PSYC 321, and PSYC 431.
   - 27 credits other Psychology courses including at least 6 credits in the core at the 400 level in addition to 431).
   - In the event that students do not have the Directed Study course, any 6 credits at the 400 level is acceptable.
3. Area of Second Major - 36 credits
   - All from one science other than Psychology. If Math, then 6 credits of Math in the core will be replaced by a 6 credit Science elective.
4. Free Electives - 6 credits
5. An average of 65% in courses in area of first major in last three years of program.
6. An average of 60% in courses in area of second major in last three years of program.
7. An average of 60% over the entire 120 credit program.
8. Computer proficiency met with PSYC 303.

A degree with honours in the area of the first major and major in the area of the second major may be awarded where the additional requirements for the 4-year BSc degree with honours have been met.

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 devoted to a programming language in widespread use in scientific applications.

Option 2
Successful completion of one or more courses which provides instruction, including supervised laboratory experience, in a variety 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 applications, web page design, and presentation software. (This list is not to be regarded as exclusive, and can be expected to require periodic revision.) While the course or courses may also include brief introductions to word processing, email, and Internet applications, appropriate to the intended audience, this introductory material will not satisfy the requirements above.

Note: Option 2 is not available to students whose subject of concentration is Mathematics. Students who have significant computing experience from other programs, work experience, private study, or other non-traditional sources will receive appropriate consideration, and will not be unreasonably required to take further courses in this area. The Department of Mathematics, Physics and Geology will have a special responsibility for establishing and maintaining access to an assessment procedure for students claiming credit for such computing experience.

Bachelor of Science Community Studies

Admission Requirements

Required: Five Grade 12 advanced or academic courses including English; two Sciences (one of which must be Biology, Chemistry, or Physics); and mathematics or pre-calculus mathematics with an overall average of at least 60%. Recommended: Pre-calculus mathematics.

Students may substitute one open course for one advanced or academic course except where a particular course is specified. Environmental Science 12 may be used as the second science with biology, chemistry or physics.

The four-year Bachelor of Science Community Studies program requires the successful completion of 20 courses (120 credits) including 8 core curriculum courses (48 credits), 7 area of concentration courses (42 credits), and 5 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.

It is strongly recommended that students contact CBU's Student Advisors to discuss their two work placements within the first year of their program.

CORE
Courses in the core must include the following Community Studies (COMS) courses:
COMS 110 Analysis and Decision Making (6 credits)
COMS 210 Applied Research (6 credits)
COMS 310 Community Intervention (6 credits)

Other courses in the core must satisfy the following topic and credit requirements:

1. Science and technology perspectives (6 credits)
   Recommended: PHIL 222, or equivalent
2. World views and values (3 credits)
   Recommended: PHIL 251, PHIL 253 or equivalent
3. Aboriginal perspectives (3 credits)
   Recommended MIKM at 100 or 200 level, or equivalent

4. Business perspectives (3 credits)
   Recommended: BUSS 111, BUSS 231, or equivalent
5. Public communication (3 credits)
   Recommended: COMM 103, or COMM 105
6. Effective writing (6 credits)
   Recommended: ENGL 100, ENGL 205 + ENGL 207, or equivalent
7. Computer literacy (3 credits)
   Recommended: PHIL 115, COMP 101, COMP 102, COMP 111, BUSS 181 or equivalent
8. Statistics (3 credits)
   Recommended: MATH 135, MATH 335, BUSS 182, PSYC 201, or equivalent

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 CBU, but choices made by each student must be approved by a Dean or designated faculty member to ensure they appropriately complement 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. CBU's Student Advisors, located in the Student Life Centre, will help arrange 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

A concentration in Biodiversity requires successful completion of the following courses:

1. Biology - 24 credits
   - BIOL 101 Cell & Molecular Biology I
   - BIOL 104 Organismal & Evolutionary Biology
   - BIOL 203 Environmental Biology
   - BIOL 302 Plant Taxonomy
   - BIOL 351 Plant Ecology
   - BIOL 393 Natural History of Cape Breton
   - BIOL 441 Monitoring Biodiversity
   - 3 credits of BIOL in Ecology or Organismal Biology or from MSIT 211, MSIT 221, MSIT 231, MSIT 241, MSIT 251, and MSIT 351
2. Technology - 18 credits
   - Environmental issues: one of: ENVI 416/417 - Environmental Impact Assessment, ENVI 426/427 - Management of Technological Change, or ENVI436/437 - Engineering for Sustainable Development

- GEOL 111/112 Physical Geology
- 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 heath 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:

REQUIRED PSYCHOLOGY/BIOLOGY COURSES

PSYC 100
PSYC 203
PSYC 309
PSYC 225
PSYC 325,
and either PSYC 423 or PSYC 341
BIOL 101
BIOL 104
BIOL 203

REQUIRED TECHNOLOGY COURSES

PUBH 211
PUBH 214
PUBH 317
PUBH 395
PUBH 427
ITEC 114

BScCS Concentration in Toqwa'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.

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PROGRAM DESCRIPTION

The Toqwa'tu'kl Kjijitaqnn/Integrative Science area of concentration integrates modern Western science and the Mi'kmaw conceptual world view, hence the Mi'kmaw word Toqwa'tu'kl Kjijitaqnn meaning "bringing knowledges together", or Integrative Science (Toqwa'tu'kl Kjijitaqnn is preferred).

Toqwa'tu'kl Kjijitaqnn requires successful completion of the following courses:

1. Science - 24 credits
   - MSɬT 101/103 Sense of Place, Emergence,& Participation
   - MSIT 201/203 Ways of Knowing
   - MSIT 301/303 Cycles & Holism
   - MSIT 401/403 Wholeness
2. Technology 18 credits
   - CHEM 121/122
   - 6 credits from MATH 131/132, or PHYS 110
   - 3 credits from GEOL 111, PUBH 211, PUBH 217, or PUBH 244
   - 3 credits from PUBH 314, PUBH 317, PUBH 427, or PUBH 466.

Note: Changes to technology component are currently under review.

The Integrative Science courses were created anew for Toqwa'tu'kl Kjijitaqnn, to involve concurrent delivery of the Mi'kmaw world view and modern Western science, integrated at all levels. Their designation as MSɬT (from the Mi'kmaw word MSɬT, 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.

MSɬT 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.

MSɬT 301/303 are required in third year; they explore cyclical and transformational dynamics of natural phenomena, both internal and external.

MSɬT 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) MSɬT courses exist at second and subsequent year levels. These are MSɬT 211, MSɬT 221, MSɬT 231, MSɬT 241, MSɬT 251, and MSɬT 351, and would be taken as student electives in the BScCS Toqwa'tu'kl Kjijitaqnn.

Note: MSɬT courses are open to all students, regardless of program or ethnicity. For purposes other than the BScCS Toqwa'tu'kl Kjijitaqnn, MSIT 101, MSɬT 103, MSɬT 201, MSɬT 203, MSɬT 301, MSɬT 303, MSɬT 401, and MSɬT 403 have been designated as science; MSɬT 211, MSɬT 231, MSɬT 241, MSɬT 251, and MSɬT 351 as **B**iology, and MSɬT 221 as geology.

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 Public 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 7, 6-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

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
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 Engineering Technology (Electronics & Controls)

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 Bachelor of Engineering Technology (Electronics & Controls) Degree is normally a 3 year (6 academic term) program. 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 Four.

Admission Requirements

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. CBU has agreements 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.

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THREE -YEAR FORMAT

Term One (Fall)

MATH	131	Math I
PHYS	113	Elements of Physics I
ENGI	101	Industrial Safety and Applied Shop Practices
ENGI	125	Engineering Graphics
ELEC	111	Fundamentals of Electricity I
COMP	101	Computer Applications

Term Two (Winter)

MATH	132	Math II
PHYS	115	Elements of Physics II
DRAF	126	Industrial Applications of Drafting
COMM		Elective
ELEC	122	Fundamentals of Electricity II
ELEC	253	Analog Electronics

Term Three (Fall)

MATH	233	Math III
ENGI	256	Digital Logic
ELEC	213	Process Measurements (This is a two-term course taken in one term with double the contact hours)
ELEC	283	Industrial Electronic Circuits
ELEC	284	Machines and Controls
MATH	135	Statistics (Can be taken in term 3 or 4)

Term Four (Winter)

MATH	234	Math IV
ELEC	244	Linear Integrated Circuits
ELEC	345	Programmable logic Controllers
ELEC	355	Technological Thesis
ELEC	365	Control Systems (This is a two-term course taken in one term with double the contact hours)

Students wishing to start their careers early may choose to graduate with a diploma in Electrical Engineering Technology (Instrumentation and Controls) after successfully completing all courses to this point.

Term Five (Fall)

ELEC	267	Signals & Controls
ELEC	412	Digital Signal Processing
ELEC	421	Microelectronic Design Tools
ELEC	480	Selected Topics
MATH	187	Intro to Computing with C++

Term Six (Winter)

ENGI	205	Engineering Economics
MATH	122	Differential and Integral Calculus
ELEC	411	Embedded Operating Systems
ELEC	422	Applied Integrated Circuit Systems
ELEC	432	Applied Wireless Systems

Transfer Credit. CBU has an agreement with many colleges which results in transfer credit being given to specified Engineering Technology Diploma graduates such that as few as 36 credits from CBU would be required to complete the BET Degree program. Prospective students are encouraged to contact their college for information on the agreement

with CBU, or contact CBU directly. Where no agreement exists, individual consideration will be given to possible transfer credits. In any case, however, residency requirements must still be met.

CBU has an agreement with the NSCC that allows entry into year two of the Electrical Technology Diploma Program for graduates of related Technician programs. Prospective students are encouraged to contact their college for information on the agreement with CBU, or to contact CBU 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 50% of the Program's required courses from CBU. CBU distance courses can be included to meet the residency requirements. Some joint programs, such as the articulation agreements previously noted in the Transfer Credit section, may allow special circumstances which differ from this minimum.

Graduation Requirement: In the 3-year Degree or 2-year Diploma 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 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 Bachelor of Engineering Technology (Environmental Studies) Degree is normally a 3 year (6 academic term) program.

Graduates from this program have successful careers in engineering consulting, with all levels of government, industry, and in many varied public corporations.

Admission Requirements

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%). Environmental Science 12 may be used as the second science with biology, chemistry or physics.

Diploma/Degree Graduates: Appropriately accredited community college diploma at the technologist level, or university science degree, where the programs are a reasonable match. CBU has agreements 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.

THREE-YEAR EXTENDED FORMAT

Term One (Fall)

MATH	131	Math I
PHYS	113	Elements of Physics I
ENGI	101	Industrial Safety and Applied Shop Practices
ENGI	125	Engineering Graphics
CHEM	121	General Chemistry I
PUBH	101	Cell Processes and Environmental Effects

Term Two (Winter)

MATH	132	Math II
PHYS	115	Elements of Physics II
ENGI	253	Fluid Mechanics
CHEM	122	General Chemistry II
PUBH	204	Municipal Services
DRAF	126	Industrial Applications of Drafting

Term Three (Fall)

COMP	101	Computer Applications
BIOL	203	Environmental Biology
MICR	223	Introductory Microbiology
COMM		Elective
MATH	135	Introductory Statistics
GEOL	234	Engineering Geology

Term Four (Winter)

CHEM	213	Environmental Chemistry
GEOL	315	Hydrogeology
ENVI	315	Air Pollution
PUBH	457	Waste Management
MICR	335	Environmental Microbiology
ENVI	325	Occupational Hygiene

Term Five (Fall)

ENVI	416	Environmental Impact Assessment I
ENGI	276	Environmental Engineering, or
ENVI	436	Engineering for Sustainable Development I
ENVI	499*	Environmental Research Project
ENVI	456	Environmental Auditing
XXX		Elective
XXX		Elective

Term Six (Winter)

ENGI	205	Engineering Economics
PUBH	411	Risk Assessment in Public Health
ENVI	417	Environmental Impact Assessment II
ENVI	437	Engineering for Sustainable Development II
ENVI	499*	Environmental Research Project
PUBH	435	Quality and Environmental Project Management

* (a 3 credit course taken over 2 academic terms) Courses in terms 5 and 6, as well as some electives, may be taken by distance (online) either before or after these terms

Transfer Credit. CBU has an agreement with many colleges which results in transfer credit being given to specified Engineering Technology Diploma graduates such that as few as 36 credits from CBU would be required to complete the BET Degree program. Prospective students are encouraged to contact their college for information on the agreement with CBU, or to contact CBU 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 50 % of the Program's required courses from CBU. CBU distance courses can be included to meet the residency requirements. Some joint programs , such as the articulation agreements previously noted in the Transfer Credit section, may allow special circumstances which differ from this minimum.

Graduation requirement: For this 3 year program, a minimum of all courses in the program (or approved equivalent) must be completed to be eligible for graduation

Note: Sequencing of some courses may be different from the formats shown above.

Bachelor of Engineering 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 3-year 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 Requirements

Currently applications will be accepted into the Manufacturing stage only with the successful completion of an acceptable Technology diploma.

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.

PLEASE NOTE THAT THE MECHANICAL ENGINEERING TECHNOLOGY DIPLOMA PROGRAM IS CURRENTLY UNDER REVIEW. INTERESTED STUDENTS SHOULD CONTACT THE ENGINEERING DEPARTMENT FOR FURTHER INFORMATION. THE BACHELOR OF ENGINEERING TECHNOLOGY DEGREE (MANUFACTURING) REMAINS AVAILABLE TO GRADUATES OF ACCEPTABLE TECHNOLOGY DIPLOMA PROGRAMS.

High School Graduates: Five Grade 12 advanced or academic courses including English and Mathematics and two 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. CBU has agreements with many colleges which specifies the matching programs and, in some cases, matching courses that allow transfer credits 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.

THREE-YEAR FORMAT

Term One (Fall)

MATH	131	Math I
PHYS	113	Elements of Physics I
ENGI	101	Industrial Safety and Applied Shop Practices
ENGI	125	Engineering Graphics
ENGI	111	Statics
COMP	101	Computer Applications

Term Two (Winter)

MATH	132	Math II
PHYS	115	Elements of Physics II
ENGI	253	Fluid Mechanics
ENGI	132	Dynamics
ENGI	122	Strength of Materials
DRAF	126	Industrial Applications of Drafting

Term Three (Fall)

MATH	233	Math III
COMM		Elective
MECH	224	Thermodynamics
MECH	263	CAD/CAM I
MECH	284	Machine Design I
MECH	345	Heating Ventilation and Air Conditioning
MECH	375	Tools Fixtures and Gauging

Term Four (Winter)

MATH	234	Math IV
MECH	273	Metallurgy
MECH	274	Fluid Power
MECH	293	Geometric Tolerancing
MECH	365	Robotics/CIM
MECH	385	Machine Design II

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.

Term Five (Fall)

MANF	413	Statistical Process Control
MANF	415	Manufacturing Processes and Standards
MANF	417	Production Cost Control
Recommended Elective		
Recommended Elective		

Term Six (Winter)

MANF	411	Total Quality Management
MANF	419	Competitive Manufacturing Studies
MANF	421	People in Manufacturing
MANF	423	Product Synthesis
Recommended Elective		

ONE -YEAR POST-DIPLOMA FORMAT

Complete terms 5 and 6.

Transfer Credit. CBU has an agreement with many colleges which results in transfer credit being given to specified Engineering Technology Diploma graduates such that as few as 30 credits from CBU would be required to complete the BET Degree program. Prospective students are encouraged to contact their college for information on the agreement with CBU, or contact CBU directly. Where no agreement exists, individual consideration will be given to possible transfer credits. In any case, however, residency requirements must still be met.

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GRADUATION REQUIREMENT

Residence requirements: Graduation with the degree (or diploma) normally requires that the student take a minimum of 50% of the program's courses from CBU. CBU distance courses can be included to meet the residency requirements. Some joint programs, such as the articulation agreements cited in the Transfer Credit section, may allow special circumstances which differ from this minimum.

- Diploma in Mechanical Engineering Technology: Successful completion of terms 1-4
- Degree in Bachelor of Engineering Technology (Manufacturing): Successful completion of terms 1-6
- **Electives**: Selection of all electives must be done through prior consultation with a faculty advisor from the program
- Term 5 Elective recommended: MATH 135 & COMM 105

Bachelor of Engineering 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 3-year format.

Admission Requirements

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. CBU has agreements 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

THREE-YEAR FORMAT

Term One (Fall)

MATH	131	Math 1
PHYS	113	Elements of Physics I
ENGI	101	Industrial Safety and Applied Shop Practices
ENGI	125	Engineering Graphics
GEOL	234	Engineering Geology
COMP	101	Computer Applications

Term Two (Winter)

MATH	132	Math II
PHYS	115	Elements of Physics II
ENGI	253	Fluid Mechanics
PETR	132	Drilling Engineering
PETR	112	Petroleum Product and Processing
DRAF	126	Industrial Applications of Drafting

Term Three (Fall)

MATH	233	Math III
COMM		Elective
ENGI	111	Statics
PETR	211	Reservoir Engineering I
PETR	221	Marine Environment Protection, Safety and Loss Control
PETR	310	Petroleum Process Simulation

PETR	380	Production Engineering

Term Four (Winter)

MANF	411	Total Quality Management
PETR	300	Selected Topics
PETR	340	Advanced Process Simulation
PETR	350	Materials and Equipment Design
PETR	370	Senior Petroleum Project
ELEC	345	Programmable Logic Controllers

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.

Term Five (Fall)

ENGI	205	Engineering Economics
PETR	426	Management of Technological Innovation I
PETR	436	Process Control and Optimization Systems
PETR	446	Project Design and Evaluation Techniques
PETR	447	Codes and Specifications in the Petroleum Industry

Term Six (Winter)

PETR	437	Distributed Control Systems and PLC
PETR	427	Management of Technological Innovation II
MECH	274	Fluid Power
Ethics Elective		
Chemistry Elective		

Substitution: Note that ELEC 213 may be selected in place of both PETR 436 and one elective.

Transfer Credit: CBU has an agreement with many colleges which results in transfer credit being given to specified Engineering Technology Diploma graduates such that as few as 36 credits from CBU would be required to complete the BET Degree program. Prospective students are encouraged to contact their college for information on the agreement with CBU, or contact CBU 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 50% of the Program's required courses from CBU. CBU distance courses can be included to meet the residency requirements. Some joint programs, such as the articulation agreements previously noted in the Transfer Credit section may allow special circumstances which differ from this minimum.

Graduation requirement: In the 3-year program, 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 above.

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%. Pre-calculus mathematics 12 is recommended.

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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 CBU on an associate basis with Dalhousie University. CBU is one of the few Associated Universities to offer the first 2 years in all 8 engineering disciplines; including biological, chemical, civil, electrical, industrial, mechanical, metallurgical and mining.

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 CBU and Dalhousie for a seat in the second year for a particular discipline. In recent years, the majority of CBU 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 CBU 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.

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. If French or Spanish is used as an Arts Elective in the Engineering Diploma, the course(s) must be at the 200-level or higher.

Students in all Engineering options are required to write the Calculus Readiness 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 CBU, followed by two years at Dalhousie University.

YEAR ONE - ENGINEERING (all options)

MATH	121/122 (or 111/112/122)
CHEM	121/122
PHYS	121/122
ENGI	125/145
MATH	187
MATH	115
ENGI	265

YEAR TWO - BIOLOGICAL OPTION-BIOSYSTEMS OR ENVIRONMENT

Term Three

MATH	262	Multivariate Calculus (Highly Recommended)
MATH	243	Prob & Stat
ENGI	255	Circuits
ENGI	226	Dynamics (the Environment option requires GEOL 101 in place of ENGI 226)
ENGI	276	Environmental Engineering
CHEM	221	Introductory Organic Chemistry I
BIOL	101	Cell & Molecular Biol. I

Term Four

MATH	257	Differential Equations I
ENGI	205	Eng Economics
ENGI	275	Fluids
BIOL	104	Organismal & Ev. Biol.
ENGI	265	Strength (The Environment option requires ENVI 276 in place of ENGI 265)
Elective		

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YEAR TWO - CHEMICAL OPTION

Term Three

MATH	262	Multivariate Calculus
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
CHEM	221	Organic
ENGI	276	Env Engineering

Term Four

MATH	257	Differential Equations I
MATH	115	Linear Algebra
ENGI	275	Fluids
CHEM	263	Ind Chem
ENGI	246	Intro to Chem Engineering
Elective		

YEAR TWO - CIVIL OPTION

Term Three

MATH	262	Multivariate Calculus
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
ENGI	226	Dynamics

Term Four

MATH	257	Differential Equations I
MATH	115	Linear Algebra
COMM	112	Technical Communication or
GEOL	234	Engineering Geology
ENGI	205	Eng Economics
ENGI	275	Fluids
ENGI	265	Strength
Elective		

YEAR TWO - ELECTRICAL AND COMPUTER OPTION

Term Three

MATH	262	Multivariate Calculus (Highly Recommended)
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
ENGI	256	Digital Logic

Term Four

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 TWO - INDUSTRIAL OPTION

Term Three

MATH	262	Multivariate Calculus
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
ENGI	226	Dynamics

Term 4

MATH	257	Differential Equations I
MATH	115	Linear Algebra
COMM	112	Technical Communication
ENGI	205	Eng Economics
ENGI	265	Strength
Elective		
ENGI	275	Fluids
OR		
ENGI	226	Dynamics

YEAR TWO - MECHANICAL OPTION

Term Three

MATH	262	Multivariate Calculus
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
ENGI	226	Dynamics

Term Four

MATH	257	Differential Equations I
ENGI	205	Eng Economics
ENGI	275	Fluids
ENGI	295	Design
ENGI	265	Strength of Materials
Elective		
Elective		

YEAR TWO - METALLURGICAL OPTION

Term Three

MATH	262	Multivariate Calculus
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
ENGI	205	Eng Economics
Elective		

Term Four

MATH	257	Differential Equations I
MATH	115	Linear Algebra
ENGI	275	Fluids
ENGI	295	Design
COMM	112	Technical Communication
ENGI	265	Strength of Materials

YEAR TWO - MINING OPTION

Term Three

MATH	262	Multivariate Calculus
MATH	243	Prob and Stat
ENGI	245	Thermo
ENGI	255	Circuits
ENGI	226	Dynamics

Term Four

MATH	257	Differential Equations I
MATH	115	Linear Algebra
ENGI	205	Eng Economics
ENGI	275	Fluids
COMM	112	Technical Communication
ENGI	265	Strength of Materials
Elective		

Bachelor of Science In Human Kinetics (Transfer)

Admission Requirements

Required: Five Grade 12 advanced or academic courses including English and 2 of Biology, Chemistry, Geology, Mathematics, and Physics with an overall average of at least 60%.

Students can transfer the following (first year) courses: Biology 101/104, English 200, Psychology 100, Sports and Human Kinetics 100 and 200, and a 6 credit science elective.

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

Bachelor of Computer Science (Transfer)

CBU 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. Pre-calculus mathematics 12 is recommended.

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 Calculus Readiness Test.

Students transferring to either Dalhousie or Acadia will take MATH 121 (or MATH 111 and MATH 112), MATH 187 and MATH 189.

In addition:

- 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;
- 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.

Other Science Programs

A student is able to complete one or two years of a BSc program at CBU 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 in to medicine or architecture. The courses required for admission to pharmacy, veterinary science, dentistry, and physiotherapy may be available at CBU. Students should consult the appropriate university for exact requirements.

Combined Programs

All students in any of the following programs are required to write the Calculus Readiness 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 CBU 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 core courses, and in the division of 200-level Engineering courses between years 2 and 3.

YEAR ONE (combined with all Engineering Diploma options except Chemical)

ENGI	125/145
MATH	121/122 (or 111/112/122)
MATH	
PHYS	121/122
ENGL	100 or 200

200-level Philosophy 3 credit free elective

YEAR ONE (combined with Engineering Diploma, Chemical)

ENGI	125/145
MATH	121/122 (or 111/112/122)
MATH	187
CHEM	121/122
PHYS	121/122
ENGL	100 or 200

YEAR TWO (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 free elective

YEAR THREE (combined with Engineering Diploma, Biological)
6 credits Mathematics at 300 level or above
MATH 226
PHIL 222, or 3 credit Humanities plus 3 credit Philosophy
ENGI 245/275
ENGI 255/437
6 credit Social Science core requirement

YEAR TWO (combined with Engineering Diploma, Chemical)
MATH 105
MATH 262/257
MATH 243/115
CHEM 221/265
ENGI 276/275
6 credit Social Science elective

YEAR THREE (combined with Engineering Diploma, Chemical)
6 credits Mathematics at 300 level or above
MATH 226
PHIL 222
ENGI 245/246
ENGI 255
6 credits free elective

YEAR TWO (combined with Engineering Diploma, Civil or Industrial)
MATH 105
MATH 262/257
MATH 243/115
CHEM 121/122
ENGI 205/265
ENGI 226
3 credit free elective

YEAR THREE (combined with Engineering Diploma, Civil)
6 credits Mathematics at 300 level or above
MATH 226
PHIL 222
ENGI 245/275
ENGI 255
6 credit Social Science core requirement
Technical Communication

YEAR THREE (combined with Engineering Diploma, Industrial)
6 credits Mathematics at 300 level or above
MATH 105
MATH 226
PHIL 222
ENGI 245

ENGI 255
3 credits free elective (preferably in winter term)
Technical Communication

YEAR TWO (combined with Engineering Diploma, Electrical)

MATH 105
MATH 262/257
MATH 243/115
CHEM 121/122
ENGI 256
ENGI 255/257
3 credit free elective

YEAR THREE (combined with Engineering Diploma, Electrical)

6 credits Mathematics at 300 level or above
MATH 189
MATH 226/271
PHIL 222
ENGI 245/295
6 credit Social Science core requirement

YEAR TWO (combined with Engineering Diploma, Mechanical or Mining)

MATH 105
MATH 262/257
MATH 243/115
CHEM 121/122
ENGI 205/265
ENGI 226
3 credit free elective

YEAR THREE (combined with Engineering Diploma, Mechanical or Mining)

6 credits Mathematics at 300 level or above
MATH 226
PHIL 222
ENGI 245/275
ENGI 255/295
6 credits Social Science core requirement

YEAR TWO (combined with Engineering Diploma, Metallurgical)

MATH 105
MATH 262/257
MATH 243/115
CHEM 121/122
ENGI 205/265
ENGI 295
3 credit free elective

YEAR THREE (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 core requirement

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 One

MATH	121 (or 111, 112), 122, 187
CHEM	121,122
PHYS	121, 122
ENGI	125, 145
ENGL	6 credits English at 100 and /or 200 level

Years Two and Three

MATH	115, 243, 257, 262
CHEM	201, 202, 221, 222, 245, 255, 285
ENGI	245, 246, 255, 275, 276
HUMA	3 credits
PHIL	222, or 3 credit Humanities plus 3 credit Philosophy

Social Science - 6 credits

BSc in Mathematics with Computing Science

Only year one of Computer Science is offered.

YEAR ONE

Math 121 (or 111, 112), 122 (*), 105, 115, 187, 189
6 credits English at 100 and/or 200 level
One full course equivalent in a Science other than Mathematics

YEAR TWO

Math 226, 262/257, 6 credits further in MATH
HUMA 3 credits
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 THREE

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 Calculus Readiness Test. In Bachelor of Computer Science, BSc (Mathematics) with Engineering or Computer Sciences, and BSc (Chemistry) with Engineering, students entering with Mathematics 12 (academic) from Grade 12, or who do not meet the required standard on the required Calculus Readiness Test, should substitute MATH 111 and 112 for 121, and expect to complete MATH 122 at spring session after the first year.

Diploma Programs

Some of the Bachelor of Engineering Technology Programs in the School of Science and Technology allow a diploma exit point for students who wish to enter the workforce prior to completing their degree. Diplomas are offered in Electrical Technology (Electronics and Controls), Mechanical Engineering Technology, and Petroleum Engineering Technology.

COURSE DESCRIPTIONS

This section contains an alphabetical listing of courses offered by Cape Breton University. 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 also offered by distance.

ANTHROPOLOGY/SOCIOLOGY (ANTH, SOCO, AN/S)

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 compare what we believe to what we actually do.

The two fields also share many research methods such as 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. 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 labelled 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. A student with only 6 credits of Anthropology and/or Sociology and a mark of 75% or above in those credits is eligible to get professor's permission to enrol in any AN/S, ANTH, or SOCO courses.

ANTH 107 Introduction Linguistics **Cross-listed with MIKM 107, 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). This course is intended as a prerequisite for ANTH 208.

AN/S 110 Introduction to Anthropology & Sociology

Credits: 6
Exclusions: A student with previous credit for introductory anthropology or sociology should not enrol in 110.
Satisfies the Group 3, BA core requirement but is open to all degree students. 110 satisfies the prerequisite for all 200- and 300-level courses in AN/S and ANTH and SOCO.

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.

ANTH 205 Physical 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, HERT 208**

Credits: 6
Prerequisites: 6 credits introductory Anthropology and/or Sociology and ANTH 107.

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.

ANTH 209 Interpreting the Past: Methods in Ethnohistory

Credits: 3
Prerequisites: 6 credits introductory Anthropology and/or Sociology.

Introduction to and overview of ethnohistory, focusing on ethnohistoric methods, source identification and interpretation, palaeography and calendrics, oral history and historic linguistics, social history and historic site archaeology, physical anthropology and epidemiology, and cultural-ecological insights. Regional overviews and case studies will be used to illustrate the results of ethnohistoric methods.

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 or permission of instructor.

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 Group 5 (or 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 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 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 cross-cultural examination of the interplay of culture, idioms of distress, and healing.

SOCO 246 Sociology of Deviance

Credits: 6
Prerequisites: 6 credits introductory Anthropology and/or Sociology.
Exclusion: Unavailable to students with credit for 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.

ANTH 255 Indigenous Musics of North America **Cross-listed with MIMK 255, ETHM 255**

Credits: 3

This course will introduce students to a range of musical tradition from North America Indigenous communities, including nation –specific (especially Mi'kmaq), inter-tribal, and popular musics. The course focuses on the significance of music to various Indigenous peoples, examining its role in, for example, ritual, spiritual expression, healing, relationships, and dance. Students will also explore the relationship between music and identity, examining gender roles and nation-specific musical expressions. Students will learn basic music vocabulary in order to analyze and describe the characteristics of the music encountered.

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.

A course in ethnographic methodology, ethics, techniques of generating non-numerical data, interpretive analysis, and practical applications. Fieldwork approaches include intensive interviewing, participant observation, and interpretation of text and visual images.

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 Group 5, BA core requirement, but also open to all degree students. Core requirement in Social Research 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 non-developed and underdeveloped societies.

AN/S 272 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.

Course based on ethnographic approaches to the production and consumption of visual representations of particular cultures. Central subjects include 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.

SOCO 281 Canadian Society I

Credits: 3
Prerequisites: 6 credits introductory Anthropology and/or Sociology.
Exclusion: Unavailable to students with credit for 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 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 SOCO 383.

Continuation of SOCO 281, with special attention to case studies from the literature.

SOCO 285 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 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, Afro-centric, and/or Aboriginal-centred curricula.

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 SOCO 350.

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.

AN/S or ANTH or SOCO 300 Special Topics

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

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 302 Survey of Anthropological Theory

Credits: 6

Prerequisites: 12 credits in Anthropology and/or Sociology.
Exclusion: Unavailable to students with credit for ANTH 232.

A critical review of the roots of current theoretical concepts and issues in sociocultural anthropology.

ANTH 304 Field School in Historical Archaeology **Cross-listed with HERT 340**

Credits: 6
Prerequisites: 12 credits in Anthropology and/or Sociology. With explicit permission of the Department Chair, a student lacking the prerequisite may be admitted on the basis of relevant practical experience and parallel formal training in other disciplines.

This course gives students field instruction in the techniques used in the excavation of an archaeological site. Hands-on instruction in manual excavation methods, mapping, field recording, and laboratory analysis will prepare students as qualified archaeological field technicians. First class held on campus; all others at local field site..

AN/S 305 World Problems

Credits: 3
Prerequisites: 12 credits in Anthropology and/or Sociology.
Exclusion: Unavailable to students with credit for 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 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 AN/S or SOCO 293.

Socio-economic, political, and cultural dynamics of underdeveloped,, 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.

AN/S 309 Culture, Technology and Environment I

Credits: 3
Prerequisites: 12 credits in Anthropology and/or Sociology.

Explores connections between environmental and social problems: how political, cultural, social, and economic factors shape our relationship with the natural world.

AN/S 311 Culture, Technology and Environment II

Credits: 3
Prerequisites: ANTH 309.

A continuation of AN/S 309, with special attention given to substantive case studies.

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 bio-physical environment.

ANTH 314 Anthropology of Media **Cross-listed with COMM 314**

Credits: 6
Prerequisites: 12 credits in Anthropology and/or Sociology.

A 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. Focus on television, movies, and the Internet, situated in diverse social and cultural settings world wide.

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 So What?

Credits: 6
Prerequisites: 12 credits in Anthropology and/or Sociology.
Exclusion: Unavailable to students with credit for 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; or 6 credits FOLK; or background in Cultural Geography.

The course takes an interdisciplinary approach to the exploration of both the perception and experience of landscape. Provides opportunities to examine and interpret the cultural landscapes of the students' own regions.

AN/S 333 Popular Culture

Credits: 3
Prerequisites: 12 credits in Anthropology and/or Sociology.
May be included in a Communication concentration or major.
The course combines anthropological and sociological theory and research methods to critically examine the pervasive phenomena of popular culture, including such topics as music, news media, television programming, popular movies, and sports.

AN/S 335 Paranormalism and Pseudoscience

Credits: 3
Prerequisites: 12 credits in Anthropology and/or Sociology.

A critical and interdisciplinary exploration of the premises and practices associated with paranormalism and pseudoscience. The course will focus on the nature and sources of paranormal beliefs in contemporary society, while encouraging the development of the critical skills necessary to objectively examine 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.
Exclusions: Unavailable to students having credit for 333 of similar title.

Colonialism produced an enduring cultural legacy with a range of severe consequences for indigenous cultural reproduction and social organization. Europe also felt the drastic consequences of its own expansionism. Course focuses on how indigenous self-definitions and traditions have been transformed, revitalized, or created anew, and 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.

An ethnohistorical overview of pre-Columbian societies and cultures, including Aztec, Maya, and Inca, until the conquest.

AN/S 339 Societies and Cultures of Latin America II

Credits: 3
Prerequisites: 12 credits in Anthropology and/or Sociology.

An historical and contemporary overview of societies and cultures of Latin America from conquest and colonization to the present day.

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 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 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 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 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. Human attitudes toward animals will be explored 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 the focus will be on the controversies surrounding this complex social relationship.

AN/S 360 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.

ANTH 361 Mi'kmaq Nouns and Verbs **Cross-listed with MIKM 361**

Credits: 3

Examines the morphological structure of Mi'kmaq nouns and verbs. The complex internal word grammar of Mi'kmaw is explored to give insight into the semantic categories of this endangered language.

AN/S 362 Demography

Credits: 6

Prerequisites: 12 credits in Anthropology and/or Sociology.
Recommended: AN/S 268 or equivalent.

This course will investigate the filed of population dynamics (birth, migration, and death) and population structure from the perspectives of anthropology and sociology. As part of the specific treatment of demographic techniques and theoretical approaches, the course will emphasize issues pertinent to societies and cultures both past and present. It will rely on anthropological and sociological investigations where demographic measures have been a component.

AN/S 363 Language Contact, Change, Death, and Revitalization Cross-listed with MIKM 363, HERT 363

Credits: 3

An examination of 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 AN/S 268; plus (b) 6 credits in Anthropology and/or Sociology at the 200-300 level other than AN/S 266 and AN/S 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 370 Forensic Anthropology and Human Skeletal Biology

Credits: 3
Prerequisites: 12 credits in ANTH and/or AN/S or 6 credits ANTH or AN/S and BIOL 235 or BIOL 360. With permission of the instructor, a student lacking the prerequisite may be admitted on the basis of relevant practical experience and parallel formal training in other disciplines.

