The University of Victoria
Graduate Calendar
2005–2006

The University of Victoria operates under the authority of the University Act (RSBC 1996 c. 468) which provides for a Convocation, Board of Governors, Senate and Faculties. The University Act describes the powers and responsibilities of those bodies, as well as the duties of the officers of the University. Copies of this Act are held in the University Library.

The official academic year begins on July 1. Changes in Calendar regulations normally take effect with the beginning of the Winter Session each year unless otherwise approved by the Senate. Nevertheless, the University reserves the right to revise or cancel at any time any rule or regulation published in this Calendar or its supplements. The Calendar is published annually in the Spring by the Office of the Administrative Registrar, under authority granted by the Senate of the University.

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2005–2006 Academic Year Important Dates

In recognition of the fact that the University of Victoria is a diverse community, the Office of the University Secretary has compiled a list of religious festivals, which is available at the UVic website. Faculty and staff may wish to refer to this list in responding to requests from members of religious groups for variations in examination schedules due to religious observances.

Winter Session—First Term

September 2005

5	Monday	Labour Day*
6	Tuesday	First-year and opening assembly for Faculty of Law
7	Wednesday	First-term classes begin for all faculties
15	Thursday	Last day for course changes in Faculty of Law
20	Tuesday	Last day for 100% reduction of tuition fees for first-term and full-year courses
23	Friday	Last day for adding courses that begin in the first term
30	Friday	Last day for paying first-term fees without penalty

October 2005

7	Friday	Senate meets
10	Monday	Thanksgiving Day*
11	Tuesday	Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date.
28	Friday	Special Senate meeting (tentative)
31	Monday	Last day for withdrawing from first-term courses without penalty of failure

November 2005

4	Friday	Senate meets
9-11	Wed-Fri	Reading Break (except Law)*
11	Friday	Remembrance Day*
9-10	Wed-Thur	Fall Convocation

December 2005

1	Thursday	Deadline to apply to graduate for Spring convocation
2	Friday	Last day of classes in first term, except Faculty of Human and Social Development** *National Day of Remembrance and Action on Violence Against Women. Classes and exams cancelled 11:30–12:30.* Senate meets
5	Monday	First-term examinations begin, except Faculty of Human and Social Development**
19	Monday	First-term examinations end for all faculties
25	Sunday	Christmas Day*
26	Monday	Boxing Day*
26 Dec - 2 Jan		University closed

Winter Session—Second Term

January 2006

1	Sunday	New Year's Day*
4	Wednesday	Second-term classes begin in all faculties
12	Thursday	Last day for course changes in Faculty of Law
13	Friday	Senate meets
17	Tuesday	Last day for 100% reduction of second-term fees
20	Friday	Last day for adding courses that begin in the second term
31	Tuesday	Last day for paying second-term fees without penalty

February 2006

3	Friday	Senate meets
7	Tuesday	Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date.
20-24	Mon-Fri	Reading Break for all faculties.
28	Tuesday	Last day for withdrawing from full-year and second-term courses without penalty of failure

March 2006

3	Friday	Senate meets

April 2006

7	Friday	Senate meets
14	Friday	Good Friday*
17	Monday	Easter Monday*
7	Monday	Last day of classes for all faculties except Faculty of Human and Social Development**
10	Monday	Examinations begin for all faculties except Faculty of Human and Social Development**
29	Saturday	Examinations end for all faculties. End of Winter Session

May–August 2006

See Summer Studies supplement for complete dates

May 2006

1	Monday	May-August courses begin
5	Friday	Senate meets
8	Monday	May and May-June courses begin
16	Tuesday	Last day for course changes (Faculty of Law only)
22	Monday	Victoria Day*
24	Wednesday	Special Senate meeting (tentative)
31	Wednesday	May courses end

June 2006

1	Thursday	June courses begin
6-9	Tues–Fri	Spring Convocation
23	Friday	May-June and June courses end

July 2006

1	Friday	Canada Day* Deadline to apply to graduate for Fall convocation
3-4	Mon-Tues	Reading Break, May-August courses
4	Tuesday	July and July-August courses begin
26	Wednesday	July courses end
27	Thursday	August courses begin
27, 28, 31		Supplemental and deferred examinations for Winter Session 2004-2005 (except in BEng programs)
28	Friday	May-August classes end, except Faculty of Law
31	Monday	May-August examinations begin, except Faculty of Law

August 2006

7	Monday	British Columbia Day*
11	Friday	Last day of classes, Faculty of Law only
11	Friday	May-August examinations end, except Faculty of Law
14	Monday	Examinations begin, Faculty of Law only
21	Monday	July-Aug. and Aug. courses end, except Faculty of Law
25	Friday	Examinations end, Faculty of Law only

** Classes are cancelled on all statutory holidays and during reading breaks. Administrative office and academic departments are closed on statutory holidays. Holidays that fall on a weekend are observed on the next available weekday, normally a Monday. The UVic Libraries are normally closed on holidays; exceptions are posted in advance.*

*** Faculty of Human and Social Development dates to be announced.*

Summer Studies

Credit courses offered in the Summer Studies period (May-August) are listed in the Summer Studies Calendar, issued in late February. Off-campus courses, courses offered at the Bamfield Marine Sciences Centre and summer travel study programs are also listed in the Summer Studies Calendar. Academic rules and regulations published in the main University Calendar, except as described in any Program Supplement to the Calendar, apply to students taking courses in the Summer Studies period.

The University reserves the right to cancel courses when enrollment is not sufficient. For information or a Summer Studies Calendar, contact:

Administrative Clerk, Summer Studies
Office of the Administrative Registrar
University Centre
Phone: (250) 721-8471; Fax: (250) 721-6225
E-mail: lmorgan@uvic.ca

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General Information

Known for excellence in teaching, research, and service to the community, the University of Victoria serves approximately 18,000 students. It is favoured by its location on Canada's spectacular west coast, in the capital of British Columbia.

Information for All Students

Academic Sessions

The Winter Session is divided into two terms: the first, September to December; the second, January to April. The period May through August is administered under Summer Studies. The Calendar Supplement for Summer Studies is published separately (see page 3 for information).

Calendar Changes

The official academic year begins on July 1. Changes in calendar regulations normally take effect with the beginning of the Winter Session in September. Nevertheless, the University reserves the right to revise or cancel at any time any rule or regulation published in the Calendar or its supplements.

The Calendar does not include information on when courses will be offered. Up-to-date timetable information is available from individual department offices and from the Graduate Admissions and Records website: <http://www.uvic.ca/grar>.

Course Values and Hours

Each course offered for credit has a unit value. A full-year course with three lecture hours per week through the full Winter Session from September to April normally has a value of 3 units. A half-year course with three lecture hours per week from September to December or from January to April normally has a value of 1.5 units. A 3-unit course (3 hours of lectures per week throughout the Winter Session) approximates a 6 semester-hour or a 9 quarter-hour course. A course of 1.5 units approximates a 3 semester-hour or a 4.5 quarter-hour course.

Student Cards

All students require a current University of Victoria Identification Card. The card is the property of the University and must be presented upon request as proof of identity at University functions and activities. The electronic/digital records of the student card may be used for administrative functions of the University, including but not limited to, examinations, instruction, and campus security. Photo ID cards are obtained, following registration, at the ID Card Centre, University Centre.

Limit of the University's Responsibility

The University of Victoria accepts no responsibility for the interruption or continuance of any class or course of instruction as a result of an act of God, fire, riot, strike or any cause beyond the control of the University of Victoria.

Program Planning

Students are responsible for the completeness and accuracy of their registrations and for determining the requirements of their program at UVic. Please read the Calendar for information about programs and courses. Further information about program regulations or requirements is available from the appropriate faculty advising centre or department.

Students who intend to complete a year or two of studies and then transfer to another university are urged to design their program so that they will meet the requirements of the other institution they plan to attend.

Protection of Privacy and Access to Information

All applicants are advised that both the information they provide and any other information placed into the student record will be protected and used in compliance with the BC Freedom of Information and Protection of Privacy Act (1992).

Notification of Disclosure of Personal Information to Statistics Canada

Statistics Canada asks all colleges and universities to provide data on students and graduates, including 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 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.

Further details are available at the Statistics Canada website: <http://www.statcan.ca/english/concepts/ESIS/index.htm>.

Schedule of Classes (Timetable)

The schedule of graduate classes for the Winter Session is available from the WebTimetable (WebTT), which is accessible at the Graduate Admissions and Records website: <http://www.uvic.ca/grar>.

University's Right to Limit Enrollment

The University reserves the right to limit enrollment and to limit the registration in, or to cancel or revise, any of the courses listed. The curricula may also be changed, as deemed advisable by the Senate of the University.

General University Policies

Students should check the Calendar entries of individual faculties for any additional or more specific policies.

Policy on Inclusivity and Diversity

The University of Victoria is committed to promoting, providing and protecting a positive, supportive and safe learning and working environment for all its members.

Accommodation of Religious Observance

The University recognizes its obligation to make reasonable accommodation for students whose observance of holy days might conflict with the academic requirements of a course or program.

Students are permitted to absent themselves from classes, seminars or workshops for the purposes of religious or spiritual observance.

In the case of compulsory classes or course events, students will normally be required to provide reasonable notice to their instructors of their intended absence from the class or event for reasons of religious or spiritual observance. In consultation with the student, the instructor will determine an appropriate means of accommodation. The instructor may choose to reschedule classes or provide individual assistance.

Where a student's participation in a class event is subject to grading, every reasonable effort will be made to allow the student to make up for the missed class through alternative assignments or in subsequent classes. Students who require a rescheduled examination must give reasonable notice to their instructors.

To avoid scheduling conflicts, instructors are encouraged to consider the timing of holy days when scheduling class events.

A list of religious holy days is available at the following website: <http://www.uvic.ca/equity/>.

Discrimination and Harassment Policy

The University of Victoria is committed to providing an environment that affirms and promotes the dignity of human beings of diverse backgrounds and needs. The Policy prohibits discrimination and harassment and affirms that all members of the University community—its students, faculty, staff, and visitors—have the right to participate equally in activities at the University without fear of discrimination or harassment. Members of the University community are expected to uphold the integrity of the Policy and to invoke its provisions in a responsible manner. All persons within the University who are affected by the Policy, particularly the parties to a complaint, are expected to preserve the degree of confidentiality necessary to ensure the integrity of the Policy, the process described in the Policy, and collegial relations among members of the University community. The Policy is to be interpreted in a way that is consistent with these goals, with the principles of fairness, and with the responsible exercise of academic freedom.

The Policy addresses discrimination, including adverse effect discrimination, and harassment, including sexual harassment, on grounds protected by the British Columbia Human Rights Code. It also addresses personal harassment, sometimes called worksite harassment. Each is defined below, and the procedures for redress are applicable to all.

The Discrimination and Harassment Policy and Procedures is administered by the Equity and Human Rights Office. Persons who experience or know of harassment or discrimination may contact the Office by phoning 721-7007 for confidential advice and information. The Office website is <http://www.uvic.ca/eqhr>.

Discrimination means abusive, unfair, or demeaning treatment of a person or group of persons on the basis of race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age or conviction for a criminal offence that is unrelated to the employment or intended employment of a person when such treatment has the effect or purpose of unreasonably interfering with that person's or group's employment or educational status or performance or of creating a hostile or intimidating

work or educational environment. Discrimination includes adverse effect discrimination.

Adverse effect discrimination means those entrenched and institutionalized practices, systems, and structures that operate to limit a group's or an individual member of a group's rights to opportunities or to exclude a group or an individual member of a group from participation because of her or his race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age or conviction for a criminal offence that is unrelated to employment or intended employment.

Harassment means either sexual harassment or personal harassment.

Sexual harassment means unwelcome sexual advances, requests for sexual favours or other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or implicitly a term or condition of employment or of educational progress; or
- submission to or rejection of such conduct is used as the basis for employment or academic decisions affecting that employee or student; or
- such conduct has the effect or purpose of unreasonably interfering with an employee's work performance or a student's academic performance or creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment may consist of behaviour by men towards women or other men, or behaviour by women towards men or other women.

Personal harassment means abusive, unfair, or demeaning treatment of a person or group of persons that is known or ought reasonably to be known to be unwelcome and unwanted when:

- such treatment abuses the power one person holds over another or misuses authority; or
- such treatment has the effect or purpose of seriously threatening or intimidating a person, and such treatment has the effect or purpose of unreasonably interfering with a person's or a group of persons' employment or educational status or performance, or creating an intimidating, hostile or offensive work or educational environment.

Personal harassment is not limited to treatment that is based on race, colour, ancestry, place of origin, political belief, religion, marital status, family status, pysical or mental disability, sex, sexual orientation, age or a criminal conviction that is unrelated to employment or intended employment.

Student Discipline

A student may be reported to the President for disciplinary action and may be suspended, subject to appeal to the Senate, for misconduct, including such matters as a breach of University regulations or policy (for example, Harassment Policy and Procedures, Violence and Threatening Behaviour Policy, Computing and Telecommunications User Responsibilities Policy), a breach of a provision in the University Calendar, or a violation of provincial law or a law of Canada. In particular, a student may be reported for unlawfully entering a building or restricted space on University property, providing false information on an application for admission or other University document, or participating in hazing, which is prohibited by University regulation.

Academic Services

Academic Advising

Students planning graduate studies at UVic should contact the Graduate Adviser in the department they wish to enter.

Computing and Systems Services

Computing and Systems Services (CASS) provides computing and networking support to UVic students' learning and research needs via microcomputer, Unix and high-performance computing facilities.

Students may use CASS-supported PC and Macintosh workstations in our four laboratory complexes (in CLE, HSD, BEC). There, students will also find printing facilities, extensive technical assistance and basic instruction for e-mail, e-conferencing, e-learning, Microsoft Word, PowerPoint, Excel, Windows, etc.

Students are entitled to a computing account (NetLink ID) on the central computing system. This account provides Internet access, e-mail, Web page publishing and many other applications. More information on how to get an account can be found at <http://www.uvic.ca/computing>.

CASS supports many academic applications, including e-mail, database management, graphics, printing, Web tools, statistical analysis, simulation, a comprehensive range of programming languages and scientific applications, and text processing. Newsletters, documentation, consulting and non-credit courses on software are also available.

CASS provides audiovisual, portable computing and multimedia support for teaching and learning activities. For users with special media requirements, consulting services are available for complex integrated video, audio, and control systems, and non-credit training in the use of media technology.

The CASS Computer Store in the Clearihue Building (C143) sells academically priced software and computers to students enrolled in degree programs, and to faculty and staff. Hardware repairs and service for microcomputers is done through CASS's authorised service centre. CASS also coordinates site-license agreements and volume discounts for specialised academic software.