Study of the human skeleton (bones and dentition) for applications of recovery in bioarchaeological and forensic anthropology settings. Students will learn how to determine age, sex, stature, and individual characteristics from the skeleton. This course includes a lab component.

ANTH 372 Applied Anthropology

Credits: 6
Prerequisites: 12 credits in Anthropology and/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 and/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 and/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 and/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 and/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 and/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

Credits: 6
Prerequisites: 12 credits in Anthropology and/or Sociology.

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

Credits: 3
Prerequisites: 12 credits in Anthropology and/or Sociology.

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.

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 or a 400 level Directed Study (6 credits).

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 above three choices satisfies the 4-year major BA core requirement for Senior Seminar or a 400 level Directed Study (6 credits).

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 above three choices satisfies the 4-year major BA core requirement for Senior Seminar or a 400 level Directed Study (6 credits).

A seminar on major conceptual frameworks, debates, and figures in anthropological and/or sociological theory, from the mid-twentieth 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 completes 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 Thesis/Directed Study (6 credits).

AN/S, ANTH, SOCO 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. In some years the course may be provided as a tutorial, which requires a special arrangement between an individual student and professor, endorsed by the Dean. Alternatively, the course may be offered as a seminar scheduled by the department in conjunction with its regular course offerings in other years. 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.. Together, 495 and 497 replace 498.
Can be credited towards the 4-year major BA core requirement for Thesis/Directed Study (6 credits).

AN/S, ANTH, SOCO 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. In some years the course may be provided as a tutorial, which requires a special arrangement between and individual student and professor, endorsed by the Dean. Alternatively, the course may be offered as a seminar scheduled by the department in conjunction with its regular course offerings in other years. (See also the third-year counterparts, 398 and 399. For a 3-credit alternative to the project-focused 495/497, see 499.) AN/S, ANTH, SOCO 495 and 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. Together, 495 and 497 replace 498.
Can be credited towards the 4-year major BA core requirement for Thesis/Directed Study (6 credits).

In 497 the student carries to completion the project developed in 495. In some years the course may be provided as a tutorial, which requires a special arrangement between and individual student and professor, endorsed by the Dean. Alternatively, the course may be offered as a seminar scheduled by the department in conjunction with its regular course offerings in other years.

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 Thesis/Directed Study (6 credits).).

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. AN/S, ANTH, SOCO 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)

ARTT 100 Drawing

Credits: 6
Satisfies the Group 4, BA core requirement.

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, and charcoal.

ARTT 105 Drawing

Credits: 3
Can be used for the Group 4, BA core requirement.

Techniques in water-based media such as ink, watercolour, and acrylic.

ARTT 120 Painting

Credits: 6
Can be used for the Group 4, BA core requirement.

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 CBU Art Collection

Credits: 3

Provides information in and experience with the visual arts in the context of the CBU 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
Can be used for the Group 4, BA core requirement.

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 (ARTT 100 or ARTT 120, and ARTT 210 or ARTT 220).

See Department Chair for details.

BIOLOGY (BIOL)

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

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 BIOL 100 or BIOL 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 PUBH 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: BIOL 101 and BIOL104 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 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 Introduction to Vertebrates

Credits: 3
Prerequisite: 6 credits of 100-level Biology or permission of instructor.

An overview of vertebrate animals, with emphasis on their phylogenetic interrelationships, a review of the diagnostic characters of the major groups, and a survey of past and modern diversity. Lectures will highlight major evolutionary trends, lifestyles, adaptations, and interesting features of vertebrate life past and present. Course includes a lab component: labs involve the systematic dissection of study specimens, with examination of organ systems, their tissues and histology, with supplementary information from slides.

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 lifestyles. 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: BIOL 101 and BIOL 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: BIOL 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: BIOL 101, BIOL 202, CHEM 221, or permission of the instructor.

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.

BIOL 317 Introduction to Gene Manipulation

Credits: 3
Prerequisites: BIOL 101, BIOL 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: BIOL 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 345 Principles of Cellular and Molecular Physiology

Credits: 3
Prerequisites: 6 credits of biology, CHEM 221, CHEM 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 MSIT 351

Credits: 3
Prerequisite: BIOL 203 or MSIT/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: BIOL 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: BIOL 202 and BIOL 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: BIOL 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: BIOL 104, BIOL 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 BIOL 104, BIOL 203 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: BIOL 203 and BIOL 245 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: BIOL 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 389 Design, Analysis & Interpretation of Quantitative Biological Research

Credits: 3
Prerequisites: BIOL 203 and MATH 135 or MATH 243.

When and how to use quantitative methods in biological research. Students will learn how to design an observational or experimental study, as well as graphically summarize, analyse, and interpret analyses of univariate and multivariate data from a biological research study. They will also learn about alternatives to the hypothesis testing paradigm for analyzing quantitative data.

BIOL 391 Ecotourism in Cape Breton **Cross-listed with HERT 391**

Credits: 3
Prerequisite: BIOL 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: BIOL 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: BIOL 104 and BIOL 203.

Provides opportunities to discover the influence of evolution, genetics, development and 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: BIOL 375, with a mark of at least 70% recommended.
Emphasize insect systematics, phylogenetics, structure, function, and biogeography. Through field collections, curation of the CBU 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: BIOL 245 and 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: BIOL 317 with a grade of at least 65% or permission of the instructor.

A continuation of the study of molecular biology initiated in BIOL 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 423 Neurobiology Cross-listed with PSYC 423

Credits: 3
Prerequisite: BIOL 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: BIOL 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: BIOL 302 and BIOL 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: BIOL 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: BIOL 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 interrelationships 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: BIOL 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: BIOL 203 and 9 additional credits in Biology above the 100 level, or approval of the instructor.

A comprehensive look at the evolution and phylogenetic relationships of fishes. Students 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 Honours Thesis

Credits: 6
Prerequisite: Admission and fourth-year standing in the BSc with Honours Biology program.
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.

BIOL 495 Behavioural Ecology

Credits: 3
Prerequisite: BIOL 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.

BUSINESS ADMINISTRATION (BUSS)

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.

COURSE DESCRIPTIONS

Courses marked ☞ are also offered by distance.

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 111 Introduction to Canadian Business

Credits: 3
A BBA core requirement.

This introductory course offers an overview of the Canadian business organization and environment, presenting up-to-date issues that shape today‘s business world. Topics representing accounting, economics, finance, marketing, production, human resources, managerial concepts, and organizational structures provide a foundation for further business studies.

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 121 Introduction to Accounting I

Credits: 3
A BBA core requirement.

The course introduces students to financial statements emphasizing the need for business persons to understand and interpret the information contained therein. The various forms of business organization are identified and an understanding of the accounting process will be developed. Topics such as control of cash, receivables, inventory and capital assets will be examined in some detail.

☞ BUSS 122 Introduction to Accounting II

Credits: 3 .
Prerequisite: BUSS 121.
A BBA core requirement.

An introduction to managerial accounting covering such topics as cost behaviour, cost volume profit analysis and relevant costs for decision making. As well, an analytical approach to financial statements utilizing cash flows and ratios.

BUSS 181 Computers in Business

Credits: 3
Prerequisite: BUSS 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

Credits: 3
Exclusions: credit for 182 rules out credit for MATH 135.
A BBA core requirement.

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. A BBA core requirement.

BUSS 211 Business and Community Development I

Credits: 3
Prerequisites: BUSS 112, ECON 101, ECON 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: BUSS 211 or permission of the department.

Studies the practical applications of concepts explored in BUSS 211. Students investigate the administrative problems and challenges posed by new enterprise development.

BUSS 221 Applied Accounting

Credits: 3
Prerequisite: BUSS 121.

The course applies the accounting theory developed in introductory accounting to realistic business situations. It is a 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 and case materials.

BUSS 232 Consumer Behaviour

Credits: 3
Prerequisite: BUSS 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

Credits: 3
Prerequisite: BUSS 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 students 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, business organizations and financing.

BUSS 252 Business Law II

Credits: 3

Business Law II involves a more extensive study of specific legal issues relating to patents, copyrights, trademarks, industrial designs, confidential information, computer security, privacy, access to information, PIPEDA requirements, competition and lobbying.

BUSS 254 Leasing Law

Credits: 3

This course concentrates on commercial leasing, looking at the legislated and common law rights and obligations associated with land occupation. Risk management for the tenant and landlord form the basis of the approach to the course.

BUSS 261 Organizational Behaviour I

Credits: 3
Exclusion: Unavailable to students with credit for BUSS 260.

COURSE DESCRIPTIONS

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: BUSS 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: BUSS 261.

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, ITEC 411**

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 337.

This course focuses on intermediate technical writing skills (reports, proposals, and instructions).

BUSS 272 Government-Business Relations in Canada **Cross-listed with POLS 263**

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 Business Administration and Political Science students.

BUSS 281 Calculus for Business

Credits: 3

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.

BUSS 282 Quantitative Methods

Credits: 3
Prerequisite: BUSS 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: BUSS181, BUSS 182.
Exclusions: Credit for BUSS 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: BUSS122, BUSS 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: BUSS 261.

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
Prerequisites: BUSS 261 or permission of instructor and BUSS 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 323 Planning and Control

Credits: 3
Prerequisite: BUSS 342.

This course covers both the concepts and techniques of planning and control. It is primarily a case-based course that incorporates both managerial and financial accounting decision making. Students will build on concepts studied in 121 and 122 and adapt them to a combination of structured and unstructured business scenarios. A major focus of the course will be the enhancement of teamwork, analytical and decision-making skills.

BUSS 325 Intermediate Financial Accounting I

Credits: 3
Prerequisites: BUSS122 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: BUSS 325.

A continuation of BUSS 325 which includes an in-depth consideration of specific accounting topics. The focus is current CICA recommendations and international standards.

BUSS 331 Marketing Management

Credits: 3
Prerequisites: BUSS181, BUSS 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 332 Industrial Marketing

Credits: 3
Prerequisite: BUSS 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 334 Marketing Channels

Credits: 3
Prerequisite: BUSS 231.

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 335 Physical Distribution Management

Credits: 3
Prerequisite: BUSS 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: BUSS 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: BUSS 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: BUSS 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
Prerequisites: BUSS 122, BUSS 341 or permission of instructor.
A BBA core requirement.

An extension of BUSS 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: BUSS 341, BUSS 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: BUSS 341, BUSS 342.

A study of various types of long-term capital available to the firm and theories relating to optimal capital structures.

BUSS 362 Industrial Relations

Credits: 3

This foundational course places emphasis on the employment relationship in a unionized workplace. Lectures, readings, simulations, and assignments will serve to acquaint the student with the structure and functioning of the Canadian industrial relations system, basic employment law concepts, the union certification process, negotiation and administration

of collective agreements, and strikes and dispute resolution. A bargaining simulation is an integral component of the course.

BUSS 363 Human Resource Management

Credits: 3

Deals with the traditional human resource (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: BUSS 261.

Introduces 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

*NOTE: At the time of printing, this cross-listing was being re-evaluated. Please refer to the HTML calendar at www.cbu.ca for details.

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 and tourism market from a research and development perspective.

BUSS 411 Innovation and Small Firms

Credits: 3
Prerequisite: BUSS 312 or permission of instructor.

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: BUSS 321 or BUSS 323 or permission of instructor.

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 ISO 9000 and actively based costing are also examined.

BUSS 424 Accounting Theory

Credits: 3
Prerequisite: BUSS 326 or permission of the instructor.

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 326 or permission of the instructor.

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: BUSS 425.

Price level accounting, current value accounting, partnerships, fiduciary accounting, accounting for business in financial difficulties, non-profit and government accounting.

BUSS 427 Auditing

Credits: 3
Prerequisite: BUSS 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: BUSS182, BUSS 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

Credits: 3
Prerequisite: BUSS 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: BUSS 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.

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.

BUSS 435 Direct Marketing

Credits: 3
Prerequisite: BUSS 231.

A study of how marketers take products and services directly to the end user.

BUSS 439 Marketing Strategy

Credits: 3
Prerequisites: BUSS 231, BUSS 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.

BUSS 441 Capital Markets

Credits: 3
Prerequisites: BUSS 341, BUSS 342.

A study of contemporary financial markets and institutions in a global perspective using Canada and the United States 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, are discussed.

BUSS 442 Capital Budgeting

Credits: 3
Prerequisites: BUSS 182, BUSS 281, BUSS 341, BUSS 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.

BUSS 443 Investment Management

Credits: 3
Prerequisite: BUSS 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.

BUSS 445 Intermediate Finance

Credits: 3
Prerequisites: BUSS 182, BUSS 281, BUSS 341, BUSS 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.

BUSS 446 Options and Futures Markets

Credits: 3
Prerequisites: BUSS 341, BUSS 342.
Recommended: BUSS 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.

BUSS 448 International Finance

Credits: 3
Prerequisites: BUSS 341, BUSS 342.
Recommended: BUSS 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.

BUSS 451 Taxation I

Credits: 3
Prerequisite: BUSS 122.

Examines the Canadian tax system with emphasis on the determination of personal income tax utilizing computer software tax packages.

BUSS 452 Taxation II

Credits: 3
Prerequisite: BUSS 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.

BUSS 455 The Management of Co-operatives

Credits: 3

Reviews the history and accomplishments of the consumer co-operative in Canada, the United States and Europe including the special management problems and possibilities associated with this form of organization.

BUSS 464 Diversity Issues in Management

Credits: 3
Prerequisites: BUSS 261, BUSS 262.

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
Prerequisites: BUSS 261, BUSS 262 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: BUSS 362, BUSS 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

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: BUSS 121, BUSS 493, HATM 361, HATM 368 or permission of instructor.

This is the capstone course for the Bachelor of Hospitality and Tourism Management Degree.
A critical study into the development of strategic hospitality and tourism plans, providing the foundation upon which hospitality and tourism planning and implementation is based.

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.

CELTIC (CELT)

For courses that can be used towards a Celtic Culture concentration, please review the Celtic Culture program requirements.

CHEMISTRY (CHEM)

Chemistry is the science of change that affects virtually all other scientific disciplines and is essential to many new technological developments. The study of chemistry is fundamental to programs in biology, medicine, nursing, food science, pharmacy, engineering, oceanography and environmental science and the discipline itself. 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.

CHEM 101 General Chemistry for Nursing and Allied Health Sciences

Credits: 3
Prerequisite: Grade 11 Academic Chemistry.
Recommended: Grade 12 Academic Chemistry.
Exclusion: Credit cannot be granted for both CHEM 101 and CHEM 110, and credit cannot be granted for both CHEM 101 and CHEM 121. This course does not satisfy the requirements of CBU BSc programs other than the BSc Nursing. It does not satisfy the requirements of BTech or Bachelor of Engineering Technology programs other than the Bachelor of Health Sciences (Public Health). It is not a sufficient chemistry prerequisite for medical, dental, or veterinary programs of study.

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.

CHEM 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. This course does not satisfy the requirements of CBU BSc programs other than the BSc Nursing. It does not satisfy the requirements of BTech or Engineering programs other than the Bachelor of Health Sciences (Public Health). It is not a sufficient chemistry prerequisite for medical, dental, or veterinary programs of study.

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.

CHEM 121 General Chemistry I

Credits: 3
Prerequisite: Grade 12 with a grade of at least 60 percent **OR** 3 credits in a lab science and 3 credits in mathematics.
Exclusion: Credit cannot be granted for both CHEM 121 and CHEM 101.

A description of the properties of matter and their correlation with modern theoretical principles of chemistry. Topics include: atoms, molecules, and ions; formulas and equations; the Periodic Table; electronic structure of atoms; chemical bonding, and gases and change of state. Course includes lab component.

CHEM 122 General Chemistry II

Credits: 3
Prerequisite: CHEM 121
Exclusion: Credit cannot be granted for both CHEM 122 and CHEM 102.

Topics include intermolecular forces in solids, liquids, gases and change of state; enthalpy; entropy, and free energy. Rates of reaction, reaction mechanisms, equilibrium, acid-base reactions, electrolytes and voltaic cells, and overview of organic chemistry. Course includes lab component.

CHEM 201 Chemical Thermodynamics

Credits: 3
Prerequisites: CHEM 122 and MATH 122.

The theoretical basis of the fundamental principles of chemistry will be discussed. The emphasis is on derivations and the physical meaning of these. Topics include thermodynamics, solutions, and phase equilibria. Students will be introduced to data handling by computer. Course includes lab component.

CHEM 202 Chemical Kinetics and Equilibrium

Credits: 3
Prerequisites: CHEM 122 and MATH 122.
Recommended: CHEM 201.

This course will examine the kinetics and equilibria of chemical systems. Topics include molecular kinetic theory of gases; rates of chemical reactions, both experimentally and theoretically; and the equilibria of chemical reactions. Laboratory experiments will focus on the techniques and instrumentation used to study chemical kinetics and equilibria. Students will be introduced to data handling by computer. Course includes lab component.

CHEM 221 Introductory Organic Chemistry I

Credits: 3
Prerequisite: CHEM 122.

This course is an introduction to the chemistry of carbon compounds, both aliphatic and aromatic, and involves a survey of the major functional groups. Emphasis is placed on the close connections between modern organic, biology, and biochemistry. Course includes lab component.

CHEM 222 Introductory Organic Chemistry II

Credits: 3
Prerequisite: CHEM 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: CHEM 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, super phosphate, 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.

CHEM 255 Introductory Inorganic Chemistry

Credits: 3
Prerequisite: CHEM 122.

The fundamentals of Inorganic Chemistry involving a study of the electronic structure, properties, reactivity, and bonding characteristics of the main group elements. Laboratory experiments involve qualitative analysis of these elements and their compounds. Course includes lab component.

CHEM 261 Introductory Biochemistry

Credits: 3
Prerequisites: CHEM 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: CHEM 122.

An intensive study of chemical equilibria including acid/base, precipitation, complex and electrochemical as well as statistical methods for analyzing 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 Symmetry and Molecular Spectroscopy

Credits: 3
Prerequisites: CHEM 122, MATH 122, PHYS 122, at least 3rd year academic standing, or permission of the instructor.

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. Normally offered every other year.

CHEM 325 Intermediate Organic Chemistry

Credits: 3
Prerequisite: CHEM 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 345 Fundamentals of Chemical Engineering **Cross-listed with ENGI 246**

Credits: 3
Prerequisites: 2nd-year standing and CHEM 122 and MATH 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 355 Intermediate Inorganic Chemistry

Credits: 3
Prerequisite: CHEM 255.

This course is a continuation of CHEM 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 Intermediate Biochemistry

Credits: 3
Prerequisite: CHEM 261.

The metabolism of the substances studied in CHEM 261 is discussed in more detail. Course includes lab component.

CHEM 385 Analytical Spectroscopy

Credits: 3
Prerequisite: CHEM 222 or CHEM 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: CHEM 222 or CHEM 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 Quantum Chemistry

Credits: 3
Prerequisite: CHEM 122, MATH 122, PHYS 122 at least 3rd year academic standing, or permission of instructor.

The theoretical basis of chemistry will be derived and discussed. Students are introduced to quantum theory and its application in atomic and molecular electronic structure. Course includes lab component. Normally offered every other year.

CHEM 425 Advanced Organic Chemistry

Credits: 3
Prerequisite: CHEM 222 or CHEM 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 445 Polymer Chemistry

Credits: 3
Prerequisite CHEM 325 and CHEM 355 or instructor's permission

Involves the chemistry of macromolecules, definitions of polymeric materials, different examples of synthetic and natural polymers, and rubber elasticity, monomer and polymer nomenclature, polymerization reactions, techniques, reactivity, and kinetics, molecular weight distribution, measurements and control, and synthesis, analysis, structure-property characterization and rheological behaviour of polymers. Normally offered every other year.

CHEM 455 Structure in the Solid State

Credits: 3
Prerequisite: CHEM 255.

Provides 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.

CHEM 456 Organometallic Chemistry

Credits: 3
Prerequisite: CHEM 222, and CHEM 255 or CHEM 355

A detailed look at concepts used in modern organometallic chemistry for synthetic laboratory research and current industrial processes. Topics that will be covered include the carbon-metal bond, heterogeneous catalysis and homogeneous catalysis, high vs. low density polyethylene, transition metal catalyzed polymerizations, asymmetric catalysis, and Pd catalyzed organic transformations. Normally offered every other year.

CHEM 481 Chemical Instrumentation Design/Troubleshooting

Credits: 3
Prerequisite: CHEM 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: CHEM 222, and CHEM 385 or CHEM 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 490 Honours Thesis

Credits: 6
Prerequisites: Admission and fourth-year standing in the BSc Honours Chemistry program

This course includes the preparation of an original research proposal, completion of the proposed research project, analysis of the 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. A three member panel (the faculty supervisor, a second chemistry faculty member and a third member agreed upon by the supervisor and the student) will evaluate the written thesis and oral defence.

CHEM 499 Independent Project

Credits: 3
Normally this course will be completed in the student's final year.

CHEMISTRY – TECHNOLOGY (CHEM)

CHEM 213 Environmental Chemistry I

Credits: 3
Prerequisites: CHEM 121 and CHEM 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.

CHINESE (CHIN)

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
(Human) Language Acquisition Course

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: CHIN 100 or equivalent.
(Human) Language Acquisition Course
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 (COMM)

Communication is a humanistic, philosophic, and scientific field of study, research, and application. It calls for dynamic personal involvement and a critical analysis of communication in all aspects of society including relationships, culture, history, and technology. Communication graduates find employment in government, public relations, human resources, training and development, politics, media, etc. Students are also prepared for acceptance into advanced degree programs in education, law, and of course, communication.

The department houses the Dr. Mary A. Lynch Lab used for small group work associated with introductory courses. Noted as the longest serving lab in North American Communication programs, it provides opportunities for students to put into practice the theories they learn in class. Peer student facilitators are trained to conduct the labs and facilitators report that they gain both personally and professionally from their service learning experiences.

COMM 103 Introduction to Interpersonal Communication

Credits: 3

An introductory course designed to raise student awareness of the complexity and power of interpersonal communication in daily life; to provide students with personally relevant concepts of interpersonal communication; and to help students develop their interpersonal communication skills. Lab component required.

COMM 105 Introduction to Public Communication

Credits: 3
Exclusion: Students may receive credit for not more than one of the following communication courses COMM105, COMM 109, or COMM 115.
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 behaviorally by taking part in interviews, small group discussions, and public speaking. Lab component required.

COMM 107 Introduction to Linguistics **Cross-listed with ANTH 107, 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
Exclusion: Students may receive credit for not more than one of the following communication courses COMM 105, COMM 109, or COMM 115.

Communication principles in the workplace including the development of intra-interpersonal communication skills and professional speaking.

COMM 115 Professional Presentations

Credits: 3
Exclusion: Students may receive credit for not more than one of the following communication courses COMM 105, COMM 109, or COMM 115.

Skills in chairing meetings, making interesting presentations, incorporating various media into public communication, and producing video resumes.

COMM 201 Voice Production

Credits: 3

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

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

Theoretical and experiential knowledge of argumentation and debate. Participation in class debates with and without a partner.

COMM 215 Effective Interview Techniques

Credits: 3

Foundations of interviewing within the broader context of basic communication theory, applying interview principles and practices in various interview genres.

COMM 251 Rhetoric in Popular Culture

Credits: 3

An exploration of popular culture (movies, music, television, computers, cell phones, tattoos, etc.) We discuss how we make meaning and interpret meaning of popular culture in a rhetorical context.

COMM 255 Issues in Media Studies

Credits: 3

A survey of issues in communication media such as stereotyping, violence, gender, objectivity, ethics, culture, and values. Lab component required.

COMM 261 Research Concepts

Credits: 3

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

Discusses various forms of media (film, television, radio, etc.) from the production side of the media process with special emphasis on Canadian context and content.

COMM 273 Videography

Credits: 3

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

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

Public communication theory aimed at improving communication effectiveness by constructing and delivering informative, engaging, and persuasive presentations.

COMM 303 Persuasion

Credits: 3

Philosophical, psychological, and communication foundations of persuasion and the role persuasion plays in a person's life.

COMM 305 Organizational Communication

Credits: 3

An introduction to the philosophy, process, problems, and potential of human communication within an organizational context.

COMM 307 Intercultural Communication

Credits: 3

Communication between individuals of different cultures and subcultures and practical guidelines for mitigating miscommunication across cultures.

COMM 309 Issues in Health Communication

Credits: 3

An examination of the ways the personal, cultural, and political circumstances influence how we experience and communicate about health and health issues. We explore how we communicate about health at different stages of our lives. Finally, we consider the communication competencies we can develop to help us better understand health information, work with health organizations, and develop as health citizens and advocates.

COMM 311 Interpersonal Relationships

Credits: 3

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.

A 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 319 Communication and Community

Credits: 3

This course allows students to analyze concepts about community and communication as they relate to concepts about the public sphere, media, globalization, sustainability, social capital and interpersonal relationships. In particular it explores the symbolic construction of community and identity, participatory democracy, communitarianism, and the role of mass media in community. Students investigate their own communities as case studies.

COMM 321 Communication Training and Development

Credits: 3
Prerequisites: 6 credits from COMM 103, COMM 105 or COMM 255 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: COMM 271 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 focusing on film and digital video. Students will complete a major project utilizing the skills developed in class.

COMM 323 Facilitation Practicum

Credits: 3
Prerequisites: COMM 321 and permission of the instructor.

A 160-hour practicum 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 Leadership in Small Group Contexts

Credits: 3

This course examines the communication components of small group and team interaction as they pertain to leadership and leadership emergence. Topics include communication characteristics of small groups, group norms and rules, group goals and motivations, sending and receiving messages, conflict resolutions and decision making processes, and so forth.

COMM 333 Family Communication

Credits: 3

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 335 Performance Studies

Credits: 3

Explores how performance acts that are embedded in our everyday world are used to learn about ourselves and culture, to reflect on experience, and to act on the world and the self.

COMM 345 Gender and Communication

Credits: 3

The communication similarities and differences between women and men in various communication contexts.

COMM 347 Women and Communication

Credits: 3

Communication as it pertains to various aspects of women's lives and how contexts and cultural ideologies specifically affect women and their communication.

COMM 351 Selected Topics in Communication

Credits: 3
Prerequisite: 6 credits in Communication.

In-depth study and applications related to specific issues in communication theory and research, rhetoric and media studies, and applied communication.

COMM 353 Communication and Culture

Credits: 3

The close connections between communication and culture and the ways cultures are constructed communicatively.

COMM 355 Communication and Social Change

Credits: 3

Examines the ideologies and conditions of the premodern, modern, and postmodern social worlds as understood through their manifestations in cultural and technological change.

COMM 357 Mass Communication and Society

Credits: 3

The history of mass communication and the impact of technological change on human societies.

COMM 359 Computer-Mediated Communication

Credits: 3

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.

COMM 380 Public History and Museology **Cross-listed with HIST 380, HERT 350**

Credits: 6
Prerequisite: Any 6 credits from Group 2 or by permission from the instructor.

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.

COMM 401 Rhetorical Theory

Credits: 3
Prerequisite: 6 credits in Communication.

COURSE DESCRIPTIONS

Examination of the nature of rhetoric through reading and discussing critical and theoretical works from classical to contemporary rhetoricians.

COMM 403 Communication Criticism

Credits: 3
Prerequisite: 6 credits in Communication.

Critical evaluation of messages in a wide variety of communicative genres.

COMM 405 Theories of Human Communication

Credits: 3
Prerequisite: 6 credits in Communication.

The development of communication theory in the twentieth century in both the humanistic and social scientific approaches to communication study.

COMM 435 Sustainable Happiness **cross-listed with EDUC 435**

Credits: 3

This course will introduce students to the research on happiness and subjective well-being that is emerging from the field of positive psychology. Students will also explore the impact that individual and national pursuits of happiness have on the well-being of people around the world and the natural environment through literature related to sustainability. Opportunities for engaging in sustainable happiness that does not exploit other people, the environment, or future generations will be addressed.

COMM 495 Tutorial

Credits: 3

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.

COMM 498 Directed Study

Credits: 6
Prerequisites: At least 30 credits in Communication and an overall average of 70% in Communication.

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.

COMM 499 Senior Thesis

Credits: 6
Prerequisites: At least 30 credits in Communication and an overall average of 70%.

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.

COMPUTER APPLICATIONS – ENGINEERING TECHNOLOGY (COMP)

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, database management and processing, navigating the World Wide Web for research and development functions, Internet applications (Email), and Visual Basic programming. This course runs from September to mid June.

COMP 101 Computer Applications I

Credits: 3
May be used to fulfil 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 for Windows XP. Includes study of Windows, the Internet, word-processing, spreadsheets, database 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.

COMMUNITY STUDIES (COMS)

These courses are the core requirements of the Bachelor of Arts Community Studies degree program.

Courses marked 🖱 are also offered by distance.

🖱 COMS 110 Analysis and Decision Making

Credits: 6 (Formerly PCSS 100)
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.

COMS 210 Applied Research

Credits: 6 (Formerly PCSS 200)
Prerequisites: 30 credits including COMS 110.

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.

COMS 251 Community Volunteer Work I

Credits: 3 (Formerly PCSS 251)
Prerequisites: 30 credits including COMS 110 or permission of Department Chair.

A 160-hour volunteer work placement that is relevant to the student's career interest and plans.

COMS 310 Community Intervention

Credits: 6 (Formerly PCSS 300)
Prerequisites: 60 credits including COMS 110, COMS 210, COMS 251, COMS 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.

COMS 351 Community Volunteer Work II

Credits: 3 (Formerly PCSS 351)
Prerequisites: 60 credits including COMS 110, COMS 210, COMS 251, COMS 253.
Students explore issues relating to their career interests through a second 160-hour volunteer work placement.

COMS 410 Tutorial

Credits: 6 (Formerly PCSS 400)
Prerequisites: 90 credits including COMS 110, COMS 210, COMS 251, COMS 253, COMS 310, COMS 351, COMS 353.

A course in which the student undertakes a research project in an area of interest to future education or career plans.

NOCR 900 Police Preparatory Course

This is a non-credit course that assists students in preparation for a career as a police officer. The course includes: policing career options, identification and forensics, police ethics, human rights, test anxiety counseling, crime prevention through social development, community policing, résumé development, physical fitness (PARE) preparation, range, drill, and seminars with the Cape Breton Regional Police Service, RCMP, and CBU faculty and staff. Past students have successfully completed police training programs at the Atlantic Police Academy in Prince Edward Island and RCMP training in Regina, Saskatchewan.

CRIME PREVENTION THROUGH SOCIAL DEVELOPMENT (CPSD)

Courses marked are also offered by distance and are available only to students registered in the Crime Prevention through Social Development certificate program. The CPSD program is under review and is not presently offered.

CPSD 200 The Theory of CPSD

Credits: 6
Prerequisite: Permission of instructor.

Students will examine the proactive Crime Prevention through Social Development approach 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 401 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 enrolment 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
Prerequisite: 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 communities. This course emphasizes the application of crime prevention theory and building 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.

DRAFTING – ENGINEERING TECHNOLOGY (DRAF)

DRAF 126 Industrial Applications of Drafting

Credits: 3
Prerequisite: ENGI 125

This is an advanced course in drafting. The focus of this course is on the industrial applications of drafting. Students will learn the details of multi-disciplined drawings for electrical, petroleum, environmental and manufacturing engineering technology. Topics include schematics, print circuit boards, gears and cams. Detailed and industrial applications of technical drawings using advanced AutoCAD applications are employed. This is a required course for all disciplines of technology.

ECONOMICS (ECON)

Economics 101 and 102 are prerequisites or co-requisites for upper level courses in economics unless otherwise specified. (Changes are pending. Please refer to online calendar for updates.)

Courses marked are also offered by distance.

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 201 Intermediate Microeconomic Analysis

Credits: 3
Prerequisites: ECON 101, ECON 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: ECON 101, ECON 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: ECON 101, ECON 102, and grade 12 Academic Math.

Designed to meet the requirements of quantitative methodology for a comprehensive program in economics.

ECON 212 Law and Society — Cross-listed with POLS 212

Credits: 6

This course 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 221 Canadian Economic Issues and Problems

Credits: 3
Required for BBA Economics Concentration.

Application of microeconomic and macroeconomic approaches to the study of Canadian economic problems, issues, policies, and programs in global perspectives. The emphasis is on path-dependent methodology using economy-institution interaction. Conceptual and empirical approaches are emphasized.

ECON 241 Labour Economics

Credits: 3
Prerequisites: ECON 101, ECON 102.

The theory of labour economics with particular emphasis on the Canadian labour market.

ECON 242 Labour Relations

Credits: 3
Prerequisites: ECON 101, ECON 102.

A study of the labour movement and the development of labour management and labour legislation and trade unions and collective bargaining.

ECON 301 Money and Banking I

Credits: 3
Prerequisites: ECON 101, ECON 102

An analysis of the Canadian banking system including the role of money, interest rates, financial institutions, and the money market.

ECON 302 Money and Banking II

Credits: 3
Prerequisites: ECON 101, ECON 102.

Topics include theories of banking, international finance, financial systems of other countries, and central banking.

ECON 310 Socio-economics of Community Development in Global Perspectives

Credits: 3

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.

ECON 315 Econometric Methods

Credits: 3
Prerequisite: ECON 205.

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.

ECON 325 Managerial Economics

Credits: 3
Prerequisites: ECON 101, ECON 102 and permission of the instructor.

A study in microeconomic decision-making applied to the problems of resource allocation, production, finance, and risk assessment at the level of the firm.

ECON 331 Human Resource Economics

Credits: 3
Prerequisites: ECON 101, ECON 102.

A study of human resource and labour market issues and concepts in the context of the classical, neo-classical, Keynesian, and Marxist doctrines.

ECON 335 Resource Economics

Credits: 3
Prerequisites: ECON 101, ECON 102.

A study of the theory, policies, and Canadian experience in the allocation and utilization of exhaustible natural resources, both renewable and non-renewable.

ECON 341 Economic Growth and Development

Credits: 3
Prerequisites: ECON 201, ECON 202 or instructor's permission.

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.

ECON 343 Economy and Society

Credits: 3

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.

ECON 351 History of Economic Thought I

Credits: 3
Prerequisites: ECON 101, ECON 102 and permission of the instructor.

The evolution of economic thought up to the nineteenth century with the classical political economy.

ECON 352 History of Economic Thought II

Credits: 3
Prerequisites: ECON 101, ECON 102 and permission of the instructor.

The development of economic doctrines from the nineteenth to the twentieth century. Includes neo-classical and Marxian economics, the Keynesian revolution, and current economic thought.

ECON 357 Comparative Economic Systems

Credits: 3
Prerequisites: ECON 101, ECON 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 redistribution.

ECON 365 Applied Mathematical Economics

Credits: 3
Prerequisite: ECON 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: ECON 201, ECON 202, ECON 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 411 Public Finance

Credits: 3

The theory and application of microeconomics and macroeconomics applied to the study of public goods and resource allocation with institutional intervention in market economics. Topics include social cost-benefit analysis, taxation and fiscal policy, social and public choice, interaction between fiscal and monetary policies, economic stabilization, economic growth with distributive equity, and transaction costs in relation to social spending and public goods.

ECON 415 Applied Econometrics

Credits: 3
Prerequisite: ECON 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. Micro and macroeconomic concepts and principles are applied to study the theory of international trade and the issues relating to fiscal, monetary and development policies.

ECON 435 Industrial Organization

Credits: 3
Prerequisites: ECON 101, ECON 102.

The course covers pricing theory and applications in the input and output markets under conditions of competition, monopoly, oligopoly and monopsony.

ECON 441 Political Economy of Globalization

Credits: 3
Prerequisites: ECON 101, ECON 102.

Provides a critical policy-theoretical study of the dynamics shaping global economic relations including the structure, policies, programs, and expectations of international development agencies.

ECON 445 Political Economy of Social Issues

Credits: 3
Prerequisites: ECON 101, ECON 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 course serves to expand on selected areas of economics studied by the student to fulfil the requirements of a major research paper. The topics selected will be mutually acceptable to students and professors.

EDUCATION (EDUC)

Courses marked are also offered by distance.

EDUC 4011 Facilitating a Comprehensive Literacy Program at the Elementary Level

Credits: 3

This course will focus on strategies, methodology and concepts of teaching and assessing language arts at the elementary level. Topics to be addressed include learning modalities, co-operative learning strategies, and strategies to teach writing and reading. Technology and cross-curricular literacy will also be an integral part of this course.

Registration for this course is limited to Bachelor of Education enrolled students only.

EDUC 4013 Teaching an Integrated Science Curriculum

Credits: 3

This course will model the delivery of a hands-on, active approach to the teaching of scientific concepts. It will emphasize how to enable students to construct their own understanding of the world of science.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4015 Teaching an Integrated Social Studies Curriculum

Credits: 3

This course will introduce teachers to a range of effective strategies to employ in the delivery of an issues-based social studies program. It will focus on issues and themes, which can be easily integrated into all areas of elementary curriculum.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4016 Mathematics at the Elementary Level

Credits: 3

This course will promote a holistic approach to the teaching of mathematics at the elementary level. Participants will explore methodologies for assessing students' progress in mathematics, taking into consideration the various ways of knowing and learning mathematics. Pre-service teachers will explore the use of math manipulatives, and technology as teaching/learning tools, collaborative student work and mathematical literacy.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4017 Assessment and Curriculum Instruction in Elementary Education

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Credits: 3

The focus of this course is on an interdisciplinary-integrated approach to curriculum delivery in the elementary classroom. Students will design and implement an integrated curriculum as part of course requirements.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4018 Principles and Practices of Elementary Education

Credits: 3

This course will model an instructional process that is reflective of developmentally appropriate practice. It will emphasize the importance of incorporating effective practices such as teacher-student relationships, classroom management skills and research-based theories of learning.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4021 Literacy in the Content Areas

Credits: 3

Through a constructivist, hands-on approach, this course will allow students to examine the knowledge, skills, and attitudes necessary to effectively implement the relative theory of reading in subject-specific areas such as history, biology, and mathematics. Students will explore theories of literacy and a variety of strategies for reading, writing and studying.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4028 Principles and Practices of Secondary Education

Credits: 3

This course is designed to provide students with the knowledge, skills and understanding required to construct and apply alternative methods of classroom management and discipline. Students will examine contemporary approaches to classroom management and discipline, including a consideration of legal, organizational and administrative issues. Students will gain knowledge and skills in this course that contribute to planning, delivering and evaluating teaching. Furthermore, the course will also emphasize ways to promote desired learning outcomes. The course illustrates specific ways to create a classroom that is a safe and comfortable space in which students and teachers with common goals can work successfully together. Students will be introduced to several models of classroom management, with an emphasis on the constructivist model. The major goal of the course is to enable students to comprehend the basic principles and tenets of a number of management approaches and to translate these principles into specific teaching strategies and skills.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4031 Aboriginal Studies at the Elementary Level

Credits: 3

This course provides effective teaching strategies for the teaching and learning of Aboriginal languages and cultures, with emphasis on Mi'kmaq language and culture. Topics include promoting oral traditions, language, and culture. (Students completing the Elementary Aboriginal Education option require this course).

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4033 Teaching English as a Second Language in an Additive Bilingual Model

Credits: 3

In this course students explore aspects of learning and teaching a second language. Students will also examine current research and theories as they apply to lesson planning and instruction of ESL (English as a Second Language) learners. (Students completing the Elementary Aboriginal Education option require this course).

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4034 Introduction to Literacy and Fluency in Aboriginal Languages

Credits: 3

This course will focus mainly on the acquisition of the Mi'kmaq language. Students will also examine bilingual language learning approaches for Aboriginal languages. Topics include oral tradition, and language immersion.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4035 Advanced Reading and Writing in Aboriginal Languages

Credits: 3

This course will continue with the language acquisition theories examined in 'Introduction to Aboriginal Literacy'. The language of instruction for this course will be Mi'kmaq. The focus of this course is to promote the acquisition of written language and to apply bilingual language learning theories to enhance Aboriginal language writing skills. Prerequisite: Introduction to Literacy and Fluency in Aboriginal Languages (or permission from the Instructor and Dean).

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4036 Aboriginal/Indigenous Education Models

Credits: 3

This course will explore the various theoretical and pedagogical models currently in use in Aboriginal/First Nation schools around the world.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4038 Technology Education I

Credits: 3

This course will examine technology education as a field of study, investigating the context within those technologies taught in the Nova Scotia public school program. The course focuses on developing technology supportive learning environments. Students will model social constructivist learning strategies as well as problem-based learning throughout

the course. Students will examine the development and selection of teaching strategies and resources, as well as lesson planning, unit planning, and assessment. Emphasis will be placed on the effective use of technology as a teaching and learning tool within the field of technology education and across the curriculum.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4039 Technology Education II

Credits: 3

This course will examine technology education as a field of study, investigating the context within those technologies taught in the Nova Scotia public school program. The course focuses on developing technology supportive learning environments. Students will model social constructivist learning strategies as well as problem-based learning throughout the course. Students will examine the development and selection of teaching strategies and resources, as well as lesson planning, unit planning, and assessment. Emphasis will be placed on the effective use of technology as a teaching and learning tool within the field of technology education and across the curriculum.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4040 Aboriginal Studies at the Secondary Level

Credits: 6

This course applies effective teaching strategies to the teaching and learning of Aboriginal languages and cultures, with emphasis on Mi'kmaq language and culture. Topics include promoting oral traditions, language, community, culture diversity, and traditions from an historical and sociological perspective. (Students completing the Intermediate/Secondary Aboriginal Education option require this course).

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4041 Science at the Secondary Level I

Credits: 3

This laboratory course will examine curriculum and effective teaching strategies in teaching science at the secondary level. Laboratory work will be assigned from the intermediate science level and from the teachable area(s) for which students were admitted.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4043 Science at the Secondary Level II

Credits: 3

This laboratory course will examine curriculum and effective teaching strategies in teaching science at the secondary level. Laboratory work will be assigned from the intermediate science level and from the teachable area(s) for which students were admitted.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4044 Social Studies at the Secondary Level I

Credits: 3

COURSE DESCRIPTIONS

This course focuses on the teaching of social studies at the middle and secondary levels. In this course students will focus on effective teaching strategies, lesson planning, use of learning resources for Social Studies, unit planning development, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4045 Social Studies at the Secondary Level II

Credits: 3

This course focuses on the teaching of social studies at the middle and secondary levels. In this course students will focus on effective teaching strategies, lesson planning, use of learning resources for Social Studies, unit planning development, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4046 French Second Language at the Secondary Level I

Credits: 3

This course provides an introduction to Core French and French Immersion programs at the middle and secondary school levels. In this course students will focus on effective second language teaching strategies, lesson planning, use of learning resources, unit planning development, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4047 French Second Language at the Secondary Level II

Credits: 3

This course provides an introduction to Core French and French Immersion programs at the middle and secondary school levels. In this course students will focus on effective second language teaching strategies, lesson planning, use of learning resources, unit planning development, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4048 Fine Arts at the Secondary Level I

Credits: 3

This course will examine the theories and practices of teaching fine arts within a secondary school context. Students will engage in the examination and development of teaching strategies, lesson planning, use of learning resources, unit planning development, and assessment and evaluation for the effective delivery of the fine arts curriculum.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4049 Fine Arts at the Secondary Level II

Credits: 3

This course will examine the theories and practices of teaching fine arts within a secondary school context. Students will engage in the examination and development of teaching strategies, lesson planning, use of learning resources, unit planning development, and assessment and evaluation for the effective delivery of the fine arts curriculum.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4051 English Language Arts at the Secondary Level I

Credits: 3

This course focuses on teaching English language arts at the middle and secondary levels. In this course students will focus on effective teaching strategies, lesson planning, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4053 English Language Arts at the Secondary Level II

Credits: 3

This course focuses on teaching English language arts at the middle and secondary levels. In this course students will focus on effective teaching strategies, lesson planning, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4054 Mathematics at the Secondary Level I

Credits: 3

This course focuses on teaching mathematics at the middle and secondary levels. In this course students will focus on effective teaching strategies, lesson planning, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4055 Mathematics at the Secondary Level II

Credits: 3

This course focuses on teaching mathematics at the middle and secondary levels. In this course students will focus on effective teaching strategies, lesson planning, assessment and evaluation.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4101 Sociology of Education

Credits: 3

In this course students will explore how Canadian education programs are influenced by the social context within which they are implemented. Students will be introduced to the instructional and social context of teaching. The role of the school in society, the organization and administration of schools and the dynamics of classroom culture will form the basis of the course.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4103 Inclusive Education

Credits: 3

This course examines the role of the subject/classroom teacher(s) in the program planning process for inclusive classrooms. A variety of situations will be examined with emphasis on inclusionary practices, appropriate classroom accommodations and professional collaboration. Current special education policies, regulations, and resources used in the Nova Scotia school system will provide the framework for program planning process. However, comparisons with

other jurisdictions will be made. Evaluation in this course will emphasize both knowledge and practical applications. This course encourages active participation.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4106 Philosophy and History of Education

Credits: 3

This course examines the historical and philosophic foundations of education in our socially and culturally diverse environment. Prospective teachers are provided with an opportunity to examine a variety of educational problems from a philosophical perspective. Students will explore the nature of education, and their role as professional educators. One of the major goals of the course will be for students to develop and articulate a personal philosophy of education.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4107 Assessment of and for Learning

Credits: 3

This course is an introduction to the theory and practice of student evaluation or assessment. The course is designed to provide students with an understanding of the major underlying issues and measurement problems surrounding assessment and will facilitate the student's shift in role from the one being assessed to that of an assessor. Students will examine the process of formulating educational objectives, validity and reliability in student assessment, preparing assessment instruments, scoring, reporting, data analysis, and item analysis techniques.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4108 Integrated Technology

Credits: 3

This course covers the integration of computer technology used in today's classroom to facilitate learning.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4211 Resource Education

Credits: 3

This course focuses on methods to facilitate learning for elementary and secondary students who require additional instructional supports, resources or assistive technologies. Students will explore strategies such as multiple intelligences and preferred learning styles to encourage and promote learning.

Registration for this course is limited to Bachelor of Education enrolled students only

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EDUC 4213 Teaching Mathematics in Middle Schools

Credits: 3

Students will focus on instructional strategies, learning theories, content, assessment and evaluation in the teaching of mathematics in the middle school class.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4214 Guidance

Credits: 3

This course provides an introduction to the principles and practices of guidance services, the role of the school counselor, and ways of developing effective interpersonal skills for pre-service teachers to provide guidance for their students.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4215 Learning Through Drama

Credits: 3

This course introduces drama as a valuable teaching and learning strategy. Topics will include: drama curriculum; lesson planning; education theory in drama; and ways of using drama as a learning tool for other subject areas.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4216 Adult Education

Credits: 3

This course examines the historical and philosophical approach to learning, program planning, lesson planning, and instruction of the adult learner.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4217 The Adolescent Learner

Credits: 3

This course examines the teaching strategies based on developmental theories of the adolescent learner.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4218 The Multi-age Classroom

Credits: 3

This course focuses on a multi-age pedagogical approach to teaching.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4219 Canadian History in Education

Credits: 3

This course examines the history and current trends in the teaching of Canadian history and social studies on the secondary level. The course stresses the importance of developing a culturally inclusive and contextually integrated approach to Canadian history. Particular attention will also be given to reviewing some of the latest web based learning resources for Canadian history and in developing effective teaching strategies for meeting the learning outcomes of the new Nova Scotia Grade 11 Canadian history course.

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4989 Internship in the Elementary School

Credits: 15

The Internship is an extended school- based practicum in which Interns apply theories and knowledge of teaching and learning in an elementary classroom setting. Interns develop and apply effective teaching practices to become reflective practitioners. Facilitation of the Intern's professional development and the evaluation of the Intern's progress is conducted by the classroom teacher and a University Supervisor. The full practicum will be comprised of the following essential components:

- 3-day (May, 1st term) introduction to the practical aspects of teaching and school operations
- 3-day (September, 2nd term) in-class experience in specific elementary/secondary streams (concurrent with methods course)
- 15 week in-school supervised practicum (Winter, 3rd term)
- Completion of mentored online reflective journal for core courses
- Curriculum portfolio development component linking methodology courses to practical teaching (concurrent with methods course).

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 4999 Internship in the Secondary School

Credits: 15

The Internship is an extended school based practicum in which Interns develop and apply effective teaching practices to become reflective practitioners in a secondary classroom setting. Facilitation of the Intern's professional development and the evaluation of the Intern's progress is conducted by the classroom teacher and a University Supervisor. The full practicum will be comprised of the following essential components:

- 3-day (May, 1st term) introduction to the practical aspects of teaching and school operations
- 3-day (September, 2nd term) in-class experience in specific elementary/secondary streams (concurrent with methods course)
- 15 week in-school supervised practicum (Winter, 3rd term)
- Completion of mentored online reflective journal for core courses
- Curriculum portfolio development component linking methodology courses to practical teaching (concurrent with methods course).

Registration for this course is limited to Bachelor of Education enrolled students only

EDUC 435 Sustainable Happiness **Cross-listed with COMM435**

Credits: 3.

This course will consider happiness and subjective well-being from the perspectives of psychology, communications, interpersonal relationships, community, the environment and ideology by familiarizing students with the research emerging in those areas. Students will also explore the impact that individual and national pursuits of happiness have on the well-being of people around the world and the natural environment. Opportunities for engaging in sustainable happiness (the pursuit of happiness that does not exploit other people, the environment, or future generations) will be addressed. The role of formal and non-formal education in shaping one's view of happiness will be discussed.

EDUC 503 Developmental Drama

Credits: 6

Corequisite: EDUC 520.

Involves a study of the theory of creative dramatics as seen by its best-known practitioners (Peter Slade, Brian Way, Nelli McCaslin, Winnifred Ward, and 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–academic, political and popular–on curriculum 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 proto-type 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 EDUC 534.

This courses 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 EDUC 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 education software will be investigated.

EDUC 535 Applications of Learning Theory in Education Multimedia Design

Credits: 3
Credit unavailable for students with old EDUC 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 current software 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 EDUC 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 webquests and project based learning) will be used as the vehicle for participants to explore the principles of Web page design in a constructivist-

based learning framework. Online tools will be used 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 EDUC 538.
Prerequisites: 21 credits from EDUC 530, EDUC 531, EDUC 533, EDUC 535, EDUC 537, EDUC 539, EDUC 541.

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 Counseling

Credits: 3

Examines the historical, philosophical, psychological, and sociological bases of the major approaches to counseling. Also explores the central issues in counseling and the social context of those issues. Special reference will be made to the particular concerns of 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 counseling 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 557 Group Counseling

Credits: 3

This course will focus on the dynamics of group interaction. The course will integrate research, theory and structured exercises in order to build group skills. Topics covered will help to prepare students for initiating groups within their schools.

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 Counseling

Credits: 3

Examines the theory and practice of career development and career counseling as a basis for introducing the student to the skills of adolescent career counseling. Special attention is given to assessing client needs: sex, race, and class issues in career counseling for gifted children; promoting child self-understanding; career information services; interest and aptitude tests, and utilizing community resources.

EDUC 562 Counseling Practicum I

Credits: 3
Prerequisites: 21 credits from EDUC 550, EDUC 552, EDUC 554, EDUC 556, EDUC 558, EDUC 560.

Designed to prepare students for their field work segment in Counseling Practicum II. Students learn about the ethical and legal implications of the counselor's work: the relationship to police, courts, and various community intervention programs; recording interviews; counseling 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 Counseling Practicum II: Field Work

Credits: 3
Corerequisite: EDUC 562

Designed to provide opportunity for students to obtain some initial first-hand field experience in counseling. For three hours per week the student will work under the supervision of a counselor in a professional setting and will be required to assume a counseling 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
Corerequisite: EDUC 599.

Designed specifically for those students enroled in the Certificate in Educational Studies. Students will work with a project advisor appointed by CBU 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
Prerequisites: EDUC 503 and EDUC 520.

Designed specifically for those students enroled in the Certificate in Educational Studies. Under the supervision of a professor appointed by CBU, 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)

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 122 Fundamentals of Electricity II

Credits: 3
Prerequisite: ELEC 111.

The solution of DC and AC networks as a foundation for specialization in power, instrumentation, or communication options.

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 244 Linear Integrated Circuits

Credits: 3
Prerequisite: ELEC 112, or ELEC 253.

Linear integrated circuit applications are examined. Emphasis is on operational amplifier circuits including comparators, inverting and non-inverting 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: ELEC 111, or ELEC 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 267 Signals and Controls

Credits: 3

This course will introduce the classification of signals and systems, signal and system properties and their applications, linear time-invariant systems, periodic signal and Fourier series, continuous-time Fourier transform, Laplace transform, z-transform and their application mainly in control and communication systems.

ELEC 283 Industrial Electronics Circuits

Credits: 3
Prerequisite: ELEC 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: ELEC 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 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 3,000+ word thesis in the discipline area in which registration or certification is sought. See Department Chair.

ELEC 365 Control Systems

Credits: 6
Prerequisite: ELEC 213.

An advanced study of theoretical, industrial control system techniques and concepts with emphasis on control system design, configuration, modeling, and performance evaluation.

ELEC 411 Embedded Operating Systems

Credits: 3
Prerequisites: ELEC 345, ELEC 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 (EMGN)

All EMGN Courses are offered through distance education 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 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-profit sectors.

The second area is incident command and in this portion the student will develop an incident command system/emergency operations centre 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 (ENGI)

Cape Breton University Engineering Program is associated with Dalhousie University. Specific discipline choices include Biological, Chemical, Civil, Electrical, Industrial, Mechanical, Metallurgical, and Mining.

Courses marked are also offered by distance.

ENGI 101 Shop Practice

Credits: 3

This course is designed to develop skills in the use of hand tools and machine shop equipment utilized in today's industrial environment. The student will learn shop safety, focusing on WHIMIS and OHSA. The course will teach soldering, circuit board construction and machine fabrication. Each skill will be emphasized by completing small projects throughout the term. This is a required course for all disciplines of technology.

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, focused 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 analytically solve 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: ENGI 145, MATH 122, PHYS 121, 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

Credits: 3
Prerequisites: MATH 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 exergy. The course concludes with an understanding of gas and vapour power cycles.

ENGI 246 Fundamentals of Chemical Engineering **Cross-listed with CHEM 345**

Credits: 3
Prerequisites: Second-year standing and CHEM 122 and MATH 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, MATH 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

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: ENGI 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: ENGI 145, MATH 121, and MATH 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 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

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
Prerequisites: ENGI 125.

This course is intended to develop the student's ability to evaluate plan and complete engineering projects. Fundamentals of design, design methods, and design considerations as well as professional practice are discussed. Design, analysis, and word processing software are employed. Project work will include design and detail (using CAD), analysis, fabrication, testing, written reports, and oral presentation. Teamwork and individual design/build projects are a major part of the course.

ENGINEERING – TECHNOLOGY (ENGI)

ENGI 111 Statics

Credits: 3

An introduction to the concept of forces and torques acting on structures.

ENGI 122 Strength of Materials

Credits: 3
Prerequisite: ENGI 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

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.

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 (ENGL)

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 instructor.

Students who intend to major in English must consult the Department Chair 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.

Courses marked 🖱 are also offered by distance.

ENGL 030 Scholarly Methods and Research

Credits: 0
Prerequisite: ENGL 200.
Required for BA Honours 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 101 Elements of Academic Writing

Credits: 3
Cannot be counted in the English major and cannot be taken after completion of ENGL 200.

An introduction to the basic components of good writing. Fundamentals of grammar, punctuation, sentence structure, paragraph structure are covered and lead to an introduction to basic rhetorical strategies.

ENGL 105 Introduction to Academic Writing

Credits: 3

Cannot be counted in the English major and cannot be taken after completion of English 200.

An introduction to the structures and processes associated with effective academic writing.

ENGL 109 Research and Writing

Credits: 3
Cannot be counted in the English Major and cannot be taken after completion of English 200.

This course extends the skills developed in ENGL 105 by providing a thorough introduction to scholarly research methods

ENGL 110 Writing in English

Credits: 6
Students may not take credit for both ENGL 100 and ENGL 110.

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.

ENGL 200 Introduction to Literature

Credits: 6
Can be counted in the English major.

An introduction to the various forms of literature in English, to literary history, theory, and analysis. Literature from a variety of historical periods and/or national contexts will be considered. The course focuses on close reading, critical thinking, essay writing, and research skills.

ENGL 205 Intermediate Writing

Credits: 3
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 ENGL 100.

ENGL 207 Technical and Science Writing **Cross-listed with BUSS 265, ITEC 411**

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 337.
Cannot be counted in English Major

This course focuses on intermediate technical writing skills (reports, proposals, and instructions).

ENGL 300 Middle English Literature

Credits: 6
Prerequisite: ENGL 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
Cannot satisfy the Group 1 BA core requirement.

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: ENGL 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
Cannot satisfy the Group 1 BA core requirement.

An introduction to play production that includes lectures, discussions, practical demonstrations of sound and lighting, and video programs on live theatre.

ENGL 309 Introduction to Acting **Cross-listed with FINA 309**

Credits: 3
Prerequisite: ENGL 307 or FINA 307 or permission of the instructor and Department Chair.
Cannot satisfy the Group 1 BA core requirement.

A practical course in acting for the live theatre: voice projection, movement, gesture, and characterization.

ENGL 312 Literature of the Seventeenth Century

Credits: 6
Prerequisite: ENGL 200.

A comprehensive study of the major poets and prose writers of the seventeenth century including Donne, Bacon, Milton, and Jonson among others.

ENGL 315 Literature of the Early Seventeenth Century

Credits: 3
Prerequisite: ENGL 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 Development of Seventeenth Century Literature

Credits: 3
Prerequisite: ENGL 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: ENGL 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: ENGL 307 or FINA 307.
Cannot satisfy the Group 1 BA core requirement.

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 303 and FINA 303, or permission of the instructor.
Cannot satisfy the Group 1 BA core requirement.

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: ENGL 200.

An introduction to the history and theory of classical criticism.

ENGL 330 History of the English Language **Cross-listed with HERT 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.

ENGL 331 History and Theory of Criticism: Wordsworth to the Twentieth Century

Credits: 3
Prerequisite: ENGL 200.

An introduction to the history and theory of Romantic, Victorian and early twentieth century criticism.

ENGL 333 Introduction to Creative Writing: Poetry

Credits: 3
Prerequisite: ENGL 200
Cannot satisfy the Group 1 BA core requirement.

An introduction to the art and craft of writing poetry. The course will focus on an understanding of the formal requirements of poetic creation.

ENGL 337 Introduction to Creative Writing: Short Story

Credits: 3
Prerequisite: ENGL 200.
Cannot satisfy the Group 1 BA core requirement.

An introduction to the art and craft of writing the short story with a focus on an understanding of the formal elements such as narrative, description, mood, etc.

ENGL 340 Shakespeare

Credits: 6
Prerequisite: ENGL 200.

A survey of Shakespeare's plays.

ENGL 341 Renaissance Drama I

Credits: 3
Prerequisite: ENGL 200.

This course explores the dramatic work of Shakespeare's most important Elizabethan predecessors and contemporaries.

ENGL 343 Renaissance Drama II

Credits: 3
Prerequisite: ENGL 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: ENGL 200.

The development of both prose and poetry in Atlantic Canada from 1500.

ENGL 351 Modern American Fiction

Credits: 6
Prerequisite: ENGL 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
Prerequisites: ENGL 200.

Representative poems and occasional critical prose of the major poets in the twentieth century.

ENGL 353 The Modern British Novel

Credits: 6
Prerequisites: ENGL 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
Prerequisites: ENGL 200.

Major modern poets and poetic movements of Britain and Ireland from their beginnings in the 1890s to mid-century.

ENGL 355 Modern Canadian Poetry

Credits: 6
Prerequisites: ENGL 200.

Representative works of significant poets from the beginnings of modernism in Canada to the present.

ENGL 356 Modern Canadian Novel

Credits: 6
Prerequisites: ENGL 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
Prerequisites: ENGL 200.

A survey of major writers of the United States up to the end of the Civil War.

ENGL 360 Eighteenth Century English Literature

Credits: 6
Prerequisites: ENGL 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: ENGL 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 365 Survey of the Drama

Credits: 6
Prerequisite: ENGL 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
Prerequisites: ENGL 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.

ENGL 369 The Canadian Short Story from 1960 to the Present

Credits: 3
Prerequisites: ENGL 200.
A survey of the short story in Canada beginning in 1960 with special attention to Atwood, Munro, Gallant, Vanderhaeghe, and others.

ENGL 370 The Romantic Movement

Credits: 6
Prerequisites: ENGL 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

Credits: 3
Prerequisites: 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.

ENGL 372 Modern Celtic Literature

Credits: 3
Prerequisites: 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.

ENGL 375 Victorian Literature (excluding Fiction)

Credits: 6
Prerequisites: ENGL 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
Prerequisites: ENGL 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 Aboriginal Literature

Credits: 3
Prerequisites: ENGL 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 30 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 ENGL 200.

ENGL 381 Children's Literature to 1860

Credits: 3
Prerequisites: ENGL 200.

A survey of the earliest literature for children, including folk and fairy tales, nursery rhymes, moral and educational material, and the literary tale.

ENGL 383 Children's Literature in English: 1860-1920

Credits: 3
Prerequisites: ENGL 200.

Children's literature 1860-1920, with emphasis on the children's novels of the period.

ENGL 385 Special Topics

Credits: 3
Prerequisites: ENGL 200.
Special topics may vary from year to year. Consult with the Department Chair for further information.

ENGL 386 Popular Culture in the Literary Tradition

Credits: 6
Prerequisites: ENGL 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 387 Modern American Drama

Credits: 3
Prerequisites: ENGL 200.

This course will explore modern American drama from the naturalism of early twentieth figures such as Eugene O'Neill through to the works of modern and post modern playwrights, including modern popular forms such as the musical.

ENGL 388 Special Topics

Credits: 6
Prerequisites: ENGL 200.

Special topics may vary from year to year. Consult with the Department Chair for further information.

ENGL 390 The Short Story

Credits: 6
Prerequisites: ENGL 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 393 Introduction to Fantasy Literature

Credits: 3
Prerequisites: ENGL 200.

The course takes a thematic approach to the literary study of key works of fantasy while placing them in within ht genre's cultural, historical and theoretical contexts. Novels and short stores will be drawn from several time periods with the major emphasis on modern and contemporary fantasy.

ENGL 395 Introduction to Science Fiction

Credits: 3
Prerequisites: ENGL 200.

The course takes a thematic approach to the literary study of key works of science fiction while placing them within the genre's cultural, historical, and theoretical contexts. Novels and short stories will be drawn from several time periods with the major emphasis on modern and contemporary science fiction.

ENGL 399 Directed Study

Credits: 3
Prerequisite: ENGL 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: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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 405 Special Topics in Renaissance Literature

Credits: 6
Prerequisites: ENGL 200, at least one 300 level English (exclusive of ENGL 307, ENGL 309) and an average of at least 60% in all previous English courses.

Topics will be chosen from the broad spectrum of Renaissance drama, poetry and prose and may touch on individual authors, themes, genres and sub-genres. Selected topics will vary from year to year.

ENGL 406 Special Topics in Renaissance Literature

Credits: 3
Prerequisites: ENGL 200, at least one 300 level English (exclusive of ENGL 307,ENGL 309) and an average of at least 60% in all previous English courses.

Topics will be chosen from the broad spectrum of Renaissance drama, poetry and prose and may touch on individual authors, themes, genres and sub-genres. Selected Topics will vary from year to year.

ENGL 418 Milton

Credits: 6
Prerequisites: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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.

ENGL 428 Twentieth Century Criticism and Critical Theory 1960 to the Present

Credits: 3
Prerequisites: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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.

ENGL 433 Contemporary Irish Literature

Credits: 3
Prerequisites: ENGL 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 437 Classical Mythology in Modern Literature

Credits: 3
Prerequisites: ENGL 200 or 300-level course in literature.

A study of the interplay between classical mythology and modern poetry.

ENGL 451 Selected Topics in American Literature

Credits: 3
Prerequisites: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 310), and an average of 60% in all previous English courses.

Special topics may vary with each presentation of the course. Consult with the Department Chair for further information.

ENGL 455 Modern Drama

Credits: 6
Prerequisites: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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 465 Contemporary Drama

Credits: 6
Prerequisites: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 310), and an average of 60% in all previous English courses.

A study of the major prose writers of the nineteenth century: Hazlitt, Lamb, DeQuincey, Carlyle, Ruskin, Arnold, Mill, and Pater.

ENGL 475 Literature of Transition: British Literature 1870-1920

Credits: 6
Prerequisites: ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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), ENGL 200, at least one 300-level English course (exclusive of ENGL 307, ENGL 309, and old ENGL 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%.

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%.

The student undertakes, on a tutorial basis, an individualized program of study. Students should consult the Department Chair for available instructors.

ENVIRONMENTAL ENGINEERING – TECHNOLOGY (ENVI)

Courses marked are also offered by distance.

ENVI 203 Industrial Microbiology

Credits: 3
Prerequisite: 6 credits in post-secondary chemistry.
Exclusions: students may not receive credit for both ENVI 203 and MICR 223 (formerly 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: ENVI 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. Biological, chemical, and engineering concerns are stressed. Laboratory exercises complement 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: ENVI 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

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

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 **Cross-listed with PETR 426**

Credits: 3

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 **Cross-listed with PETR 427**

Credits: 3

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 436 Engineering for Sustainable Development I

Credits: 3

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

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

Lectures will provide the basic grounding in environmental auditing theory with case study examples: audit scope, audit steps, ISO 14000 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

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.

ETHNOMUSICOLOGY (ETHM)

ETHM 115 History and Literature of Music I **Cross-listed with MUSI 115**

Credits: 3

This course provides basic knowledge and understanding of music in culture, with emphasis on listening skills and repertoire. Material will include the fundamentals of music and a survey of the Medieval, Renaissance and Baroque periods in European music (ca. 400-1750 AD). Significant musical features, developments, composers, genres, compositions, and ensembles in each of the three eras studied will be examined. In addition, students will consider how broader social, religious, scientific, political, and economic contexts affected—and were affected by—music. No prior musical knowledge is required.

ETHM 116 History and Literature of Music II **Cross-listed with MUSI 116**

Credits: 3

This course provides basic knowledge and understanding of music in culture, with emphasis on listening skills and repertoire. Material will include the fundamentals of music and a survey of the Classical, Romantic, and Modern periods in European music (ca. 1750 to the present). Significant musical features, developments, composers, genres, compositions, and ensembles in each of the three eras studied will be examined. In addition, students will consider how broader social, religious, scientific, political, and economic contexts affected—and were affected by—music. No prior musical knowledge is required.

ETHM 125 Experiencing Music **Cross-listed with MUSI 125**

Credits: 3

This course introduces musical fundamentals such as pitch, rhythm, timbre, texture and other elements. By using a wide cross-section of world musics as exemplars, this course helps students to develop listening and music analysis skills. Students will be introduced to musics both familiar and unfamiliar, providing a culturally diverse musical environment in which to build their vocabularies for describing musical sound and performance. Through hands-on in-class activities and individual analysis assignments, students receive grounding in the basics of music theory and practice as it is relevant to musical traditions in many parts of the world.

ETHM 201 Music & Culture **Cross-listed with MUSI 201**

Credits: 3

An introduction to the discipline of ethnomusicology, this course focuses on the issues confronting those who study music across cultures. Through the course, students discover the ways in which sounds, settings and significances interlock in diverse musical cultures. Through case studies and the major course assignment, students discover how fieldwork is done, including the process of participant observation, ethnographic interviewing, thick description, and research ethics. In the process, broader issues in ethnomusicology are studied, such as movement across distances (e.g., migration), commercial and economic issues (e.g., recordings, tourism), ritual (e.g., religion, life cycle ceremonies), and politics (e.g., nationalism, protest). Each of these issues is discussed theoretically and then examined in several specific (and different) case studies involving music cultures from around the world

ETHM 203 Atlantic Folk Music **Cross-listed with FOLK 203**

Credits: 3

This course examines a variety of vernacular musical traditions and will consider aspects such as performers, audiences, aesthetics, functions, history, venues, transmission, and collection. The definition of folk music will be debated. Folk music collections will also be studied and questioned.

ETHM 305 Musics of the World **Cross-listed with MUSI 305**

Credits: 3

COURSE DESCRIPTIONS

This course provides in-depth study of a small number of non-Western musics, each studied during its own module. Music offers, in many ways, a window on society, giving us the opportunity to see how music is defined, how it is evaluated, how it is made and performed, and its role within a given community. Music can be studied as a reflection of society, mirroring social and political structures, gender relations, cultural values, religious beliefs, and other aspects. However, music is also an active force in the creation of society, as when it is used for protest purposes or to call upon a deity to change the community's circumstances. Students will discover how music is more than entertainment in many cultures and is instead a form of human expression that is a meaningful aspect of daily life.

ETHM 207 Celtic Music I **Cross-listed with FINA 207, FOLK 207**

Credits: 3

Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

ETHM 209 Celtic Music II **Cross-listed with FINA 209, FOLK 209**

Credits: 3

Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

ETHM 227 Popular Music and Culture 1890's – 1950's **Cross-listed with MUSI 227 and FOLK 227**

Credits: 3 Exclusion: Students who have already received credit for ETHM/FOLK/FINA/MUSI 121 cannot receive credit for MUSI/ETHM/FINA/FOLK 227

This course traces the development of popular song in North America from its earliest forms up to the development of rock and roll in the 1950's. Through topics such as parlour song, minstrelsy, jazz, country, swing and blues, the social, economic and technological forces that shaped popular song are explored in depth. The interrelationship between North American popular music and the diverse immigrant communities that helped create it is analyzed.

ETHM 229 Popular Music and Culture, 1950 - Present **Cross-listed with MUSI 229 and FOLK 229**

Credits: 3
Prerequisites: MUSI 125, ETHM 125, FINA 125

A continuation of Popular Music and Culture I, this course surveys the development of British and North American popular song between the 1960's and the 2000's. In addition to profiling the key performers, genres, businesses and texts from the past 40 years, students are introduced to the many issues that make popular music so compelling: its role in politics, social identity, economic shifts and the technological changes. The sound and history of the music are connected to the prevailing social and cultural climate of each decade.

ETHM 231 Performance Analysis of Celtic Arts I **Cross-listed with FOLK 231, HERT 231**

Credits: 3

This course looks at the history and social context of Celtic music and dance. Themes include the influence of politics, religion, commercialism, and gender, as well as processes such as modernization, popularization, codification, and revival. Also covered are key individuals (musicians, composers, and collectors) and important societies and institutions. The focus is mainly on the music and dance of Ireland, Scotland, and Cape Breton Island, with some exploration of other Celtic regions. Topics are examined from a cross-cultural perspective. No prior musical knowledge is required.

ETHM 233 Performance Analysis of Celtic Arts II **Cross-listed with FOLK 233, HERT 233**

Credits: 3

Prerequisites: ETHM 231.

This course is a survey of Celtic music and dance. Major topics include traditional instruments, basic music theory for Celtic music and the classification of tune types and forms of song and dance. The focus is mainly on the music and dance of Ireland, Scotland, and Cape Breton Island, with some exploration of other Celtic regions. Topics are examined from a cross-cultural perspective. No prior musical knowledge is required.

ETHM 241 Early Canadian Celtic Music **Cross-listed with FOLK 241**

Credits: 3

This course is designed to introduce students to Celtic music in Canada prior to the 1970's from historical, cultural, and musicological perspectives. Students will be introduced to musics from different Celtic cultures, a variety of Canadian regions, a range of musical styles, and a number of significant musicians.

ETHM 243 Contemporary Canadian Celtic Music **Cross-listed with FOLK 243**

Credits: 3

This course is designed to introduce students to Celtic Music in Canada from the 1970's onwards, using historical, cultural and musicological perspectives. Students will be introduced to music from different Celtic cultures, a variety of Canadian regions, a range of musical styles, and a number of significant musicians.