To provide online access, CASS operates the campus backbone network, a number of local area networks connected to it, a growing wireless network and connections to the Internet, BCNET and Ca*net. A modem pool provides dial-up access to University services and the Internet; high speed access to our services is available via Shaw cable, Telus ADSL, and other service providers.

CASS also supports the information processing requirements of the University administration (e.g., library administration and circulation controls, payroll, budgets, accounts payable, and student records).

Computer Help Desk
721-7687
Clearihue A004
http://helpdesk.uvic.ca

Computer Store
721-8321
Clearihue C143
http://cstore.uvic.ca

English as a Second Language Course

The Department of Linguistics offers a non-credit course in English for students whose native language is not English. For details, see LING 099 in the course listings of the Undergraduate Calendar.

Libraries

The University of Victoria library system is the second largest research library in British Columbia and the largest on Vancouver Island. The Libraries support teaching, learning and research at the University of Victoria by providing expert and innovative access to the world's recorded knowledge.

The Libraries Gateway at <gateway.uvic.ca> provides access to the Libraries' print and online resources, including electronic journals, indexes and databases. The Libraries Gateway also offers a wide range of online user services, such as renewal and recall of items, reference help and interlibrary loans. The Libraries Gateway is available at about 200 workstations in the libraries and can be accessed from home and the office almost 24 hours a day.

Facilities include individual and group study seating for over 1,500 students. Some carrels and study rooms are wired for the Internet. Facilities are provided for the use of audio-visual, microform and CD-ROM materials, and an Information Commons includes workstations with wordprocessing, spreadsheet and presentation software. An experienced staff is available to assist students and faculty in taking fullest advantage of the Libraries' resources. Individual or group instruction is available upon request.

Collectively, the libraries house over 1.8 million print volumes, 2.5 million microform items, 197,000 cartographic items, 14,000 current journal and series subscriptions, 63,000 sound recordings, 34,000 music scores, 7,500 films and videos and 1,102 linear metres of manuscripts and archival material.

McPherson Library (Main Library) Contains all of the library collections (except Law and Curriculum resources), as well as reserve materials, cartographic materials, music and media materials, microforms, Special Collections and the University Archives.

Diana M. Priestly Law Library (Fraser Building) Contains over 170,000 books, journals and federal and provincial parliamentary and legislative materials, and over 250,000 microforms of primary and secondary historical legal materials. The Law Library's catalogue is available online at <library.law.uvic.ca>.

Curriculum Laboratory (MacLaurin Building) Serves as a curriculum resource centre for students in the Faculty of Education.

An Infoline Service is available for students enrolled in Distance Education credit courses who are located off campus.

University Publications

Admissions Handbook Provides information about UVic, programs and courses offered, and the procedures to follow to apply for admission. Available from Undergraduate Admissions.

Continuing Studies Calendar Lists non-degree programs; issued in the fall and spring. Available from Continuing Studies.

Graduate Studies Handbook Provides information about UVic graduate programs offered and the procedures to follow to apply for admission. Available from the Graduate Admissions and Records Office.

Malahat Review
An international quarterly of contemporary literature, edited by John Barton. Subscription: $35 for one year ($25 for students); $60 for two years ($45 for students); U.S. $40, overseas $45, per year.

Preview Newsletter A bulletin announcing changes in admission regulations or procedures, new programs and items of general interest. Sent to all BC high schools and colleges quarterly.

The Ring A newspaper published by UVic Communications monthly, except August, and circulated on campus free of charge.

Summer Studies Calendar Lists offerings available in the May through August period. Available from the Administrative Clerk, Summer Studies (250-721-8471; e-mail: lmorgan@uvic.ca).

Distance Learning and Immersion Course Guide for Off Campus Students Lists credit offerings available to off campus students. Available from the Administrative Clerk, Summer Studies (250-721-8471; e-mail: lmorgan@uvic.ca).

The UVic Torch Alumni Magazine Published biannually by the Division of External Relations and the UVic Alumni Association, and mailed to alumni free of charge.

Student Services

Student Services comprise the administrative units of the university that help students maintain their physical, social, emotional, spiritual and financial health while they pursue their academic and career goals at UVic.

Athletics and Recreation

McKinnon Building
Phone: 721-8406
Web: www.athrec.uvic.ca

The department of Athletics and Recreation provides a comprehensive program of sports and recreation for UVic students.

Athletics

The Athletics program is available to full-time students at the University. Through the program, athletically gifted student-athletes are provided with high quality coaching and high levels of competition that permit them to pursue athletic excellence while studying at UVic. Sports currently offered for men and women include: basketball, cross-country/track, field hockey, golf, rowing, rugby, soccer and swimming. UVic teams participate in Canadian Interuniversity Sport (CIS), Canada West University Athletic Association (WUAA), as Independents in the National Association of Intercollegiate Athletics (NAIA) and in various high-level leagues in southwest British Columbia.

Recreation

The Recreation program includes instructional classes, special events, aquatics, racquet sports, aerobics, outdoor recreation, intramural sports and recreational clubs. Classes in these activities are offered each term for a nominal fee. The intramural program provides co-educational competitive and recreational activities in such sports as volleyball, basketball, soccer and ice hockey. Instructional courses include martial arts, dance, racquet sports and wellness programs.

Recreation Facilities

Use of the facilities and participation in the programs of Athletics and Recreation is open to students and to faculty and staff who have acquired a RecPlus membership card. Family memberships for faculty, staff and students are also available.

The campus has several playing fields, including a double-wide artificial turf, Centennial Stadium (4500 seats), tennis courts and miles of jogging trails through the woods and along Cadboro Bay. A sailing compound, the Simpson Property and the Elk Lake Rowing Centre are also available.

The McKinnon Building includes a gymnasium, dance studio, weight-training room, 25-metre L-shaped pool, squash courts, and change room and shower facilities. The Ian H. Stewart Complex includes a field house, gymnasium, 18,000 square foot fitness/weight centre, 25-metre outdoor pool, tennis, squash, racquetball and badminton courts, an ice rink, and change room and shower facilities. The Outdoor Recreation Centre, located at the Ian H. Stewart Complex, has outdoor equipment available to members on a rental basis.

Bookstore

Campus Services Building
Hours: Mon-Fri, 8:30–5:00
(Sept-Apr: Wed, 8:30-7:00)
Saturday: 11:00-5:00
Phone: 721-8311
Web: www.uvicbookstore.ca

The Bookstore is owned and operated by UVic. In keeping with University policy, the Bookstore operates on a break-even basis. The Bookstore stocks all required and recommended textbooks requested by faculty. Textbook listings are available in-store prior to the beginning of each term and online three weeks prior to the beginning of each term.

In addition, the general book section carries titles in paperback and hardcover of both academic and general interest. Special orders may be placed for any book currently in print. The Bookstore also distributes academic calendars and handles regalia rentals.

The General Merchandise Department offers a variety of UVic-crested clothing and giftware, school/course and stationery supplies, calculators and a large selection of gifts for all occasions.

Return Policy and Textbook Buy Back

The Bookstore Return Policy is available in the Bookstore at the information desk as well as at each cash register.

Between April 11 and September 13, and between December 5 and January 6, the Bookstore buys used textbooks at half the retail price according to a "want list" prepared from faculty requisitions.

Finnerty Express Convenience Store

Campus Services Building
Hours: Mon-Fri 7:30-7:00
(May-Aug: 8:30-5:00)
Sat-Sun: 11:00-5:00
Phone: 472-4594

Finnerty Express, on the lower level of the Bookstore, offers Saltspring Fair Trade coffee, baked goods, luncheon items candy, snacks, cold drinks, grocery and personal care items, newspapers and stamps.

Career Services

Campus Services Building
Hours: Mon-Fri 8:30-4:30
Phone: (250) 721-8421
Web: www.careerservices.uvic.ca

Our mission is to engage students and alumni in developing skills essential for a lifetime of effective career management. We do this by providing career education services, programs and resources, and by facilitating connections among students, alumni, faculty, employers and other community members.

Services Offered

- individual consultations and group sessions on career decision-making, résumé preparation, interview skills and work search strategies
- online postings for part-time, summer, career and on-campus opportunities
- career resource library
- career fairs, career forums and employer information sessions
- assistance to recent graduates through our Applied Career Transitions project and other services
- registration in the casual job registries
- use of computers for work search purposes

Career Services' information is also displayed on notice boards around campus and on the Career Services' website.

Chapel

Hours: Mon–Fri 8:30–5:30
Phone: 721-8022
Web: www.uvic.ca/chapel

UVic's Interfaith Chapel provides the campus community with a peaceful and scenic location for religious services, personal meditations, and special ceremonies such as weddings and memorials. The Chapel is located beside parking lot #6. For booking enquiries, please call or visit our website.

Child Care Services

Complex A, B, C
Hours: Mon-Fri (hours vary)
Phone: 721-8500
Web: www.stas.uvic.ca/dayc/

Three full-time centres for children of students, staff and faculty are located on campus in Complex A. These centres are licensed to take children between the ages of 18 months and 5 years. Complex B houses a licensed out-of-school program for children aged 6 to 12. Complex C opened in September 2001 to care for infants in one centre and toddlers in a second centre. The provincial government pays subsidies, based on income, toward the fees of these non-profit centres, which are staffed by trained personnel. Students who are not eligible for a government subsidy or whose subsidy does not cover child care costs should contact the office of Student Awards and Financial Aid on campus.

Spaces are limited, and there are waitlists for all programs. Where possible, application should be

made up to a year in advance of the date child care services are required.

Counselling Services

Rm 135 Campus Services Building
Hours: Mon-Fri 8:30-4:30
Phone: 721-8341
Web: www.coun.uvic.ca

Counselling Services offers free, confidential counselling to students, faculty and staff who have personal, career, learning or educational concerns. For current offerings, please visit the Counselling Services website.

Educational and Career Counselling

Counsellors are available to help students explore and plan their career direction.

Educational Counselling offers help to UVic students who want to choose a major suited to their interest, skills and career goals. In addition, we provide assistance in selecting other post-secondary institutions, graduate programs or professional schools. For specific course advising, students are directed to their faculty's advising office.

Career Counselling can assist students in self-exploration to determine which careers best suit them and fit with their life goals and values. Topics for discussion and exploration include, but are not limited to: career exploration skills, short and long term goal setting, decision making skills, career and occupational options and self-awareness (e.g., values, skills, personality and interests).

We offer:

- individual counselling
- group counselling and workshops (see list below)
- a Career Resource Centre (including a variety of print and electronic educational and career resources)
- interest and personality inventories (interpreted with a trained professional)

Counselling for Study and Learning

Individual counselling is available to help students develop and refine their ways of learning, as well as to manage the difficulties that arise in adjusting to university demands.

Counselling Services also offers the following courses and activities to help students develop the specific skills needed to succeed in their studies, including:

Learning Skills Course: This non-credit course is offered throughout the year. It is designed to help students develop better techniques for reading, listening, notemaking, organizing and learning material, and writing essays and exams.

Study Groups: On request, Counselling Services will arrange a regular meeting place on campus for a Study Group and/or show students how to use group study to enhance learning.

Workshops: During the Fall and Spring semesters, free workshops are offered on topics such as Time Management, Reading Efficiency, Exam Writing, Note Making, Essay Writing and Class Participation/Public Speaking.

Thesis/Dissertation Completion: Counsellors are available to help graduate students succeed with thesis and dissertation projects through daily goal setting, performance management and group meetings.

University Learning Skills Course for New Students: This special version of the Learning Skills Course is offered in August. It helps new and mature students cope with the transition to university learning. Contact the Division of Continuing Studies for dates and times.

Counselling for Personal Issues

Professional counsellors provide a confidential atmosphere in which students can explore any topic or situation and discuss any concerns they may have. Some of the personal problems which students bring to Counselling Services are shyness, lack of self confidence, difficulty communicating with and relating to others, inability to speak up and express themselves, family and relationship conflicts, loneliness, grief, sexual concerns or abuse, depression, anxiety, stress, suicidal thoughts, sexual orientation issues, alcohol and drug concerns, loss of interest, difficulty in making decisions and coping with the university experience. Students are helped to work through their problems, develop self-awareness and overcome problems by using new coping strategies.

Wellness Groups and Workshops

In addition to individual counselling, counsellors offer a number of group programs such as:

- Anger Management
- Anxiety and Panic Attacks
- Assertiveness
- Body Image
- Career Exploration/Planning
- Depression Management
- Gay, Lesbian, Bisexual Group
- Mature Students' Support
- Men's Group
- Personal Growth
- Self-esteem
- Surviving Relationship Breakup

International Student Counselling

Individual and group counselling support is available specifically for international students on issues including culture shock, home-stay concerns, reverse culture shock, communication, academic system difficulty and dealing with new-found freedom.

Advanced Educational Testing/Computer-Based Testing Centre

Information and Registration Bulletins are available for the DAT, GMAT, GRE, LSAT, MAT, MCAT, PCAT, SAT, SSAT, TOEFL/TSE and TOEIC. These tests are administered at UVic. The computer-based GMAT, GRE and TOEFL can be taken at the UVic Computer Based Testing Centre located in Counselling Services. For information, call (250) 472-4501.

Peer Helping

Room B005 Student Union Building
Hours: Mon Fri 8:30-4:30
Phone: 721-8343
Web: www.coun.uvic.ca/peer

Peer helpers are trained, supervised volunteers who offer confidential support to other students. They participate in a variety of outreach programs. Contact the Peer Helpers either at the Drop-In Centre located in SUB B005, or through the Peer Helping Coordinator at Counselling Services.

Family Centre

Student Family Housing
39208-2375 Lam Circle
Hours: e-mail, phone or check website for updates
Phone: 472-4062
Web: web.uvic.ca/family-centre
E-mail: familyc@uvic.ca

The Family Centre serves the families of UVic students living on and off campus. Conveniently located in Student Family Housing, the Family Centre co-ordinates family-initiated activities and programs, and offers support to new and experienced families. The Centre also offers a parent-tot group, a toy lending library, a culture club, workshops on personal growth, including parenting, a library, teen programming, a community newsletter and various community building events.

Food Services

Craigdarroch Office Building
Hours: Mon-Fri 8:30-4:30
Phone: 721-8395
Web: hfcs.uvic.ca/food

Food Services provides a full range of food and beverage services, from full meals to snacks and everything in between, at the following locations:

Cadboro Commons Dining Room (Upper Commons)
Full-menu cafeteria—grill, hot entrees, soup, salad bar, sandwiches, desserts, hot and cold beverages

Cap's Bistro Market (Lower Commons)
Deluxe coffees, pizza, custom-made sandwich deli, gourmet desserts

Village Greens (Lower Commons)
Vegetarian entrees, soups and chili, sushi, stir-fry bar, fruit smoothie bar, organic coffees

University Centre Cafeteria
Full-menu cafeteria—hot entrees, grill, soup, salads, sandwiches, pizza, desserts, hot and cold beverages

Sweet Greens (University Centre)
Custom-made sandwich and wrap deli, soup, baked goods, cold beverages, gourmet coffees

Mac's Bistro (MacLaurin Building)
Organic coffees, sandwiches, soup, deluxe baked goods, cold beverages

Nibbles & Bytes Café (Engineering Lab Wing)
Pizza, sandwiches, baked goods, hot and cold beverages

Fraser Café (Fraser Building)
Sandwiches, soup, hot and cold beverages

Check Food Services' website for hours of operation.