ETHM 251 Cape Breton Fiddle

Credits: 3

This performance course will emphasize instruction in the Cape Breton fiddle tradition. Basic performance competency is required and will be assessed during the first class.

ETHM 253 Fiddle Music for Dancing

Credits: 3

This performance course will emphasize fiddle music used to accompany step and square dance. Basic performance competency is required and will be assessed during the first class.

ETHM 255 Indigenous Musics of North America **Cross-listed with MIKM 255 and ANTH 255**

Credits: 3

This course will introduce students to a range of musical tradition from North America Indigenous communities, including nation –specific (especially Mi'kmaq), inter-tribal, and popular musics. The course focuses on the significance of music to various Indigenous peoples, examining its role in, for example, ritual, spiritual expression, healing, relationships, and dance. Students will also explore the relationship between music and identity, examining gender roles and nation-specific musical expressions. Students will learn basic music vocabulary in order to analyze and describe the characteristics of the music encountered.

ETHM 305 Musics of the World **Cross-listed with MUSI 305**

Credits: 3

COURSE DESCRIPTIONS

This course provides in-depth study of a small number of non-Western musics, each studied during its own module. Music offers, in many ways, a window on society, giving us the opportunity to see how music is defined, how it is evaluated, how it is made and performed, and its role within a given community. Music can be studied as a reflection of society, mirroring social and political structures, gender relations, cultural values, religious beliefs, and other aspects. However, music is also an active force in the creation of society, as when it is used for protest purposes or to call upon a deity to change the community's circumstances. Students will discover how music is more than entertainment in many cultures and is instead a form of human expression that is a meaningful aspect of daily life.

ETHM 308 Music and Protest

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.

Social protest and activism are profoundly important parts of modern society, and music offers a potent means of articulating, organizing, and shaping collective efforts to challenging the status quo. In this course, we explore music of protest, studying how music is an integral dimension of human behaviour with the power to move masses, to change society, and to a be a weapon of political power.

ETHM 320 Traditional and Celtic Dance **Cross-listed with FOLK 320, 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.

ETHM 321 Popular Musics of the World **Cross-listed with MUSI 321 and FOLK 321**

Credits: 3
Prerequisites: Any 6 credits in ETHM *except* performance courses

This course focuses on popular musics from outside the North American and British mainstream. Students will grapple with various issues relating to global popular musics, including how they circulate the world and what happens as a result of transcultural contact how “world music” has been constructed and consumed in the west, issues of intellectual property and ownership, language choice, and the role and modes of mass media.

ETHM 351 Fiddle Performance

Credits: 1

This course label encompasses a range of fiddle styles; a particular style will be offered depending on the instructor and expertise available (e.g., Scottish, Irish, Acadian, Old-Time) and may vary from year to year. The course provides group instruction in traditional music performance for students who already have intermediate performing abilities. A student may take more than one such course for credit so long as a different fiddle style is represented by each credit.

Basic performance competency is required and will be assessed during the first class.

NOTE: this course is worth 1 credit ONLY. To count towards your degree, you will need to take at least two other 1-credit courses.

ETHM 352 Piano Performance

Credits: 1

This course label encompasses a range of piano styles; a particular style will be offered depending on the instructor and expertise available (e.g., Scottish, Acadian, Old-Time) and may vary from year to year. The course provides group instruction in traditional music performance for students who already have intermediate performing abilities. A student may take more than one such course for credit so long as a different piano style is represented by each credit.

Basic performance competency is required and will be assessed during the first class.

NOTE: this course is worth 1 credit ONLY. To count towards your degree, you will need to take at least two other 1-credit courses.

ETHM 353 Instrumental Performance

Credits: 1

This course label encompasses a range of styles relevant to an instrument not represented by other performance course codes; a particular style and instrument will be offered depending on the instructor and expertise available (e.g., Irish flute/whistle, Celtic accordion, Mi'kmaq powwow music) and may vary from year to year. The course provides group instruction in traditional music performance for students who already have intermediate performing abilities. A student may take more than one such course for credit so long as a different instrument and/or style is represented by each credit.

Basic performance competency is required and will be assessed during the first class.

NOTE: this course is worth 1 credit ONLY. To count towards your degree, you will need to take at least two other 1-credit courses.

ETHM 354 Dance Performance

Credits: 1

This course label encompasses a range of dance styles; a particular style will be offered depending on the instructor and expertise available (e.g., Cape Breton step dance, Ottawa Valley step dance, Highland dancing) and may vary from year to year. The course provides group instruction in traditional dance performance. A student may take more than one such course for credit so long as a different dance style is represented by each credit.

NOTE: this course is worth 1 credit ONLY. To count towards your degree, you will need to take at least two other 1-credit courses.

ETHM 355 Vocal Performance

Credits: 1

This course label encompasses a range of vocal styles; a particular style will be offered depending on the instructor and expertise available (e.g., choir, Gaelic song, Acadian song, Mi'kmaq song) and may vary from year to year. The course provides group instruction in song performance. A student may take more than one such course for credit so long as a different type of song or vocal style is represented by each credit.

COURSE DESCRIPTIONS

NOTE: this course is worth 1 credit ONLY. To count towards your degree, you will need to take at least two other 1-credit courses.

ETHM 369 Music and Nationalism **Cross-listed with and POLS 369**

Credits: 3
Prerequisites: 100 or 200 level ETHM or FINA course with an emphasis on music and/or culture; and/or a Political Science course

This course examines how music can be a potent tool for both building nations and critiquing them. Music can express national identities, narrate national myths, and mark national borders, but it can also critique, deconstruct, and transgress. While many find it easy to accept that music reflects social beliefs and values, in this course we explore how music can be actively used to shape national ideas, principles, and standards.

FINE ARTS (FINA)

Courses marked are also offered by distance.

FINA 101 Cinema

Credits: 3

The film is an artefact that can be experienced from a variety of perspectives—cultural, ideological, and aesthetic. A total of 36 films will be shown and studied.

FINA 103 Philosophy of Art I **Cross-listed with PHIL 233**

Credits: 3

In conjunction with CBU theatrical productions, students examine philosophical questions (theatrical illusion, role-playing, tragedy, and comedy) and learn to appreciate performances better.

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 211 Voice for the Theatre

Credits: 3

Through practical exercises, this course introduces the student to voice training for the theatre. May be used towards 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 towards 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 towards 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 towards 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 towards completion of the Theatre Arts Certificate.

FINA 239 Movies and Morals **Cross-listed with PHIL 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.

FINA 303 Playwriting **Cross-listed with ENGL 303**

Credits: 3
Cannot satisfy the Group 1, BA core requirement.

An introduction to the art and craft of writing dramatic texts for live theatre. Students are required to attend a number of drama group productions as well as any touring productions.

FINA 305 Art and Politics **Cross-listed with POLS 305**

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.

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 309 An Introduction to Acting **Cross-listed with ENGL 309**

Credits: 3
Prerequisite: FINA 307 or ENGL 307.
Cannot satisfy the Group 1, BA core requirement.

A practical course in acting for the live theatre: voice projection, movement, gesture, and characterization.

FINA 311 Introduction to Theatre Directing **Cross-listed with ENGL 321**

Credits: 3
Prerequisite: FINA 307 or ENGL 307.
Cannot satisfy the Group 1, BA core requirement.

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: FINA 303, or ENGL 303, or permission of the instructor.
Cannot satisfy the Group 1, BA core requirement.

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 department 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 department members.

FOLKLORE (FOLK)

Folklore is the study of informal culture as both content and a process. Folklorists are interested in how beliefs, narratives, music, skills, crafts, rituals, customs, and ideologies are transmitted not through structured institutions but through intimate, direct, and interpersonal communication. Informal culture circumscribes traditions from those of significant time-depth with definable characteristics – ethnicity, region, occupation – to friendship and associative groups connected through media.

COURSE DESCRIPTIONS

Folklore courses are open not only to students who wish to concentrate on Folklore as a major but to all who have an interest in culture. Courses can also form part of the Heritage Studies Certificate program within the School of Arts and Social Sciences. Students learn practical interviewing and fieldwork techniques, which are fundamental research skills in this field. The courses lead students to a better understanding of the various forms of human expressive culture and the role tradition plays in our lives and communities.

Students majoring in folklore must consult annually with an advisor before choosing their courses for the coming year. Nine (9) credits of Folklore, including FOLK 101, FOLK 113 and three (3) more credits at the 200 level are prerequisites for all courses in the 300 and 400 levels, unless otherwise indicated.

Courses marked are also offered by distance.

FOLK 101 Introduction to Folklore I: Concepts and Fieldwork

Credits: 3
An introduction to fundamental concepts and fieldwork in folklore study. Cape Breton oral and material traditions are emphasized.

FOLK 113 Introduction to Folklore II: Folklore Genres and Analysis

Credits: 3

This course surveys various genres and analytical approaches in folklore study. Maritime Canadian materials are emphasized.

FOLK 201 Oral Literature: Storytelling and Other Verbal Genres

Credits: 3

Analysis of storytelling, myths, folktales, legends, personal experience narratives, jokes, riddles, rhymes, and proverbs.

FOLK 203 Atlantic Folk Music **Cross-listed with ETHM 203**

Credits: 3

This course examines a variety of vernacular musical traditions and will consider aspects such as performers, audiences, aesthetics, functions, history, venues, transmission, and collection. The definition of folk music will be debated. Folk music collections will also be studied and questioned.

FOLK 205 Custom

Credits: 3

This course examines modern and historic customs from around the world, focusing on both calendar customs (celebrations marking specific times of year) and personal customs (such as rites of passage) whether they be secular or sacred. Emphasis is placed on the role of personal experience narrative, gender and material culture as it relates to customs.

FOLK 207 Celtic Music I **Cross-listed with ETHM 207, FINA 207**

Credits: 3

Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

FOLK 209 Celtic Music II **Cross-listed with ETHM 209, FINA 209**

Credits: 3

Studies the history of the Celtic music traditions with special emphasis upon Scottish and Cape Breton musical traditions.

FOLK 211 Atlantic Canadian Folklore

Credits: 3

This course examines the society and culture of Atlantic Canada as a means to explore the historical context and modern manifestations of folklore and its study in this region

FOLK 217 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 223 Urban Legend

Credits: 3

A study of contemporary legends, conspiracy theories, and rumour in North American culture, with an examination of how they function and how they affect our perceptions.

FOLK 227 Popular Music and Culture 1890's – 1950's **Cross-listed with ETHM 227 and MUSI 227**

Credits: 3 Exclusion: Students who have already received credit for ETHM/FOLK/FINA/MUSI 121 cannot receive credit for MUSI/ETHM/FINA/FOLK 227

This course traces the development of popular song in North America from its earliest forms up to the development of rock and roll in the 1950's. Through topics such as parlour song, minstrelsy, jazz, country, swing and blues, the social, economic and technological forces that shaped popular song are explored in depth. The interrelationship between North American popular music and the diverse immigrant communities that helped create it is analyzed.

FOLK 229 Popular Music and Culture, 1950 - Present **Cross-listed with ETHM 229 and MUSI 229**

Credits: 3
Prerequisites: MUSI/ETHM/FINA 125 OR MUSI/ETHM/FINA 227

A continuation of Popular Music and Culture I, this course surveys the development of British and North American popular song between the 1960's and the 2000's. In addition to profiling the key performers, genres, businesses and texts from the past 40 years, students are introduced to the many issues that make popular music so compelling: its role in politics, social identity, economic shifts and the technological changes. The sound and history of the music are connected to the prevailing social and cultural climate of each decade.

FOLK 231 Performance Analysis of Celtic Arts I **Cross-listed with ETHM 231, HERT 231**

Credits: 3

This course looks at the history and social context of Celtic music and dance. Themes include the influence of politics, religion, commercialism, and gender, as well as processes such as modernization, popularization, codification, and

revival. Also covered are key individuals (musicians, composers, and collectors) and important societies and institutions. The focus is mainly on the music and dance of Ireland, Scotland, and Cape Breton Island, with some exploration of other Celtic regions. Topics are examined from a cross-cultural perspective. No prior musical knowledge is required.

FOLK 233 Performance Analysis of Celtic Arts II **Cross-listed with ETHM 233 and HERT 233**

Credits: 3
Prerequisite: FOLK 231.

This course is a survey of Celtic music and dance. Major topics include traditional instruments, basic music theory for Celtic music and the classification of tune types and forms of song and dance. The focus is mainly on the music and dance of Ireland, Scotland, and Cape Breton Island, with some exploration of other Celtic regions. Topics are examined from a cross-cultural perspective. No prior musical knowledge is required.

FOLK 241 Early Canadian Celtic Music **Cross-listed with ETHM 241, FINA 241, 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.

FOLK 243 Contemporary Canadian Celtic Music **Cross-listed with ETHM 243, FINA 243, 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.

FOLK 251 Folklife Studies: Regional Ethnology

Credits: 3

This course examines distinctive cultural regions throughout North America and the lifeways of the peoples living there. Students will conduct fieldwork.

FOLK 261 Vernacular Architecture **Cross-listed with HIST 203**

Credits: 3

An historical survey of vernacular architecture forms in various regions of North America with attention to Maritime materials.

FOLK 267 Food and Culture

Credits: 3

An examination of the role food plays in traditional and contemporary culture. Topics to include food as material culture, food and economy, food and the environment, food and drink in ritual and custom, food and dietary taboo, culinary tourism, and traditional foodways in contemporary culture. Fieldwork and/or archival work required.

FOLK 311 Gender in Traditional and Informal Culture

Credits: 3

A study of how patterns of assigning gender roles – the division of labour, ideas of masculinity and femininity, sexual identity, the body as form – can be both informed and perpetuated by 'traditional' culture. Simultaneously, a study of the remarkable adaptability of folkloric forms to act as a critique against these same patterns of role assignments. Fieldwork and/or archival work required.

FOLK 320 Traditional and Celtic Dance **Cross-listed with 320, ETHM 320, 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.

FOLK 321 Popular Musics of the World **Cross-listed with ETHM 321 and MUSI 321**

Credits: 3

This course focuses on popular musics from outside the North American and British mainstream. Students will grapple with various issues relating to global popular musics, including how they circulate the world and what happens as a result of transcultural contact how "world music" has been constructed and consumed in the west, issues of intellectual property and ownership, language choice, and the role and modes of mass media.

FOLK 323 Folklore and Popular Culture

Credits: 3
Prerequisites: 9 credits of Folklore

Folk groups do not exist in vacuums: their members belong to multiple communities, defined as much by their participation in mediated events as by face-to-face interactions. This course examines the dissemination of folklore through mass media, explores the use of popular culture in folkloric forms, and challenges the initial premises that popular culture is a 'modern' and/or 'corrupting' influence on traditional societies.

FOLK 325 Issues in Folklore Theory

Credits: 3
Prerequisites: 9 credits of Folklore

Keywords are critical within folklore studies: terms such as `tradition,' `culture,' `heritage, ''community,' `performance,' and `art.' Appeals to each tend to suggest an ontological, quantifiable, and verifiable thing, something that exists outside of our recognition of it. This course examines the application of these terms both by folklorists and by `the folk' themselves, and how the discipline of folklore has developed over time to incorporate critical theory.

FOLK 332 Canada's Cultural Landscape **Cross-listed with AN/S 332**

Credits: 6
Prerequisite: 12 credits in Anthropology and/or Sociology; 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

COURSE DESCRIPTIONS

Topics will change according to student and faculty interests.

FOLK 379 Special Topics in Folklore

Credits: 3

Topics will change according to student and faculty interests.

FOLK 498 Directed Study

Credits: 3
Prerequisites: Restricted to Folklore Majors – Permission of Chair and consent of a faculty supervisor required

Folklore Majors may elect a course of study on any topic of special interest to them for which an appropriate faculty supervisor can be found from within the current folklore faculty.

FOLK 499 Directed Study

Credits: 6
Prerequisites: Restricted to Folklore Majors – Permission of Chair and consent of a faculty supervisor required

Folklore Majors may elect a course of study on any topic of special interest to them for which an appropriate faculty supervisor can be found from within the current folklore faculty.

FRENCH (FRNC)

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, Cape Breton-Victoria Regional School Board, le Collège d'Acadie, and le Centre scolaire Étoile de l'Acadie. .

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 counseling 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
Human Language Acquisition Course

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.

FRNC 150 Introductory French II

Credits: 6
Human Language Acquisition Course

The course stresses communication skills and meets the needs of students for a course beyond 100 or Grade 11.

FRNC 153 French for Hospitality/Tourism I

Credits: 3
Exclusion: Available for credit in the Hospitality Administration program, only.
Human Language Acquisition Course

A focus on communication skills for a variety of specific situations related to the hospitality/tourism industry.

FRNC 155 French for Hospitality/Tourism II

Credits: 3
Exclusion: Available for credit in the Hospitality Administration program, only.
Human Language Acquisition Course

A focus on communication skills for a wide variety of situations related to the hospitality/tourism industry.

FRNC 202 Orientation to College French

Credits: 6
Human Language Acquisition Course

Develops four basic skills with emphasis on listening comprehension and conversation. Instruction mainly in French.

FRNC 204 Le Français Parle au Bureau

Credits: 6
Prerequisite: Grade 12 French or equivalent plus good aural comprehension.
Human Language Acquisition Course

A concentrated and career-oriented study of spoken French normally used in a business office. Applied grammar component in the form of written exercises.

FRNC 211 Français Oral et Écrit I

Credits: 3
Human Language Acquisition Course

The emphasis is on reading and composition in addition to conversation. Instruction in French only.

FRNC 212 Français Oral et Écrit II

Credits: 3
Human Language Acquisition Course

The emphasis is on reading and composition in addition to conversation. Deeper development of vocabulary and sentence structure.

FRNC 231 Lecture et Conversation

Credits: 3
Human Language Acquisition Course

A focus on current events and related topics using French newspapers, magazines, and the electronic media. Includes a grammar component.

FRNC 232 Lecture et Rédaction - information et Publicité

Credits: 3
Human Language Acquisition Course

Follow-up to 231 including more in-depth readings. Oral and written reports. Continuation of the grammar component.

FRNC 241 Civilisation Québecoise et Acadienne I

Credits: 3

The many facets of French-Canadian civilization from colonial times to the end of the nineteenth century.

FRNC 242 Civilisation Québecoise et Acadienne II

Credits: 3

Continues 241 focusing on the twentieth century, with an emphasis on the modern history, education, arts and literature of the two francophone cultures.

FRNC 243 La langue et la Culture Françaises par le Cinéma

Credits: 3

An interdisciplinary approach to improving knowledge of the French language and culture through the medium of contemporary cinema.

FRNC 251 Panorama de la Littérature Française Jusqu' à la Fin du 18e Siècle

Credits: 3

A survey of major authors, genres and texts from the Middle Ages to the eighteenth century. Includes class discussions of assigned readings.

FRNC 252 Panorama de la Littérature Française des 19e et 20e Siècles

Credits: 3

Continues FRNC 251 to include assigned readings from the nineteenth and twentieth centuries.

FRNC 262 Le Bon Usage pour Langagiers

Credits: 3
Human Language Acquisition Course

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.

FRNC 303 La Correspondance Commerciale - Langues des Affaires (Anglais-Français)

Credits: 3
Prerequisite: FRNC 204.
Human Language Acquisition Course

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: FRNC 303.
Human Language Acquisition Course

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
Human Language Acquisition Course

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 'Anglais

Credits: 3
Human Language Acquisition Course

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 Québecoise

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: FRNC 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 Québecoise

Credits: 3
Prerequisite: FRNC 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'Expression Française au Canada

Credits: 6

French Canadian theatre with emphasis on contemporary, popular plays and playwrights.

GAELIC

Courses marked 🖱 are also offered by distance.

🖱 **GAEL 101 Gaelic Language I**

Credits: 3
Exclusion: Unavailable for students having credit for CELT 101, 100.

COURSE DESCRIPTIONS

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.

GAEL 103 Gaelic Language II

Credits: 3
Prerequisite: GAEL 101.
Exclusion: Unavailable for students having credit for CELT 100, or CELT 103

This course builds on GAEL 101 with an increased emphasis on conversational skills.

GAEL 201 Advanced Gaelic I

Credits: 3
Prerequisites: GAEL 101/103.
Exclusion: Unavailable for students having credit for CELT 201

This course builds on the knowledge and skills acquired in GAEL 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.

GAEL 203 Advanced Gaelic II

Credits: 3
Prerequisites: GAEL 201.
Exclusion: Unavailable for students having credit for CELT 203

This course builds on the knowledge and skills acquired in 201. 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.

GAEL 301 Advanced Gaelic III

Credits: 3
Prerequisites: GAEL 203

This course develops the student's listening, speaking, reading and writing skills in Gaelic in order to participate in sustained communication in a wide range of contexts on both familiar and less familiar topics.

GAEL 303 Advanced Gaelic IV

Credits: 3
Prerequisites: GAEL 301

This course will reinforce, extend, and apply the language skills developed in GAEL 301, enabling the student to analyse the style, content, purpose and perspective of spoken communication in Gaelic and provide a critical response.

GAEL 378 Special Topics in Celtic Studies

Credits: 6

Topics will change according to student and faculty interests.

GAEL 379 Special Topics in Celtic Studies

Credits: 3

Topics will change according to student and faculty interests.

GAEL 498 Special Topics in Celtic Studies

Credits: 6

Topics will change according to student and faculty interest.

GEOLOGY (GEOL)

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 A 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

Credits: 6
Prerequisites: GEOL 101, GEOL 102, CHEM 121, CHEM 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.

GEOLOGY – ENGINEERING TECHNOLOGY (GEOL)

GEOL 111 Physical Geology I

Credits: 3

An introduction to the Earth, earth materials, and the processes that formed them. Labs include rock and mineral identification, introductory topographic maps, and field trips.

GEOL 112 Physical Geology II

Credits: 3
Prerequisite: GEOL 111.

Introduction to geological time, cycles of erosion and deposition, plate tectonics, and the development of the landscape. Labs include physical external processes with introductory fossil identification.

GEOL 234 Engineering Geology

Credits: 3

Rock and mineral identification for aggregate selection and AAR concerns. Rock-mass calculations examined, geotechnical methods to assess geological hazards, and preferred engineering solutions. Introduction to aerial photos, topographic, and geological maps. Field trip to local quarries and geologic structures. Petroleum related topics will be discussed.

GEOL 271 Geomorphology

Credits: 3
Prerequisites: GEOL 111 and GEOL 112 or GEOL 234 or permission of instructor.

Examination of continental landforms in the context of geologic setting and erosional processes that sculpture them. Emphasis on glacial, fluvial, and coastal features along with mass wasting and soil development. Regional structural patterns accented. Practical work includes analyses of aerial photographs, topographic and geologic maps, and field problems.

GEOL 315 Hydrogeology

Credits: 3
Prerequisite: GEOL 112.

The study of ground water as part of the hydrological cycle. Physical aspects of water movement in geological materials. Drinking water quality, contamination, remediation, and ground water monitoring. Resource mapping and exploitation of ground water.

HERITAGE STUDIES (HERT)

The School of Arts and Social Sciences 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 Heritage and Culture, History and Fine Arts, Anthropology and Sociology, and Community 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 are undergraduate certificates: Certificate in Heritage Studies and Certificate in Mi'kmaq Cultural Heritage Preservation; and one is a graduate certificate: Certificate in Heritage Preservation.

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 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 208 Linguistic Anthropology **Cross-listed with ANTH 208, MIKM 208**

Credits: 6
Prerequisite: 6 credits introductory Anthropology and/or Sociology, and ANTH 107.

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 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 and includes a number of field trips.

HERT 320 Traditional and Celtic Dance **Cross-listed with ETHM 320, 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.

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 Department of Anthropology and Sociology, 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 from 1500.

HERT 350 Public History and Museology **Cross-listed with COMM 380, HIST 380**

Credits: 6
Prerequisites: HIST 100 or 6 credits in Humanities or permission of the instructor.

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.

HERT 363 Language Contact, Change, Death, and Revitalization **Cross-listed with AN/S 363, 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 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. Course included lab component offered pending faculty availability.

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 (HIST)

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.

COURSE DESCRIPTIONS

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 also offered by distance.

🖱 HIST 100 Ascent of Humankind

Credits: 6
Students may not take both HIST 100 and Humanities 101/103 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, 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, 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
Prerequisite: HIST 100 or 6 credit Humanities.

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, 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
Prerequisite: HIST 100 or 6 credit Humanities.

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

Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

The history of economic, political, and social change in the region after Confederation.

HIST 212 The Medieval Experience

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

The diversity and history of Britain from its early beginnings to the present: thematic and chronological perspectives.

HIST 234 Celtic History **Cross-listed with 234**

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

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
Prerequisite: HIST 100 6 credit Humanities.

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
Prerequisite: HIST 100 or 6 credit Humanities.

The rise of Christianity from its origins as a sect within Judaism to its domination of life in medieval Europe.

HIST 263 Christianity and the Modern World: History of Christianity II **Cross-listed with RELS 263**

Credits: 3
Prerequisite: HIST 100 or 6 credit Humanities.

The history of Christianity from the reformations of the sixteenth century to the present.

HIST 302 Canadian-American Relations

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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, 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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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.

HIST 320 The Atlantic World During The Age Of Sail

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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 reshaped 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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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

Credits: 3
Prerequisite: HIST 100 or 6 credit Humanities.

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

Credits: 3
Prerequisite: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.
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

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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: HIST 100 or 6 credit Humanities.

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.

HIST 341 Scotland 1500-1603

Credits: 3

Prerequisite: HIST 100 or 6 credit Humanities.

Scotland's internal politics; relationships with France and England, with which it became dynastically linked in 1603; the Reformation; ideas about nation; political thought; economy; and society.

HIST 343 Scotland 1603-1707

Credits: 3
Prerequisite: HIST 100 or 6 credit Humanities.

Emphasis will be upon church and state. The relationship with England up to the union of parliaments, Scottish evangelical piety, the National Covenant, war with England, the later covenanters, and the impact of the Glorious Revolution.

HIST 346 The Viking World

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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.

HIST 353 Religious Persecution to Religious Liberty I (to 1600) Cross-listed with PHIL 353, RELS 353

Credits: 3
Prerequisite: HIST 100 or 6 credit Humanities.

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.

HIST 355 Religious Persecution to Religious Liberty II (from 1600) Cross-listed with PHIL 355, RELS 355

Credits: 3
Prerequisite: HIST 353 or 6 credit Humanities.

A continuation of HIST 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.

HIST 360 History of the Working Class

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

A survey of the changing conditions and activities of workers in modern society, from the industrial revolution to the present.

HIST 380 Public History and Museology Cross-listed with COMM 380, HERT 350

Credits: 6
Prerequisite: HIST 100 or 6 credits in Humanities.

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.

HIST 391, 393 Special Topics in History

Credits: 3, 3
Prerequisite: HIST 100 or 6 credit Humanities.

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 392 Special Topics in History

Credits: 6
Prerequisite: HIST 100 or 6 credit Humanities.

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 400 Twentieth Century Canadian Politics

Credits: 6
Prerequisite: 12 credits at the 200 level or 300 level.

Throughout the twentieth century, two political parties – the Liberals and the Conservatives – dominated Canadian political life. At the federal level, for example, the Liberal Party under Mackenzie King, Louis St. Laurent, Lester Pearson, Pierre Trudeau, and Jean Chretien, was in power for the better part of the century. Periodically, however, these mainstream political parties, with their faith in liberalism, capitalism, and parliamentary democracy, were challenged by other parties and movements that proposed different, sometimes radically different, visions of the ways in which Canadian society ought to be organized. This course is about those political challenges: why they emerged, what they stood for, and how the political mainstream responded.

HIST 402 The Canadian Political Tradition

Credits: 6
Prerequisite: 12 credits at the 200 level or 300 level.

The ideas and careers of major political figures from Confederation to the present—their philosophies, goals, and practical policies. Seminar.

HIST 422 Modern American Culture

Credits: 6
Prerequisite: 12 credits 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 and twenty-first centuries. Seminar.

HIST 430 Witch-hunting and Popular Culture in Late Medieval and Early Modern Scotland

Credits: 6
Prerequisite: 12 credits 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 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 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 (HATM)

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.

Courses marked 🖱 are also offered by distance.

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.

HATM 162 Restaurant Operation and Service

Credits: 3
Prerequisite: HATM 161.

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
Prerequisite: HATM 161, HATM 162.

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. This course includes segments on menu development, costing, mixology, and wines.

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 393

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.

Note: At the time of printing, this cross-listing was being re-evaluated. Please refer to the HTML calendar at **www.cbu.ca** for details or contact the Dean of Business.

HATM 365 Meetings and Convention Management

Credits: 3
Prerequisite: HATM 161, HATM 162 or permission of the instructor.

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.

HATM 367 Resort/Facilities Management and Maintenance

Credits: 3
Prerequisite: HATM 165, HATM 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, restaurateurs, 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

Credits: 3
Prerequisite: HATM 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: HATM 161, HATM 162, HATM 268.

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: HATM 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.

HUMANITIES (HUMA)

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.

Students may not take both HIST 100 and Humanities 101/103 for credit.

HUMA 101 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: HUMA 101.

Continues 101 to include a study of the main themes of Western culture from the Middle Ages to the present.

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, 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, 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.

INFORMATION TECHNOLOGY (ITEC)

To keep current with the latest technologies and industry demand, the BTI program and individual course offerings are under constant review. Please refer to CBU's online calendar, the BTI program website **http://itrocks.cbu.c**a, or contact the Department Chair for current details.

ITEC 110 Introduction to Programming (C++)

Credits: 3
Exclusion: Unavailable to students with credit for CISY 323.
Formerly CISY 323 Advanced Programming I

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.

ITEC 112 Introduction to Operating Systems

Credits: 3
Exclusion: Unavailable to students with credit for CISY 343.
Formerly CISY 343 Introduction to Operating Systems

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

Credits: 3
Exclusion: Unavailable to students with credit for CISY 311.
Formerly CISY 311 Information Systems

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: ITEC 112, ITEC 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

Credits: 3
Prerequisites: ITEC 112, ITEC 114 or permission of instructor. Exclusion: Unavailable to students with credit for CISY 344.
Formerly CISY 344 Introduction to Network Managements.

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 standards, the OSI model, network protocols, networking media, and presentations as appropriate.

ITEC 124 Internet Fundamentals

Credits: 3
Prerequisite: ITEC 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

Credits: 3
Prerequisite: ITEC 114.
Exclusion: Unavailable to students with credit for CISY 333.
Formerly CISY 333 System Analysis I

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

Credits: 3
Prerequisite: ITEC110.
Exclusion: Unavailable to students with credit for CISY 325.
Formerly CISY 325 Advanced Programming II

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

Credits: 3
Prerequisite: ITEC 122 or permission of instructor.
Exclusion: Unavailable to students with credit for CISY 347.
Formerly CISY 347 Advanced Network Management

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, complemented with labs and student presentations as appropriate.

ITEC 224 Database Development

Credits: 3
Prerequisites: ITEC 110, ITEC 114.
Exclusion: Unavailable to students with credit for CISY 345.
Formerly CISY 345 Database Development

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 226 Applied Assistive Technology

Credits: 3
Prerequisites: ITEC 114, BUSS 181, or instructor approval.

This course focuses on the use of computer-based assistive technology resources, emphasizing the practical application of AT in classroom, workplace, and home environments. Hands-on lab activities, case analysis and Web-based instructional support demonstrate how AT can act as an equalizer. The target audience for this course includes teachers, employers, users of AT and their families, and individuals involved with the support of persons with disabilities. In addition to new learning, course assignments will allow students to demonstrate previous experience and knowledge of assistive technology.

ITEC 310 Visual Basic

Credits: 3
Prerequisites: ITEC 110, ITEC 114.
Exclusion: Unavailable to students with credit for CISY 327.
Formerly CISY 327 Windows Programming in Visual Basic

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

Credits: 3
Exclusions: Unavailable to students with credit for BRLT 955.Students cannot receive credit for 314 and BRLT 953.
Formerly BRLT 955 Commercial Law for CIS

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

Credits: 3
Prerequisites: ITEC 114, ITEC 124, ITEC 210, ITEC 224
Exclusion: Unavailable to students with credit for CISY 337.
Formerly CISY 337 Systems Audit/Control/Security

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

Credits: 3
Prerequisites: ITEC 112, ITEC 114 or permission of instructor.
Exclusion: Unavailable to students with credit for CISY 346.
Formerly CISY 346 Mid-Range Operating Systems

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

Credits: 3
Prerequisite: ITEC 210.
Exclusion: Unavailable to students with credit for CISY 335.
Formerly CISY 335 Systems Analysis II

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

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 421.
Formerly ITEC 421 Java

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: ITEC 112, ITEC 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

This course deals with technical documentation concepts specific to the information technology sector. Topics covered include systems and end user documentation, help and readme files, writing for the Web, screen design considerations, indexing, and markup language concepts. Students will critique government and industry documentation standards, investigate the use of current multimedia technologies for IT documentation purposes, and develop a career portfolio.

ITEC 328 Business Strategies in IT

Credits: 3
Prerequisites: ITEC 114, ITEC 253, or approval of the Department Chair.

COURSE DESCRIPTIONS

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.

ITEC 367 Digital CMOS VLSI Design

Credits: 3
Prerequisites: ENGI 256 or ELEC 243, ELEC 253.

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.

ITEC 411 Intermediate Technical Writing Cross-listed with BUSS 265, ENGL 207

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 337.
Formerly ITEC 337 Technical and Science Writing

This course focuses on intermediate technical writing skills (reports, proposals, instructions).

ITEC 412 Internet Administration

Credits: 3
Prerequisites: ITEC 120, ITEC 124, and ITEC 222, or approval of the Department Chair.

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.

ITEC 414 Advanced TCP/IP

Credits: 3
Prerequisites: ITEC 124, ITEC 222, ITEC 324, or approval of the Department Chair.

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.

ITEC 416 E-Commerce Technologies

Credits: 3
Prerequisites: ITEC 220, ITEC 310 or approval of the Instructor.
Exclusion: Unavailable to students with credit for ITEC 444.
Formerly ITEC 444 Special Topics Database

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.

ITEC 418 Data Warehousing

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 442.
Formerly ITEC 442 Advanced Database Systems

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.

ITEC 420 Scripting Language

Credits: 3

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.

ITEC 422 Software Engineering Tools

Credits: 3
Prerequisites: ITEC 220 and ITEC 210 or approval of Department Chair.

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.

ITEC 424 WAN Technologies (Internetworking)

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 396.
Formerly ITEC 396 Internetworking

This course deals with the interconnectivity and data sharing issues associated with a heterogeneous (multi-platform, multi-vendor) network environment.

ITEC 425 Current Issues in IT - Case Analysis

Credits: 3
Prerequisites: Completion of ITEC diploma or advanced standing in BTI or approval of Department Chair.
Formerly ITEC 312 Social Contents of Information Technology

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.

ITEC 426 Systems Implementation Project

Credits: 3
Prerequisites: ITEC 320 and at least one advanced level programming course with ITEC 326 as either a prerequisite or co-requisite or approval of Department Chair.
Exclusion: Unavailable to students with credit for ITEC 437.
Formerly ITEC 437 Project Research

Maximum enrolment: 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: ITEC 120, ITEC 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

Credits: 3
Exclusion: Unavailable to students with credit for ITEC 311.
Formerly ITEC 311 Technical Entrepreneurship

Course focuses on the nature of entrepreneurship in the context of specialized technology firms.

LEGAL STUDIES (LEGL)

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 directors' liabilities. Evaluation is by examination and report papers.

LEGL 353 Administrative Law

Credits: 3
Prerequisites: LEGL 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 397 Employment/Labour Law

Credits: 3

The course acquaints the student with the law that affects the relationship between employees and employers in unionized and non-unionized workplaces. The course content includes a review of the legal issues associated with the hiring process, issues during the course of employment and issues at the termination of the employment relationship.

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.

MANUFACTURING (MANF)

Courses marked 🖱 are also offered by distance.

🖱 **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 are discussed.

MASTER OF BUSINESS ADMINISTRATION IN COMMUNITY ECONOMIC DEVELOPMENT (MBAD)

Students should consult the Director **(902) 563-1467**, **ced@cbu.ca** for information about course prerequisites.

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 502 Principles of Accounting with CED Applications

Credits: 3

A combination of financial and managerial accounting themes designed particularly for those working in a CED environment. We next focus on accounting from a manager's decision-making point of view; that is, as a person interpreting rather than preparing these statements. Issues relating to cash flow management, budgeting and relevant costs will be discussed.

MBAD 504 Principles of Marketing with CED Applications

Credits: 3

The purpose of this course is to present the marketing dimensions as they apply to community and social organizations. It deals with both the strategic and tactical approaches to influencing behaviour in a wide range of key target markets, such as customers, clients, funding sources, policy makers, volunteers, the media and the organization's own staff. The community venture will be examined through the basic concept of the marketing mix.

MBAD 505 Organizational Behaviour

Credits: 3

The course presents the history, theory, models, and research in several topics in organization behaviour and organization design, including strategic human resource planning. Class discussions, exercises, and cases will be used to reinforce concepts and improve skills required in managing and motivating people.

MBAD 600 Business and Community Development II

Credits: 3
Prerequisite: MBAD 500.

This practical course will explore the relationship of business with the community, and the challenges and issues surrounding community-based business institutions. This topic will be explored through the assigned readings, case studies and class discussion. The course will seek to draw from theories of CED and the social economy and compare them to examples of how community business and CED gets implemented.

MBAD 601 Principles of Finance with CED Applications

Credits: 3
Prerequisite: MBAD 502.

Provides students with a comprehensive body of knowledge concerning management of the firm's financial affairs. 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 organization'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 qualitative, quantitative, and ethnographic methods. Learners will be required to analyze critically the strengths and

weaknesses of the methods. Participants will be encouraged to prepare their proposal for their major research essay and identify research methods appropriate to their research project.

MBAD 605 Leadership Training and CED

Credits: 3
Prerequisite: MBAD 505.

The course uses a combination of lectures, discussions, cases and presentations to focus on leadership training techniques. It covers major issues in leadership, and presents practical techniques for implementation. Learners will be able to analyze typical leadership problems and develop options for solutions, including means for conflict resolution and mediation. Emphasis is placed on cultural and political differences in the conduct of community organization and leadership training, and their effect on outcomes.

MBAD 608 Comparative Development

Credits: 3

This course employs 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. It examines the influence of natural resources and governance on development, it synthesizes concepts of development, and it examines strategies used to formulate action plans to achieve sustainability in communities. Learners will become skilled in thinking globally and acting locally, and on using qualitative and quantitative indicators of sustainability.

MBAD 609 Information and Communication Technology and Economic Development

Credits: 3

This course focuses on the use of information technology in organizations and communities. It examines how organizations can use information technology as a tool to improve their effectiveness, enhance their competitive advantages, and help transform the economy.

MBAD 610 Land Claims, Self-Government and Community Economic Development

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 First Nations

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 612 Economic Geography and Development

Credits: 3

Introduces students to the analytic tools that economic geographers use to measure and compare spatial variations in economic growth. The course describes the dominant economic mechanisms and processes of uneven development that

produce global cities, peripheral regions, and regional economies. Students will employ this background to study the attributes of a depleted community and to assess its potential for economic recovery.

MBAD 613 Social Entrepreneurship

Credits: 3
Prerequisite: MBAD 500.

Social entrepreneurship refers to initiatives by citizens and community groups to respond to social needs. Social enterprises are blurring the lines between the sectors, taking for-profit, non-profit, and hybrid forms of organization. The objective of this course is to introduce students to the concepts, practices, and challenges of social entrepreneurship. Students will learn from examples of regional experiences and from case studies that illustrate the application of business skills in the social sector. The course discusses the impact of trust and social capital in communities, and the use of the Balanced Scorecard to strengthen the management of the enterprise.

MBAD 616 Emergency Management

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. 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.

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 restoration 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.

MBAD 618 Principles of Venture Analysis

Credits: 3
Prerequisites: MBAD 502, MBAD 504.

The course provides students with opportunities to apply knowledge acquired in prior experience and other business courses, in planning and developing a business venture. Students who complete this course will have a sound understanding of the process of developing a business plan, and will be able to evaluate business plans. The course will also attempt to explore the differences between traditional business practice and community economic development.

MBAD 619 Strategic Planning and Management

Credits: 3

This course focuses on how strategic planning and management may be utilized for effective, coordinated, and meaningful economic development in the community context. It begins by examining the strategic planning requirements of communities and CED, and explores the challenges faced by the entrepreneur, small-business owner, or community planner who wishes to promote a new business idea or make changes in an existing organization.

MBAD 620 Social Leadership

Credits: 3
Prerequisite: MBAD 605.

The course discusses how modes of communication, distribution of power, values, sharing of knowledge, and the ways people interact with others affects leadership. The purpose of the course is to help participants gain an understanding of the sociological, psychological, and cultural factors that contribute to leadership behaviours and the ways in which people respond to them. It will provide practical tools with which participants can assess and improve their own leadership skills.

MBAD 624 International Business

Credits: 3
Prerequisites: MBAD 502, MBAD 504, MBAD 505.

This course focuses on the issues raised by doing business internationally. It examines the economic and financial environment, institutions and markets, and interrelationships of principal trade centres. It also discusses trade issues and strategic international management issues. The course is integrated across business functional areas.

MBAD 625 Research Essay/Case Study

Credits: 3
Prerequisite: MBAD 603.

The research essay/case study will approach a problem in economic development in a holistic, multidisciplinary manner and will meet the highest academic standards. Students will ground their research in an existing or planned 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 one calendar year.

MBAD 630 Strategic Management

Credits: 3
Prerequisite: MBAD 624.

Introduces students to the basic concepts and methodologies used in crafting and executing business strategy. The course provides the student with the opportunity to apply knowledge garnered in previous courses and to integrate it. Will use the case method extensively and will focus on strategic decision making in the CED context.

MBAD 631 International Finance

Credits: 3
Prerequisite MBAD 601.

This course provides a conceptual framework within which the key financial decisions of the multinational firm can be analyzed. The course considers the environment of international financial management, foreign exchange markets and the tools that can be used to hedge exchange rate risks. The course covers methods used to manage accounting and economic exchange rate exposures, and examines the financing options available to multinational financial managers and how cost of capital can be determined.

MBAD 634 International Marketing

Credits: 3
Prerequisite MBAD 504.

This course focuses on the basic concepts of international marketing, the need for international marketing activities, and global trade. It reviews institutions and markets, covers in-depth geography discussion, and explores cultural and strategic marketing issues. The principle aim of the course is to internationalize theory and practice across the broad range of functional marketing areas.

MBAD 640 Contemporary Issues: Change Management and Governance

Credits: 3
Prerequisite: MBAD 505.

Change management and governance are two organizational issues that dominate managerial, board and regulatory time and resources because of their high degree of both risk and opportunity. The pace of change affecting organizations in the private, public and non-profit sectors has increased dramatically as a result of new enabling technologies and the need to respond to changing national and global political and market operating environments. This course provides the student with a theoretical underpinning for both cross-cutting issues, while also focusing on practical applications of that theory to real-life situations in all three economic sectors.

MATHEMATICS (MATH)

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.

Calculus Readiness 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 MATH 121 without having written this test and registration in MATH 111 or MATH 121 is limited to those with satisfactory results. Sittings will be held each May, June, August, and early September. Go to **www.cbu.ca** and click on **Important Dates** for details.

Students who do not intend to register in either MATH 111 or MATH 121 do not have to write this test.

MATH 095 Precalculus Review

Credits: 0

A thorough review of topics from algebra, functions, geometry (plane, analytic, and coordinate), and trigonometry essential for the study of calculus. MATH 095 is a sufficient prerequisite for MATH 111 or MATH 121.

MATH 111 Calculus with Elementary Functions and Analytic Geometry I

Credits: 3
Prerequisites: One of: (1) Math 010 (Bridge Program); (2) MATH 095; (3) Math 131; (4) Grade 12 Academic Precalculus Mathematics. In the case of (4), the student must also have written the Calculus Readiness 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.
NOTE: MATH 111 is allowed credit as a free elective in any discipline where it can be used for credit

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: MATH 111 or a grade of at least 40 in MATH 121.
Exclusion: Credit cannot be obtained for both MATH 112 and MATH 121

Properties of trigonometric functions, exponential and logarithmic functions and their derivatives. Introduction to integration including approximate integration and polar coordinates.

MATH 115 Introduction to Matrix Algebra

Credits: 3
Prerequisite: MATH 112 or MATH 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 (Bridge Program); (2) MATH 095; (3) Math 131 and MATH132; (4) Math 111; (5) Grade 12 Pre-calculus Mathematics. In the case of (5), the student must also have written the Calculus Readiness Test and achieved a satisfactory standard (currently 19 out of 31).
Exclusion: Credit cannot be obtained for both MATH 112 and MATH 121

Limits and continuity, differentiation of algebraic, trigonometric, logarithmic and exponential functions, applications, and Fundamental Theorum of Calculus.

MATH 122 Differential and Integral Calculus II

Credits: 3
Prerequisite: MATH 112 or MATH 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.

MATH 135 Introductory Statistics I

Credits: 3
Exclusion: Credit cannot be obtained for both MATH 135 and MATH 243.

Descriptive statistics, elementary probability, binomial and normal distributions, sampling distributions, estimation and hypothesis testing, regression, and correlation.

MATH 136 Introductory Statistics II

Credits: 3
Prerequisite: MATH 135.

Continues the study of inferential statistics and includes library assignments and a practical project in data gathering.

MATH 152 Experiences in Mathematics II: Mathematics of Personal Finance

Credits: 3
Prerequisite: Grade 11 Academic Mathematics.
Exclusions: Free elective only in the BSc. Not recommended for students with Grade 12 Pre-calculus or Advanced Mathematics. MATH 152 and MATH 153 are independent and can be taken in either order. Arts students with Grade 12 Pre-calculus or Advanced Mathematics should consult with advisors in Mathematics to select suitable alternatives to MATH 152 and MATH 153.

Topics in simple and compound interest for management of personal and family finances. Lab exercises on spreadsheet software. Course includes lab component.

MATH 153 Experiences in Mathematics I: Descriptive and Basic Inferential Statistics

Credits: 3
Prerequisite: Grade 11 Academic Mathematics.
Exclusions: Not a credit course in the BSc. Credit cannot be obtained for both MATH 135 and MATH 153. Credit for MATH 153 rules out credit for PSYC 201. Not recommended for students with Grade 12 Pre-calculus or Advanced Mathematics. MATH 153 is a renumbering of the former MATH 151 and as such credit cannot be obtained for both MATH 151 and MATH 153.

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 157 Experiences in Mathematics: Fundamentals

Credits: 3
Prerequisite: Grade12 Academic Mathematics.
Exclusions: Credit cannot be obtained for both MATH 157 and MATH 205.

This course explores a number of the fundamental ideas of mathematics from an elementary viewpoint. Topics include sets, functions, symbolic logic, number systems, number theory, algebraic operations, and combinatorics. Problem solving will be emphasized throughout.

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, file processing, and basic classes. Course includes lab component.

MATH 189 Introduction to Computer Applications

Credits: 3

Prerequisite: MATH 187
Exclusion: Unavailable to students with credit for MATH 186.

Introduces additional topics in C++ emphasizing object-based and object-oriented programming concepts. Includes strings, pointers, and dynamic data structures. Course includes lab component.

MATH 205 Discrete Mathematics

Credits: 3
Prerequisite: Grade 12 Pre-Calculus Mathematics or successful completion of at least one semester of university mathematics other than programming.
MATH 205 is a renumbering of the former MATH 105 and as such credit cannot be obtained for both MATH 105 and MATH 205.

Significant ideas of discrete mathematics: set theory, logic, mathematical induction, combinatorics, graph theory, and finite state machines.

MATH 211 Computer Applications

Credits: 3
Prerequisite: MATH 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: MATH 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 Mathematical Statistics I

Credits: 3
Prerequisite: MATH 112 or MATH 121. Satisfies half of the research methods requirement in BSc, Mathematics.
Exclusion: Credit cannot be obtained for both MATH 135 and MATH 243.

An introduction to mathematical statistics for students in science including probability, discrete and continuous distributions, correlations, covariance, sampling distributions, and estimation.

MATH 244 Mathematical Statistics II

Credits: 3
Prerequisite: MATH 243.
Exclusion: Credit cannot be obtained for both MATH 136 and MATH 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: 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.

MATH 252 Mathematics for Chemistry II **Cross-listed with CHEM 302**

Credits: 3
Prerequisites: MATH 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 two and three parameters, and interpolation of experimental data. Course includes lab component. Normally offered every other year.

MATH 257 Differential Equations I

Credits: 3
Prerequisite: MATH 122.

Introduction to differential equations. Methods for solving first order equations. Second-order linear equations. Equations having constant coefficients. Applications of first- and second-order equations including circuits, mixing and cooling problems, exponential growth, and decay. The Laplace transform and its application to constant coefficient equations. Convolution and the gamma function. Introduction to Fourier series. Full- and half-wave expansions. Fourier series on general intervals. Spectral analysis and the complex form of the Fourier series.

MATH 262 Multivariate Calculus

Credits: 3
Prerequisite: MATH 122.

Parametrically defined curves and polar co-ordinates. Functions of several variables. Limits, continuity, and differentiability. Chain rule. Extrema of multivariate functions. Lagrange multipliers. Cylindrical and polar co-ordinates. Multiple integrals. Application to volume, surface area, moments, and gravitation. Vector fields and space curves. Gradient, divergence, and curl. Line integrals and independence of path. Green's theorem.

MATH 271 System Analysis

Credits: 3
Prerequisites: One 3-credit programming course, preferably MATH 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: MATH 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: MATH 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: MATH 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: MATH 293.

Continues MATH 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: MATH 122, MATH 187.

This course requires 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: MATH 205, MATH 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: MATH 205.

A brief overview of enumerative combinatorics. Sampling of combinatorial problems from computer science, graph theory, statistics, and counting labeled and unlabeled structures. Normally offered in alternate years.

MATH 321 Physical Applications of Mathematics

Credits: 3
Prerequisite: MATH 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: MATH 205 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: MATH 243, MATH 244 and/or permission of 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: MATH 243, MATH 244 and/or permission of 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: MATH 115, MATH 257, MATH 262, MATH 226 are recommended.

This course is a continuation of MATH 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: MATH 257 and MATH 262 and either MATH 105 or MATH 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: MATH 115, MATH 262, MATH 226 are 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: MATH 257, MATH 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 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
Prerequisites: MATH 205, MATH 115 or permission of instructor.

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: MATH 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: MATH 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: MATH 205, MATH 361or 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 490 Honours Thesis

Credits: 6
Prerequisite: Admission and forth-year standing in the BSc Honours Mathematics program

This course includes the preparation of an original research proposal, completion of the proposed research project, analysis of the 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.

MATH 491, 492 Mathematics

Credits: 3, 3

Directed study in mathematics for fourth-year students. See Department Chair for details.

MATH 500 An Overview of Modern Mathematics

Credits: 6
Prerequisites: MATH 121, MATH 122, MATH 115, MATH 226, MATH 257, and MATH 262 or permission of 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)

MATH 010 Introductory Mathematics

Credits: 0

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.

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.

Caution: Credit for MATH 131, 132, 233 and 234 in degree programs is limited to those BET programs where they are explicitly listed, to satisfying the Group 5 requirement within the core of the BA, and as specified under CBU's "Internal Transfer Credits".

MATH 132 Math II

Credits: 3
Prerequisite: MATH 131.

Complex numbers, exponential and logarithmic functions, trigonometric identities, plane analytical geometry, introduction to limits, and differentiation.

MATH 233 Math III

Credits: 3
Prerequisite: MATH 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: MATH 233.

Differentiation of transcendental functions and applications, areas and volumes by integration, methods of integration, and introduction to differential equations.

MECHANICAL ENGINEERING – TECHNOLOGY (MECH)

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 224 Thermodynamics

Credits: 3
Prerequisite: PHYS 110.

The relationship between heat and work and the efficiency of the conversion process, first and second laws. Emphasis is placed on the process involved in a modern steam Electrical Power Generation Plant.

MECH 234 Material Science

Credits: 3
Prerequisites: MECH 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: ENGI 101, DRAF 126.

Advanced computer-aided drafting utilizing Unigraphics software and CNC Milling operations and programming. Hands-on approach to computer-aided drafting.

MECH 273 Metallurgy

Credits: 3

The fundamentals of process and physical metallurgy. Laboratory experiments simulate both quality control testing and heat treatment. Plant tours.

MECH 274 Fluid Power

Credits: 3
Prerequisite: ENGI 253.

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.

MECH 284 Machine Design I

Credits: 3
Prerequisite: ENGI 122.

Expands the principles of mechanics, strength of materials, and material science to include the design of machine components.

MECH 293 Geometric Tolerancing

Credits: 3
Prerequisites: DRAF 126.

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.

MECH 345 Heating, Ventilation, and Air Conditioning

Credits: 3
Prerequisites: ENGI 253.

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.

MECH 365 Robotics/CIM

Credits: 3
Prerequisites: MECH 263, MECH 264.

Computer-integrated manufacturing: the programming, operation, and maintenance of CNC Robotics utilizing a unimation puma robot.

MECH 375 Tools, Fixtures and Gauging

Credits: 3
Prerequisites: MECH 263, MECH 264, MECH 293.

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.

MECH 385 Machine Design II

Credits: 3
Prerequisite: ENGI 122.

This course focuses on the design and selection of power transmission components.

MICROBIOLOGY

MICR 223 Introductory Microbiology

Credits: 3
Prerequisite: BIOL 101 or PUBH 101.
Exclusion: Students who have previously received credit for BIOL 223 cannot receive credit for this course.

Topics include the morphology and physiology of microorganisms, their role in the disease process, and methods of control of microorganisms. Course includes lab component.

MICR 333 Medical Microbiology

Credits: 3
Prerequisite: MICR 223 (formerly BIOL 223) and a minimum of 3 credits Anatomy & Physiology.

This course represents an examination of the myriad of microorganisms which are capable of causing human disease. Bacteria, fungi, viruses and protozoan, helminthic and arthropod parasites will be discussed in the context of their ability to cause disease. Topics will include transmission routes and vectors, portals of entry, spread and replication and host pathogen interactions. Discussions will be primarily classified according to body system involved at the clinical level or by the epidemiological pattern where more relevant.

MICR 335 Environmental Microbiology

Credits: 3
Prerequisite: MICR 223 (formerly BIOL 223).

Exclusion: Students who have previously received credit for BIOL 335 cannot receive credit for this course.
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.

MI'KMAQ STUDIES (MIKM)

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.

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 ANTH 107, 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, 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: MIKM 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).

MIKM 233 Mi'kmaq for Speakers: Introduction to Literacy II

Credits: 3
Prerequisite: MIKM 231.

This course builds on the skills of MIKM 233 and provides practise and remediation in the use of the Smith-Francis Mi'kmaq orthography.

MIKM 240 Mi'kmaq Government **Cross-listed with POLS 240**

Credits: 6

Examines the history of Mi'kmaq traditional leaderships. Indigenous self-governments in Canada will be used as a framework for discussion.

MIMK 255 Indigenous Musics of North America **Cross-listed with ETHM 255, and ANTH 255**

Credits: 3

COURSE DESCRIPTIONS

This course will introduce students to a range of musical tradition from North America Indigenous communities, including nation –specific (especially Mi'kmaq), inter-tribal, and popular musics. The course focuses on the significance of music to various Indigenous peoples, examining its role in, for example, ritual, spiritual expression, healing, relationships, and dance. Students will also explore the relationship between music and identity, examining gender roles and nation-specific musical expressions. Students will learn basic music vocabulary in order to analyze and describe the characteristics of the music encountered.

MIKM 321 Mi'kmaq Lexicology: Theory

Credits: 3

Explores various theoretical approaches to dictionary construction for Algonquian languages such as Mi'kmaq.

MIKM 323 Mi'kmaq Lexicology: Applied

Credits: 3
Prerequisite: MIKM 300 or permission of instructor.

Students will conduct lexicological research on Mi'kmaq. Difficulties of capturing indigenous world views through English translation will be explored.

MIKM 328 Native Peoples of North America **Cross-listed with AN/S 328**

Credits: 6
Prerequisite: 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 situation, especially efforts to maintain cultural identities in the face of massive acculturation.

MIKM 334 Self and Other: Encounters, Traditions and Transformation **Cross-listed with AN/S 336**

Credits: 6
Prerequisites: 12 credits in Anthropology and/or Sociology.
Exclusions: Unavailable to students having credit for old 333 of similar title.

Colonialism produced an enduring cultural legacy with a range of severe consequences for indigenous cultural reproduction and social organization. Europe also felt 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.

MIKM 340 Aboriginal and Treaty Rights in the Canadian Constitution **Cross-listed with HIST 312, POLS 340**

Credits: 6
Prerequisite: MIKM 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.

MIKM 350 Ethnicity, Race and Nationalism **Cross-listed with AN/S 294**

Credits: 6
Prerequisite: 12 credits 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.

MIKM 361 Mi'kmaq Nouns and Verbs **Cross-listed with ANTH 361**

Credits: 3

This course examines the morphological structure of Mi'kmaq nouns and verbs. The complex internal word grammar of Mi'kmaw is explored giving insight into the semantic categories of this endangered language.

MIKM 363 Language Contact, Change, Death, and Revitalization **Cross-listed with AN/S 363, HERT 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.

MIKM 375 Race Relations in North America **Cross-listed with HIST 324**

Credits: 6
Prerequisites: HIST 100 or 6 credit Humanities.

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.

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: MIKM 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.

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 Kjijitaqnn / Integrative Science.

MSɬT 101/103 Sense of Place, Emergence, and Participation

Credits: 3,3
Prerequisite: none, but intended to be taken concurrently with MSɬT 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.

MSɬT 201/203 Ways of Knowing

Credits: 3,3
Prerequisite: none, but intended to be taken concurrently with MSɬT 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.

MSɬT 211-251 and MSɬT 351 Organisms and Ecosystems (Biodiversity)

Credits: 3,3 and 3
Prerequisites: previous MSɬT courses, or permission of instructor.

The suite of courses, MSɬT 211-251 and MSɬT 351, forms 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.

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.

MSɬT 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.

MSłT 221 Waters, Soils, Minerals, and Climate

Credits: 3

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.

MSłT 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.

MSłT 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.

MSłT 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.

MSłT 301/303 Cycles and Holism

Credits: 3,3
Prerequisites: MSłT 101/103, MSłT 201/203, 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.

MSłT 351 Plant Ecology **Cross-listed with BIOL 351**

Credits: 3
Prerequisites: BIOL/MSłT 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.

MSłT 401/403 Wholeness

Credits: 3,3
Prerequisites: MSłT 101/103, MSłT 201/203, MSłT 301/303, 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)

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: MUSM 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: MUSM 211 and MUSM 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 labeling, writing for the museum exhibit, educational programming, understanding the museum audience, collaboration, community relations, visitor studies, public relations, marketing, and volunteers.

MUSIC (MUSI)

For additional music courses, see Fine Arts.

MUSI 115 History and Literature of Music I — Cross-listed with FINA 115

Credits: 3
Satisfies the Group 4, BA core requirement.

This course provides basic knowledge and understanding of music in culture, with emphasis on listening skills and repertoire. Material will include the fundamentals of music and a survey of the Medieval, Renaissance and Baroque periods in European music (ca. 400-1750 AD). Significant musical features, developments, composers, genres, compositions, and ensembles in each of the three eras studied will be examined. In addition, students will consider how broader social, religious, scientific, political, and economic contexts affected—and were affected by—music. No prior musical knowledge is required.

MUSI 116 History and Literature of Music II — Cross-listed with FINA 116

Credits: 3

This course provides basic knowledge and understanding of music in culture, with emphasis on listening skills and repertoire. Material will include the fundamentals of music and a survey of the Classical, Romantic, and Modern periods in European music (ca. 1750 to the present). Significant musical features, developments, composers, genres, compositions, and ensembles in each of the three eras studied will be examined. In addition, students will consider how broader social, religious, scientific, political, and economic contexts affected—and were affected by—music. No prior musical knowledge is required.

MUSI 120 Introduction to Music Theory

Credits: 6

A study of the fundamental theoretical aspects of music.

MUSI 125 Experiencing Music — Cross-listed with ETHM 125

Credits: 3

This course introduces musical fundamentals such as pitch, rhythm, timbre, texture and other elements. By using a wide cross-section of world musics as exemplars, this course helps students to develop listening and music analysis skills. Students will be introduced to musics both familiar and unfamiliar, providing a culturally diverse musical environment in

which to build their vocabularies for describing musical sound and performance. Through hands-on in-class activities and individual analysis assignments, students receive grounding in the basics of music theory and practice as it is relevant to musical traditions in many parts of the world.

MUSI 201 Music & Culture **Cross-listed with ETHM 201**

Credits: 3

An introduction to the discipline of ethnomusicology, this course focuses on the issues confronting those who study music across cultures. Through the course, students discover the ways in which sounds, settings and significances interlock in diverse musical cultures. Through case studies and the major course assignment, students discover how fieldwork is done, including the process of participant observation, ethnographic interviewing, thick description, and research ethics. In the process, broader issues in ethnomusicology are studied, such as movement across distances (e.g., migration), commercial and economic issues (e.g., recordings, tourism), ritual (e.g., religion, life cycle ceremonies), and politics (e.g., nationalism, protest). Each of these issues is discussed theoretically and then examined in several specific (and different) case studies involving music cultures from around the world.

MUSI 227 Popular Music and Culture 1890's – 1950's **Cross-listed with ETHM 227 and FOLK 227**

Credits: 3 Exclusion: Students who have already received credit for ETHM/FOLK/FINA/MUSI 121 cannot receive credit for MUSI/ETHM/FINA/FOLK 227

This course traces the development of popular song in North America from its earliest forms up to the development of rock and roll in the 1950's. Through topics such as parlour song, minstrelsy, jazz, country, swing and blues, the social, economic and technological forces that shaped popular song are explored in depth. The interrelationship between North American popular music and the diverse immigrant communities that helped create it is analyzed.

MUSI 229 Popular Music and Culture, 1950 - Present **Cross-listed with ETHM 229 and FOLK 229**

Credits: 3
Prerequisites: MUSI/ETHM/FINA 125 OR MUSI/ETHM/FINA 227

A continuation of Popular Music and Culture I, this course surveys the development of British and North American popular song between the 1960's and the 2000's. In addition to profiling the key performers, genres, businesses and texts from the past 40 years, students are introduced to the many issues that make popular music so compelling: its role in politics, social identity, economic shifts and the technological changes. The sound and history of the music are connected to the prevailing social and cultural climate of each decade.

MUSI 253 Fiddle Music for Dancing **Cross-listed with ETHM 253 and FOLK 253**

Credits: 3

This course will emphasize instructions in the use of Cape Breton fiddle music performance in the dance tradition. Piano accompaniment will be a feature of this course.

MUSI 305 Musics of the World **Cross-listed with ETHM 305**

Credits: 3

This course provides in-depth study of a small number of non-Western musics, each studied during its own module. Music offers, in many ways, a window on society, giving us the opportunity to see how music is defined, how it is evaluated, how

it is made and performed, and its role within a given community. Music can be studied as a reflection of society, mirroring social and political structures, gender relations, cultural values, religious beliefs, and other aspects. However, music is also an active force in the creation of society, as when it is used for protest purposes or to call upon a deity to change the community's circumstances. Students will discover how music is more than entertainment in many cultures and is instead a form of human expression that is a meaningful aspect of daily life.

MUSI 321 Popular Musics of the World Cross-listed with ETHM 321 and FOLK 321

Credits: 3

This course focuses on popular musics from outside the North American and British mainstream. Students will grapple with various issues relating to global popular musics, including how they circulate the world and what happens as a result of transcultural contact how “world music” has been constructed and consumed in the west, issues of intellectual property and ownership, language choice, and the role and modes of mass media.

NATURAL SCIENCE (NASC)

NASC 120 Natural Science

Credits: 6
Satisfies the BA Group 5 core requirement and may also be used in a Philosophy concentration or major.

An introduction to the history, methodology, and moral implications of science and technology.

NURSING (NURS)

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
Prerequisite: NURS 105 and NURS 125.

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
Prerequisite for nursing practice component: NURS 105.

COURSE DESCRIPTIONS

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 nursing 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 207 Community Health Nursing I: Introduction to Community

Credits: 3
Prerequisites: All 1st Year Nursing courses with a passing grade/average of 60%

This course provides an introduction to community and the two distinct branches of community health nursing: home health nursing and public health nursing. Major themes explored are: community assessment, working with older adults, group process, vulnerable groups, mental health and vulnerability, community health promotion and community health education. Community nursing practice assignments are an integral part of this course.

NURS 211 Family Nursing in the Community

Credits: 3

This course explores the role of the nurse in facilitating the health of families within communities. Major themes in this course include family theories, family assessment, family developmental stages, local and global trends and issues for childbearing and childrearing families and growth and development of the child within the context of family. Community resources for parents and children will be explored. Nursing practice assignments are an integral part of this course.

NURS 237 Nursing of Adults I

Credits: 3

This course provides an introduction to the theory of nursing care of adults in the acute care hospital setting in relation to homeostasis and the pathophysiological changes of the body in response to problems pertaining to fluid and electrolyte imbalance, respiratory and cardiovascular function, and Diabetes. Supervised lab practice is an integral part of this course.

NURS 250 Nursing Practice I

Credits: 6
Prerequisite: Successful completion of all level 1 and 2 year nursing courses to date and BIOL 360

An intersession course (May - June) with learning experience in selected nursing practice settings in the community.

NURS 255 Pharmacology in Nursing

Credits: 3

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 275 Comprehensive Health Assessment

Credits: 3

COURSE DESCRIPTIONS

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 307 Nursing of Adults II

Credits: 3
Prerequisites: All 1st & 2nd year Nursing courses with a passing grade/avg. of 60%

Nursing 307 focuses on many health challenges encountered by adults resulting from problems originating in the hematological, peripheral vascular systems, gastrointestinal, hepato-biliary disorders, neurological disorders, gynecological disorders, renal tract disorders and renal failure, acute and chronic. Primary health care focusing on the needs of the population particularly related to health promotion and illness prevention will be explored.

NURS 310 Nursing Research Methods

Credits: 6
Prerequisites: All 1st & 2nd year Nursing courses with a passing grade/avg. of 60%

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 nursing 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.

NURS 315 Nursing of Children

Credits: 3
Prerequisites: All 1st & 2nd year Nursing courses with a passing grade/avg. of 60%

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
Prerequisites: All 1st & 2nd year Nursing courses with a passing grade/avg. of 60%

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.

NURS 345 Mental Health Nursing

Credits: 3
Prerequisites: All 1st & 2nd year Nursing courses with a passing grade/avg. of 60%

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. Nursing practice consists of 11 hours per week of mental health practice for a six week period during the term.

NURS 355 Perinatal Nursing

Credits: 3
Prerequisites: All 1st & 2nd year Nursing courses with a passing grade/avg. of 60%

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 407 Community Health Nursing II – Population Focused Approach

Credits: 3
Prerequisites: All 1st, 2nd, and 3rd year Nursing courses with a passing grade/average of 60%

This course explores population focused community health nursing practice. Major themes include: Population health promotion, population focused nursing practice, public health nursing, populations with communicable and chronic diseases, epidemiology, immunizations, environmental health and disaster management. This course involves 3 hours per week of classroom instruction and 12 hours of nursing practice per week for six weeks.

NURS 435 Nursing of Adults III

Credits: 3

Prerequisites: All 1st,2nd, and 3rd Year nursing courses, each with a minimum average of 60%

Designed to provide the senior nursing student with opportunities to render comprehensive nursing care and explore concepts related to adults and older adults who are experiencing or at risk for, complex health problems such as palliative and end of life care, cancer care, musculoskeletal disorders and sensorineural disorders. Students participate in a variety of nursing practice experiences. This course involves 3 hours per week of classroom instruction for the term and 10-12 hours of nursing practice per week for six weeks.

NURS 445 Nursing of Adults IV

Credits: 3

Prerequisites: All 1st,2nd, and 3rd Year nursing courses, each with a minimum average of 60%

COURSE DESCRIPTIONS

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, complex health problems associated with endocrine disorders, chest and lower respiratory disorders, integumentary disorder burns and multisystem failure. Students participate in a variety of nursing practice experiences in several different settings. This course consists of 6 hours per week of classroom instruction for 6 weeks and 10-12 hours of nursing practice per week for 6 weeks.

NURS 450 Nursing Practicum II

Credits: 6

Prerequisite: Successful completion of all 4th year nursing courses.

The nursing practicum assists the nursing students' transition to the graduate nurses' role. The practicum consists of 2 preceptored nursing practice experiences (408 hours) in practice settings of the students' choice based on their learning needs and interest. In addition, the nursing practicum will provide the student with an understanding the of scope and roles of registered nursing. It is expected that during the nursing practicum experiences student will demonstrate leadership, collaboration, advocacy, and critical thinking with clients, members of health care teams and peers.

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 nursing practice 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)

NUTR 101 Community Nutrition

Credits: 3

COURSE DESCRIPTIONS

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) or permission of instructor.

Diseases discussed are of interest to the Aboriginal and broader Cape Breton community as such diseases impact heavily upon those communities. 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: NUTR 205 or permission of instructor.

Various blood and other body parameters relative to the diseases covered in NUTR 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: BIOL 101 and (CHEM 101 and 102 or CHEM 121 and CHEM 122) or permission of instructor.

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: NUTR 261 or permission of instructor.

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: NUTR 261 or permission of instructor.

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 every other year: Fall 2011 and Fall 2013.

NUTR 361 Current Topics in Human Nutrition

Credits: 3
Prerequisite: NUTR 261 or permission of instructor.

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. Will be offered in Fall 2010.

PETROLEUM ENGINEERING TECHNOLOGY (PETR)

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 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

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 and visual presentations on student exercises will supplement these seminars.

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 340 Advanced Process Simulation

Credits: 3
Prerequisite: PETR 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

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

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

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

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. Petroleum case studies. Matched with PETR 427.

PETR 427 Management of Technological Innovation II **Cross-listed with ENVI 427**

Credits: 3

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. Petroleum case studies. Matched with PETR 426.

PETR 436 Process Control and Optimization Systems

Credits: 3

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: PETR 436.

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: PETR 112.

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: PETR 112.

Examination and background information on code jurisdiction and interpretation of standards and specifications relevant to the petroleum industry. API, ASME, ANSI, and CSA codes are included.

PHILOSOPHY (PHIL)

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.

With the exception of PHIL 215, there are no prerequisites for 200-level courses. All 300-level courses require 6 credits of Philosophy (with the exception of PHIL 330) and all 400-level require 12 credits of Philosophy.

Courses marked are also offered by distance.

PHIL 115 Critical Thinking and Computer Applications

Credits: 3

Skills are developed in recognizing mistakes in reasoning and constructing good arguments.

PHIL 130 Introduction to Major Philosophical Movements

Credits: 3

This introduction to major philosophical movements concentrates on problems concerning reality and knowledge. Classic and modern texts will be read dealing with questions about God, reality, truth, the soul, mind, and freedom of the will.

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 213 Economics and Values

Credits: 3

Whereas PHIL 237 examines specific moral issues in business, PHIL 213 explores the social and moral ideals which might motivate and structure business ventures.

PHIL 215 Canadian Political Values **Cross-listed with POLS 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.

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: 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

Credits: 3
Exclusion: 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 CBU 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 237 Business Ethics

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.

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
Exclusion: available to non-nursing students only with the permission of the instructor.
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: PHIL 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.

Exclusion: available to non-nursing students only 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.