In addition to the above, Food Services operates a comprehensive vending service in buildings where no food outlet is located. Full catering and bar services are available upon request (721-8603).

Dining Plus Program

Any member of the UVic community may participate in the Dining Plus Program. The UVic ID card is used much like a debit card; users pay money into an account established with Food Services and receive a 10% bonus. Refunds are not available. To open a Dining Plus account, contact the Food Services Office.

Health Services

Jack Petersen Health Centre
Hours: Mon, Wed-Fri 8:30-4:30
Tues 9:30-4:30
Phone: 721-8492*
Web: www.stas.uvic.ca/health/

** An on-call physician is available at this number during off-hour periods.*

Health Services offers confidential medical treatment and counselling, emergency first aid, birth control, sexually transmitted disease testing and treatment, immunizations, physiotherapy, sports medicine and psychiatric services. While any student may benefit from these services, they are offered primarily for the convenience of students who do not have a regular physician in the Victoria area. Students should have a valid Provincial Health Care Card. Students without valid insurance coverage will be billed directly.

British Columbia Residents

British Columbia students are encouraged to join the Medical Services Plan of BC.

Residents of Other Provinces

Students from other provinces are encouraged to continue their provincial medical coverage and should be able to provide their medical insurance identification number when they visit Health Services. All Canadian provincial plans and those of the Yukon and Northwest Territories are acceptable to University Health Services but may not be acceptable to private physicians' offices, physiotherapy clinics, hospitals, laboratories or other health services. Students carrying any other plan will be billed by the University and may then apply for reimbursement from their medical plan.

Non-residents of Canada

Students who are not residents of Canada must arrange for private sickness and hospital insurance coverage within the first 10 days of class. Private medical insurance provides coverage for three months until the student is eligible to participate in the BC Medical Services Plan. Once eligible, students should maintain their enrollment in the BC Medical Services Plan for the duration of their stay in Canada.

Physiotherapy Clinic

Gordon Head Complex
Phone: 472-4057

The Physiotherapy Clinic is available to students, staff, faculty and friends. Treatment is available by appointment. Referrals are not required for treatment, but may be required by extended health care plans for reimbursement of visit charges. Physiotherapy treatments are billed directly to the Medical Services Plan of BC on presentation of a CareCard, with a user fee payable at each visit. Students with out-of-province medical coverage are responsible for payment of each visit; a receipt will be issued for reimbursement. ICBC and WCB claimants are welcome.

Housing

Craigdarroch Office Building
Hours: Mon-Fri 8:30-4:30
Phone: 721-8395
Web: www.housing.uvic.ca

On-Campus Accommodation

The University offers three types of on-campus accommodation for students: Residence Housing, Cluster Housing and Family Housing.

Residence Housing

- Residence Housing provides room and board accommodation in single and double rooms for 1680 students in co-educational, non-smoking residences.
- All rooms are furnished with a desk, chair, desk lamp, wardrobe, bed and linen for each student. Cable television, telephone and mainframe computer hook-ups are available.Washrooms are centrally located on each floor. Cable television is provided in each floor lounge. Pay phones and coin-operated laundry facilities are also available.
- Residence Housing is community oriented. A variety of programs are offered which encompass academic, personal, recreational and social development.
- A board package must be taken with Residence Housing. The minimum board package is a "starter" meal plan, designed to provide a light eater with two meals per day.

Cluster Housing

- Cluster Housing provides accommodation for 492 students in 123 self-contained units.
- Each unit includes four bedrooms with individual locks. The living room, dining area, kitchen and bathroom are shared by the four occupants.
- Each bedroom is furnished with a bed and linen, desk, chair, chest of drawers and closet. Lounge furniture, a dining room table and chairs, a stove, two fridges, a dishwasher and a vacuum cleaner are provided. Dishes, cutlery and cooking utensils are the residents' responsibility. Cablevision, telephone and mainframe computer hook-ups are available.
- Cluster Housing is completely self-contained; no board package is required.

Family Housing

- Family Housing provides accommodation for families in 181 self-contained units.
- Family Housing offers 48 one-bedroom apartments, 12 two-bedroom apartments, 115 two-bedroom townhouses, and 6 three-bedroom townhouses. Some units are designed for persons with disabilities.
- Units are unfurnished. Utilities are paid for by the tenant. Cablevision, telephone and mainframe computer hook-ups are available.
- Units are available to families with or without children; the leaseholder must be a full-time student at UVic.

Housing Rates

Rates for 2004/2005 were:

Residence Housing	
Single room with starter* meal plan	$2895/term
Double room with starter* meal plan	$2540/term
Cluster Housing	
Individual rate (no meal plan)	$1700/term
Family Housing	
1-bedroom apartment	$598/month
2-bedroom apartment	$705/month
2-bedroom townhouse	$763/month
3-bedroom townhouse	$846/month

** The starter meal plan is designed to provide a light eater with two meals per day. A medium eater might expect to spend $200 more per term. A hearty eater might expect to spend $400 more per term.*

Applying for Campus Housing

Students apply for campus housing through the UVic Housing website. The electronic application form for entry in September 2005 is active on the Housing website. To apply, a student must have a UVic Student ID number.

Every effort is made to meet applicants' preferences; however, because of the limited availability of campus housing, not all preferences can be met.

Wait List

Once all rooms have been assigned, a wait list is created. As vacancies occur, assignments are made from this list. It is the applicant's responsibility to inform Housing Services of any change of address. Students must contact the Housing Office in late August in order to remain on the wait list.

Payment Procedure for Residence and Cluster Housing

Acceptance Payment

A $500 acceptance payment is required to confirm acceptance of an offer of residence or cluster housing. This payment is applied to first-term fees and is due no later than 14 days from the date the accommodation offer is made. Refunds will be made only if the student is subsequently denied admission to UVic or is unable to attend for medical reasons.

Payment Due Dates

The remaining accommodation payments are due by the following dates:

August 1. . . . . balance of first-term fees
November 1 . . $500 second-term deposit
January 15 . . . balance of second-term fees

A room assignment will be cancelled if the student fails to meet an acceptance or payment deadline.

Payment Procedure for Family Housing

To confirm acceptance of a family housing unit, students must sign a tenancy agreement, pay a damage deposit ($250) and provide a post-dated cheque for the first month's rent.

Rent is due on the last day of each month.

Rental rates for the various types of accommodation will be confirmed at the time an offer of accommodation is made.

Moving In

Residence and cluster housing assignments are available from September 4, 2005. Accommodation before September 4 may be available under special circumstances. Written approval must be obtained from the Housing Office. Approved early arrivals are charged $25 per night for room only. In addition, early arrivals must accept a special contract to cover the early arrival period.

Students who are unable to move in by the first day of classes must notify Housing Services in writing before that date or their housing assignment will be cancelled.

Residence Contract

Students must choose one of three contract options: the 4-month (Sept–Dec) contract; the 8-

month (Sept–April) contract; or the the 4-month (Jan–April) contract.

One month's notice is required to cancel an accommodation contract. Notice must be received by the last day of the month preceding the final month of tenancy and becomes effective on the last day of the final month of tenancy. For example, to end an accommodation contract on November 30, notice must be received by October 31 at the latest. A $100 cancellation fee is applied to all contract cancellations and withdrawals.

Summer Housing

Residence accommodation is available throughout the summer months (May-August) for students, families and visitors. Reservations are recommended for this "bed and breakfast" service. Contact Housing at (250) 721-8395 for rates and further details.

Accommodation for Parents and Visitors to the University

A limited number of full-service hotel-style suites are available throughout the year in Craigdarroch House. Contact the Housing Office at (250) 721-8395 for further details.

Off-Campus Housing Registry

The Housing Office maintains a registry of off-campus accommodation, including rooms, rooms with meals, suites, shared accommodation, houses and apartments. Due to the rapid turnover of these accommodations, lists are not mailed out; they are available for viewing at the Housing website or in the Housing Office.

Interfaith Chaplains Services

Interfaith Centre
Campus Services Building, Room 151
Hours: Mon, Tues 9:00–2:30
Wed–Fri 9:00–3:30
Phone: 721-8338
Web: web.uvic.ca/chaplain

Interfaith Chaplains Services offers information and perspectives from diverse religious traditions to assist students, faculty and staff in exploring their spirituality. Our team consists of members from the Bahá'í, Buddhist, Christian, Jewish, Muslim and Wiccan faith communities.

Chaplains offer student retreats, prayer groups, workshops, spiritual direction and pastoral counselling, meditation, social activities, scriptural studies, interfaith discussions, volunteer opportunities and guest speakers. Chaplains are available at critical moments to facilitate rites of passage, weddings, funerals, memorial services. Regular activities and upcoming events are posted on the website and on the bulletin board at the Interfaith Centre.

International and Exchange Student Services

University Centre, Room A205
Hours: Mon-Fri 9:00-12:00; 1:00-4:30
Phone: 721-6361
Web: www.iess.uvic.ca
E-mail: iess@uvic.ca

The International and Exchange Student Services Office provides assistance and support to international students at UVic as well as to students wishing to study abroad. Services to international students include a pre-orientation program for all newcomers and ongoing support programs throughout the year.

Specific activities geared to international students are offered on an ongoing basis to help with meeting Canadian friends and learning about interracial relationships. The IESS also operates a Buddy Program that matches Canadian students with international students.

Students wanting information on study abroad and exchange opportunities should first check the IESS website. They can then call the office to make an appointment with one of the office staff. (See website address and phone number above.)

Student Exchange Programs

UVic offers international exchange opportunities for both undergraduate and graduate students. Some exchanges are available to all students at the University; others are limited to students in particular programs.

Students should check with their department for information about exchanges limited to students in the faculty. Information on exchanges open to all students is available through the International Exchange Student Services Office.

UVic has international exchange agreements with over 40 universities in 17 countries in the Asia-Pacific region, Europe and North America. Exchange students normally pay their tuition and related fees to their home university. Exchanges are usually for one academic year. Wherever possible, credit will be granted for courses successfully completed during the exchange. Students should also refer to Credits in Established International Exchange Programs on page 30 for more information on credit recognition from international exchange programs.

Competitions for the exchanges are held once a year, at the beginning of the second term.

General information on study abroad opportunities and international exchanges is available at the International and Exchange Student Services Office and website: <http://www.iess.uvic.ca>.

Students at an exchange partner institution interested in coming to UVic on an exchange program should check with the exchange co-ordinator at their home institution.

Resource Centre for Students with a Disability

Campus Services Building
Hours: Mon-Fri 8:00-4:00
Phone: 472-4947
Web: www.rcsd.uvic.ca
E-mail: inforcsd@uvic.ca

The Resource Centre for Students with a Disability offers information and support for UVic students with a permanent disability. Students who need classroom or exam accommodations, or other on-campus support should contact the Resource Centre as soon as confirmation of enrollment is received.

The Resource Centre offers access to accessible computer workstations and other adaptive equipment, such as a braille embosser, scanner, large-print monitors and closed-circuit television as well as specialized adaptive software.

The University is committed to providing students with a permanent disability reasonable accommodation within the limits of its resources and as described in the University Policy on Providing Accommodation for Students with a Disability. In order to ensure accommodation and support are in place, students with a disability should officially register with an adviser at the RCSD as soon as they have registered for classes. Students should be prepared to document their disability to the University if they have special class or examination needs.

Student Affairs

The Executive Director of Student and Ancillary Services serves as the liaison between the various Student Societies on campus and the University.

Graduate Students' Society —Canadian Federation of Students Local 89

Room 102 Grad Centre
Phone: 472-4543
E-mail: gsscomm@uvic.ca
Web: gss.uvic.ca

All graduate students at the University of Victoria are members of the Graduate Students' Society, which exists to represent the interests of the 2.200 plus graduate students and to address issues in the larger community that concern students. As active members of the Canadian Federation of Students (CFS Local 89), graduate students have a voice in the largest national student organization. The CFS works to build a high-quality system of post-secondary education that is accessible to all by lobbying, conducting research, mobilizing members and organizing campaigns.

Grad students democratically elect a five-member executive that works on a daily basis with the staff to advocate for and provide services to students. Grad students also select departmental representatives to sit on Grad Council, which meets monthly to discuss current events and provide direction to the executive. The Society strives to ensure graduate student representation on all university decision-making bodies.

The services of the Society include the Extended Health and Dental Plan, Universal Bus Pass, the Grad Centre and its facilities, child care bursaries (administered through Financial Aid), the annual handbook/daytimer, the Unacknowledged Source newsletter, the Bulletin list-serve and special events planning, in addition to other services. These services are funded by membership fees, collected by the University on behalf of the Society. Grad students are eligible to use the Grad Centre free of charge for academic-related meetings and events. The Society, in collaboration with the Faculty of Graduate Studies, funds travel grants, administered by the Faculty, to assist graduate students wishing to attend professional meetings and conferences. For more information, visit the General Office in the Grad Centre, or call 472-4543.

Being an active member of the Society is one way to ensure that students' interests are represented and to work towards a better future for students in Canada.

The UVic Students' Society operates the Student Union Building (SUB), run by students for students. The SUB offers a wide range of services and programs, including the following:

- UVSS Resource Centre—Students' Society Board offices; get information and pick up day-planners/handbooks and Studentsaver

- Food services: Health Food Bar, Inner Action Juice Bar, International Grill, Bean There coffee shop, Munchie Bar
- Felicita's Pub
- Cinecenta movie theatre
- Zap Copy Shop
- SUBText used books
  - SUB Info Booth: administers the Universal Bus Pass (U-Pass) and the Student Health and Dental Plan

Also located in the SUB are the following important services:

Native Students' Union

Student Union Building B023
Phone: (250) 472-4394
E-mail: nsu@uvss.uvic.ca
Web: www.uvss.uvic.ca/ns

The Native Students' Union (NSU) works towards empowering aboriginal students to benefit from their education, while at the same time providing an outlet to maintain strong cultural and spiritual ties with other First Nations students involved in higher education. The NSU offers support and encouragement in the form of regular meetings and social events. Students interested in participating should call the NSU for more information.