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 History and Philosophy of Science

Credits: 3
Prerequisite: 6 credits of Philosophy.

This course will provide students with a better understanding of the nature of the scientific process by discussing such topics as explanation, the nature of scientific theory, observation, progress in science 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 353 Religious Persecution to Religious Liberty I (to 1600) **Cross-listed with HIST 353, RELS 353**

Credits: 3
Prerequisites: 6 credits of Philosophy, HIST 100 or 6 credit Humanities.

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, RELS 355**

Credits: 3
Prerequisite: PHIL 353.

A continuation of PHIL 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.

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 (PHYS)

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.

PHYS 151 Astronomy - The Basics

Credits: 3
Exclusion: PHYS 151/152 cannot be used as a science pair for a minor subject.
Can be used only as a science or free elective in BSc.

This introductory course presents the basics of modern Astronomy using an instructor led seminar and hands-on approach to these relevant scientific areas. Topics introduced include: Overview of universe and objects in it (galaxies, stars, planet), categorization and classification of universe objects, determination of the age of the universe, identifying groups of objects, and observing the universe.

There is a laboratory/field component to this course including direct observation of the night sky in and around Sydney. It involves the use of telescopes, binoculars, and other instruments as required.

PHYS 152 Meteorology - The Basics

Credits: 3
Exclusion: PHYS 151/152 cannot be used as a science pair for a minor subject.
Can be used only as a free elective in BSc.

This introductory course presents the basics of modern Meteorology using an instructor led seminar and hands-on approach to these scientific areas. Topics introduced in Meteorology include: Introduction to planentary atomosphere with specific concentration on Earth's atmosphere; overview of atmospheric phenomena, incluing clouds, storms, waves; overview of atmospheric motions and the processes driving atmospheric motion; and properties of the atmosphere that can be observed or measured.

There is a laboratory/field component to this course including direct observation of weather conditions in Canada, specifically around Cape Breton.

PHYS 231 Optics

Credits: 3
Prerequisites: PHYS 122, MATH 122.

Introduction to optics with an emphasis on topics relevant to chemists and engineers. Topics will include geometric optics (lenses and curved mirrors), analysis of light as a wave, polarization, Fresnel equations for reflection and transmission of light, optical instrumentation, diffraction, Fourier analysis, lasers andoptical properties of materials.

POLITICAL SCIENCE (POLS)

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—ideas 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 pubic 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

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 also offered by distance.

🖱 POLS 100 Politics, Law and Social Justice

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 212 Law and Society — Cross-listed with ECON 212

Credits: 6

This course 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 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 250 Basics of Canadian Politics and Government

Credits: 6
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.
Exclusions: Students who already have credit for POLS 150 cannot receive credit for POLS 250

The description, explanation, and analysis of the major governmental and socio-political forces present at all levels of the Canadian political system.

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.

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 Group 5, BA core requirement, but also open to all degree students.

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.

This course examines race, gender and class as they affect domestic and international politics. Particular attention will be paid to how these categories of social division have shifted over time and how the new politics of globalization may provide both challenges and opportunities for deepening equality and justice.

POLS 279 Children's Rights Cross-listed with PSYC 279

Credits: 3
Prerequisite: 6 credits of 100-level political science or psychology or permission of instructor.
Exclusions: Students who already have credit for POLS/PSYC 395 cannot receive credit for POLS/PSYC 279

This multidisciplinary course brings together perspectives from law and public policy and from developmental psychology to introduce the student to the UN Convention on the Rights of the Child. The rights framework is used to examine current practices and their implications for child development in areas such as child poverty, youth justice and child protection.

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 American and her North American neighbours.

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 289 Contemporary US Foreign Policy

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

This course introduces students to contemporary debates on where power lies in the US foreign policy making process. The course then examines salient case studies to understand distinct explanations on the roles that power, ethics and law play in the process of contemporary US foreign policy making.

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.

A study of the evolution of Canadian policy in the areas of human rights legislation, anti-hate laws, multiculturalism, First Nations self-government, and employment equity.

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 **Cross-listed with FINA 305**

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.

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.
Exclusion: Students with credit for POLS 221 cannot receive credit for POLS 323.

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.

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.

POLS 327 Issues in Canadian Local Government

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

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.

POLS 329 Regional Government and Planning

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

A study of the problems and challenges of regional government and its possibilities for the future development of Cape Breton.

POLS 331 The Future of Work in Canada: The Challenges Facing Young Canadians

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

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.

POLS 333 Leaders and Leadership

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

A close review and analysis of the quality of leaders and leadership in government and society.

POLS 340 Aboriginal and Treaty Rights in the Canadian Constitution Cross-listed with HIST 312, MIKM 340

Credits: 6
Prerequisite: MIKM 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.

POLS 351 The United Nations: Origins, Structure, and Development

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

The genesis of international organizations; the League of Nations; and the creation, growth, and development of the United Nations.

POLS 353 The United Nations: Its Role in International Affairs

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

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.

POLS 355 An Introduction to International Law

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

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.

POLS 357 An Introduction to Cases in International Law

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

Introduces and analyses the milestone cases of international law in national and international courts.

POLS 359 Human Rights: International Dimensions

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

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.

POLS 361 Revolution and Resistance

Credits: 3
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.

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.

POLS 363 Politics of Natural Resources

Credits: 3

This course examines the geopolitical and economic role of natural resources such as oil, coal and water in international relations and provides critical analysis of the connections between the world’s increasing consumption of natural resources and conflict, globalization, human rights and climate change.

POLS 366 International Politics in a Changing World

Credits: 6
Prerequisite: 6 credits of 100-level Political Science or permission of instructor.
Exclusion: Not available for credit for students with old POLS 256.

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 Canadians. Topics include international governance, terrorism and security issues, globalization, human rights, international law, and environmental deterioration.

POLS 369 Music and Nationalism **Cross-listed with FINA 369 and ETHM 369**

Credits: 3
Prerequisites: 100 or 200 level ETHM or FINA course with an emphasis on music and/or culture; and/or a Political Science course

This course examines how music can be a potent tool for both building nations and critiquing them. Music can express national identities, narrate national myths, and mark national borders, but it can also critique, deconstruct, and transgress. While many find it easy to accept that music reflects social beliefs and values, in this course we explore how music can be actively used to shape national ideas, principles, and standards.

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 379 Issues in Children's Rights **Cross-listed with PSYC 379**

Credits: 3
Prerequisite: 6 credits of 100-level political science or psychology or permission of instructor.

We examine Canada's national and international obligations under the UN Convention on the Rights of the Child from legal and developmental psychology perspectives in such areas as the sexual and economic exploitation of children, war affected children, and children's environmental health.

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.

COURSE DESCRIPTIONS

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 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 department supervisor and also as an integral part of the Certificate 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.

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.

POLS 499 Directed Independent Study, Senior Level

Credits: 6
Prerequisite: 12 credits of Political Science.

See the Department Chair for details.

PSYCHOLOGY (PSYC)

Courses marked are also offered by distance.

PSYC 100 Introduction to Psychology

Credits: 6

Psychology is the scientific study of behaviors and mental processes and how they are affected by an organism's physical state, mental state and external environment. The course surveys theories, states of consciousness, sensation, perception, learning, thinking, intelligence, memory, emotion, motivation, personality, development over the life span, health, psychological disorders, therapy and social psychology

PSYC 201 Data Analysis

Credits: 3
Prerequisite: PSYC 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: PSYC 100, PSYC 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 225 Drugs and Behaviour **Cross-listed with BIOL 225**

Credits: 3
Prerequisite: PSYC 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 227 Health Psychology

Credits: 3
Prerequisites: PSYC 100
Exclusions: Students who have already received credit for PSYC 325 cannot receive credit for PSYC 227

We examine the role of psychological risk and protective factors in the promotion and prevention of health and illness. Topics covered include stress and coping, the psychological effects of patient-centered care, health-compromising behaviors and health promotion.

PSYC 240 Social Psychology

Credits: 6

Prerequisite: PSYC 100.

Social psychology is the scientific study of social interaction in its broadest sense. In addition to an early module on relevant scientific research approaches and methods, the course surveys theories and research dealing with social cognition, social perception, attitudes, attitude change, social influence, conformity, compliance, obedience, prejudice,

discrimination, group dynamics, leadership, aggression, violence, helping behavior, interpersonal attraction, affiliation, friendship, love, romantic relationships, and selected health, environmental legal, political, educational, and organizational applications.

PSYC 250 Personality

Credits: 6
Prerequisite: PSYC 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: PSYC 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 265 Human Sexuality and Sex Education

Credits: 3
Prerequisites: PSYC 100
Exclusions: Students who have already received credit for PSYC 365 cannot receive credit for PSYC 265

Few topics raise controversy as quickly as discussions of human sexuality, yet it is normal human behaviour. Topics covered in this course include historical and cultural perspectives on sexuality, anatomy, hormones, conception and birth, contraception, sexual dysfunction, gender issues, arousal and communication, attraction and love, sexual orientation, sexually transmitted infections, erotica and pornography, sexual coercion, and sexual variation. Students in this course will learn the human sexual response and how it interacts with cognitive and social processes that surround sex, in order to gain a better appreciation for the diversity of sexual practices and opinions.

PSYC 279 Children’s Rights — Cross-listed with POLS 279

Credits: 3
Prerequisite: POLS or PSYC 100

What are children’s rights and why are they important? Using the UN Convention on the Rights of the Child as our framework, we examine these questions from the perspectives of Canadian policy and child development.

PSYC 303 Research Practicum in Psychology

Credits: 3
Prerequisites: 12 credits in Psychology with a 60% average, including PSYC 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 fulfils the BSc computer proficiency requirement.

PSYC 309 Learning

Credits: 3
Prerequisite: 12 credits in Psychology with a 60% average
Exclusions: Students who have already received credit for PSYC 211 cannot receive credit for PSYC 309

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 311 Motivation

Credits: 3
Prerequisites: 12 credits in Psychology with a 60% average.

This course considers the many reasons why people behave as they do. The interwoven physiological, cognitive, and social processes that combine to energize behaviour and give it direction will be studied. Motives may be internal or external, they may complement or oppose each other, and the motivations we experience often help us define our sense of self. Particular emphasis will be given to the often misunderstood nature of emotions, and the central role they play in motivating behaviour.

PSYC 319 Cognition

Credits: 3
Prerequisite: 12 credits in Psychology with a 60% average
Exclusions: Students who have already received credit for PSYC 221 cannot receive credit for PSYC 319.

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, psycholinguistics, the mental structure of general knowledge, problem-solving, concept formation, and decision-making.

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 361 Psychology of Adolescence

Credits: 3
Prerequisites: 12 credits in Psychology with a 60% average, including PSYC 260.

The developmental patterns and experiences of contemporary adolescents are examined from an ecological theoretical perspective.

PSYC 363 Psychology of Ageing

Credits: 3
Prerequisites: 12 credits in Psychology with a 60% average, including PSYC 260.

An examination of the effects of ageing on behaviour and some of the common misconceptions about old age.

PSYC 367 Psychology of Parenting

Credits: 3
Prerequisite: PSYC 260.

Major research issues and methods in the study of parenting are examined.

PSYC 371 Abnormal Psychology

Credits: 3
Prerequisites: 12 credits in Psychology with a 60% average, including PSYC 250, either completed or concurrent.

This course examines the genetic, familial and sociocultural correlates of abnormal behavior and psychological disorders. The concept of psychopathology is analysed from cross-cultural, socioeconomic and political perspectives

PSYC 379 Issues in Children's Rights **Cross-listed with POLS 379**

Credits: 3
Prerequisite: 6 credits of 100-level political science or psychology or permission of instructor.

We examine Canada's national and international obligations under the UN Convention on the Rights of the Child from legal and developmental psychology perspectives in such areas as the sexual and economic exploitation of children, war affected children, and children's environmental health.

PSYC 381 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 421 Advanced Cognition

Credits: 3
Prerequisites: 18 credits in Psychology with a 60% average, including PSYC 319.

Focuses on higher mental activities such 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 360**

Credits: 3
Prerequisite: PSYC 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 PSYC 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 PSYC 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 451 Advanced Topics in Personality

Credits: 3
Prerequisites: 18 prior credits in Psychology with 60% average, including PSYC 250.

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.

PSYC 461 Advanced Developmental Psychology

Credits: 3
Prerequisites: 18 credits in Psychology with a 60% average, including PSYC 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 PSYC 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 PSYC 371, either completed or concurrent.

This course introduces students to the field of clinical psychology. The history and development of the field are positioned to gain insight into current practices in the treatment of psychological disorders. Other topics include assessment and methods of intervention with individuals, groups, families and children.

PSYC 485 Counseling Psychology

Credits: 3
Prerequisites: 18 credits in Psychology with a 60% average.

This course examines the major theories of counseling, introduces the basic interviewing skills practised by those in the helping professions, and acquaints students with a variety of counseling applications.

PSYC 490 Honours Seminar and Thesis

Credits: 6
Prerequisites: At least 36 credits in Psychology with an average of 75%, including PSYC 203 and PSYC 303 either completed or concurrent.

This course is for Honours students in Psychology (BA or BSc). The purpose of the course is to assist students in completing their honours thesis projects. The honours thesis is an original empirical study carried out during the academic year. The weekly seminar component of the course will allow students to discuss their research as it progresses, to share ideas, and both assist and learn from each other as they complete their research project. Students also meet one-on-one with a faculty advisor who will provide guidance as the research project unfolds.

PSYC 491(3 credits) PSYC 492 (6 credits) and PSYC 493 Directed Study

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.

PUBLIC HEALTH (PUBH)

Courses marked are also offered by distance.

PUBH 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, mitosis, 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.

PUBH 122 Issues in Public Health

Credits: 3

This course outlines the importance of undertaking the study of human health in relationship to the environment and developmental and environmental changes. Fundamental to this study is the understanding that our well-being is supported and dependent on the conservation and integrity of the biosphere. Issues in Public Health, ranging from local to global, are at the center of discussion. Topics impacting public health that will be integrated into this course include climate change, global warming, biodiversity loss, erosion, land degradation, deforestation, desertification, zoning and planning issues.

PUBH 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.

PUBH 204 Municipal Services

Credits: 3

Municipal water and wastewater services will be examined from a public health perspective. Concepts covered include chemical, physical and biological properties of water and wastewater, sampling protocol, processing, distribution, design components, hydrology, storm water control, innovative technology and a fundamental understanding of the legislation and regulations governing the water and wastewater industry. Field trips will complement the lecture principles.

PUBH 211 Public Health Law

Credits: 3

Students will become acquainted with the legal process associated with environmental and public health issues. The course includes an overview of legislation and case law associated with environmental and public health issues. The process of enforcement of legislation and defence of alleged violations is included in the course content.

PUBH 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.

PUBH 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.

PUBH 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.

PUBH 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. Types of disasters and their consequences are considered, along with the role of public health professionals in planning and response, bioterrorism issues, recovery and reconstruction, and responsive evaluation.

PUBH 234 Engineering Issues in Public 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.

PUBH 314 Food Hygiene

Credits: 3

Topics include strategies for food safety, prevention and investigation of food borne illness, food preservation, HACCP, inspection, recall procedures, and regulation review.

Presented in the facilities for food preparation of the Hospitality Administration program. Labs will be every other week.

PUBH 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.

PUBH 322 Toxicology

Credits: 3
Prerequisite: PUBH 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.

PUBH 327 Public Health Ethics

Credits: 3

Public health practice demands that scientific considerations be blended with political realities, questions of autonomy and jurisdiction, individual rights, social justice, coercion, norms of research, multi-cultural values, and the common good. This unit is intended as a resource to enhance and encourage thoughtful, well informed, and critical discussions of ethical issues in public health.

PUBH 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.

PUBH 411 Health Risk Assessment

Credits: 3

Introduces the fundamentals of risk assessment and demonstrates their application to selected environmental and public 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.

PUBH 417 Communicable Disease Control

Credits: 3
Prerequisite: 6 credits in Public Health.

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.

PUBH 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.

PUBH 421 Occupational Health and Safety Legislation

Credits: 3

Specific jurisdictional legislation dealt with includes the Canadian Federal Labour Code, the Nova Scotia Occupational Health and Safety Act, and the American Occupational Health and Safety Act. Material will be presented using lectures and review of appropriate legislative documents.

PUBH 427 Public Health Education

Credits: 3
Prerequisite: 6 credits in Public Health.

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.

PUBH 435 Quality and Environmental Project Management

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.

PUBH 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.

PUBH 457 Waste Management

Credits: 3

Waste Management provides an overview of waste disposal in society and the implications such disposal has on the health of the public and the environment. This course addresses fundamental concepts and approaches to management of hazardous and non-hazardous waste. Considered are classification, tracking, reduction, reuse, recycling, collection, disposal, and end use of waste streams, and the treatment/ beneficial reuse of non-hazardous/hazardous wastes inclusive of innovative technologies, and the development of legislation/development of guidelines, regulations, and standards. The role of Public Health and Environmental professionals in regulatory compliance and control as well as spill response will be examined. The course concludes with evaluation and control strategies the public health inspector might recommend.

PUBH 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.

RELIGIOUS STUDIES (RELS)

Some students will be interested in undertaking 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 course-work to fit their interests or pre-professional needs.

Courses marked are also offered by distance.

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, HUMA 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.

RELS 117 Introduction to Judaism, Christianity, and Islam **Cross-listed with HIST 117, HUMA 117**

Credits: 3
Exclusions: unavailable for students having credit for old RELS 109 or 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.

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 Introductory 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 PHIL 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.

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
Exclusion: Available to non nursing students only with permission of the instructor.
Required for all students in the BSc Nursing Program.

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. This 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: RELS 265.
Exclusion: Available to non nursing students only with permission of the instructor.
Required for all students in the BSc Nursing Program.

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. This course is directed towards students in the nursing program though other students may enrol.

RELS 271 Celtic Religion I: Druidism

Credits: 3

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

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 reinterpretation 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. This 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 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, PHIL 353

Credits: 3
Prerequisite: HIST 100 or 6 credit Humanities.

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, PHIL 355

Credits: 3
Prerequisite: RELS 353.

A continuation of RELS 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.

along with contemporary declarations, e.g. United Nations and Vatican II, will also be read.

RELS 397 Special Topics

Credits: 3

This 3 credit course will introduce students to special topics not being covered by the ordinary course offerings.

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.

SOCIOLOGY (SOCO)

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 Introductory 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 (SPHK)

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, basketball, gymnastics, aquatics, and soccer.

SPHK 107 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.

SPHK 109 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.

SPHK 133 Introduction to Outdoor Leadership

Credits: 3

This course utilizes practical experiences and includes detailed examination of the meaning, scope, and values of outdoor leadership. Emphasis is given to historical and philosophical foundations of outdoor recreation and sport and the application of instructional procedures for providing appropriate leadership. Significant trends and existing outdoor programs are also examined.

SPHK 135 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

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 233 Adventure Programming for Sport and Recreation

Credits 3:
Prerequisite: SPHK 133 or permission of instructor

This course teaches students how to plan, implement, and evaluate adventure-based programs for sport and recreation. Students have opportunities for supervised feld experience in group leadership. Topics include: experiential education, adventure theory, group dynamics, and safety.

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 counseling skills.

SPHK 378 Special Topics in Sports Management

Credits: 6
Prerequisite: 3 credits Intro Sports and Human Kinetics.

Topics will change according to student and faculty interests.

SPHK 379 Special Topics in Sports Management

Credits: 3

Prerequisite: 3 credits Intro Sports & Human Kinetics.

Topics will change according to student and faculty interests.

SERVICES AND RESOURCES

OFFICE OF THE VICE-PRESIDENT STUDENT SERVICES, AND REGISTRAR

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

Financial Aid, Scholarships, Bursaries, and Other Prizes

John Mayich, Manager of Student Financial Services Ext. 1420

Financial Aid

Students with questions or who need help concerning securing financial aid or who need help with student loan applications, loan appeals, and emergency loans and bursaries should contact the Manager of Student Financial Services.

Scholarships, Bursaries, and Other Prizes

Each year, Cape Breton University offers students a wide range of scholarships and bursaries. Prospective students coming directly from high school, who have applied for admission by March 1, with an academic average over 85%, will be considered for an entrance scholarship. Bursaries are distributed primarily on the basis of financial need during various times of the year. All awards are offered upon the recommendation of the Awards Committee. For further information, please contact the Manager of Student Financial Services.

A comprehensive list of scholarships and bursaries, criteria, policies, applications and deadline dates is available at **www.cbu.ca/scholarships**.

Student Services

Norm Smith, MBA, Director Ext. 1225

The departments in Student Services are:

Health (Max Bell Clinic), Students with Disabilities - Jennifer Keeping AccessAbility Centre, Personal Counselling Services, Chaplaincy, Student Life Centre, International Exchange Programs, International Student Advisors, Financial Aid and the Writing Centre.

The Learning Commons and Student Life Centre

The Learning Commons and Student Life Centre is a welcoming inviting space providing students with ready access to a wide variety of relevant services, from academic writing to assistance with personal challenges. When students come to the Commons, they will be able to speak to someone who will help or guide them.

Service included within the Learning Commons and Student Life Centre are:

Jennifer Keeping AccessAbility Centre (JKAC)

Mel Clarke Ext. 1404

SERVICES AND RESOURCES

The JKAC is well equipped with a wide variety of services to assist students with disabilities. Services range from arranging tutorials to facilitating academic accommodations. JKAC also utilizes or has access to a wide selection of assistive technologies to provide additional support.

The Writing Centre

Tammy Byrne Ext. 1325

The Writing Centre is a free writing resource for all CBU students. The Centre's goal is to help students better understand university-level writing and improve their writing skills. Students can make an appointment to work one-on-one with a member of the Writing Centre's staff on any writing assignment at any stage of the writing process.

International Student Advisors

Mike Reppa Ext. 1671
Elaine Delaney 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.

Academic and Career Advisors

Mike MacIsaac Ext. 1408
Diane Toomey Ext. 1278

Advisors provide academic advising to first year students and returning students who are considering the next phase of their academic lives. They will also provide advice on student programs and course preparation, employment development including securing volunteer placements for BACS students and student evaluation, placements and work terms for co-op students.

In addition, the Advisors will:

- Identify interests and skills in relation to career options;
- Reflect on work experiences and identify transferable skills;
- Assist with preparing cover letters, resumes and job search techniques.

Advisors are also responsible for the International Student Exchange Program. CBU participates in a number of international student exchange programs, which enable CBU students to attend university in another country for one or two terms at approximately the same tuition cost as attending CBU. Credits are fully transferable in most cases. Currently, CBU has direct exchange agreements with universities in the United Kingdom, 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 internships or work-abroad opportunities as well.

Other services include:

- Caper Patrol;
- Student Oriented Solutions;
- Professional Societies and Pizza with a Professional.

Clinical Social Worker

Helen Boone Ext. 1873

SERVICES AND RESOURCES

The Clinical Social Worker provides a variety of services to help students achieve their goals and contribute to a positive university experience. Some of the issues will be dealt with on a one-to-one basis and involve interpersonal relationships, self-confidence, depression, procrastination, motivation and sexuality issues

The Clinical Social Worker will also work closely with other members of the Learning Commons with respect to financial issues as well as academic and career choices.

All contact is strictly confidential. The Clinical Social Worker is available for drop-in visits or students can make an appointment, by calling 563-1873, or by visiting the Learning Commons and Student Life Centre to find a convenient time

Office hours are Monday to Friday 9:00 a.m. to 12:00 p.m. and from 1:00 p.m. to 4:30 p.m.

HEALTH SERVICES

Dr. R. Sebastian, University Physician Ext 1349

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.

CHAPLAINCY

Fr. Martin MacDougall Ext. 1173

The Chaplaincy Office at Cape Breton University 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 counseling, and opportunities for friendship and advocacy are available through Chaplaincy.

ATHLETICS

John Ryan, BBA, Director Ext. 1657

CBU 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 CBU 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 Ext. 1198
Director, Registration and Admissions

SERVICES AND RESOURCES

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 programs, registrations, tuition payments, grades, and credentials. The Academic Support Officer, located in the Learning Commons, will provide students with degree audits to enable them to track their progress in fulfilling programme requirements.

Admissions staff are available to help students seeking to enter CBU 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.

CBU 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.

The SSC serves students and the CBU community by responding to general inquires, administering the academic regulations, co-ordinating updates to the academic calendar and overseeing the annual convocation ceremonies.

STUDENTS' UNION

Welcome to CBU from the Cape Breton University Students' Union (CBUSU). It is very important for you to remember that YOU are the Students' Union.

The CBUSU was formed in 1985. For much of its early history, CBU 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 CBUSU branched out, obtained autonomy from the administration, and embarked on a path of providing both services 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. We also lobby provincial and federal governments for increased funding, tuition reductions, and improved access to education.

Services of Your Students' Union

CBU 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 list of the services the Students' Union offers:

- Tutoring Services
- Caper Times newspaper
- Grad Week Activities
- Student Societies
- Women's Centre
- Sexual Diversity Centre
- Handbook
- Caper Convenience Store
- Frosh Week
- Health Plan
- Legal Counseling
- Emergency Bursary Fund
- Volunteer Services

- Bus Passes
- Community Outreach/Goodwill (ex: Shinerama)
- Campus Pub (The Pit) and Socials
- Job Search Assistance
- Campus Events and Intramurals
- Student Life Centre
- Various Theme Weeks

For a thorough description of our services to you, please consult your Students' Union Member Handbook. Visit the Students' Union office, visit the website at cbusu.com or check out CaperZone.

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 CBUSU. 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 running for office.

Your Rights, Your Expectations

As a CBU 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.

Societies

An important function of the Students' Union is to provide societies with funding. Societies provide students with opportunities, educational experience, recreation, national recognition, and increased student morale. Your Students' Union encourages new groups to form and grow. Societies are dynamic-new ones form, old ones disband, others are occasionally inactive.

Our list of societies changes constantly. Visit the Students' Union website for a complete listing.

For more information on any of the services, call **(902) 563-1192** or go to **www.cbusu.com** .

LIBRARY

Circulation	Ext.1320
Reference Services	Ext. 1387

SERVICES AND RESOURCES

The Cape Breton University Library provides access to information supporting the University's programs, teaching, and research. We strive to provide an environment encouraging scholarship, creativity, and skill-based learning. The primary Library collection consists of over 280,000 print and electronic books, government documents, videos and DVDs and 20,000+ print and electronic periodicals including national and local newspapers. The Cape Breton University Library is home to several special collections including:

The Bras d' Or Institute Collection of Cape Breton Studies;
Dr. Thomas Joseph Khattar Collection;
Scottish Collection and the Jacobite Collection;
National Film Board Collection;
Centre for International Studies Collection;
Pearson Peacekeeping Collection

Access to information is facilitated through Novanet, our online catalogue, the Library's journal titles list, and numerous indexing and abstracting tools. Our increasing electronic collection can be accessed on campus or at home.

The Cape Breton University Library is a member of Novanet, a network of 10 Nova Scotia academic libraries. Benefits of membership are numerous but for our users, the ability to borrow from each library upon presentation of the CBU Student/Faculty ID is most significant.

The CBU Library is in the Campus Centre section of the CBU campus. For additional information on CBU Library holdings and services, call **(902) 563-1320** go to **www.cbu.ca/library** .

GENERAL SERVICES AND RESOURCES

Art Gallery

Laura Schneider Ext. 1342

The CBU Art Gallery is the first and only public art gallery on Cape Breton Island. Located 12 kilometres east of downtown Sydney, it 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 (902) 563-1142 (fax) or www.cbu.ca/artgallery**

Banking

A banking machine is available to the CBU 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 CBU. 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 CBU 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. Bus shelters are located beside the Library and beside the Canada Games Complex.

Caper Radio Inc.

Ext. 1475

CAPER Radio Inc. became autonomous from the Students' Union in the spring of 1998 and has won the National Campus/Community Radio Association (NCRA) award for achievement as a small radio station. From its location in the Students' Union, it broadcasts using the latest in sound equipment technology. Caper Radio Inc. relies on volunteer DJs who are members of CBU and the 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 CBU Radio experience and that Caper Radio Inc. will become a successful FM station in the very near future. For more information go to **www.caperradio.com.**

Cape Breton University Press

Mike R. Hunter, MA, Editor-in-Chief Ext. 1955

Established in 1974, Cape Breton University 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.

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

Child Care

Family Childhood Centre Ext. 1811

The CBU Early Childhood Centre offers on-site, quality child care services for the children of students, staff and faculty.

Distance Education

Cape Breton University 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. CBU 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 CBU distance education program provides flexibility and choice to adult learners. A number of full degree, diploma, and certificate programs are available. Courses are continually being developed for distance delivery so be sure to check www.cbu.ca/distance for our most up-to-date course and program offerings.

The CBU distance education program is using the resources of the World Wide Web (www) to provide an online classroom experience for distance learners. Classes delivered this way use a number of resources in the development of the virtual classroom. Online classrooms give learners access to course material and notes, related web links, and, most importantly, opportunities for collaboration, discussion, and sharing of information. Through online forums, students are able to communicate with each other as well as with the professor at any time. The online classroom also provides a space for students and professors who wish to have a real-time discussion in the classroom chat area. 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.

CBU participates as a shareholder in Canadian Virtual University which is a consortium of Canada's leading universities in distance and online learning.

See academic regulations. Contact the Distance Education office for information, or go to **www.cbu.ca/distance**.

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 - 9 a.m. to 6 p.m.
Sunday - 9 a.m. to 6 p.m.

Limited service is provided between May and August.

Lost and Found

Security Ext. 1133

The Commissionaires make 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

CBU Parking Regulations

1. All vehicles parked on the CBU campus must either display a valid permit or use a parking meter. Daily permits can be purchased at any of the five dispensers on campus. Term parking passes can be purchased at the Bookstore.
2. CBU parking permits are not valid at parking meters. Vehicles parked in reserved parking spots must display a valid Reserved Parking permit.
3. CBU assumes no responsibility for damage to, or theft of, any vehicle and/or its contents. CBU does not assume responsibility for injury or accident however caused.
4. All violations of CBU 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.

RESEARCH

DALE KEEFE, PHD, DEAN OF RESEARCH (EXT. 1185)

OFFICE OF RESEARCH AND ACADEMIC INSTITUTES

Jodi McDavid, Research Support Officer Ext. 1107
Sander Taylor, Research Officer Ext. 1338

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 CBU. It establishes research policy, administers internal research grants, and acts as a clearing house, or communications network 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 CBU's institutes and centres.

RESEARCH INSTITUTES AND CENTRES

Canada Research Chair in Intangible Cultural Heritage

Richard MacKinnon, PhD Ext. 1284

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.

Canada Research Chair in Integrative Science

Cheryl Bartlett, PhD Ext. 1624

Dr. Bartlett was hired at Cape Breton University in 1989 and in her early years at CBU taught biology and conducted research in wildlife parasitology and diseases with a particular focus on avian filarioid nematodes; this research was funded by NSERC. In the mid-1990's her research shifted to Integrative Science. Dr. Bartlett's research was considered unique globally, synthesizing scientific knowledge from Aboriginal sources and orthodox western concepts.

"Integrative Science" is an initiative to "bring together knowledges and ways of knowing" from Indigenous and Western (mainstream) scientific world views, for the purposes of science education, research, applications, and outreach to Aboriginal youth and communities. With the resources of the Canada Research Chair and the guidance of Mi'kmaq Elders, Dr. Bartlett is pioneering praxis-based research informed by action, participatory, and integrative methodologies within a co-learning journey of researchers and community. The research program serves an overall, two-fold, long-term

goal: to help Aboriginal individuals and Indigenous knowledges become increasingly and actively involved in science in the 21st century, and to help mainstream science better engage with Indigenous knowledges and ways of knowing.

In addition to the Canada Research Chairs' program, Dr Bartlett's research in Integrative Science has been enabled by funding from SSHRC (Social Sciences and Humanities Research Council of Canada), CIHR - IAPH (Canadian Institutes of Health Research – Institute of Aboriginal Peoples' Health), NSERC (Natural Sciences and Engineering Research Council of Canada), CFI (Canadian Foundation for Innovation), and NSRIT (Nova Scotia Research and Innovation Trust), as well as other organizations such as the RCMP, Mounted Police Foundation, IWK Health Centre Foundation, Nova Scotia Health Research Foundation, Katlin Mi'kmaw Healing Cultural Centre, and Sable Offshore Energy.

University Chair in Marine Ecosystem Research

Bruce Hatcher, PhD Ext. 1943

Cape Breton, surrounded by the North Atlantic and Gulf of St. Lawrence, is an island ecosystem that encloses its own "ocean": all of us live in the coastal zone, even if we do not live "the life aquatic"! As the Island's only university, positioned between an old ocean and a young sea, Cape Breton University recognizes the significance of marine ecosystems to the livelihoods, well-being, culture and natural heritage of the people of Cape Breton. CBU embraces the mandate to support research and development for its local clientele and the maritime community at large. Since 2004 a coordinated set of initiatives has been used to re-invigorate and expand CBU's capacity to meet the challenge in a fashion that respects the integrity of marine and coastal ecosystems, and is attuned to the needs of the communities embedded within them. The creation of a targeted Research Chair is a key part of the strategy.

Dr. Hatcher is Cape Breton University's Chair in Marine Ecosystem Research, and Director of the Bras d'Or Institute. Educated as a benthic ecologist and oceanographer in the United States, Canada and Australia, he has 30 years' experience of research and development in the public and private sectors, having worked in 25 countries and logging more than 600 days at sea and 1,600 hours underwater. His primary expertise lies in the application of ecological theory and empirical analyses to the better understanding and prediction of marine ecosystem structure and function. With a significant endowment of research equipment and networked expertise, his program builds capacity for the use of advanced oceanographic technologies and SCUBA diving in support of research and training.

Dr. Hatcher's research program focuses on the use of synoptic ecological tools (especially remote sensing and numerical modeling) for biodiversity conservation and management decision support in coastal ecosystems of tropical and cold oceans. The Bras d'Or estuary serves as a test bed for the development of interdisciplinary research blending the physical, biological and social sciences. Partnerships with faculty here and at other universities and technology companies leverage opportunities for the University to contribute to local initiatives in ecologically and economically sustainable use of marine resources, and global priorities in marine ecosystem-based management.

Industrial Research Chair in Mine Water Remediation and Management

Dr. habil. Christian Wolkersdorfer, Ext. 1285

Dr. Christian Wolkersdorfer conducted and initiated several mine water remediation projects in Canada, Germany, Austria, Slovenia, Brazil, UK, and Turkey. In addition, he was sub-project leader for the EU projects ERMITE and PIRAMID. Cooperation with other universities, the industry, and public agencies are key issues in his multi-disciplinary projects. His key research areas are hydrogeochemistry, mine water tracer tests, and mine water geothermal applications.

His research will focus on and lead the mine water remediation and mine water management applications with a hydrogeochemical, biological, and modeling bias. Other projects will be based on his experience in geothermal energy research, and due to the fact that one of the world's first mine water geothermal projects is located in Nova Scotia, geothermal use of mine water will be a matter of research. The Chair holder will focus on the B1 mine pool in the Sydney Coal Field, which is a system of interconnected, flooded mines to investigate the geochemistry and use the mine water, as the energy source.

RESEARCH

Dr. Wolkersdorfer's research team will determine the scale, and will model the dynamics of the geothermal energy stored in mine water now flooding the B1 mine pool. Over time this work will extend to other retired mine workings within the Sydney Coal Field. It is estimated that the entire system contains as much as one billion cubic meters of mine water. Dr. Wolkersdorfer expects that his research initiatives will lead to the design and development of a series of specialized detection and monitoring devices that will make it possible to efficiently and accurately characterize many of the salient features of abandoned mine workings. These new analytical tools will have wide application in modelling mine workings on any site.

Mine water is heated by energy drawn from the surrounding rock and other geological material comprising and proximal to the seam. By studying these flooded mine workings Dr Wolkersdorfer's team will be able to determine the rate of heat recovery that an open or closed loop hydrothermal system will exhibit. Modelling the system helps to determine a rate of energy extraction that will ensure a sustainable operation and, based on this information, it will determine the scale of development that is feasible. In addition, the modelling will help to understand the overall flow regime in the mine workings.

Canada Research Chair in Molecular Spectroscopy

Dale Keefe, PhD Ext. 1185/1462

As a leading expert in the use of Molecular Spectroscopy, Dr. Dale Keefe investigates the properties of molecules and, in particular, their vibrational energy levels. Molecular spectroscopy measures how infrared and visible light interact with molecules. These interactions, which are dependent upon the chemical environment, and the ways intermolecular interactions affect a liquid's physical and molecular properties will be the primary focus of Dr. Keefe's Research Chair. This work relies heavily on applied mathematics and physics to study chemical problems.

The Canada Research Chair Award and support from the Canada Foundation for Innovation will allow Dr. Keefe to establish a world-class laboratory at Cape Breton University. Dr. Keefe and his team will study problems that will potentially have far reaching impacts on chemistry, biochemistry, biology, and chemical physics. This specialized area of research will become the foundation for a collaborative research community that can produce new information for use across these critical disciplines. In addition to both short- and long-term impacts, Dr. Keefe's research will have global applications that provide greater understanding of the processes that control chemical and physical properties, and the industrial and commercial applications that evolve as a result.

Dr. Keefe is widely recognized as a national leader in this research area and has authored or co-authored more than 35 publications. He has presented at major conferences and received numerous awards. Undergraduate students are an integral part of Dr. Keefe's research group and as such, gain extensive research experience that typically is only available to graduate students.

The Chairs Program supports the strengthening of research excellence in Canada, improves the training of highly qualified personnel through research, improves universities' capacities to generate and apply new knowledge, and promotes the best possible use of research through strategic institutional planning and collaboration among institutions and between sectors. Cape Breton University is well placed to meet to these goals and expectations. As a progressive and innovative post-secondary institution, the University community strives to provide important contributions to research on a national scale.

CENTRES

Abraham Centre for Religion and Society

The Abraham Centre for Religion and Society was formed at CBU 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 to critically apply the values and insights of these traditions to problems facing contemporary society.

CAD/CAM Centre

Ext. 1395

One of only two such facilities in Nova Scotia, the CAD/CAM Centre, under joint funding from the provincial 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.

Cape Breton Health Research Centre

Rhoda MacCormick, Director Ext. 1820

The Centre is a shared project between the Cape Breton District Health Authority and CBU. The Centre is based at CBU in the School of Graduate and Professional Studies and is designed to promote and support local health research capacity.

Centre for International Studies (CIS)

Terry Gibbs, PhD, Director Ext. 1274

The CIS is responsible for promoting internationalization and global awareness at CBU and in the community. The Centre coordinates educational activities on the themes of development, the environment, human rights, social justice and peace. In cooperation with local and international NGOs and educational institutions, it encourages internationalization of the curriculum, research and publications and sponsors workshops, seminars and conferences. The Centre also coordinates international projects involving CBU faculty and students.

Phone: (902) 563-1274 or (902) 563-1169
Email: cis@cbu.ca or terry_gibbs@cbu.ca

Centre for Natural History

David McCorquodale, PhD, Director Ext. 1260

RESEARCH

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 CBU Herbarium with its valuable collection of vascular plants, lichens, and mosses.

Children's Rights Centre

Katherine Covell, PhD, Psychology, Director Ext. 1413
R. Brian Howe, PhD, Political Science, Director Ext. 1214

The Centre, founded in 1995, specializes in teaching and researching the UN Convention on the Rights of the Child. Its primary research focus is on children's rights education in the school system and at the University. Its primary advocacy focus is on monitoring Canada's implementation of children's rights in law, policy and practice. The centre works locally, nationally and internationally, consulting and collaborating with academics, educators, government personnel and advocacy groups such as Save the Children and UNICEF.

International Centre for Emergency Management Studies (ICEMS)

Mr. Ed Grimm, MBA, Director Ext. 1221

The ICEMS is devoted to the high quality applied examination of the principles and practices of integrated and cooperative Emergency Management in an international context. The aim of ICEMS is to foster and facilitate international cooperation and capacity building; to contribute to national government and non-government objectives and capabilities; to support CBU's Emergency Management educational programs; and to develop an accessible collection of relevant topic material.

Marketing Research Centre

Mary Jane Morrison , MBA, Director Ext. 1257

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

Philosophy and Religion Centre (PAR)

Kenneth A. Bryson, PhD, Editorial Director Ext. 1266

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.

Small Business Development Centre (SBDC)

TBA, Director

If you're looking to successfully break into the business world, Cape Breton University's SBDC can help! The SBDC offers support and services in three key areas: training, business counseling and networking opportunities. However, other needs identified by you can always be discussed with the Centre's knowledgeable and experienced staff! From counseling and training services for new and existing entrepreneurs to offering market research support to providing guidance, direction, leadership, the SBDC can help you understand what it takes to succeed and survive in the world of business!

INSTITUTES

Alexander Graham Bell Institute

Chair, Cecil Smith 564-6464

The Alexander Graham Bell Institute (The Bell Institute) of Cape Breton University was incorporated in 1977. Over the years, the Bell Institute has achieved several notable milestones including consolidating photographs, personal notes, and technical work of Alexander Graham Bell; completing a comprehensive index of these holdings; and conducting scholarly studies of these materials. The Bell Institute is dedicated to the memory of Dr. Alexander Graham Bell and his work as well as the development of new applied research that is motivated by a desire to continue his high standard of principle, his practical spirit, and his social conscience.

Beaton Institute

Catherine Arseneau, MA, Manager Ext. 1326

The Beaton Institute of Cape Breton University is a regional archive and research centre mandated to collect, preserve and make accessible the social, economic, political, and cultural history of Cape Breton Island. An integral part of the historical and cultural research community, the Beaton Institute is available for use by researchers, students, media and the general public.

The Beaton Institute houses archival material that includes:

- 3,000 Manuscript Collections
- 60,000 Images
- 2,500 Sound Recordings
- 1,500 Video Cassettes and Film Reels
- 1,500 Reference Maps
- 2,000 Maps and Plans

The Beaton Institute actively pursues and supports research that contributes to the understanding and development of Cape Breton's unique cultural heritage. The main phone number is **(902) 563-1329**.

Bras d'Or Institute for Ecosystem Research

Bruce G. Hatcher, PhD, Director Ext. 1943

Recognizing the importance of both the surrounding and inland sea to the viability of Cape Breton society, CBU has re-established the Bras d'Or Institute, founded over 30 years ago. The vision is the true sustenance of the Cape Breton ecosystem, including its people; and the mission is to bring the resources of the University to bear on solving the problems of the community. The research activities of the Institute are focused on how best to operationalize ecosystem-based management of human activities within the maritime communities of Cape Breton. Current projects deal with land-ocean interactions in the coastal zone of Cape Breton, sustainable development of emerging marine fisheries, and measuring the health of the Bras d'Or estuary and its watershed.

Community Economic Development (CED) Institute

George Karaphillis, Director Ext. 1467

The Community Economic Development (CED) Institute, through its Advisory Board of CBU faculty and community members is a vehicle for CBU 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.

Institute for the Development of Energy and Sustainability

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 18 Dell Optiplex Pentium III work stations 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. CBU researchers contribute to the Oceans Research Network - Linking Science with Local Knowledge and building Capacity for Decision-making.

Institute for Integrative Science and Health (IISH)

Cheryl Bartlett, PhD, Director Ext. 1624

The IISH at CBU is devoted to assisting those involved in the pursuit of "two-eyed seeing" which refers to the mindful effort to see from our one eye with the strengths of the Indigenous knowledges and ways of knowing, and from our other eye with the strengths of the Western (or Eurocentric, or conventional) scientific knowledges and ways of knowing. The goal is to use them together in our contemporary projects and community endeavours.

International Institute for Tourism Development

Ruthanne Geddes, MBA(CED), Director Ext. 1992

Cape Breton University has been serving the human resource needs of the tourism industry since 1974 through its well-respected Diploma in Hospitality, BBA with a concentration in Tourism Marketing Management (1996), and, most recently, a Baccalaureate degree in Hospitality and Tourism Management (2004). As CBU moves forward with its growth strategy, the time has come to take a more active role in providing additional services to industry stakeholders. To this end the International Institute for Tourism Development was created in November 2005.

The International Institute for Tourism Development, through its Advisory Board of Cape Breton University faculty, research fellows and industry stakeholders, will be a vehicle for CBU to promote, encourage and support tourism development in Cape Breton and beyond.

One vital function of the International Institute for Tourism Development will be to promote the exchange of information among those active in the field through activities such as workshops, conferences, special events, newsletters, and web site/page links.

The International Institute for Tourism Development is involved in the following:

- Advancing the quality of tourism services/facilities and sustainable tourism development/delivery with information, training, and best practices;
- Supporting diversification and enhanced quality of sustainable nature-based tourism adventures and experiences by traditional and non-traditional tourism experience providers;
- Building capacity of Atlantic Canada's tourism operators to reach new international and domestic markets.

Advisory Board
Cape Breton University Faculty and Staff
Industry Stakeholders, National and International
Research fellows, National and International

Louisbourg Institute

Andrew Parnaby, PhD, Co-Chair Ext. 1286
Graham Reynolds, PhD, Co-Chair Ext. 1145
The Institute was established with an MOU between the Fortress of Louisbourg and CBU to facilitate collaboration on mutually beneficial projects which utilize the strengths and resources of both organizations.

Small and Medium-Sized Enterprise Institute (SMEI)

Harvey Johnstone, PhD, Director Ext. 1178

Thev SMEI provides faculty and students with a base from which research into the SME sector can be undertaken. Through the Institute, CBU 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. The SMEI builds on CBU'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 and the Institute of Small Business Counsellors. As well, the Institute develops partnerships with existing external bodies such as the YMCA Enterprise Centre. Partnering with those initiating technological development, CBU's SMEI offers a different focus from the existing five University Development Centres in Nova Scotia.

Tompkins Institute for Human Values and Technology

Greg MacLeod, PhD, Director 562-2420

The Tompkins Institute investigates the impact of technological change on society in general and, more particularly, on the Cape Breton community. In a technology driven society, the Institute has sought new formulas that conciliate business techniques with human values.

Petroleum Applications of Wireless Systems (PAWS)

Cecil Smith, Director 564-6464

The PAWS Project is an applied Research and Development project which seeks to provide operating efficiencies primarily to the oil and gas sector with broad application to any industrial environment using wireless sensor networks (WSNs) and intelligent control systems.

Areas of research and development include: protocols (at the physical, data link, network and transport layers), security, channel modeling, RF circuit design, antenna design, as well as applications such as alarm management and condition-based monitoring. In collaboration with our partners, the PAWS group has established a comprehensive Wireless Systems Lab, enabling research in state-of-the-art RF technologies. The group has also added a Wireless Sensor Network Testbed, the purpose of which is to provide a remotely accessible and reconfigurable framework to support objective testing and comparison of existing and emerging WSN technologies. For more information on PAWS go to: **http://paws.cbu.ca.**

MI'KMAQ COLLEGE INSTITUTE

LINDSAY MARSHALL, BA, PRINCIPAL UNAMA'KI COLLEGE (563-1827)

In keeping with the mission of Cape Breton University, the Mi'kmaq College Institute (MCI) strives to meet the needs of the Mi'kmaq communities of Mi'kma'ki. Mi'kma'ki, in English, is "the Land of the Mi'kmaq" which includes Atlantic Canada, Quebec, and parts of the New England states. The foundation of the Mi'kmaq College Institute has made it possible for aboriginal 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.

Cape Breton University 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 CBU 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 Mi'kmaq College Institute will strive to broaden the educational agenda of other aboriginal communities within Canada and abroad.

MCI is constantly developing programs in consultation with aboriginal communities. Go to **www.cbu.ca** for the most up-to-date information.

ABORIGINAL PROGRAMMING

Leanne Simmons, MEd, Program Director 563-1240

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.

ELMITEK

Elmitek, also known as the CBU 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 education.

The Elmitek Program is designed to make the transition into the University 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:

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

MI'KMAQ SCIENCE ADVANTAGE PROGRAM (MSAP)

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 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; and
- 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:

- Mi'kmaq Business Development Certificate,
- Canadian Institute of Management Certificate, and
- 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.

MI'KMAQ STUDENT SERVICES

Patrick Johnson, BA 563-1415

Mi'kmaq Student Services is a support system at Cape Breton University for all Mi'kmaq and aboriginal students enroled in courses at the University. Services range from academic counselling to assistance for Mi'kmaq students applying for post-graduate studies. 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 aboriginal students of CBU. 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 within the Mi'kmaq College Institute (room L151).

MI'KMAQ RESOURCE CENTRE

Diane Chisholm, BA Researcher 563-1660

The Mi'kmaq Resource Centre is a repository of documents related to Mi'kmaq history, culture, and language. The Centre houses books, doctoral theses, articles, reports, pamphlets, and academic papers, as well as video and audio materials. The MRC's holdings also include the now defunct Mic Mac News, publications of the Royal Commission on Aboriginal Peoples, an extensive array of materials on Donald Marshall Jr.'s experiences in the justice system, and papers related to Aboriginal issues donated by private sources.

The MRC has a small though select collection of items representing Mi'kmaw material culture over the past hundred years: examples of quill and beadwork, crooked knives, the waltes game, items from the early 20th century tourist trade, and a variety of baskets. Additionally, the Centre has a display of stone artifacts and projectile points on loan from the Nova Scotia Museum. Our oval room may be used by groups to give presentations or show videos related to Mi'kmaw culture.

The Mi'kmaq Resource Centre welcomes students, educators, researchers, and anyone with an interest in Mi'kmaki to use our facilities and extensive collection of materials. Research assistance is available.

ADMINISTRATIVE OFFICES AND SERVICES

PRESIDENT'S OFFICE

H. John Harker, LLD Ext. 1120
President and Vice-Chancellor
The President is the Chief Executive Officer and Academic Head of the University and provides leadership for all academic, administrative, financial, and physical programs, in keeping with the University'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 to governments, academic agencies and other organizations.

Gordon M. MacInnis, CA Ext. 1128
Vice-President, Finance and Operations
Reporting to the President and a member of his Executive Team, the Vice-President, Finance and Operations is responsible for all non-academic operations of the University. Working in cooperation with Senior Management Group members, the Vice-President, Finance and Operations provides leadership on administrative and financial matters of concern to the University. The Vice-President, Finance and Operations, in the capacity of treasurer of the institution, serves as a member of the University's Board of Governors.

Robert C. Bailey, Ph.D. Ext. 1980
Vice-President, Academic and Research .
Reporting to the President, the Vice-President, Academic & Research is responsible for providing senior academic and research leadership for CBU faculty and staff, including the development and delivery of innovative academic programming, strategic planning, enrolment management and the ongoing review and renewal of academic programs. The Vice-President ensures the highest quality educational experience by working with the Deans and other administrators to promote the highest standards of excellence in teaching and research. As a member of the Executive Team, the Vice-President, Academic and Research collaborates with the other Vice-Presidents to foster strategic planning and plan allocations for budget, technology, and facilities

Keith Brown, PhD Ext. 1859
Vice-President, External Relations
Reporting to the President, the Vice-President, External Relations is responsible for Cape Breton University's Fundraising and Alumni Relations, Communications and Public Relations, Conference Services, Government Relations, International Programs and Partnerships and LearnCorp International. The Vice-President, External Relations is a member of the Executive Team as well as Senior Management Group.

Alexis Manley, MBA Ext. 1116
Vice-President Student Services, and Registrar
Reporting to the President, the Vice-President Student Services, and Registrar is responsible for Student Services, the Student Service Centre and Athletics. The Vice-President Student Services, and Registrar is a member of the Executive Team and provides leadership for all aspects of services to students, including admission and registration policies, student records, awards, convocation, orientation, financial aid and health services.

Debbie MacAulay Ext. 1900
Administrative Secretary
Responsible for coordinating and facilitating the activities of the Board of Governors. This office is the custodian of the official bylaws, minutes and governance files of Cape Breton University.

TEACHING AND LEARNING SUPPORT

Eileen Smith-Piovesan, MA, MEd (IT) Ext. 1459
Co-ordinator and Faculty Liaison
Office CE330 (President's Office)

The Teaching and Learning Coordinator and Faculty Liaison, provides guidance and support to all teaching staff through activities such as online teaching tips, workshops, information sessions, round table discussions, assistance with teaching dossier preparation, and peer review of teaching. By these means, the Coordinator and Faculty Liaison help teaching staff to develop more effective approaches to teaching

COMMUNICATIONS AND PUBLIC RELATIONS

Irene Khattar, BA Ext. 1896
Manager

The services of Communications and Public Relations are available to the University community for the purpose of maintaining and enhancing CBU's image and profile internally and externally in partnership with faculty, students, alumni and friends of the institution.

Staff provide communications counsel, media relations, web communications, graphic design and production, as well as event management planning and support. Their role is to communicate the activities, operations, issues and achievements of the university community. Communications and Public Relations staff are located upstairs in the Student, Culture and Heritage Building (CE 337).

Conference Services

CBU Conference Services offers a full spectrum of professional event management services on campus.

- **Internal campus community**
  Conference Services is responsible for the coordinated communication and booking of campus facilities, and is also able to provide professional advice and coordination services for hosting conferences and special events on campus.
- **External campus community**
  CBU can accommodate functions including large and small conferences, workshops, and business meetings.
- **Summer residence accommodation**
  CBU's modern, comfortable residences are conveniently located to accommodate multi-day conferences, travel groups, or travelers visiting Metro Cape Breton during the summer season.

FUNDRAISING

Paula MacNeil, MEd Ext. 1848
Manager

Fundraising has responsibility for planning and executing campaigns, alumni relations and stewardship of donors for the University. Staff fulfilling these roles enlist, manage and support a number of volunteer committees to acquire scholarships and, periodically, capital campaign fund contributions, from the broader business, professional and alumni communities. Fundraising fosters development of relationship with corporation, private foundations, and individuals across the country to strengthen CBU's private gift resources. Staff members are responsible for the cultivation and solicitation of gifts, donor recognition and the services to support these initiatives. Fundraising staff are located upstairs in the Student, Culture and Heritage Building (CE 341).

ALUMNI OFFICE

Megan Finney — Ext. 1199
Development Officer

The Alumni Office fosters a lifelong interest in CBU among its graduates through alumni events, regional chapters, scholarship development and communication vehicles such as the alumni magazine, *Distinction*. It welcomes the participation of students during their senior years at CBU and encourages each and every graduate to maintain a lifelong relationship with their alma mater.

RECRUITMENT DEPARTMENT

Shea McInnis, MEd (IT) — Ext. 1888
Director

The Student Recruitment Office at CBU is responsible for providing prospective students with information on all post-secondary education programs and on student life at the University. It also educates students of high school age about the importance of post-secondary education by raising aspirations and building links with high schools and colleges locally, regionally, nationally and internationally. 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 in the Marvin Harvey Building (B190).

INTERNATIONAL PROJECTS AND PARTNERSHIPS (IPP)

Ken MacLeod, PhD — Ext. 1656
Director

International Projects and Partnership's (IPP) primary mandate is to liaise with CBU's administrative units and academic schools to identify, procure, and ensure effective on-going management of international projects and partnerships that have the potential to provide educational, economic, social, and/or cultural benefit to CBU, its faculty, and its students, as well as our international partners. IPP also serves as the focal point for Cape Breton University's relationships with international agencies at the regional, national and international level.

FACILITIES MANAGEMENT

Don MacIsaac, PEng — Ext. 1345
Director

Ken Baker — Ext. 1416
Manager

Anita Morrison — Ext. 1106
Administrative Assistant

Facilities management supports CBU'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

ADMINISTRATIVE OFFICES AND SERVICES

- management of all new construction on campus
- grounds upgrade and maintenance
- security through the Corps of Commissionaires
- food service through Chartwells College and University Dining Services
- custodial services through Crothall Canada 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

RESIDENCES

Doug Connors — Ext. 1791
Residence Manager

Sylvia Clements — Ext. 1792
Residence Coordinator

The CBU residences are under the management of the Department of Facilities management.

There are four residences: MacDonald Residence is a traditional dormitory style residence accommodating 152 students in primarily double rooms; Cabot Residence is an apartment-style residence that accommodates 123 students in four-bedroom apartments; Alumni Hall is a 190-bed residence divided into 24, five-bedroom, apartment-style units and 70 beds in 35 double dorm-style rooms; Harriss Hall is a 111-bed residence divided into 14 single suites which have private washroom facilities, 5 wheel chair accessible single rooms and 92 super single rooms, where students would share a washroom with only 1 other person. Harriss Hall also contains our dining hall.

The best way to experience campus life is to live in residence at the center of campus activities and close to the Library, classes, cafeteria, sports facilities, Computer Centre, Student Service Centre, and the Students' 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, and grow in, their new environment.

FINANCE OFFICE

Gordon M. MacInnis, CA — Ext. 1128
Vice-President, Finance and Operations

The Finance Office is responsible for a wide range of financial services for all components of the University operations. The office manages outstanding student accounts. It processes the University accounts receivable, accounts payable, purchasing, and administrative accounts.

BOOKSTORE/CAPER CORNER

George MacLeod — Ext. 1356
Manager

Cape Breton University Bookstore is located on the ground floor of the Students' Union Building next to the University 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 CBU, 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, giftware, and backpacks.

PRINT SHOP

Yvonne LeJeune 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, depending upon workload.

Hours:
Monday - Friday
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 DEPARTMENT

Lois Devoe, BBA, CHRP Ext. 1223
Director

The Human Resources Department provides a wide range of services to faculty and staff. The services include faculty and staff recruitment, compensation and benefits administration, labour relations, staff development, performance management and occupational health and safety. Employment opportunities are posted on the University's web page (www.cbu.ca/employment)

The Human Resources Department is located in CE329

PAYROLL OFFICE

Debbie MacNeil, BCOMM Ext. 1363
Payroll Manager

The Payroll Office is responsible for processing bi-weekly payment to employees through direct deposit, issuing records of employment and T4 slips.

The Payroll Office is located in the Human Resources Department in CE329.

HUMAN RIGHTS OFFICE

Helen Boone, MSW, RSW 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 Discrimination and Harassment 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 CBU community are offered.

Students who have any questions about these issues can talk confidentially to the Human Rights Officer who may provide suggestions and advice on your rights.

COMPUTER SERVICES

Debbie Rudderham, Ext. 1446
Chief Information Officer

Parker MacDonald, Ext. 1159
Director

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

Computer Services maintains the University's Internet connection, Email and web services, DNS services for the CBU domain, firewall configuration, other electronic communication services including video conferencing services and telephone PBX, audio visual and smart classroom support, video production and administrative software support. Computer Services manages the University's evergreen program for students, faculty, researchers and staff. 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 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 nine computer labs equipped with current microcomputer configurations 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's network/Internet and sit behind the Internet firewall. To authenticate access to the

ADMINISTRATIVE OFFICES AND SERVICES

University's network facilities a user Login ID and password are created for each student upon registration. Student accounts are a privilege not a right and are governed by the University's Acceptable Use Agreement (AUA) document. Violations of the AUA can result in user accounts being 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.

CAPE BRETON UNIVERSITY FOUNDATION

Cape Breton University 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 Cape Breton University.

As a result of changes to the Federal Income Tax Act in early 1997 that neutralized the benefit of providing gifts through the Foundation to CBU, 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 Cape Breton University Press, Inc.

ADMINISTRATIVE STRUCTURE

UNIVERSITY GOVERNANCE

February, 2009

Officers

Chancellor	Ms. Annette Verschuren
Chair	Mr. Roland Thornhill
Vice-Chair	Mrs. Norma Boyd
Secretary	Prof. Alexis Manley
Treasurer	Mr. Gordon MacInnis

Ex Officio

President	Dr. H. John Harker

Appointed by the Minister of Education (12)

Mr. Roland Thornhill
Ms. Norma Boyd
Mr. Kenneth Crawford
Ms. Sandra LeBlanc
Mr. James Kehoe
Mr. Leo MacIntosh
Mr. Al MacPhee
Mr. Tuma Young
Mr. Ron Marman
Three vacancies

Appointed by the Board of Governors (12)

Ms. Lynn Crawford
Ms. Anita DeLazzer
Dr. Rex Dunn
Mr. Patrick Lahey
Mr. Gordon MacInnis
Dr. Hayes MacNeil
Mr. John Malcom
Mr. Kirk Purdy
Ms. Marlene Usher
Three vacancy

Appointed by Faculty (4)

Dr/ Todd Pettigrew
Mr. Chester Pyne
Dr. Tom Urbaniak
Ms. Wendy Wadden

Appointed by the Student Body of CBU (4)

Ms. Stephanie Bagnall
Mr. Ricky McCarthy
Mr. Francis Mvere
Ms. Sarah Pyke

Appointed by the Cape Breton Development Corporation (2)

Mr. Merrill Buchanan
Dr. Ross McCurdy

SENATE MEMBERSHIP

October, 2008

Ex-Officio

President & Vice-Chancellor	Dr. H. John Harker
President, CBU Students' Union	Mr. Ricky McCarthy
Vice-President Academic, CBU Students' Union	Mr. Francis Mvere
Vice-President, Academic & Research	Dr. Robert Bailey
Vice-President, Finance & Operations	Mr. Gordon MacInnis
Vice-President, Student Services & Registrar	Ms. Alexis Manley
Vice-President, External Relations	Dr. Keith Brown
Dean, Arts & Social Sciences	Dr. Rod Nicholls
Dean, School of Graduate & Professional Studies	Dr. Robert Bailey
Dean, Science & Technology	Dr. Allen Britten
Dean, Shannon School of Business	Mr. John MacKinnon
Dean, Research and Institutes	Dr. Dale Keefe
Associate Dean, Mi'kmaq College Institute	Mr. Lindsay Marshall

Executive

Chair	Dr. Peter MacIntyre
Vice-Chair	Mr. Allan Fraser
Students' Union President	Mr. Ricky McCarthy
Secretary	Ms. Tracy Smith Harris
Chair, Academic Committee	Dr. Todd Pettigrew
Chair, Bylaws Committee	Dr. Tom Urbaniak
Chair, Nominating Committee	Claudette Taylor
Chair, Planning & Priorities Committee	Mr. Chester Pyne
Chair, Research Committee	Dr. Geoff Carre
Chair, Teaching, Learning & Evaluation Committee	Dr. Matthias Bierenstiel
Chair, Quality Assurance Committee	Ms. Wendy Wadden

School of Arts & Social Sciences

Dr. Mary Tanya Brann-Barrett
Ms. Tracy Smith Harris
Dr. David Johnson
Dr. Todd Pettigrew
Dr. Mark Silverberg
Dr. Tom Urbaniak

Shannon School of Business

Dr. Sherry Finney
Mr. Allan Fraser
Mr. Ed Leblanc
Dr. Princely Ifinedo
Ms. Patricia Morrison
Ms. Wendy Wadden

School of Graduate and Professional Studies

Ms. Willena Nemeth
Mr. Bernie MacLennan
Ms. Claudette Taylor
Dr. Catherine O'Brien
Dr. Randy Bowers
Dr. Diane Janes

SENATE MEMBERSHIP

School of Science & Technology
Mr. Peter MacIntyre
Dr. Matthias Bierenstiel
Dr. Geoff Carre
Dr. Geoff Lee-Dadswell
Dr. Gary Nicklason
Mr. Chester Pyne

Students' Union
Ms. Sarah Pyke
Ms. Stephanie Bagnall
Mr. Philip Campbell
Ms. Kristen MacNeil
Ms. Jill McPherson
Mr. Mike MacKenzie
Ms. Lesley Sudworth

Board of Governors - Two external members
Mr. Tuma Young
Ms. Anita Delazzer

Canadian Coast Guard College -
One faculty member from the Officer Training Program — M. Louis Guimond

Library
Ms. Cathy Chisholm

Faculty
Dr. Godwin D'Cunha

Non-voting Membership
Director of Library Services — Dr. Robert Campbell
Coordinator, Quality Assurance / Teaching & Learning — Ms. Eileen Smith-Piovesan

ADMINISTRATIVE STRUCTURE AT CAPE BRETON UNIVERSITY

President and Vice-Chancellor	**H. John Harker, LLD**	**563-1120**
Vice-President, Finance & Operations	Gordon MacInnis, CA	563-1128
Vice-President, Academic & Provost	Robert Bailey, PhD	563-1980
Vice-President, External	Keith Brown, PhD	563-1859
Vice-President Student Services, and Registrar	Alexis Manley, MBA	563-1116
Administrative Assistant to the President, Vice-President, Finance & Operations	Ramona Lewis	563-1393
Administrative Assistant to the Vice President, Academic & Provost	Glenda Corbett, BBA	563-1188
Special Project Assistant	Shauna Kelly, MEd(IT)	563-1991
Administrative Secretary	Deborah MacAulay	563-1900
Coordinator, Quality Assurance/Teaching and Learning	Eileen Smith-Piovesan, MA, MEd	563-1459
Academic Vice-President CIC, Associate Director - International Programs and Partnerships, CBU	Roger Winn, MSc	
Manager, CIC Partnership	Geoff MacLellan	
Dean, School of Arts & Social Sciences	**Rod Nicholls, PhD**	**563-1354**
Assistant to the Dean	Lynn MacEachern	563-1261
Chair, Anthropology & Sociology	Janice Drodge, MA	563-1259
Chair, Communication	Dawn White, BA	563-1627
Chair, Heritage and Culture	Heather Sparling, PhD	563-1242
Chair, History & Fine Art	Graham Reynolds, PhD	563-1145
Chair, Languages & Letters	Mary Keating, PhD	563-1623
Chair, Philosophy & Religious Studies	Scott Stewart, PhD	563-1252
Chair, Political Science	Terry Gibbs. PhD	563-1274
Chair, Community Studies	Barry Moore, MSW, RSW	563-1445
Playhouse Manager	Todd Hiscock, MFA	563-1351
Dean, Shannon School of Business	**John MacKinnon, MBA, FCA**	**563-1221**
Assistant to the Dean	Jennifer Pino, MA	563-1161
Distance Education Coordinator	Laura Baker, BACS	563-1806
Chair, Financial & Information Management	Martin Moy, MBA	563-1179
Chair, Organizational Management	Wendy Wadden, LLB	563-1310
Director, MBA in CED & CED Institute	George Karaphillis, MBA	563-1467
Program Co-ordinator, MBA in CED & CED Institute	Anne Michele Chiasson, MBA	563-1664
Dean, School of Science & Technology	**Allen Britten, PhD**	**563-1262**
Assistant to the Dean, Science & Technology	Joanne Hughes	563-1341
Chair, Biology	Martha Jones PhD	563-1973
Chair, Chemistry	Andango Miadonye PhD	563-1210
Chair, Engineering	Rick Pierrynowski, MEng, PEng	563-1183
Chair, Mathematics, Physics and Geology	Edmund Rudiuk, PhD	563-1289
Chair, Psychology	Katherine Covell, PhD	563-1413
Interim Dean, School of Graduate & Professional Studies	**Robert Bailey, PhD**	**563-1980**
Assistant to the Interim Dean, Graduate & Professional Studies	Brenda LeLoup, BACS	563-1304
Chair, Education Department	Diane Janes, PhD	563-1236
Manager & Technology Enhanced Learning, Education	Terry MacDonald, MEd(IT)	563-1647
Manager & Practicum Coordinator, Education (BEd)	Susan Basso, MEd	563-1651
Associate Dean, Nursing	Evelyn Kennedy, MEd	563-1928
Chair, Nursing	Barb Jamieson, MN	563-1965
Program Support, Nursing	Lee Singleton, BDip	563-1944
Chair, Health Studies	Helen Merssereau, MH.Sc	563-1206
Nutrition	Ed Barre, PhD	563-1921
Coordinator, Fitness & Active Living	Yann Artur, BEES	563-1633

ADMINISTRATIVE STRUCTURE

Director, Cape Breton Health Research Centre	Rhoda MacCormick	563-1820
Administrative Assistant, CB Health Research Centre	Benita Manzine	563-1833
Principal, Unama'ki College	**Lindsay Marshall, BA**	**563-1827**
Program Director, Aboriginal Programs	Leanne Simmons, MEd	563-1240
Director, Mi'kmaq Student Services	Patrick Johnson, BA	563-1415
Secretary	Vicky Leterte	563-1871
Mi'kmaq Resource Centre Coordinator	Diane Chisholm, BA	563-1660

Finance Office

Manager, Financial Services	Glenn MacDonald, BBA	563-1346
Manager, Audits, Grants, & Special Projects		563-1637
Senior Accounts Receivable/Collection Officer	Stephanie MacDonald, BBA	563-1670
Accounts Receivable Clerk	Tabitha Arsenault	563-1374

Computer Services

Chief Information Officer (CIO)	Debbie Rudderham, BSc., ISP	563-1446
Director, IT & Computer Services	Parker MacDonald, BTI, DiplTech	563-1159
Programmer/Analyst	Patrick Donovan, BEd	563-1669
MIS Officer	Bruno McInnis, DiplTech	563-1154
Manager, Computer Operations	Ben Pickles, BBA, DiplTech	563-1155
Network Administrator	Darren MacKinnon	563-1987
Microcomputer Specialist	Stephen MacLeod, BTI, DiplTech	563-1625
Microcomputer Specialist	Don MacNeil, BTI,BBA	563-1171
Service Desk Operator	Jason White, BBA	563-1171
Service Desk Operator	Sajive Kochhar, BA	563-1906
Service Desk Operator	Kashif Masood, BTI	563-1123
Technical Writer/Web Support Specialist	Jacqueline Côté, MA, BComm	563-1160

Centre for Sustainability in Energy and the Environment

Chief Operating Officer	Ross McCurdy, PhD	563-1392
Executive Assistant	Debi Walker	563-1292
Program Development Officer	David Alderson, B.Eng., MBA CED	563-1239

Facilities Management

Director, Facilities Management	Don MacIsaac, PEng	563-1345
Manager, Facilities	Ken Baker	563-1416
Administrative Assistant, Facilities Management	Anita Morrison	563-1106
Residence Manager	Doug Connors, BACS, Dip. Orth. Tech	563-1791
Residence Coordinator	Sylvia Clements	563-1792
Manager, Canada Games Complex	Keith MacPherson, BSc	563-1442

Human Resources

Director, Human Resources	Lois Devoe, BBA, CHRP	563-1223
Senior Human Resources Officer	Bette Yetman, BSW	563-1157
Human Resources Officer	Alana Serroul	563-1936
Human Resources Assistant	Debbie Calabrese	563-1158
Manager, Payroll	Debbie MacNeil, BComm	563-1363
Payroll Assistant	Glenda Corbett, BBA	563-1109

Vice-President Student Services, and Registrar	**Alexis Manley, MBA**	**563-1116**
Assistant to the Vice- President	Anne MacMullin, BPR	563-1650
Manager of Student Financial Services	John Mayich, BBA	563-1420
Director, Student Services	**Norm Smith, MBA**	**563-1225**
Learning Commons and Student Life Centre:		
Administrative Assistant	Angela MacKinnon	563-1639

ADMINISTRATIVE STRUCTURE

Academic and Career Advisor	Michael MacIsaac, BA	563-1408
Academic and Career Advisor	Diane Toomey, BA	563-1278
International Student Advisor	Elaine Delaney, BA	563-1986
International Student Advisor	Mike Reppa, BA	563-1671
Jennifer Keeping AccessAbility Centre	Mel Clarke, BACS, BA	563-1408
Clinical Social Worker & Human Rights Officer	Helen Boone, MSW, RSW	563-1873
Writing Centre	Tammy Byrne, MA	563-1883
Health Services Coordinator	Heather Rudderham, BSc, B(tech), CPHI(c)	563-1443
Chaplaincy	**Fr. Martin MacDougall, Chaplain**	**563-1173**
Associate Chaplain		563-1173

Max Bell Centre

Medical Doctor	Reggie Sebastian, MD	563-1337
Nurse/Office Coordinator	Marie Aucoin	563-1433
Receptionist	Sarah Ferguson	563-1359
Physiotherapist	Nancy Dingwall, Dipl Phys Therapy	563-1275