ACCESS UVic

Student Union Building B102
Phone: (250) 472-4389
E-mail: ssduvss@uvic.ca

ACCESS UVic is a constituency organization for UVic students with a disability. ACCESS actively promotes physical and attitudinal accessibility and the elimination of able-ism at UVic. ACCESS works towards providing a safe and supportive environment and coordinates activities and events intended to raise awareness about disability issues, such as Annual Disability Awareness Day. ACCESS welcomes and encourages anyone who wants to play a positive role in the organization.

Students of Colour Collective

Student Union Building B003
Phone: (250) 472-4697
E-mail: socolour@uvss.uvic.ca

All students of colour are invited to become active in the Students of Colour Collective. The constituency group represents all self-defined students of colour within the UVic community and is committed to the elimination of racial discrimination, anti-racist education and activism on campus while also providing support and resources. All students are welcome to drop by the office and find out how they can get involved.

UVic Pride Collective

Student Union Building B118
Phone: (250) 472-4393
E-mail: pride@uvss.uvic.ca
Web: www.uvss.uvic.ca/pride

Queer people may identify as lesbian, gay, bisexual, two-spirited, intersexed, transgendered, are questioning, or choose not to embrace a label. UVic Pride advocates on behalf of queer and queer-friendly undergraduate students, graduate students, staff, faculty, alumni and community members. UVic Pride is a political and social group offering many programs throughout the year. The Pride office is open for drop-in most days during the school year. Our lending-library collection includes books, videos, and back-issue magazines from our variety of subscriptions. The mandate of UVic Pride is to raise awareness on campus and in the community about queer-specific issues and heterosexism, and to provide a safe and welcoming space to all queer and queer-friendly people. Interested people are welcome to contact us by phone or e-mail, drop by the office, or visit our website for more information.

Ombudsperson

Student Union Building B205
Phone: (250) 721-8357
E-mail: ombuddy@uvic.ca
Web: www.uvss.uvic.ca/ombudsperson

The Ombudsperson is an independent and impartial investigator equipped to help students with appeals, complaints, referrals and questions. The Office of the Ombudsperson seeks to ensure that people are treated with fairness and that on-campus decisions are made in an open manner. The Ombudsperson can give students valuable information and assist in a variety of confidential matters.

The Women's Centre

Student Union Building B107
Phone: (250) 721-8353
E-mail: wcentre@uvss.uvic.ca

The UVSS Women's Centre is a collectively run drop-in centre open to all self-identified women. The centre seeks to provide a space for self-identified women to organize, access resources, attend workshops and relax. The Women's Centre is committed to education and activism around racism, heterosexism, ableism and colonialism. The Centre offers many volunteer opportunities, such as office and library assistance, committee organizing and thirdspace production. The Women's Centre also publishes an anti-racist, feminist zine. Collective members and volunteers are encouraged to organize around personal areas of interest, such as sex and sexuality, health, body image, environment, globalization and the practice of feminist theory. For more information, drop by the Centre, get involved, and be a part of the movement!

CFUV 101.9 FM

Student Union Building B006
Hours: Mon-Fri 10:00–6:00
Phone: (250) 721-8702
Web: cfuv.uvic.ca

CFUV is UVic's campus community radio station. CFUV programming ranges from rock, hip-hop and electronic to folk, jazz and public affairs. CFUV is funded through a student levy and community fund-raising. A large body of volunteers comprised of UVic students and community members help run the station, along with staff and work-studies. Students interested in volunteering are invited to visit or phone the station during office hours. Previous radio experience is not necessary.

The Martlet

Student Union Building B011
Phone: (250) 721-8360
E-mail: martlet@uvic.ca
Web: www.martlet.ca

The Martlet is UVic's student newspaper, 10,000 copies of which are available every Thursday on campus. The Martlet is written by students and is editorially and financially independent. Students interested in volunteering are invited to visit or call the Martlet Office.

Vancouver Island Public Interest Research Group (VIPIRG)

Student Union Building B120
Phone: (250) 472-4558
E-mail: info@vipirg.ca
Web: www.vipirg.ca

VIPIRG is an autonomous, non-profit, non-partisan organization dedicated to research and action in the public interest.

VIPIRG provides opportunities for students and community members to effect positive social and environmental change. By becoming active members, students can be exposed to new ideas, meet new friends, learn new skills and find an outlet for activism. VIPIRG offers an extensive alternative library with a wide selection of magazines, research papers, video and audio materials, and government reports. VIPIRG conducts research and undertakes action projects on a wide range of social justice and environmental issues. VIPIRG operates a Research Internship Program that links student researchers to community groups with research needs. Students interested in being part of any of these committees, or with ideas for one, are invited to visit or call the VIPIRG office.

Alumni Association

Alumni House
Phone: 721-6000 or 1-800-808-6828
Web: alumni.uvic.ca

All graduates of UVic automatically become members of the Alumni Association.

The Alumni Association strives to enhance the quality of life on campus through:

- scholarship and bursary awards
- support for student orientation and recruitment programs
- grants for student and department projects
- support for an active Student Ambassador Association (SAA)
- Excellence in Teaching Award

After graduation, the Alumni Association encourages a lifelong relationship among alumni and the University. An informative alumni magazine, *The Torch*, is published twice a year, and networking opportunities are provided through alumni branches worldwide. The Alumni Association provides a number of benefits, services and recognition to its members, including:

- a grad welcome program
- an alumni benefits card (access to campus services and business discounts)
- affinity programs (group rates on home and life insurance, Mastercard, travel, etc.)
- the UVic OLC Network™ (mentor program, business card exchange and more)
- career services and programs
- Distinguished Alumni Awards

The UVic Alumni Association is incorporated under the *Society Act* of British Columbia and governed by an elected board of directors. The Association encourages all alumni, regardless of location, to stay connected to their Alumni Association, to attend events, to volunteer, and to support their University.

For more information on programs and volunteer opportunities, contact the Alumni Services Office, Alumni House.

Aboriginal Student Services

Aboriginal Liaison Officer

The Aboriginal Liaison Officer acts as the University's major contact on academic and cultural matters with Aboriginal students, as well as with the wider Aboriginal community, particularly First Nations sponsors. Internal liaison activities include advice on academic programs to enhance participation and completion rates. The office is located in Sedgewick C188 (721-6326) adjacent to the Aboriginal Liaison Office Reading Room in C186 (e-mail: wmwhite@uvic.ca).

The office will assist students on academic, cultural and funding matters particularly related to First Nations sponsorship. A listing of various awards and bursaries is maintained and updated annually. The office will assist with the promotion and co-ordination of special events related to Aboriginal culture and traditions. The office maintains a contemporary resource reading room containing First Nations and provincial and federal government publications.

Aboriginal Counselling and Support

Other counsellors serving Aboriginal students include:

- Aboriginal Counsellor (472-5119)
- Aboriginal Education Adviser and Coordinator, Faculty of Education (721-7855)
- Aboriginal Student Adviser, Faculty of Human and Social Development (721-6274)
- Director, Academic and Cultural Support Program, Faculty of Law (721-8185)

Native Student Union

The Native Student Union works towards empowering students to benefit from the technical and academic learning available at UVic while maintaining strong cultural and spiritual ties with other First Nations students involved in higher education. Activities include regular meetings, as well as social and cultural events.

The Native Student Union (472-4394) is located in the basement of the Student Union Building, B020.

Office of International Affairs

James P. Anglin, BA (Carleton), MSW (Brit. Col.), PhD (Leicester), Professor and Director

Sabine Schuerholz-Lehr, BA (BC Open University), MBA (University of London), Assistant Director

Heather Walsh, BA (Trent), Project Coordinator

The Office of International Affairs (OIA) represents the University internationally and facilitates and oversees UVic's international activities and programs. It is also responsible for strategic planning at the University level in relation to all dimensions of internationalization, including the following: the curriculum; student services; student, faculty and staff mobility; and research and development projects. UVic seeks to be a Canadian leader in international education through implementing its commitment to creating a culturally diverse and student-centered community on campus and providing a wide range of international and cross-cultural experiential learning opportunities.

The OIA works closely with the President, Vice-Presidents, Deans, Chairs, academic and research units, the Offices of Research, External Relations, Admissions and Records, Graduate Studies, Student and Ancillary Services, International and Exchange Services, and related University departments to ensure a coordinated and proactive approach to international initiatives, both on and off campus.

The Office also liaises with external agencies—provincially, nationally and internationally—in order to link the University effectively with international developments and, where appropriate, directly initiate or participate in international initiatives.

Modest funds are available as seed money and matching grants to assist UVic students, staff and faculty with travel to participate in international activities.

The OIA also supports the negotiation of formal agreements with appropriate post-secondary institutions outside Canada and monitors the effectiveness of existing agreements. Agreements can focus on student, staff and faculty exchanges, on cooperation in developing curricula and distributed learning approaches, and on research and development collaborations.

The Assistant Director also serves as the International Liaison Officer (ILO) for the Canadian International Development Agency (CIDA) and other federal government departments, and facilitates funding proposals by faculty members to selected agencies supporting international research and development projects.

In addition to welcoming visitors from around the world, the OIA sponsors lectures, symposia and conferences pertaining to international issues. The Office website <oia.uvic.ca> is the prime communication vehicle for information about UVic's international activities. It provides up-to-date information on international grant opportunities for students and faculty, information on international conferences in Canada and in other parts of the world on relevant topics, links to international research interests and areas of expertise of UVic faculty members, and other pertinent information on international programs and activities.

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Graduate Studies

Faculty of Graduate Studies

Aaron H. Devor, BA (York), MA (S. Fraser), PhD (Wash), Dean

Frances Ricks, BA (Ore), MSc (Ind), PhD (York), Associate Dean

Gweneth A. Doane, BSN, MA, PhD (Victoria), Acting Associate Dean

Executive Committee

Members

Aaron H. Devor, Dean of the Faculty of Graduate Studies, Chair

Frances Ricks, Associate Dean of the Faculty of Graduate Studies

Representing Business

Tim Craig. Term expires June 30, 2005

Representing Education

Allyson Hadwin, Educational Psychology and Leadership. Term expires June 30, 2007

Representing Engineering

Afzal Suleman, Mechanical Engineering. Term expires June 30, 2007

Representing Fine Arts

Astri Wright, History in Art. Term expires June 30, 2006

Representing Human and Social Development

Jim McDavid, School of Public Administration. Term expires June 30, 2007

Representing the Humanities

Patricia Roy, History. Term expires June 30, 2006

Representing Law

John McLaren. Term expires June 30, 2007

Representing the Sciences

David A. Harrington, Department of Chemistry. Term expires June 30, 2006

Representing the Social Sciences

Holly Tuokko, Department of Psychology. Term expires June 30, 2005

Representing the Graduate Students' Society

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Degrees and Programs Offered

The Faculty of Graduate Studies of the University of Victoria administers programs leading to the master's and doctoral degrees as shown on this-page.

Details of established programs leading to master's or doctoral degrees are provided within the Departmental listings. Degrees may also be taken with a co-operative education option, with an interdisciplinary focus, or by special arrangement.

Faculty Admissions

General Requirements

The general requirements for admission to the Faculty of Graduate Studies include:

1. an academic standing acceptable to the Faculty of Graduate Studies and the department concerned
2. satisfactory assessment reports
3. the availability of an appropriate supervisor within the department concerned
4. the availability of adequate space and facilities within the department concerned

Entry Points

Students may enter the Faculty in September, January, May or July; however, some programs have restricted entry points. Departmental calendar entries should be consulted for details.

Application for Admission

There is an application fee of $75 if all post-secondary transcripts come from institutions within Canada and $125 if any post-secondary transcripts come from institutions outside of Canada. It is non-refundable and will not be credited towards tuition fees. Applications will not be processed unless the application fee is received.

Faculty of graduate Studies Programs

Department	Master's	PhD	Co-op
Anthropology	MA		•
Biochemistry and Microbiology	MSc	•	
Biology	MSc	•	
Business	MBA, MBA/LLB		•
Chemistry	MSc	•	
Child and Youth Care	MA	•	
Computer Science	MA, MSc	•	•
Curriculum and Instruction	MA, MEd	•	
Dispute Resolution	MA		
Earth and Ocean Sciences	MSc	•	•
Economics	MA	•	•
Educational Psychology and Leadership Studies	MA, MEd	•	
Electrical and Computer Engineering	MASc, MEng	•	•
English	MA	•	•
French	MA		
Geography	MA, MSc	•	•
Germanic and Russian Studies	MA		
Greek and Roman Studies	MA		
Health Information Science	MSc		
Hispanic and Italian Studies	MA		
History	MA	•	
History in Art	MA	•	
Indigenous Governance	MAIG, MAIG/LLB		
Law	LLM	•	
Linguistics	MA	•	
Mathematics and Statistics	MA, MSc	•	•
Mechanical Engineering	MASc	•	•
School of Music	MA, MMus	•	
Nursing	MN		
Pacific and Asian Studies	MA		
Philosophy	MA		
Physical Education	MA. MSc, MEd		•
Physics and Astronomy	MSc	•	•
Political Science	MA	•	•
Psychology	MA, MSc	•	
Public Administration	MPA, MPA/LLB		•
Social Work	MSW		
Sociology	MA		•
Studies in Policy and Practice	MA		•
Theatre	MA, MFA	•	
Visual Arts	MFA		
Interdisciplinary Programs	MA, MSc	•	

Application materials are kept on file for one year, and may be reactivated on request within that year and by submission of a new application fee. Payment must be made in Canadian funds drawn on a Canadian bank, or in US funds drawn on a US bank.

Applications for admission must be submitted as early as possible on forms obtained through the University of Victoria website. No assurance can be given that domestic applications received after May 31 or international applications received after December 15 can be processed in time to permit registration in the following Winter Session (Fall term). Individual departments may have different deadlines.

Submission of Transcripts

Documents will not be returned. They become the property of the University of Victoria. If a student's originals are irreplaceable, the student should submit copies for evaluation purposes. Original documents will be required before a full offer of admission is given. Documentation from applicants who are not admitted or who do not take up an offer of admission will be kept on file for one year.

Applicants who have attended other post-secondary institutions must arrange with those institutions to forward two official transcripts directly to the Graduate Admissions and Records Office.

An official document bears an original university seal or stamp. It must be received in an envelope that has been clearly sealed and endorsed by the issuing institution. Unless the documents are only available in English, the official original language document accompanied by a certified literal English translation is also required. Submission of University of Victoria transcripts is not required.

Applicants must submit evidence of their ability to undertake advanced work in the area of interest in the form of two assessment reports or letters of reference, submitted directly to the Graduate Admissions and Records Office from qualified referees.

Application materials are verified on a routine basis. If the Graduate Admissions and Records Office receives evidence that any documentation submitted as part of the application has been forged or falsified in any way, the applicant will be permanently banned from the University of Victoria. A warning will also be circulated to all other Canadian universities.