Student Service Centre

Director, Registration and Admissions	**Arlene Mullan, MSc**	**563-1198**
Manager of Admissions	Brendan MacDonald, MBA	563-1117
Admissions Officer	Cheryl Livingstone, CIM	563-1166
Data Analysis/Logistics Co-ordinator	Patricia McComb Boone, BBA, BTI	563-1165
Academic Support Officer (located in Learning Commons)	Barbara Kennedy, BA	563-1646

Athletics

Director, Athletics	John Ryan, BBA	563-1657
Administrative Assistant	Carol Anne Sheppard	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 Lapre, MA	563-1279
Campus Life Coordinator/Marketing Coordinator	Bev Patterson, BACS	563-1291
Director, Recruitment	**Shea McInnis, MEd (IT)**	**563-1136**
Marketing & Recruitment Manager	Mora Giovannetti, BBA	563-1146
Recruitment Officer	Mark Carabin, BA	563-1954
Recruitment/Communications Officer	Becky Chisholm, BBA, BPR	563-1905
High School Liason Officer	Sarah Farrow, BACS	563-1824

External Relations

Vice-President, External	Keith Brown, PhD	563-1859
Administrative Assistant to the Vice-President	Kelly Unsworth	563-1447
CBU Global	Eleanor Anderson	563-1447
Manager, Fundraising	Paula MacNeil, MEd	563-1848
Development Officer, Donor Relations	Crystal Aboud-Mahar, BPR	563-1377
Development Officer, Alumni (interim)	Megan Finney,	563-1199
Development Officer, Athletics	Ken Bickerton, MA	563-1676
Manager, Communications and Public Relations	Irene Khattar, BA	563-1896
Communications/PR Officer	Rebecca Chisholm, BComm	563-1638
Video Production Coordinator	Lisa Patterson, BACS	563-1601
Web Communications Specialist	Darrell MacLeod	563-1343
Production/Graphic Co-ordinator	Gail Jones, Dipl.Tech	563-1610
Conference Services Co-ordinator	Peg Cummings, BSc	563-1803

Office of Research and Academic Institutes

Dean, Research	Dale Keefe, PhD,	563-1185

Manager, Research Operations	Carole MacLeod, BBA, CMA	563-1851
Research Officer	Sander Taylor, BSc	563-1338
Research Support Officer	Jodi McDavid	563-1107
Director, Tompkins Institute	Greg MacLeod, PhD	562-2420
Director, Centre for International Studies	Terry Gibbs, PhD	563-1274
Director, CED Institute	George Karaphillis, MBA	563-1467
Director, Marketing Research Centre	TBA	563-1176
Director, Small & Medium-sized Enterprise Institute	Harvey Johnstone, PhD	563-1178
Director, Alexander Graham Bell Institute	Cecil Smith, BBA, MEd (IT)	564-6464
Director, Bras d'Or Institute for Ecosystem Research	Bruce G. Hatcher, PhD	563-1988
Director, Centre for Cape Breton Studies	Richard MacKinnon, PhD	563-1284
Director, Institute for Integrative Science/Health (IISH)	Cheryl Bartlett, PhD	563-1624
Director, International Inst. for Tourism Development	Ruthanne Geddes, MBA(CED)	563-1992
Director, Centre for Natural History	David McCorquodale, PhD	563-1260
Co-Directors, Children's Rights Centre	Katherine Covell, PhD	563-1413
	Brian Howe, PhD	563-1214
Co-Directors, Louisbourg Institute	Andrew Parnaby, PhD	563-1286
	Graham Reynolds, PhD	563-1145
Director, Philosophy & Religion Centre	Ken Bryson, PhD	563-1264
Industrial Research Chair in Mine Water Remediation and Management	Dr. habil. Christian Wolkersdorfer	563-1285
Canada Research Chair in Intangible Cultural Heritage	Richard MacKinnon, PhD	563-1284
Canada Research Chair in Integrative Science	Cheryl Bartlett, PhD	563-1624
Canada Research Chair in Molecular Spectroscopy	Dale Keefe, PhD	563-1185/1462
University Chair in Marine Ecosystem Research	Bruce Hatcher, PhD	563-1943

Beaton Institute

Manager	Catherine Arseneau, MA	563-1326
Secretary	Gerardette Brown	563-1327
Archivist	Jane Arnold, MLIS	563-1690
Archival Clerk	Anne Connell, BA	563-1425
Archival Research Assistant	Anne MacNeil, BA	563-1329

Library

University Librarian and Director of Library Services	Robert Campbell, PhD	563-1698
Librarian	Laura Syms, MLS	563-1994
Librarian	Cathy Chisholm, MLIS	563-1993
Librarian	Mary Dobson, MLS	563-1994
Librarian	Ronald Rooth, MLS	563-1994
Librarian	Lenard Lawless, MLS	563-1993
Head of Circulation	Debbie MacInnis, BA	563-1674
Library Technician, Cataloging	Pauline Murray, BA, Dipl LibrTech	563-1619
Library Technician	Nick Sobol, BA	563-1675
Library Technician	Cathy Toomey, Dipl SecSci	563-1619
Library Technician	Brenda O'Flaherty, BSc, Dipl LibrTech	563-1675
Library Technician	Mary Campbell	563-1995
Library Assistant	Jeanne Russell	563-1619
Library Assistant	Diana MacKinnon-Furlong	563-1997
Library Assistant	Carla White	563-1619
Library Technician	Caroline Power, BA, Dipl LibrTech	563-1675
Library Clerk	Janet Fraser	563-1320
Library Clerk	Barry Gabriel, BEd	563-1320
Library Technician	Pauline Murray, BA, Dipl LibrTech	563-1995
Administrative Secretary	Anne Marie MacKenzie, Dipl SecSci	563-1421

Petroleum Applications of Wireless Systems (PAWS)

Director, Petroleum Applications of Wireless Systems	Cecil Smith, BBA, MEd (IT)	563-6464
Lead Research Engineer,		

ADMINISTRATIVE STRUCTURE

Petroleum Applications of Wireless Systems	Jeff Slipp, PEng	567-3699
Commercialization Manager,		
Petroleum Applications of Wireless Systems	Sarah Conrod, BA, BSc, MEd (IT)	567-1520
Administrative Assistant,		
Petroleum Applications of Wireless Systems	Ronda Matheson	567-1341
RF Circuit Designer,		
Petroleum Applications of Wireless Systems	Shuiping (Shayne) Luo, PhD	567-3637
Senior Programmer,		
Petroleum Applications of Wireless Systems		567-3637
Wireless Sensor Network (WSN) Researcher,		
Wireless Sensor Networks Jr. Engineer,		
Petroleum Applications of Wireless Systems	James Nicholson, BTech (CSD)	567-3637
RF Systems Jr. Engineer,		
Petroleum Applications of Wireless Systems	Nagesh Polu, BTech (CEC), MSc	567-3637
Embedded Systems Junior Engineer	Mohsen Marami	567-3637

FACULTY

SCHOOL OF ARTS AND SOCIAL SCIENCES

Professores Emeriti

MacLeod, Gregory, PhD (Louvain), Emeritus Professor of Philosophy
Tennyson, Brian, BA (Hons), MA (Toronto), PhD (London), Emeritus Professor of History

Full-time

Brann-Barrett, Tanya, BACS (UCCB), Dipl Comm Studies (Concordia), MA (MSVU), PhD (UBC) Assistant Professor, Communication
Broadhead, Lee-Anne, BA (Hons) (Trent), MA (Queen's), MLIS (Toronto), PhD (Leeds), Associate Professor and Department Chair, Political Science
Brodie, Ian, BA (STU), MA (MUN), PhD (MUN) Assistant Professor, Folklore Studies
Burrow, Sylvia, BA (Dal), MA (Alberta), PhD (Western), Associate Professor, Philosophy
Christie, Sheila, Assistant Professor, English
Claener, Nicole, BACS (UCCB), MA (Norwich), Assistant Professor, Community Studies
Connell, Jane, BACS (UCCB), MAdEd (StFX), PhD (South Australia), Assistant Professor, Community Studies
Curtis, Jan M., BA (UCCB), MA, PhD (UNB), Associate Professor, English
Drodge, Janice, BA, MA (MUN), Assistant Professor, Anthropology and Chair, Anthropology & Sociology
Farnsworth, Jane, BA (Western), MA, PhD (Queen's), Associate Professor, English
Gerrie, James, BA (Mount Allison), MA (Guelph), PhD (Guelph/ McMaster), Assistant Professor, Philosophy
Gibbs, Terry L., BA (Calgary), MA (Leeds), PhD (Sussex), Associate Professor, Political Science, and Director, Centre for International Studies
Guy, James, BA (Loyola), MA (Fordham), PhD (St. Louis), Professor, Political Science
Harris, Tracey, BA, MA (Dal), Assistant Professor, Sociology
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, Community Studies
Inglis, Stephanie, BA (McMaster), MA, PhD (MUN), Associate Professor, Mi'kmaq Studies
Johnson, David, BA (Toronto), MA (Brock), PhD (Toronto), Professor, Political Science, Member, North Atlantic Institute
Johnson, Eleanor V., BA (UCCB), MA (SMU), RN (St. Rita's), Assistant Professor, Mi'kmaq Studies
Kavanagh, Afra, BA (American U., Beirut), MA (Southern Illinois), PhD (Wales) Assistant Professor, English
Keating, Mary, BA (Acadia), BEd (StFX), MA (Acadia), PhD (Manchester), Assistant Professor, English
Keshen, Richard D., BA (York), DPhil (Oxford), Professor, Philosophy
Krug, Kate, BA (Waterloo), MA, (York), Assistant Professor, Anthropology & Sociology
Lavoie, Laurent G., BA (Laurentienne), MA (Laval), Doctorat de 3e Cycle (Aix-Marseille), Professor, French
Leach, Nathaniel, BA (Wilfrid Laurier), MA, PhD (Western), Assistant Professor, English
MacDonald, Michael, BA (UCCB), MA (Maine), Assistant Professor, Communication
MacGillivray, Donald, BA (StFX), BA (Hons) (Carleton), MA (UNB), PhD (Queen's), Professor, History
MacKenzie, Susan, BA (Kings), MEd (Springfield College, MA), Assistant Professor, Sports and Recreation
MacKinnon, Richard, BA (Mt. Allison), MA, PhD (MUN), Professor, Community Studies, Folklore & Humanities and Canada Research Chair in Intangible Cultural Heritage
MacLeod, Erna L., MA, PhD (Massachusetts, Amherst), Assistant Professor, Communications
MacLeod, Mary K., PhD (Edinburgh), Associate Professor, History and Fine Arts
Marchand, Richard, BA (StFX), MA, PhD (Dal), Associate Professor, English
Martell, Stephen, BSc (StFX), MSc (Calgary), Assistant Professor, Sport and Recreation
Moir, Scott, BA (Wilfrid Laurier), MA (McMaster), PhD (Guelph), Assistant Professor, History
Molloy, Andrew, BA, MPA, PhD (Concordia), Associate Professor, Political Science
Moore, Barry, MSW, RSW (Dal), Assistant Professor and Department Chair, Community Studies

FACULTY

Mullan, David G., BA (Calgary), BD (Otago), BEd (Queen's), ThM (Toronto), PhD (Guelph), Professor, History and Religious Studies
Mulo-Farenkia, Bernard, BA (Yaounde), MA, PhD (Saarland), Associate Professor, French
Mysyk, Avis, BA, MA, PhD (Manitoba), Associate Professor, Anthropology
Nicholls, Roderick, BA (Mt. Allison), MA, PhD (Queen's), Associate Professor, Philosophy, Dean of Arts and Community Studies
Odartey-Wellington, Felix, BA(Hors), BL(Ghana), Grad. Diploma Transitional Justice (Cape Town), MA (Concordia), PhD (Ryerson-York), Assistant Professor, Communications
Parish, Joseph, MA (Western), PhD (Missouri-Columbia), Assistant Professor, Anthropology & Sociology
Parnaby, Andrew BA (Hons) (Queen's), MA (Simon Fraser), PhD (MUN), Associate Professor, History
Pettigrew, Todd, BA (Hons) (Western), MA (McMaster), PhD (Waterloo), Associate Professor and Department Chair, English
Ramji, Ruby, BA, MSc (Wilfrid Laurier), PhD (Ottawa), Assistant Professor, Religious Studies
Reynolds, Andrew, BA (UNB), MA, PhD (Western), Associate Professor, Philosophy
Reynolds, P. Graham, BA (Minnesota), MA, BEd, PhD (Queen's) Professor, History and Department Chair, History and Fine Arts
Rolls, Judith A., BA (StFX), BEd (Dal), MA (Maine), PhD (Indiana), Professor, Communication
Seville, Pamela, BSc (McGill), MA (Central Michigan), Assistant Professor, Community Studies
Silverberg, Mark, BEd (Toronto), MA, PhD (Dal), Associate Professor, American Literature
Sparling, Heather, BA (Wilfrid Laurier), MA, PhD (York), Assistant Professor, Ethnomusicology, Chair Heritage and Culture
Stewart, R. Scott, BA (Dal), MA (Guelph), PhD (Waterloo), Professor and Department Chair, Philosophy
Urbaniak, Tom, BA (Hons), MA (Toronto), PhD (Western), Associate Professor, Political Science

Laboratory Instructor
White, Dawn, BA (CBU), Laboratory Coordinator and Department Chair, Communication

Adjunct Professors
Crawford, Tom, BSc (Acadia), MD (Dal)
Howard, Sean, PhD (Bradford)
McDonald, R. Andrew, BA (Trent), MA (MacMaster), PhD (Guelph), Adjunct Associate Professor, History and Fine Arts

Part-time
Boone, Kenny, Lecturer in Fine Arts
Chapman, Stan, Lecturer Ethnomusicology
Charters, Jim, BACS, BBA (UCCB), MBA (SMU), Lecturer, Sports and Human Kinetics
Copp, Paulina, BSc (UAG, Mexico), Lecturer in Spanish
Hiscock, Todd, BACS (UCCB), MFA (York)
Leech, Garry, BA (Hons) (UNLV) Lecturer, Political Science
MacNeil, Hector, BA (UCCB), MA (StFX), Lecturer, Celtic Culture
MacNeil, Kyle, Lecturer in Ethnomusicology
McDavid, Jodi, BA (St. Thomas), MA (MUN), Lecturer, Folklore
McDonald, Chris, BMus (Western), MA, PhD (York), Lecturer, Ethnomusicology
Russell, Emma, Language and Letters

SHANNON SCHOOL OF BUSINESS

Full-time

Brown, Dannie, Assistant Professor, Organizational Management

Brown, Keith G., BBA (StFX), BBEd (SMU), MBA (City), PhD (Bradford), Associate Professor, and Vice-President, External

Corsano, Theresa, BBA, MIR (Queen's), Assistant Professor, Management

De Lamirande, Patrick, BA, MA (Laval), PhD (Montreal), Assistant Professor, Economics

Finney, Sherry, BBA (UCCB), MBA (SMU), PhD (Warwick), Associate 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

Geddes, Ruthanne, MBA(CED) (UCCB), Instructor, Hospitality/Tourism Management, Tourism Management

Hanna, Paul BPEd (Dal), CHE, Instructor, Hospitality/Tourism Management

Hayes, Derrick, MBA(CED) (UCCB), CA, CMA, Assistant Professor, Accounting

Ifinedo, Princely, MSc, MBA, PhD, Assistant Professor, Management Science

Johnstone, Harvey, BSc, BEd (StFX), MA (Dal), MBA (SMU), CMA, PhD (Durham), Professor Accounting & Small Business Management, and Director, SME Institute

Karaphillis, George, BEng (McGill), MBA (Virginia Tech), Associate Professor, Management Science, and Director, MBA (CED) Program & CED Institute

LeBlanc, J. Edward, DiplT (Bus Admin) (CCB), BTI (UCCB) Instructor, Information Technology

Lionais, Doug, BBA (UCCB), PhD (Durham), Assistant Professor Financial and Economic Development

MacKinnon, John, BBA (StFX), MBA (Queen's), FCA (NSICA), Associate Professor, Accounting, and Dean, Shannon School of Business

MacLean, Lynn, BBA (UCCB), MBA (SMU), CA (NSICA), Assistant Professor, Accounting

MacNeil, Elaine, BBA (StFX), MBA (Dal), FICB, Assistant Professor, Marketing

Manley, Alexis, BA, BEd (StFX), MBA (Dal), Associate Professor, Management Science, and Vice-President Student Services, and Registrar

McCarron, Ronald, V., BBA (UCCB), MBA (SMU), Assistant Professor, Management Science

McNamara, Michael, Assistant Professor, MBA (CED), BA (Hons) (Brock), MA(Waterloo), PhD(SFU)

Morrison, Mary Jane, BBA (UCCB), MBA (Dal), Assistant Professor, Accounting

Morrison, Patricia, DipIT (Bus Admin), BBA (UCCB), MBA (City), Instructor, IT

Moy, Martin M., BA, BComm (Windsor), MBA, MA (Dal), Associate Professor, Economics and Finance, and Department Chair, Financial and Information Management

Pyke, Joanne, BACS, BBA (UCCB), MBA (City), Assistant Professor, Marketing

Scott, Jacquelyn Thayer, O.C., MBA (Manitoba), PhD (Colorado), LLD (Waterloo), Honorary Diploma (Loyalist), Professor, Organizational Management & Public Administration

Stevens, Jason, BSc, MA, PhD, Assistant Professor, Economics.

Wadden, Wendy, BComm, (Hons) LLB (Dal), Instructor, School of Business, and Department Chair, Organizational Management

Watuwa, Richard, BSc (MUK), MPhil (Glasgow), PhD (Dalhousie), Associate Professor, Finance

Yakimchuk, Dan, BACS, Dipl BusTech - Data Processing (UCCB), MEd (UNB), Instructor and Coordinator IT, Information Technology

Adjunct Professors

Calder, Wm. Berry, BSc (Wayne State), MA (Detroit), EdD (Toronto), Organizational Management

Butterworth, Ken, BBA (UCCB), MMDS (Canberra), Organizational Management

Godfrey, Steve, MA (Edinburgh), Organizational Management

Limky, Kim, BA (Ottawa), MA (Ottawa), PhD (Waterloo), Tourism Management

MacIntyre, Gertrude, BSc (Central Connecticut State), MEd, PhD (Toronto), Organizational Management

Shaw, W.A. Sam, BA (Chaminade), MSc (Dal), MEd, PhD (Toronto), Organizational Management

Part-time

Rowe, Karen, BBA (UCCB), CA
Young, Jeffrey, MBA (CED)
Yue, Anthony, MBA (CED)

SCHOOL OF GRADUATE & PROFESSIONAL STUDIES

Full-time

Andrea, Belinda, RN, Nursing Practice Educator, Nursing
Bailey, Judy, BScN (St FX), MN (MUN), RN, Assistant Professor, Nursing
Barre, Edward, BSc (Hons) (Queen's), MSc (Ottawa), PhD (Guelph), Associate Professor, Nutrition
Betts, Patricia, METC (U of Bristol), BEd (Uof Alberta), MES (Dal), Assistant Professor, Education
Brennick, Debbie, BScN (StFX), MN (MUN), RN, Assistant Professor, Nursing
Cann, Vicki, BN (New Hampshire), MN (Dal), RN, Nursing Practice Educator, Nursing
Cantwell, Debbie, BScN (StFX) RN, Nursing Practice Educator, Nursing
Finlayson, Maureen, BSc, BEd, (U of Montreal), MA (McGill)(, MEd (MSVU), PhD (U of Montreal), Assistant Professor, Education
Fraser, Helen, MN (MUN) RN, Assistant Professor, Nursing
Gallivan, Gary, BSc (McMaster), MHSc (Ed) (Sydney, AU), CPHI(C), Instructor, Public Health
Griscti, Odette, MN (Malta) RN, Associate Professor, Nursing
Harroun, Karen BScN (St FX) RN, Nursing Practice Educator, Nursing
Howard, Patrick, BA, BEd, MEd, (MUN), Dip Ed, PhD (Alberta), Associate Professor, Education
Jacono, Brenda, BN (UNB), MScN (Toronto), RN, Associate Professor, Nursing
Jamieson, Barb, BScN (StFX), MN (Dal) RN, Assistant Professor, Nursing & Department Chair, Nursing
Janes, Diane, BA, MEd (MUN), PhD (UBC), Associate Professor and Department Chair, Education
Kennedy, Evelyn, BScN (StFX), MEd (MSVU), RN, Associate Professor & Associate Dean of Nursing
Lake, Kim, MN (Athabasca) ,BN (Athabasca) RN,Nursing Practice Educator, Nursing
Lewis, Jane, BHEc, MAdEd (StFX), PhD (Toronto), PAg, Associate Professor, Education
MacDonald, Angela, BScN (Dal) RN, Nursing Practice Educator, Nursing
MacDougall, Paul, BSc(Hons)(Acadia), BA (UCCB), BEd (Dal), MSc (U of London), Medical Laboratory Technologist (CSMLS), Registered Microbiologist (CCM), Instructor, Public Health
MacLennan, Bernard, BSc (StFX), RM (CCM), PG Dipl (London School of Hygiene and Tropical Medicine), MSc (U of London), Instructor, Microbiology
MacMullen, Jill BScN,(St FX), RN, Nursing Practice Educator, Nursing
MacPhee, Cyndee, BScN (StFX), MN (AU), RN, Assistant Professor, Nursing
McDonald, Melissa, B.Tech (EnvH) Dipl. EnvT (UCCB), CPHI(C), RFSP, Instructor, Public Health
McIsaac, Corrine, BScN (StFX), MN (StFX) RN, Associate Professor, Nursing
Mersereau, Helen, BSc (Hons) (Queen's), MHSc (Toronto), CIH, (American Board of Industrial Hygiene), ROH (Canadian Registration Board of Occupational Hygiene, CRSP (Board of Canadian Registered Safety Professionals), Instructor Public Health and Safety Officer and Department Chair, Health Studies
Moore-Hayes, Coleen, BACS (UCCB), MAEd (St.FX), PhD (Capella), Assistant Professor, Education
Nemeth, Willena, BScN (StFX), MN (MUN), RN, Assistant Professor, Nursing
O'Brien, Catherine, BA, BEd, MEd (Western), PhD (McGill), Assistant Professor, Education
O'Neill, Patricia, BScN (StFX), RN, Nursing Practice Educator, Nursing
Profit, Sheila, BScN (StFX), MAdEd (StFX), RN, Associate Professor, Nursing
Rozee, Janice, MN (Athabasca),BScN (StFX) RN, Nursing Practice Educator, Nursing
Taylor, Claudette, BBA (UCCB), BN (Athabasca), MN (Dal) RN, Assistant Professor, Nursing
Walsh, Audrey, MN (Dal), RN, Assistant Professor, Nursing

Laboratory Technologist

Kelly, Lillian, Registered Medical Lab Tech (CSMLS), Member, NSCMLT, Microbiology Lab Technologist

Adjunct

Cox, Joseph, MD (McGill)
Depatis, Mark, MD (Montreal)
MacCormick, Ron, MD (Dalhousie)
MacDonald, Paul, MD (Dalhousie)

Part-time

Burns, Amy, BFA, BEd (U of Lethbridge), MA, PhD (U of Calgary), Education
Drohan, Charles, BA, BEd, MEd (Counselling) (StFX), MEd (Acadia), Education
Hiscock, Todd, BACS (UCCB), MFA (York), Education
Howell, Frank, BA, Dipl Curr (UCCB), BEd, MEd, Education
Jones, David, BSc, BEd (Acadia), MEd (Uof BC), MA (MtSV), Education
Kearney, Kevin, BA (UCCB), BEd (StFX), MEd (MUN), Education
Lalonde, Elizabeth, BA, BFA (NSCAD), MEd (StFX), Education
Lewis, Diane, BA, BFA (NSCAD), MEd (St Marys), Education
Lloyd, David, BSc (Toronto), MA (Central Michigan), PhD (Toronto), Education
MacDonald, Jeanette, BA, BEd, MEd (StFX), MA (MtSV), Education
MacDonald, Terry, BSc (Acadia), BEd (StFX), MEd(IT), (MUN), Education
MacIsaac, Brenda, BEd (StFX), MA (MtSV), Education
Reynolds, Graham, BA (Minnesota), MA, BEd, PhD (Queen's), Education
Yorke, Charles, BSc (StFX), MEd(UNB), BEd(MtSV), PhD (UNB), Education

SCHOOL OF SCIENCE AND TECHNOLOGY

Professors Emeriti

Clemens, William, BA (North Carolina), PhD (Tennessee), Emeritus Professor of Psychology
Dunbar, Donald, BA (Dartmouth), MA (Columbia), PhD (Ohio State), Emeritus Professor of Psychology
Gallivan, Joanne, BA (StFX), MA, PhD (Waterloo), Emerita Professor, Psychology
Zodrow, Erwin L., MSc (Penn State), PhD (Western), Emeritus Professor of Geology

Full-time

Bailey, James William, BSc (Dal), BEng (NS Tech College), BTech (UCCB) PEng, MSc (Pittsburgh), Instructor, Engineering and Environmental Studies
Bailey, Robert, BSc (Guelph), MSc (Guelph), PhD (Western), Professor, Biology and Vice President, Academic & Provost
Baker, Rachel, BSc (Toronto), BSc (Calgary), MA, PhD (Concordia), Assistant Professor, Psychology
Bartlett, Cheryl M., BSc (Alberta), MSc, PhD (Guelph), Professor, Biology and Canada Research Chair in Integrative Science
Beresford, Rod, BSc, (CBU), MSc, (Dal), Assistant Professor, Integrative Science
Bierenstiel, Matthias, BSc, PhD (Guelph), Associate Professor, Chemistry
Bouman, Thomas, Dipl Forestry, FD (Göttingen), Associate Professor and Department Chair, Biology
Britten, Allen, BSc (StFX), PhD (Waterloo), Professor, Chemistry, and Dean, School of Science and Technology
Butler, Stephen J., BSc, (Dal), PEng (NS), BEng (TUNS), Instructor, Engineering
Carre, Geoffrey, BSc (Trent), MSc, PhD (MUN), Assistant Professor, Psychology
Chen, Shaohua, BSc (Hangzhou), MSc, PhD (Montana), PhD (Simon Fraser), Associate Professor, Mathematics
Covell, Katherine, BA, MA (Simon Fraser), PhD (Toronto), Professor and Department Chair, Psychology, and Co-director, Children's Rights Centre
D'Cunha, Godwin, BSc, MSc, PhD (Bombay), Associate Professor, Chemistry
Glassey, Barb, BSc, PhD (Winnipeg), Associate Professor, Biology
Jones, Martha, BSc (Western), MSc (Guelph), PhD (Windsor) Assistant Professor, Biology
Keefe, Dale, BSc (Hons) (MUN), PhD (Alberta), Professor and Department Chair, Chemistry, and Canada Research Chair in Molecular Spectroscopy
Korol, Susan, BA (Ottawa), PhD (Canterbury), Assistant Professor, Psychology
Lee-Dadswell, Geoffrey, BSc (Waterloo), MSc, PhD (Guelph), Assistant Professor, Physics
Locke, Clayton, BSc (SMU), BEng (NSTC), BEd (StFX), MSc (Dal), PEng, Instructor
MacIntyre, Peter, BACS (CBU), MA, PhD (Western), Professor, Psychology
MacIsaac, Lucia, Eng. Dip. (StFX), BEng, MASc (TUNS), Instructor, Petroleum Engineering
MacLellan, Edwin, PhD (Waterloo), MCIP, PEng, Associate Professor, Engineering
MacNeil, Blair, BEng (TUNS), BSc (StFX), Instructor, Engineering
MacPherson, Joseph R., BSc, BEd, (StFX), Instructor, Engineering Technology

FACULTY

MacQuarrie, Stephanie, BSc, (Mount Allison), PhD (Virginia Polytechnic Institute), Assistant Professor, Chemistry
Martell, Jaime, BSc (SMU), PhD (Dal), Associate Professor, Chemistry
McCann, Stewart J. H., BA (York), MA (Guelph), PhD (Alberta), Professor, Psychology
McCorquodale, David, BSc (Guelph), MSc (Alberta), PhD (Australian National), Professor, Biology
Mercer, Carl, DiplT (Mech), BTech (CBU), Instructor, Mechanical Technology
Miadonye, Adango, BSc, (Southbank), PhD (Leichestershire) Professor, Chemistry
Modesto, Sean, BSc, MSc, PhD, (Toronto), Associate Professor, Biology
Miller, Robin, Lecturer, Emergency Management
Nicklason, Gary, BSc, MSc, PhD (Simon Fraser), Associate Professor, Mathematics
Pierrynowski, Richard, DiplE, BSc, (StFX), BEng (TUNS), MEng (UNB), PEng (NS), Instructor and Department Chair, Engineering
Preen, James, BSc (Leicester), PhD (Nottingham), Associate Professor, Mathematics
Rawlings, Timothy, BSc, MSc (UBC), PhD (Alberta), Assistant Professor, Biology
Rodney, Scott, Assistant Professor, Mathematics
Rudiuk, Edmund, MSc (Lublin), MSc, PhD (Western), Associate Professor, Mathematics (Statistics), and Department Chair, Mathematics, Physics, and Geology
Salazar, Vielka, BSc, MSc (Florida International University) Assistant Professor, Biology
Schmidt, Heather, BA (University of Victoria), MA, PhD (York), Assistant Professor, Psychology
Standing, Paul, BTech, BSc, Instructor, Engineering
Tanchak, Michael A., BSc (Carleton), PhD (Saskatchewan), Professor, Biology and
Wolkersdorfer, Christian, Dipl (TU Clausthal, Germany), PhD (TU Clausthal, Germany), Habilitation (Bergakademie Freiberg, Germany), Professor, Mine Water Hydrogeology.
Xia, Helen, BEng, (NCIT, China), MEng, (Sichuan, China), MASc (Dal), Instructor Electronics Engineering

Adjunct Professors
Rudiuk, Maria, PhD (Marie Curie-Sklodowska)
Lambert, Timothy, BSc (Victoria), MSc (Dal)
Ross, Neil, BSc, PhD (McGill)
Hatcher, Bruce, BSc, MSc (Dal), PhD (Sydney), Biology
Naikwadi, Krishnat P., PhD (Shivaji)

Laboratory Instructors and Technologists
Cormier, Chantelle, BSC (CBU), Laboratory Instructor, Biology
Forgeron, Denise, BSc (St FX), BA (CBU), BEd (SMU), MEd (MUN), Senior Laboratory Instructor, Biology
Foss, Karen, BSc (MSVU), Senior Laboratory Instructor, Chemistry
Glogowski, Cyndie, BA, BSc, (CBU), MSc (Lakehead), Senior Laboratory Instructor Biology
Howley, Calvin, BSc (StFX), MSc (Dal), Senior Laboratory Instructor, Chemistry
MacInnis, Judy, BSc, BEd (Mt. Allison), MSc (StFX), Senior Laboratory Instructor, Chemistry
MacIntosh, Kathryn, BSc (Dal), MSc (Dal/NSAC), BEd (MSVU), Senior Laboratory Instructor, Biology
MacKenzie, Wendy, BSc (CBU), MSc (Ottawa), Senior Laboratory Instructor, Biology
O'Callaghan, D'Anne, DiplT (Chem), BTech, BSc (CBU), Laboratory Instructor, Chemistry
Pyne, Chester A., BEng (TUNS),Senior Laboratory Instructor, Physics
Richardson, Joyce, BSc (MSVU), Senior Laboratory Instructor, Chemistry
White, Kellie, BA (UNB), MSc (Western), Laboratory Instructor, Biology
Wright, Peggy, BSc (MUN), Senior Laboratory Instructor, Computing Science and Mathematics

Part Time
Bruce, James, Engineering
Campbell, Kelly, Psychology
Rogers, Conrad, Mathematics, Physics and Geology

GLOSSARY

Academic Year - The phrase that describes the period from September to April. Also referred to as the fall/winter term.

Admission - Acceptance of a candidate for enrolment in a specified program.

Audit - Standing of students who are registered in one or more courses, exclusively on a not-for-credit basis, and without completing assignments or examinations.

Baccalaureate - Related to a bachelor's degree.

Bachelor's Degree (Baccalaureate Degree) - An undergraduate university degree program.

Calendar - An annual publication of academic regulations, schedules, programs of study and course descriptions.

Calendar of Events - List of important dates for things like admissions, registration, voluntary withdrawal, fee deadlines, first and last day of classes, start and end dates for exams, etc.

Chair - Head of an academic department.

Concentration - A specific area or discipline of study in a degree program.

Convocation - The ceremony that occurs in the spring and fall at which degrees, diplomas and certificates are conferred on the graduates.

Cooperative Education Program (Co-op Program) - A program that formally integrates academic studies with work experience in employer organizations.

Core Course - A core course is listed in a degree program and is a base requirement for all students in that program.

Course Load - The number of courses a student is registered in while in attendance in a given academic term.

Credit - A credit is a unit of academic measurement; six credits are awarded for a full course. Three credits are awarded for a half-course.

Credit Course - A course that carries credit toward a degree, diploma or certificate.

Cross-listed Courses - Two courses are cross-listed if they are the same course listed under two different subject codes, usually by two different academic units. (E.g., The same course could be offered to students in Chemistry or Engineering. The course content would be identical and students from the two disciplines would attend the same class, but the course would be listed in two different places in the list of courses. Cross-listed courses are identified as such in the list of course descriptions.)

Dean - The chief academic and administrative officer of a school.

Deferred Exam - An exam may be deferred for medical or other serious reason, at the discretion of the instructor and the Dean of the school.

Degree Audit Report - A record of a student's progress in a specific program.

Department - The basic organizational unit responsible for the academic functions in a field of study. E.g., The Biology Department falls under the School of Science & Technology; the Anthropology and Sociology Department is under the School of Arts and Social Sciences.

Discipline - The university equivalent of a "subject" in high school. E.g., math, biology, English, history, etc.

Elective - An elective is a course acceptable to complete a program but chosen at the discretion of the student.

Faculty - A generic term for professors or instructors.

Fall Term - The period of the academic year that runs from September through December.

Fall/Winter (September-April) - The academic year that runs from September through April.

Full Course - A course with a weighting factor of six credits that normally extends over two consecutive terms.

Full-Time Students - Students who are registered for credit in the equivalent of three full courses (18 credits) over the Fall/Winter term.

Half Course - A course with a weighting factor of three credits that normally extends over one term.

Honours or Major Program - A four-year concentrated course of study under the supervision of a department. Requires varying levels of academic achievement, depending on the degree.

Interdisciplinary Course - A course that is offered jointly by two or more departments, not necessarily in the same school.

Minor - A secondary area of concentration in a major program.

Plagiarism - The act of representing the intellectual work of others as one's own.

Prerequisite - The preliminary requirement, usually another course, which must be met or waived before a course can be taken.

Program - An approved series of courses leading to a degree, diploma or certificate.

Registration - The process of selecting courses that are to be taken by a student in a term, or two terms, in accordance with the relevant program specifications for a degree or diploma, and must be accompanied by the minimum payment.

School - An administrative subdivision within the university responsible for programs and courses relating to common fields of study and academic disciplines. E.g., School of Arts & Social Sciences, School of Business, School of Graduate & Professional Studies, School of Science & Technology.

Spring/Summer (May-August) - A period of study during the months of May through August.

Spring Session - The session that runs from May through June.

Summer Session - The session that runs from July through August.

TOEFL - Test of English as a Foreign Language.

Transcript - A statement of the student's entire official academic record bearing the original signature of the Registrar and the official seal of the University.

Transfer Credit - Course credit which an institution accepts towards a degree, diploma or certificate awarded for courses taken at another post-secondary institution.

Undergraduate - The term used for the first degree taken at university. Also, refers to students taking their first degree.

Winter Term - The period of the academic year that runs from January through April.

Withdrawal - Voluntary formal cancellation of registration by a student