Applicants who have all materials submitted to the Graduate Admissions and Records Office by February 15 will be guaranteed consideration for University of Victoria Graduate Fellowships. Completed applications received after February 15 may be considered for UVic Fellowships at the discretion of individual academic units.

English Competency Requirement

Applicants for admission whose first language is not English and who have not resided in Canada or any country where English is an official language of the country for at least three consecutive years immediately prior to the beginning of the session applied for must demonstrate competency in English. Applicants holding a recognized degree from a country where English is an official language of the country are exempted from the English Competency Requirement.

Most applicants qualify by providing results of the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 550 on the paper-based test or 213 on the computer-based test. Individual departments may require a score higher than the Faculty minimum; applicants should check with the relevant department. Official offers of admission will only be given after the Graduate Admissions and Records Office has received an Official Score Report directly from the testing agency. Examinee's Score Records and photocopies are not acceptable. Scores older than two years are not acceptable.

An overall score of at least Band 6.5 with no score of less than 6.0 on each academic component of the International English Language Testing System or a score of 85 on the Michigan English Language Assessment Battery will be accepted as an alternative to a TOEFL score of 550/213. Academic departments may set higher requirements. Official test score reports must be sent directly to the University of Victoria by the testing agency.

Upon the recommendation of the academic unit offering admission, completion of the University Admission Preparation Course offered by the University of Victoria English Language Centre with a minimum score of 80% will be accepted in lieu of the above standardized English competency tests.

GMAT and GRE Requirements for Graduate Studies

The Graduate Management Admission Test (GMAT) is prepared and scored by Education Testing Services (ETS), Princeton, New Jersey, and the Graduate Management Admission Council. The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and ETS. GMAT and GRE requirements are prescribed by individual departments. In some instances, completion of the examination is mandatory. Applicants are advised to check department entries for detailed information. However, the Faculty reserves the right to require a GRE score (on Advanced and Aptitude Tests), for any applicant. Voluntary submission of a GRE score may facilitate the admission process.

Admission to Regular Master's Degree Programs

In general, the minimum academic standing will be:

1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution
2. a grade point average of 5.0 (B) in the work of the last two years (30 units) leading to this baccalaureate degree

Please note that individual departments often set higher entrance standards.

Practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used as credit toward a graduate degree program.

Upgrading for Admission to Graduate Study

Applicants Who Do Not Meet Faculty Admission Requirements

1. Pre-Entry Program

Applicants who have completed a baccalaureate degree as defined above but whose academic record is such that they do not meet the Faculty of Graduate Studies' standards for admission to a master's program may be considered for a Pre-Entry program. Upon the recommendation of the department concerned, the Dean may approve a pre-entry program consisting of a minimum of 6 units of undergraduate course work numbered at the 300 or 400 level. This course work must be relevant to the proposed field of study, and must be completed within the time frame specified. An average of not less than 6.0 (B+) must be achieved in the course work, and no course may be completed at a level below 4.0 (B-).

Students approved by the Dean for this pre-entry option are guaranteed admission to the Faculty of Graduate Studies upon successful completion of the recommended courses. None of the courses in the pre-entry program may be considered for transfer credit towards the graduate program.

2. Independent Upgrading

Applicants with an undergraduate degree whose grade point average is below the Faculty of Graduate Studies' minimum may complete additional senior undergraduate course work to strengthen their application. If, after completion of additional courses, the applicant is admitted, those courses are not eligible for transfer credit towards the graduate program.

Applicants Who Meet the Faculty Admission Requirements But Who Are Lacking Course Background

1. Independent Upgrading

Applicants who lack prerequisite or background courses may complete additional undergraduate course work to strengthen their application. If admitted, upon the recommendation of the student's supervisory committee, those courses may be eligible for transfer credit towards the graduate program, subject to the limitations stated on page 25. Upon the advice of the department, a provisional offer of admission may be given, subject to satisfactory completion of recommended courses.

2. Enhanced Programs

Upon the recommendation of the department concerned, the Dean may approve the inclusion of the missing background or prerequisites as part of the requirements for the master's or doctoral degree. Alternatively, upon the advice of the department, a provisional offer of admission may be approved subject to satisfactory completion of a pre-entry program.

Admission to Regular Doctoral Degree Programs

Admission to a doctoral degree program normally requires a master's degree (or equivalent) from an accredited and recognized institution.

Admission to a doctoral program requires evidence that the applicant is capable of undertak-

ing substantial original research. Such capability will be judged from two assessment reports or letters of reference sent directly to the Graduate Admissions and Records Office from qualified referees and the completion of a master's thesis or other scholarly work.

Candidate Status

All doctoral students are admitted as provisional candidates until they have passed their candidacy examinations, at which time they are automatically classified as candidates for the degree of Doctor of Philosophy.

Admission Without a Master's Degree

Applicants without a master's degree must have either:

- a baccalaureate degree as defined above from a recognized institution with a cumulative grade point average of 6.5/9.0 on the final two years of the bachelor's degree, or
- completed at least two terms in a master's program at UVic.

Transfer from a Master's to a Doctoral Program

A transfer from a master's to a doctoral program may be recommended to the Dean of Graduate Studies by the academic department. Requests for transfer will be considered at any time after two terms in a master's program. Fee installments paid towards the minimum program fee for the master's program will be applied towards the minimum fee requirement for the PhD program. Completion is required within seven years from the date of the first registration in the master's program. Students who are recommended for transfer to the doctoral program within the same department are not normally required to submit additional assessment reports.

Other Admissions

Admission as a Mature Student (Master's Only)

Four years after completion of a baccalaureate degree as defined above, applicants whose grade point average is below 5.0 (B) may be admitted as mature students, provided they have four years relevant professional experience since completion of their degree and are recommended by the department. Submission of a complete résumé is required to determine eligibility as a mature student. Such recommendations must be approved by the Dean of Graduate Studies. This option is not available to applicants who have completed course work since completion of the degree.

Students admitted in this category cannot receive transfer credit for any courses completed prior to enrolling in the Faculty of Graduate Studies.

Admission to Non-Degree Course Work

Applicants wanting to take courses in the Faculty of Graduate Studies that are not for credit toward a degree at the University of Victoria may be admitted as non-degree students. Such students may be admitted under the following three categories:

1) Visiting Students

Visiting students are admitted on the basis of a Letter of Permission which specifies courses allowed for credit toward a graduate degree at another accredited and recognized institution. Applicants in this category must complete an application for admission and provide a Letter of Permission or equivalent from the home institution. International students will be required to provide transcripts and evidence of English competency.

2) Exchange Students

Exchange students may be admitted under the provisions of the Western Deans' Agreement or other formal exchange agreements. If a student is admitted as an exchange student, all tuition fees will be waived. In some cases, course surcharges may apply.

Applicants under this category must submit documentation from their home institution certifying the applicant as an exchange student under the provisions of an approved exchange agreement. Courses to be taken toward their degree must be specified in the documentation. International students will be required to provide transcripts and evidence of English competency.

3) Non-Degree Students

Students who wish to improve their academic background may be admitted as non-degree students. Applicants must meet the same entrance requirements and follow the same application procedure as degree-seeking applicants.

Fees for Non-Degree Course Work

None of the fees paid as a non-degree student may be applied to the graduate degree. Fees for courses taken as a non-degree student will be charged on a per unit basis as outlined under Tuition and Other Fees, page 26.

Admission to a Second Master's or Second Doctoral Degree

Degree programs within the Faculty of Graduate Studies cannot be taken concurrently. However, students may combine the following: MA in Indigenous Governance/LLB (page 74); MBA/LLB (page 39); MPA/LLB (page 101).

A student who has a master's or doctoral degree from the University of Victoria or the equivalent from a recognized institution may be allowed to pursue graduate studies leading to a second master's or doctoral degree if he or she meets the following requirements:

- The student must meet the requirements for admission to the program.
- The principal academic emphasis of the second degree must be distinct from that of the first degree.
- At least 15 (for the master's degree) or 30 (for the doctoral degree) units of credit must be completed beyond those units required in the previous degree.
- The student must meet all program and graduation requirements for the second degree beyond those required for the first degree.
- None of the research done for the first degree may be used for the second degree; as well, the supervisor for the first degree cannot be nominated to supervise the second degree.
- None of the time spent in residence for the first doctoral degree may count toward the residency requirement for the second doctoral degree.

Interdisciplinary Graduate Programs

General Information

Interdisciplinary programs may be offered in a combination of departments of which one must have established graduate degree programs. It is the applicant's responsibility to arrange the details of the program. The Faculty and departments are under no obligation to arrange or approve interdisciplinary programs.

Admission

The interdisiplinary degree will be offered at master's and doctoral levels and have a grade point average entrance requirement of 7.0 (A-). Applicants for interdisciplinary degree programs must follow the admission procedures and meet the entrance criteria of the Faculty of Graduate Studies.

Potential applicants must develop the degree program and research proposal and assemble the supervisory committee before making formal application. Applications must be reviewed and approved by all participating programs to determine whether the student has sufficient background for this interdisciplinary study.

The student's official record will indicate the program as Interdisciplinary (INTD); comprehensive examinations, thesis, or dissertation will carry the prefix INTD.

Proposal Approval

Before an offer of admission can be made, applicants must have a degree program and research proposal approved by the Associate Dean of Graduate Studies. This proposal is jointly developed by the applicant and the projected supervisor and includes a completed Interdisciplinary Graduate Program for Approval form (including signatures of proposed supervisory committee) and a rationale for the program. The program must be genuinely interdisciplinary, and the rationale must indicate the reasons it is necessary to create an interdisciplinary degree rather than have the student apply to an existing program. It is strongly recommended that applicants show their interdisciplinary study proposal to the Associate Dean of Graduate Studies before submitting the formal application. The expectation is that participating departments in an interdisciplinary degree will be equal partners in the program and will indicate whether financial support is available.

Academic Supervisor

Supervisory committee members from two departments must be designated as academic co-supervisors. Each department is considered an equal partner in the program.

Degree Program and Supervisory Committee

The degree program may be negotiated by the members of the supervisory committee, but it must conform to all regulations of the Faculty of Graduate Studies. The supervisory committee must conform to regulations concerning supervisory committees (see page 17). Any changes to a degree program or supervisory committee must be approved by the Associate Dean of Graduate Studies.

Individual Graduate Programs by Special Arrangement

General Information

Under appropriate conditions, it may be possible for departments to offer master's and doctoral degrees even though they do not have established graduate programs. Such an offering is called an Individual Degree by Special Arrangement. Since these degree programs are created on an individual basis, the Faculty of Graduate Studies requires that applicants and departments satisfy a stringent approval process.

In order to be considered for approval to offer a master's degree by special arrangement, the department must have an active Major or Honours undergraduate program and have graduated students from that program in each of the last three years.

In order to be considered for approval to offer a doctoral degree by special arrangement, the department must have a regular master's program and have graduated students from that program during each of the last three years.

It is the applicant's responsibility to arrange the details of the program. The Faculty and departments are under no obligation to arrange or approve special arrangement programs.

The Dean of Graduate Studies will set a quota for the number of individual special arrangement degrees permitted in any department.

Admission

Applicants for degrees by special arrangement must follow the admission procedures and meet the entrance criteria for the Faculty of Graduate Studies.

Potential applicants must develop the degree program and assemble the supervisory committee before making formal application.

Proposal Approval

Admission will be approved by the Dean of Graduate Studies once the proposal has been reviewed and approved by the academic unit. This proposal is jointly developed by the applicant and the projected supervisor and consists of a completed Individual Special Arrangement Program for Approval form (including signatures of proposed supervisory committee) and a rationale for the program.

Academic Supervisor

A member of the supervisory committee from the sponsoring department must be designated as the academic supervisor.

Degree Program and Supervisory Committee

The supervisory committee must conform to regulations concerning supervisory committees (see this page). The supervisory committee for a master's degree by special arrangement must include at least one member from a department with an active, regular master's program. At least one member must have supervised successful candidates for graduate degrees. The supervisory committee for a doctoral degree by special arrangement must include at least one member from a department with an active, regular PhD program, and one member must have successful PhD supervisory experience.

Any changes to a degree program or supervisory committee must be approved by the Dean of Graduate Studies.

Program and Course Designation

The student's official record will indicate the program as "Special Arrangement." The degree program can consist of appropriate courses from within the department as well as regular courses from other departments. Departments with no regular graduate courses are authorized to create the following courses for special arrangement degree students only:

Master's Programs	
DEPT 580	(1.5-3.0)[1] Directed Studies
DEPT 596	(1.5-4.5)[2] Team Graduating Report/Project (non-thesis option)
DEPT 597 (0)[2]	Comprehensive Examination (non-thesis option)
DEPT 598	(1.5-4.5)[2] Individual Graduating Report/Project (non-thesis option)
DEPT 599	(6.0-15.0)[2] Thesis

Doctoral Programs	
DEPT 680	(1.5-3.0)[1] Directed Studies
DEPT 699	(30.0-45.0)[2] Dissertation

1. May be taken more than once for credit provided course content differs
2. Grading is INP, COM, N, F

Graduate Studies Courses by Special Arrangement

Departments without approved graduate programs may be permitted to offer up to 3 units of graduate course work under the GS designation. Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Faculty of Graduate Studies for final approval. Proposal forms and detailed instructions are available through the Office of the Dean of Graduate Studies.

Students must seek prior approval from their supervisory committee for inclusion of these courses in their graduate programs, although they will be permitted to register in them as "extra" to their program.

For descriptions of graduate courses by special arrangement (GS 500, 501 and 502), see page 141.

Graduate Advisers and Supervisors

Departmental Graduate Studies Advisers

The Departmental Graduate Studies Adviser is the formal liaison officer between the department and the Faculty of Graduate Studies. The Departmental Graduate Studies Adviser makes recommendations to the Faculty of Graduate Studies on the following matters: admission to graduate programs, awards administered by the Faculty of Graduate Studies, changes to the student record including degree program, supervisory committee and registration. A request for an oral examination must also be signed by the Departmental Graduate Studies Adviser. The Departmental Graduate Studies Adviser will normally chair the Departmental Graduate Studies Committee.

Departmental Graduate Studies Committee

The Faculty of Graduate Studies strongly recommends that each department have a Graduate Studies Committee and that this committee be chaired by the Departmental Graduate Studies Adviser. The responsibilities of this committee may include such tasks as admission decisions, curriculum deliberations and administration of candidacy examinations. The Faculty also strongly recommends that the Departmental Graduate Studies Committee have a graduate student representative.

Academic Supervisors

Each graduate student will have a member of the Faculty of Graduate Studies assigned as academic supervisor to counsel the student in academic matters. The academic supervisor must be from the department offering the degree program and is nominated by the department and approved by the Dean of Graduate Studies.

In particular, the academic supervisor must be aware of Calendar and Faculty of Graduate Studies regulations and provide guidance to the student on the nature of research, the standards expected, the adequacy of progress and the quality of work.

The academic supervisor should maintain contact with the student through mutually agreed upon regular meetings, and be accessible to the student to give advice and constructive criticism. Supervisors who expect to be absent from the University for an extended period of time are responsible for making suitable arrangements with the student and the Departmental Graduate Studies Adviser for the continued supervision of the student or for requesting the department to nominate another supervisor. Such absences and the resulting arrangements must be approved by the Dean of Graduate Studies.

Supervisory Committees

Each student will have a supervisory committee nominated by the department and approved by the Dean of Graduate Studies. The Chair of this committee will be the academic supervisor. Unless specifically approved by the Dean, all members of the supervisory committee must be members of the Faculty of Graduate Studies. The duties of the committee include: recommending a program of study chosen in conformity with the Faculty and departmental regulations; supervision of the project, thesis or dissertation; participation in a final oral examination when the program prescribes such an examination. A full description of these responsibilities is found in "Responsibilities in the Supervisory Relationship" at <http://www.uvic.ca/grad>. The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate.

Composition of the Supervisory Committee: Master's

Master's Degree With Thesis

Three members: the academic supervisor plus no more than one member from outside the department. All members must be familiar with the area of study.

Master's Degree Without Thesis

Two members: the academic supervisor plus a second member who may be from outside the department. All members must be familiar with the area of study.

Master's Degree By Special Arrangement (With and Without Thesis)

Three members, as above. One member must be from an academic unit with a regular graduate

program. At least one member must have supervised successful candidates for graduate degrees.

Interdisciplinary Master's Degree

Three members: co-supervisors from at least two relevant academic units, one of whom must be from an academic unit with a regular master's graduate program. At least one member must have supervised successful candidates for graduate degrees.

Composition of the Supervisory Committee: Doctoral

Doctoral Degree

Four members: the academic supervisor plus one or two members from outside the academic unit in which the candidate's research is being carried out.

Doctoral Degree by Special Arrangement

Four members, as above. At least one member must be from an academic unit with an active PhD program, and at least one member must have supervised a successful PhD candidate.

Interdisciplinary Doctoral Degree

Four members: co-supervisors from at least two relevant academic units, one of whom must be from an academic unit with an active PhD program. At least one member must have supervised a successful PhD candidate.

Confirmation of Admission Offer

Students who have been admitted to the Faculty of Graduate Studies should confirm in writing or by e-mail within one month that they intend to accept the offered place. If this is not done, the offer may be cancelled.

International students should not make travel plans until they have been granted official admission (not provisional admission) and have satisfied all student authorization requirements through the Canadian Consulate in their home country.

Registration

Definition of Full-Time Status

Students other than MBA and MPA

Any student (other than those who are registered in the MBA or MPA programs) who is registered for a single term in Winter Session (September to December OR January to April) OR Summer Session (May to August) is defined as full-time if:

- enrolled in courses totaling a minimum of 3 units, or
- enrolled in a dissertation (699), thesis (599), project (598 and some 596) or co-operative education work term (800+).

MBA Students

Any student who is registered for a single term in Winter Session (September to December OR January to April) OR Summer Session (May to August) is defined as full-time if:

- enrolled in courses totaling a minimum of 4.5 units for a single term, or
- enrolled in a project (598 or 596), or co-operative education work term (800+).

MPA Students

Any student who is registered for a single term in Winter Session (September to December OR January to April) OR Summer Session (May to August) is defined as full-time if:

- enrolled in courses totaling a minimum of 4.5 units, or
- enrolled in a co-operative education work term (800+).

Definition of Part-Time Status

A part-time student is defined as any student who does not fall into any of the above categories.

Residency Requirement

There are no Faculty of Graduate Studies residence requirements at the University of Victoria. However, transfer credit and time limits apply to both on- and off-campus students, and both full-time and part-time students. Departments may set residency requirements.

Continuity of Registration

All students admitted to the Faculty of Graduate Studies must either register for credit in every term from the time of admission until the requirements of the degree have been met, or register for a temporarily withdrawn status, or formally withdraw in accordance with the regulations below. Registration instructions will be sent to all students who are authorized to register.

Students who do not:

- register for credit
- register for temporarily withdrawn status, or
- formally withdraw from their program

are considered to have abandoned their program. That program will be terminated and they will be withdrawn from the university. The notation "Withdrawn Without Permission" will be entered on the transcript.

Authorization to Register

Students in good standing who were registered or temporarily withdrawn (see above) in the most recent session at the University will be automatically authorized for registration in the next session. Students who have withdrawn under any other circumstances and who wish to return, or students who are switching into another degree program, are required to complete an Application to Reregister. Forms are available through the Graduate Admissions and Records Office or from the following website: <http://www.uvic.ca/grar>.

Students who have registered at another university or college since last in attendance at the University are required to state the names of all educational institutions of post-secondary level attended and to submit an Application to Reregister and two official transcripts of their academic records at these institutions to the Graduate Admissions and Records Office at least eight weeks prior to the start of classes.

Program Audit and Degree Review Forms (PADREs)

Within the first session of attendance in a graduate degree program, a supervisor will be nominated and a completed PADRE form will be forwarded to the Graduate Admissions and Records Office by the graduate adviser on behalf of each student. Unless otherwise specified, the remainder of the prescribed supervisory committee will be nominated and names forwarded to the Graduate Admissions and Records Office by the graduate adviser within two sessions of the first registration in the thesis, project or dissertation.

Late Registration

The period for late registration in the Winter Session is the first ten days of classes; in Summer Studies, it is the first two days of classes. Permission of the Dean is required for late registration beyond these dates. A late registration fee will be assessed.

Registration in Courses Outside a Graduate Program

Students may register in courses which are not part of the formal requirements of their graduate program if:

- the courses will contribute to the research or provide background for the program, and
- the courses have been approved by the student's supervisor

This provision is not intended to be used to take courses for eventual transfer to a subsequent graduate program, nor to take undergraduate courses in an undergraduate degree, certificate, or diploma program. In exceptional cases, the Dean of Graduate Studies may approve the concurrent registration of a graduate student in an undergraduate program. Students must obtain the Dean's permission prior to registering in undergraduate courses.

For undergraduate courses that also have course surcharges in addition to the course fee, the surcharges will apply and will be extra to the cost of the graduate degree.

Registration by Undergraduates in Graduate Courses

Students in their final year of a bachelor's degree program at the University of Victoria who have a grade point average of at least 6.0 (B+) in the last 15 units of course work attempted, or who would otherwise be admissible as a non-degree graduate student, may be permitted to register in a maximum of 3 units of graduate courses on the recommendation of the department concerned and with the consent of the Dean of Graduate Studies. Such courses cannot be used for credit in a subsequent undergraduate or graduate program at the University of Victoria if this work is used to satisfy the requirement for another credential.

No application for admission or supporting documentation is required; the graduate adviser of the department in which the courses are to be taken must send a recommendation to the Dean of Graduate Studies, specifying the courses selected. When written permission is received from the Dean, the approved graduate courses will be added to the undergraduate record.

Registration as an Auditor

An individual who is either a graduate student or holds a baccalaureate degree and is recommended to the Faculty of Graduate Studies by a

department may be permitted to audit graduate courses.

A continuing graduate student must register in credit courses, thesis, project or dissertation, and must add the audit courses using an Academic Record Change Notice.

A student who is only auditing courses should submit to Graduate Admissions and Records a completed Auditor Entry Form, as well as provide a transcript of degree. A student whose first language is not English, and who has resided in Canada or other English-speaking countries less than three consecutive years immediately prior to the beginning of the session applied for, must demonstrate competency in English (see page 15).

Registration as an auditor is subject to the following conditions:

1. Admission to the course is dependent on the class size and other factors that the instructor and department establish.
2. Students who are also registered in credit courses may change their registration from audit to credit, or credit to audit, up to the last day to add courses for the term or session.
3. The degree of participation in the course is at the discretion of the department.
4. Audited courses will not appear on the student's official transcript and will not be considered as meeting admission, prerequisite or course requirements for any graduate program.
5. Audit fees are payable at the end of the month in which the auditor registers, and are refundable according to University deadlines.

Letter of Permission for Studies Elsewhere

Students currently registered in a graduate program who wish to undertake studies at another institution for transfer credit toward their graduate degree at UVic must apply in writing to the Graduate Admission and Records Office, specifying the host institution, the exact courses of interest and their unit values. The application must be supported in writing by the supervisor. Students will be required to provide supporting information such as a calendar description or course syllabus. If permission is granted, the student must either temporarily withdraw or register concurrently in a comprehensive exam, project, thesis, dissertation or Co-op Work Term at the University of Victoria. Students must make arrangements for an official transcript to be sent directly to the Graduate Admissions and Records Office upon completion of the course work.

Approved Exchange Programs

Students currently participating in a graduate program who wish to undertake studies for transfer credit toward their graduate degree at the University of Victoria may be eligible for "exchange" status under the provisions of the Western Deans' Agreement or other formal exchange agreements. Contact the Graduate Admissions and Records Office for specific details of agreements and procedures.

Registration in Concurrent Degree Programs

Students may apply to the Faculty of Law and the Faculty of Graduate Studies for approval to enroll concurrently in the LLB and MPA, LLB and MBA, or LLB and MA in Indigenous Governance degrees.

There is no common application form or registration process. Students must apply separately to the Faculty of Graduate Studies and the Faculty of Law and be admitted in accordance with the existing policies of each. Once admitted, students in the concurrent program must register separately in each faculty. Students will register in both degrees concurrently and must follow the regulations of each faculty. Students will inform the Graduate Admissions and Records Office when they have been admitted to the LLB program. Because of the wide variety of academic backgrounds of applicants, specific degree programs may vary from student to student.

The academic records of students in the concurrent programs will be maintained separately for each faculty. Therefore, only those grades for courses that appear on the Faculty of Graduate Studies record will be used for the purposes of making Graduate Studies awards, determining adherence to the Faculty of Graduate Studies academic performance regulations and assessing graduate fees.

Fees for the Graduate Studies portion of the current program will be assessed in accordance with existing regulations. Participants in the concurrent program must pay the total number of regular fee installments required of a student in the regular graduate program. Fees for the Faculty of Law will be assessed in accordance with the regulations for that faculty. Students who are uncertain about their fee obligations under the concurrent program are advised to contact the Faculty of Law and the Graduate Admissions and Records Office.

Only students in the above degree programs have the permission of the Dean of Graduate Studies to register concurrently as a graduate and undergraduate student. If, at any time, a student terminates participation in the concurrent degree program, permission does not extend to pursuing any other degree concurrently with a graduate degree.

Separate degrees will be awarded upon completion of the requirements applicable to the particular degree.

Registration After Oral Examination of Thesis or Dissertation or After Non-thesis Oral Examination or Comprehensive Examination

After successful completion of a thesis or dissertation final oral defense, or the final comprehensive examination (or equivalent) for a master's degree without thesis, students are not permitted to be enrolled in courses in the Faculty of Graduate Studies except as indicated below:

- registration in thesis or dissertation courses until required revisions are complete
- other registration as approved by the Dean

A student registered in courses other than those listed above will automatically be dropped from all such courses upon notification to the Graduate Admissions and Records Office of successful completion of the oral or comprehensive examination.

Deadlines for Dropping Courses

Students may use the web registration system to drop first-term courses until the last day of classes in October, and second-term and full-year courses until the last day of classes in February. Students who fail to do so will receive a failing grade (N) for the course.

Students should note that fee refund deadlines for the Faculty of Graduate Studies differ from the course drop deadlines.

Students may not take or receive credit for courses in which they are not registered and may not drop courses after Faculty deadlines without permission of the Dean.

Non-degree and auditing students may cancel their registration by web registration or by submitting an Academic Change Notice to the Graduate Admissions and Records Office by the specified deadlines for dropping courses.

Master's Degree Program Requirements

Minimum Degree Requirements

The minimum requirement for a master's degree is 15 units of work, and satisfactory completion of the prescribed program.

Course Work, Research and Thesis

Considerable variation is permitted in the balance between research and the course work required for the master's degree, although most programs include a thesis based on research (see Master's Degree Without Thesis, below).

When research is completed, and before the thesis is written, the student should download a copy of the Thesis/Dissertation Guidelines from the following website: <http://web.uvic.ca/grar/website/forms/forms>. This publication specifies academic and technical requirements to ensure acceptability of the paper by the University and the National Library.

Minimum Graduate Component of Master's Degree

A master's candidate must complete a minimum of 12 units of graduate credit out of the total units required for the degree. Individual departments may require a higher number of units at the graduate level. Courses numbered at the 100 and 200 level may be included in the program as prerequisites but will be indicated on the student record as FNC (For No Credit on a graduate program); as well, courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations. Any senior undergraduate courses (courses numbered 300–499) included in a graduate program must be pertinent to the program and must be in addition to the minimum 12 units of graduate credits required in all master's degree programs. The Dean's permission is required if a student wishes to take only undergraduate courses in a given term.

Master's Degree Without Thesis

All regulations pertaining to such programs are contained in the document *Regulations for a Master's Degree Without Thesis* which may be obtained from the Office of the Dean of Graduate Studies.

Not all Departments offer the option of a master's degree without thesis.

1. A program form must be completed as for all other graduate degrees.

2. A supervisory committee must be formed as described under "Supervisory Committees" on page 17.

3. Unless approved by Senate there must be evidence of independent research work which may be in the form of a project, extended paper(s), work report, etc. The credit value for this work may range from 1.5 to 6.0 units.

4. There shall be a formal evaluation of the degree. The department may require a written comprehensive examination in place of, or in addition to, an oral examination. If an oral examination is conducted, it shall be done so in accordance with the regulations under "Examining Committees" (page 28) and "Results of Oral Examinations (Master's Without Thesis)" (page 29).

Regulations pertaining to written comprehensive examinations are contained in the document *Regulations for a Master's Degree Without Thesis.*

Doctoral Degree Program Requirements

Minimum Degree Requirements

The minimum requirement for the degree of Doctor of Philosophy is 30 units of work beyond the master's level or 45 units beyond the bachelor's level, and satisfactory completion of the prescribed program.

The doctoral program requires that a broad knowledge of the field or fields of study be demonstrated through the candidacy examination. The major portion of the doctoral program will be devoted to a research project culminating in a dissertation which satisfies the requirements and standards of the Faculty of Graduate Studies.

Doctoral Candidacy Examination

General Regulations

Within two years of registration as a provisional doctoral student and at least six months before the final oral examination, a student must pass a candidacy examination. The purpose of the candidacy examination is to test the student's understanding of material considered essential to completion of a PhD and/or the student's competence to do research that will culminate in the PhD dissertation. The candidacy examination may be written, or oral, or both at the discretion of the department.

Individual departments or supervisory committees may also require other examinations in addition to the candidacy examination. Such examinations may include those to test competence in languages other than English, in statistics, in computing, or in other basic research skills.

Departmental Guidelines and Responsibility

The candidacy examination is a requirement of the Faculty of Graduate Studies and cannot be waived by any department. However, the precise form, content, and administration of such examinations are determined by individual departments.

While there may be wide variety in the content of candidacy examinations, all such examinations must be consistent within each department. Factors that must be consistent are the manner in which the examinations are constructed, conducted and evaluated. Departments are responsible for ensuring this consistency.

Departments are responsible for providing the student with a written statement of procedures, requirements and regulations pertaining to all such examinations. This information must be made available to doctoral students as soon as they enter the program. A copy of these procedures must be on file with the Faculty of Graduate Studies.

When a student has successfully completed the candidacy examination(s), the Departmental Graduate Adviser is responsible for sending a memorandum of confirmation to the Graduate Admissions and Records Office. The memorandum must be signed by the student's supervisor and the Chair of the department.

When research is completed, and before the dissertation is written, the student should download a copy of the Thesis/Dissertation Guidelines from the following website: <http://web.uvic.ca/grar/website/forms/forms>. This publication specifies academic and technical requirements to ensure acceptability of the paper by the University and the National Library.

The doctoral dissertation must embody original work and constitute a significant contribution to knowledge in the candidate's field of study. It should contain evidence of broad knowledge of the relevant literature, and should demonstrate a critical understanding of the works of scholars closely related to the subject of the dissertation. Material embodied in the dissertation should, in the opinion of scholars in the field, merit publication.

The general form and style of dissertations may differ from department to department, but all dissertations shall be presented in a form which constitutes an integrated submission. The dissertation may include materials already published by the candidate, whether alone or in conjunction with others. Previously published materials must be fully integrated into the dissertation while at the same time distinguishing the student's own work from the work of other researchers. At the final oral examination, the doctoral candidate is responsible for the entire content of the dissertation. This includes those portions of co-authored papers which comprise part of the dissertation.

Degree Completion and Graduation

The University Senate grants degrees in Fall and Spring each year. The formal conferral of degrees takes place at a convocation ceremony in the fall and spring each year. Graduates become members of the Convocation of the University as soon as their degrees are granted by the Senate, which generally occurs several weeks before the convocation ceremony. Students who require proof of degree completion prior to convocation can obtain a letter from Graduate Records and Admissions.

Each candidate for a degree must complete a formal application for graduation. The deadlines to submit completed applications are July 1 for Fall graduation and December 1 for Spring graduation. The Application for Graduation forms are available through the Graduate Admissions and Records Office. A graduation fee is assessed at the time of application, and is payable by the end of the month in which application is made.

The deadlines for completing all requirements for the degree are the final business day in August for Fall graduation, and the final business day in April for Spring graduation. Details are available at: <http://web.uvic.ca/grar/>.

Students can be considered for awarding of a degree only when all of the following requirements have been satisfied:

1. For doctoral and master's with thesis candidates, submission of the final copies of the thesis or dissertation. Regulations governing the proper submission are set out in *Instructions for the Preparation of Master's Theses and Doctoral Dissertations*. Only the latest version of these instructions is valid. Regulations can be found at: <http://web.uvic.ca/grar/>.
2. Submission of the Letter of Recommendation for degree from the department/school to the Graduate Admissions and Records Office. This letter states that all academic requirements have been completed.
3. Payment of all outstanding fees. Those who have outstanding accounts will not receive a diploma or be issued any transcripts. Students should especially be aware of the minimum program fee for graduate degrees (see Program Fees, page 26). All students should check their fee status at the Graduate Admissions and Records Office.

Withdrawal from Graduate Programs

Students in degree programs who wish to withdraw must do so formally.

There are four types of withdrawal:

- temporary withdrawal
- temporary withdrawal with permission
- withdrawal with Dean's permission
- withdrawal without permission

These are described in more detail below.

Temporary Withdrawal

After completion of a minimum of one term, students who do not wish to continue their studies may withdraw on a temporary basis by using the web registration system. An "on-leave" fee will be assessed for each term of withdrawal. A withdrawal is effective for only one term at a time. Students must register for each subsequent session or withdraw again or they will be "Withdrawn Without Permission" (see below). A student may temporarily withdraw for no more than three terms in a master's program and for no more than six terms in a doctoral program. Time spent temporarily withdrawn is counted as part of the total time allowed for completion of the degree program (see Time Limits).

Students cannot undertake any academic or research work nor use any of the University's facilities during the period of temporary withdrawal.

Temporary Withdrawals with Permission

Students may appeal the assessment of the on-leave fee for medical, family, or compassionate reasons. Appeals must normally be submitted by the end of the first month of the term and must be accompanied by supporting documentation from a medical or other professional. The supporting documentation must state the reason for the withdrawal and the expected length of the withdrawal from studies. If the "on-leave" fee is waived, the time spent temporarily withdrawn is not counted as part of the total terms allowed for completion of the degree program.

Students with permanent disabilities may be granted permission to temporarily withdraw for additional terms for reasons directly related to their disability. Usage of University facilities such as the library and computer labs may be allowed during these additional periods of temporary withdrawal. All requests for additional temporary withdrawals must be directed in writing to the Dean of Graduate Studies and must be accompanied by appropriate supporting documentation from a medical practitioner or other certified professional. For more information on applying for temporary withdrawals for reasons associated with a disability, contact the coordinator of the Resource Centre for Students with a Disability at (250) 472-4947 or inforcsd@uvic.ca.

Withdrawal with Dean's Permission

Students who wish to withdraw indefinitely from their program in the Faculty of Graduate Studies, and have their record indicate that they were in good standing when they withdrew, must apply in writing to the Dean. A supporting memo from their supervisor should accompany the application. The notation "Withdrawn with Dean's Permission" will be placed on their permanent record. Should a student return to the program, the time spent "Withdrawn with Permission" is not counted as part of the normal time allowed for completion of the degree program (see Time Limits).

Readmission is not guaranteed and requires the approval of both the department/school concerned and the Faculty of Graduate Studies. Readmission does not guarantee that any courses or fee installments from the terminated program will be transferred to the reactivated program. Upon readmission, any courses or fee installments from the abandoned program will only be transferred to the new or reactivated program on the recommendation of the academic unit and approval from the Office of the Dean, Faculty of Graduate Studies.

Withdrawal Without Permission

Students who withdraw without permission are considered to have abandoned their program. Students who wish to have their abandoned program reactivated must submit a letter of appeal to the Dean of Graduate Studies. Readmission requires the approval of both the department or school concerned and the Faculty of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

Upon readmission any courses or fee installments from the abandoned program will only be transferred to the new or reactivated program on the recommendation of the Academic Unit and approval from the Office of the Dean, Faculty of Graduate Studies.

In all cases the time spent "Withdrawn Without Permission" will be counted as part of the total allowable time to degree completion.

Time Limits

The time limits shown below are University of Victoria requirements and are in no way related to time limits established by funding agencies or loan remission programs. Contact your sponsor or student loan office for details on time limits for those purposes.

Students with permanent disabilities may apply for a time limit extension for reasons directly related to their disability. Requests for such extensions must be directed in writing to the Office of the Dean of Graduate Studies and must be accompanied by appropriate supporting documentation from a medical practitioner or other certified professional. For more information on applying for a time extension for reasons associated with a disability, contact the coordinator of the Resource Centre for Students with a Disability at (250) 472-4947 or inforcsd@uvic.ca.

Time Limit for Master's Degrees

Normally, a student proceeding toward a master's degree will be required to complete all the requirements for the degree within five years (sixty consecutive months) from the date of the first registration in the master's degree. In no case will a degree be awarded in less than twelve consecutive months from the time of first registration.

Students who fail to obtain permission for an extension, if required, prior to the time limit expiry date, will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated must have a letter of recommendation forwarded from the department or school to the Office of the Dean, Faculty of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

Time Limit for Doctoral Degrees

Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years (eighty-four consecutive months) from the date of first registration in the program. If the student transfers to the doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Students who fail to obtain permission for an extension, if required, prior to the time limit expiry date, will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated must have a letter of recommendation forwarded from the department or school to the Office of the Dean, Faculty of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

Time Limit for Students in Co-op Programs

Students enrolled in a co-operative education program will have additional months added to the normal completion times noted above equal to the time spent on co-op work terms.

Faculty Academic Regulations

Student Responsibility

Students are responsible for:

- making themselves familiar with the general Calendar regulations of the Faculty of Graduate Studies. If unsure about any aspect of the Faculty regulations, students should contact the Graduate Admissions and Records Office.
- making themselves familiar with the departmental requirements and deadlines. If unsure about any aspect of the departmental regulations, students should contact the Graduate Adviser in their department.
- ensuring that their courses have been chosen in conformity with the Faculty and Departmental regulations. Students are also responsible for ensuring the completeness and accuracy of their registration.
  Any discrepancy between the program they are following and the Calendar regulations, or discrepancy between the program they are following and that recorded in the Graduate Admissions and Records Office must be reported promptly to the Graduate Admissions and Records Office. Students should also inform their academic supervisor, supervisory committee and Departmental graduate studies adviser that they have reported the matter. Discrepancies can often be detected by examining the Program Audit and Degree Review (PADRE) form. If unsure about any aspect of their records, students should contact the Graduate Admissions and Records Office.
- making themselves familiar with their fee obligations as outlined in the fee regulations section (see page 26). If unsure about any aspect of the fee regulations, students should contact the Graduate Admissions and Records Office. Accounting Services may be unable to answer questions about fee regulations for Graduate Studies.
- maintaining open communication with their academic supervisor, supervisory committee, and departmental graduate studies adviser through mutually agreed upon regular meetings. Any problems, real or potential, should be brought to the attention of the academic supervisor, supervisory committee and departmental graduate studies adviser promptly. Students should be aware that formal routes of appeal exist. See "Appeals," below.
- promptly reporting changes in address and telephone number to Graduate Admissions and Records or updating themselves at <uvvm.uvic.ca/%7Ezzsyst01/grdoc.html>. A

letter mailed to a student's address as it appears on record in the Graduate Admissions and Records Office will be deemed adequate notification to the student for all matters concerning the student's record.

- submitting to a medical examination at any time during attendance at the University, if required by the University. This measure exists to safeguard the medical welfare of the student body as a whole. Students are required to maintain appropriate sickness and hospital insurance. See Health Services on page 9.
- making themselves familiar with the regulations under Required Approvals for Research, see above.

Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. The following policies and procedures are designed to ensure that the University's standards are upheld in a fair and transparent fashion.

In this regulation, "work" is defined as including the following: written material, laboratory and computer work, musical or art works, oral reports, audiovisual or taped presentations, lesson plans and material in any medium submitted to an instructor for grading purposes.

Violations of academic integrity covered by this policy can take a number of forms, including the following:

Plagiarism

A student commits plagiarism when he or she:

- submits the work of another person as original work
- gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual's work
- paraphrases material from a source without sufficient acknowledgement as described above

Students who are in doubt as to what constitutes plagiarism in a particular instance should consult their course instructor.

The University reserves the right to use plagiarism detection software programs to detect plagiarism in essays, term papers and other assignments.

Multiple Submission

Multiple submission is the resubmission of work by a student that has been used in identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

Falsifying Materials Subject to Academic Evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data in order to achieve desired results
- using work prepared by someone else (e.g., commercially prepared essays) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

Cheating on Assignments, Tests and Examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests and examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners
- impersonating a candidate on an examination or test, or being assigned the results of such impersonation

Aiding Others to Cheat

It is an offence to help others or attempt to help others to engage in any of the conduct described above.

Procedures for Dealing with Violations of Academic Integrity

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair or Director of the unit concerned (or, in the case of undepartmentalized faculties, the Dean). Procedures for determining an appropriate penalty also involve the Dean of the Faculty of Graduate Studies and, in the most serious cases, the President. The Chair, Director or Dean (in the case of undepartmentalized faculties) may designate an experienced faculty member (e.g., the course coordinator in multiple-section courses) to fulfill his or her responsibilities in relation to this policy.

Allegations

Alleged offences must be documented by the instructor, who must inform the Chair. The Chair shall then inform the student in writing of the nature of the allegation and give the student a reasonable opportunity to respond to the allegation. Normally, this shall involve a meeting between the instructor, the Chair, the student and, if the student requests in advance, another party chosen by the student to act as the student's adviser.

Determining the Nature of the Violation

The Chair shall make a determination as to whether convincing evidence exists to support the allegation.

Determining Appropriate Penalties

If there is convincing evidence, the Chair shall inform the Dean of Graduate Studies, who shall then inform the Chair whether the student's record contains any other confirmed instances of plagiarism or cheating. If there is no record of prior offences, the Chair shall make a determination with respect to the appropriate penalty, using the guidelines provided below.

Referral to the Dean

Where there has been a prior offence, the Chair shall forward the case to the Dean of Graduate Studies, after having first determined that convincing evidence exists to support the allegation. The Chair may submit a recommendation to the Dean with respect to a proposed sanction. In the case of a first-time offence that is particularly unusual or serious, the Chair may refer the case to the Dean, with a recommendation for a penalty more severe than those outlined below.

Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand which shall be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand shall be sent to the student and copied to Graduate Records, where it shall be kept until four (4) years after graduation.

Rights of Appeal

Students must be given the right to be heard at each stage, and have the right to appeal decisions in accordance with University policy. A student may:

- appeal a decision made by an instructor to the Chair of the department in which the student is registered
- appeal a decision made by the department Chair to the Dean of the Faculty of Graduate Studies
- appeal a decision made by the Dean or by the President under the provisions of section 61 of the University Act to the Senate Committee on Appeals

In the case of a successful appeal, any penalty will be rescinded and the letter of reprimand shall be withdrawn from Graduate Records.

Guidelines for Penalties

These guidelines distinguish between minor and serious violations of university policy, and between first and subsequent offences.

Violations Relating to Undergraduate or Graduate Course Work

Plagiarism

Multiple instances of inadequate attribution of sources should result in a grade of zero for the assignment. A largely or fully plagiarized assignment should result in a grade of F for the course.

Multiple Submission Without Prior Permission

If a substantial part of an assignment submitted for one course is essentially the same as part or all of an assignment submitted for another course, this should result in a grade of zero for the assignment in one of the courses. If the same assignment is submitted for two courses, this should result in a grade of F for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the assignment was submitted.

Falsifying Materials

If a substantial part of an assignment is based on false materials, this should result in a grade of zero for the assignment. If an entire assignment is based on false materials (e.g., submitting a commercially prepared essay as one's own work), this should result in a grade of F for the course.

Cheating on Exams

Any instance of impersonation of a candidate during an exam should result in a grade of F for the course for the student being impersonated, and disciplinary probation for the impersonator (if he or she is a student). Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam. Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of F for the course. Any instance of bringing unauthorized material (e.g., crib sheets, written notes on body or clothing) into an exam should result in a grade of F for the course. Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work, and a grade of F for the course when such sharing covers the bulk of the work.

Collaborative Work

In cases in which an instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g., students may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the assignment should result in a grade of zero for the assignment, while instances of prohibited collaboration on the bulk of the assignment should result in a grade of F for the course.

Repeat Violations

Any instance of any of the violations described above committed by a student who has already committed one offence, especially if either of the offences merited the assignment of a grade of F for the course, should result in the student's being placed on disciplinary probation. This decision can only be taken by the Dean of Graduate Studies. Disciplinary probation will be recorded on the student's transcript. If a student on disciplinary probation commits another offence, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

Violations Relating to Graduate Student Theses

a) Instances of substantial plagiarism or falsification of materials that affect a minor part of the student's thesis should result in a student being placed on disciplinary probation and required to rewrite the affected sections of the thesis. While the determination of the nature of the offence would be made by the Chair, this penalty could only be imposed by the Dean of Graduate Studies. If there were no further offences, the notation "disciplinary probation" would be removed from the student's transcript after graduation.

b) Instances of plagiarism or falsification of materials that affect a major part of the student's thesis should result in the student being placed on disciplinary probation and the rejection of the thesis. While the determination of the nature of the offence would be made by the Chair, this penalty could only be imposed by the Dean of Graduate Studies.

c) If a student on disciplinary probation commits a second offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean of Graduate Studies.

Keeping Records

Violations of academic integrity are most serious when repeated. Records of violations of university policy are kept to ensure that repeat offenders can be identified and appropriately sanctioned. Access to these records is restricted to protect students' right to privacy.

a) Chairs, Directors and Deans (whichever is responsible for imposing the penalty) will report instances of plagiarism and cheating to the Graduate Admissions and Records Office. The student's file will be marked to indicate that a violation has occurred and the faculty in which the violation occurred, and to note the penalty imposed (i.e., zero for the assignment, F for the course).

b) Only Deans (or their designates) will have access to information on individual students, and only to check for repeat offences. This information will not be available to instructors, Chairs, or other staff. Administration officers may have access to aggregate information on numbers of offences for purposes of analysis, but in this case the information is to be provided without revealing the names of students.

c) Disciplinary probation will be recorded on the transcripts of students who have committed two or more offences.

d) Files detailing the nature of the offence are to be retained in either the Dean's office or the Chair's office until four years after the student's graduation.

e) Ordinarily, information on cases of plagiarism and cheating is to be available only to the Dean and only for the purpose of checking for repeat offences. However, in some special circumstances, there may be reasons why faculty members need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a faculty intends to use the files kept by the Dean or Chair for any such purpose, that purpose must be publicly identified by the faculty.

Research Approval Requirement

Students are responsible for assuring that, prior to undertaking research during their program, they receive the appropriate review and approvals from the office of Research Administration. Where applicable, research should be approved by the appropriate committee(s): The Human Research Ethics Committee, the Animal Care Committee and the Biosafety Committee.

Conflict of Interest

The University of Victoria's Conflict of Interest policies apply to the Faculty of Graduate Studies. Copies of these policies are available in departmental offices and on the University website.

Academic Performance

Students in the Faculty must achieve a grade point average of at least 5.0 (B) for every session in which they are registered. Individual departments or schools may set higher standards. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by their supervisory committee and continuation in the Faculty is approved by the Dean.

Grades for courses designated FNC (see page 25) or for Transfer Credit courses will not be used in the calculation of sessional or cumulative grade point averages.

Every grade of 4.0 (B-) or lower in a course taken for credit in the Faculty of Graduate Studies must be reviewed by the supervisory committee of the student and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.

Conditions may be imposed by the Faculty (upon the advice of the supervisory committee) for continuation in the program; if not met within the specified time limit, the student will be required to withdraw.

A student who fails to meet academic standards, or whose dissertation, thesis, or project is not progressing satisfactorily, may be required to withdraw from the Faculty of Graduate Studies with the advice and consent of the department concerned.

Academic Concessions

A student who is affected by illness, accident or family affliction should immediately consult with Counselling Services, University Health Services or another health professional. In such cases, the student may apply for a deferral of a course grade, a drop of course(s) without academic and/or fee penalty after the published withdrawal deadline, or a temporary withdrawal from the program due to illness, accident or family affliction.

Applications for temporary withdrawals from the program must be accompanied by supporting documentation.

Students may request, directly from the course instructor, deferral or substitution of work which is due during the term. Arrangements to complete such missed or late work must be made between the student and the instructor. If the request for deferral or substitution of term work is denied, the student may appeal as described in *Appeals Procedures: Faculty of Graduate Studies*, which is available at the Faculty of Graduate Studies website: <http://www.uvic.ca/grad>.

Students requesting consideration for a drop of courses without academic penalty after the published withdrawal deadline should submit a request for a backdated withdrawal and supporting documentation to the Office of the Faculty of Graduate Studies.

Evaluation of Student Achievement

Assessment Techniques

Each department will formally adopt the techniques for evaluating student performance that it

considers appropriate for its courses and that allow instructors within the department some options.

Assessment techniques include: assignments; essays; oral or written tests, including midterms; participation in class discussions; seminar presentations; artistic performances; professional practica; laboratory examinations; "open book" or "take home" examinations; and examinations administered by the instructor during formal examination periods. Self-evaluation may not be used to determine a student's grade, in whole or in part, in any course.

- Final examinations, other than language orals or laboratory examinations, will be administered during formal examination periods.
- Tests counting for more than 15% of the final grade may not be administered:
  - in any regular 13-week term, during the last two weeks of classes or in the period between the last day of classes and the first day of examinations
  - in any Summer Studies course, during the three class days preceding the last day of the course.

Neither the department nor the instructor, even with the apparent consent of the class, may set aside this regulation.

- An instructor may not schedule any test that conflicts with the students' other courses or any examination that conflicts with the students' other examinations in the official examination timetable.
- An instructor may not schedule any test during the last two weeks of classes in a regular 13-week term unless students in the course have been given notice at least six weeks in advance.
- An instructor may not assign a weight of more than 60% of the overall course grade to a final examination without the consent of the Dean of the Faculty of Graduate Studies.

Correction and Return of Student Work

Instructors will normally return all student work submitted that will count toward the final grade, except final examinations.

Instructors are expected to give corrective comments on all assigned work submitted and, if requested to do so by the student, on final examinations.

Where appropriate and practical, instructors should attempt to mark students' work without first determining the student's identity.

Course Outline Requirement

Instructors are responsible for providing the departmental Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

- a probable schedule with the due dates for important assignments and tests
- the techniques to be used to assess students' performance in the course
- how assignments, tests and other course work will be evaluated and the weight assigned to each part of the course
- the relationship between the instructor's grading method (letter, numerical) and the official University grading system

Instructors who use electronic media to publish their course outline should ensure that students who do not have access to the electronic outline are provided with a printed version. They must file printed versions of their outlines with their department or school.

Instructors who plan to use a plagiarism detection software program to detect plagiarism in essays, term papers and other assignments should include a statement to that effect in the course outline provided to students.

Duplicate Essays and Assignments

A student may only submit the same essay or assignment for two courses when both instructors have been informed and have given their written permission to the student.

If a student submits an essay or assignment essentially the same in content for more than one course without prior written permission of the instructors, an instructor may withhold partial or total credit for the course work.

English Deficiency

Term essays and examination papers in any course will be refused a passing grade if they are deficient in English. When an instructor has reasonable grounds for believing a student lacks the necessary skills in written English, the instructor, in consultation with the English Department's Director of Writing, can require the student to write an English Deficiency Examination, administered by the English Department, the results of which will be binding, regardless of any credit the student has accumulated at UVic or elsewhere.

Laboratory Work

In any science course which includes laboratory work, students will be required to achieve satisfactory standing in both parts of the course. Results for laboratory work will be announced by the department prior to the final examinations. Students who have not obtained a grade of at least D will not be permitted to write the examination and will not receive any credit for the course. If a student obtains satisfactory standing in the laboratory work only and repeats the course, the student may be exempted from the laboratory work with the consent of the department. The same rules may, at the discretion of the department concerned, apply to non-science courses with laboratory work.

Term Assignments and Debarment from Examinations

In some courses students may be assigned a final grade of N or debarred from writing final examinations if the required term work has not been completed to the satisfaction of the department concerned. Instructors in such courses must advise students of the standard required in term assignments and the circumstances under which they will be assigned a final grade of N or debarred from examinations.

Review of an Assigned Grade

Any student wishing clarification about, or who is dissatisfied with, an assigned grade should first discuss the matter with the instructor, who will review the work in question. This discussion should take place within 14 days of the grade being available. If the instructor agrees to change a grade before the final course grades have been submitted, a change of grade request should be made through the Chair to the Graduate Admissions and Records Office.

If the instructor confirms the original grade, then the student should appeal to the Chair/Director of the unit concerned, stating clearly the grounds on which the grade should be raised. The Chair should initiate a review of the grade, using the procedures adopted by the faculty in which the Chair's department resides. If the Chair does not agree to review the grade, then the student has the right to formally request a review of the grade through the Office of the Dean of the Faculty of Graduate Studies.

The grade determined by means of a review shall be recorded as the final official grade, irrespective of whether it is identical to, or higher or lower than, the original grade.

Grading

The following is the official grading system used by the Faculty of Graduate Studies.

Passing Grades	Grade Point Value	
A+	9	
A	8	
A-	7	
B+	6	
B	5	
B-	4	
C+	3	
C	2	
D	1	
*COM	N/A	Complete
Failing Grades (no supplementals are offered)		
F	0	
*N	0	Did not write examination or otherwise complete course requirements by the end of the term or session
Temporary Grades		
*INC	N/A	Incomplete
*INP	N/A	In Progress
CIC	N/A	Co-op Interrupted Course

***COM**: *Used only for 0-unit courses and those graduate courses designated by the Senate. Such courses are identified in the course listings.*

***INC:** *Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.*

***INP**: *Used only for seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings); work terms; dissertations; theses; projects; comprehensive examinations. In the case of work terms, a final grade must replace INP within two months of the end of term; for dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grade will be N.*

**N: Students may appeal the assignment of an N grade by applying in writing to the N Grade Appeals Committee, through the Dean's Office. In accordance with Senate regulations, an instructor shall advise students at the beginning of the term or session of the circumstances under which they would be assigned a grade of N.*

Sessional Grade Point Average

The sessional grade point average is based on all courses completed in a session which have a unit value. Courses bearing the grade COM are not included in the calculation of the grade point average.

(A grade point average is found by multiplying the grade point value of each final grade by the number of units, totalling the grade points for all the grades, and dividing the total grade points by the total number of units.)

Course Credit

Course Challenge

Graduate course challenge is not allowed in the Faculty of Graduate Studies.

Duplicate Courses

In the case of duplicate courses (DUP), both grades will be used in the calculation of the sessional and cumulative grade point average, provided they are not designated as FNC (For No Credit).

Note: When a course is repeated, the original grade remains on the student's record during the session it was taken.

Transfer Credit

On the recommendation of the department or school concerned, the Faculty of Graduate Studies may accept courses for which credit has been granted at other accredited and recognized post-secondary institutions or at the University of Victoria for inclusion in a graduate program. However, at least half of the program units must be completed as a degree candidate in the Faculty of Graduate Studies at the University of Victoria. **There is no reduction in the minimum program fee or number of fee installments required for students who are granted transfer credit.**

In order to qualify for transfer, courses must meet all of the following conditions:

1. must be a graduate or senior undergraduate level course
2. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution. Courses graded Pass/Fail or equivalent are not acceptable
3. must not be used to meet the minimum admission standards of the Faculty of Graduate Studies
4. must not have been used to obtain any degree, diploma, certificate or other credential

The titles and grades of courses allowed for transfer credit do not appear on the University of Victoria transcript, and grades will not be used in determining sessional or cumulative grade point averages. Credit granted at another institution on the basis of "life" or "work" experience is not acceptable for transfer credit. For students admitted as Mature Students (see page 16), transfer credit will not be granted for courses taken before enrolling in the Faculty of Graduate Studies.

Courses for No Credit in the Faculty (FNC)

All undergraduate courses at the 100-299 level are automatically designated FNC on the student's record.

Upon the recommendation of the student's supervisor and departmental adviser, the Dean may approve the designation of a senior level undergraduate course (courses number 300-499) as FNC. Such designation for senior undergraduate courses must be approved at the time of registration. Under no circumstances will the Dean approve the application of FNC to a course after the normal course drop deadline has passed. Also, under no circumstances will the Dean approve the removal of the FNC designation after the normal course-add deadline has passed.

Duplicate courses, except where permitted in the calendar descriptions, will be recorded as zero credit.

Repeating Courses

A student who fails a required course must repeat the course or complete an acceptable substitute within the next two sessions the student attends the University. A student who fails to do so will normally be refused permission to register again in the required course.

A student may not attempt a course a third time without the prior approval of the Dean of the faculty and the Chair of the department in which the course is offered unless the calendar course entry states that the course may be repeated for additional credit. A student who has not received this approval may be deregistered from the course at any point.

Attendance

Students are expected to attend all classes in which they are enrolled. A department may require a student to withdraw from a course if the student is registered in another course that conflicts with it in time.

An instructor may refuse a student admission to a lecture or laboratory because of lateness, misconduct, inattention or failure to meet the responsibilities of the course. Students who neglect their academic work, including assignments, may be refused permission to write the final examination in a course.

Instructors must inform students at the beginning of term in writing of the minimum attendance required at lectures and in laboratories in order to qualify to write examinations.

Students who are absent because of illness, an accident or family affliction should report to their instructors on their return to classes.

Language Requirements

Master's or doctoral programs may require a knowledge of one or more languages other than English. Language requirements will be prescribed for individual students by the supervisory committee according to departmental regulations (see departmental entries). Such requirements are considered part of the student's program. When a language requirement is imposed, it must be met prior to taking the oral examination or, in the case of non-thesis master's programs, before the completion of the comprehensive examination and/or the project oral.

Changes to Program Requirements

1. Subject to paragraphs 3 and 4, students' programs will normally be governed by the regulations of the Faculty of Graduate Studies in effect at the date of their first registration in the faculty.

2. Where Faculty regulations change program requirements before the student has completed her or his degree, the student, with the approval of the disciplinary faculty[1], may elect to be governed by the new regulations.

3. Where an academic unit does not propose to provide access to courses necessary to satisfy previous program requirements for at least five years[2], that unit must provide a transition program for any student registered in the faculty at the date of the program change who demonstrates that satisfying the new program requirements will extend the length of time (number of terms) that the student requires to complete her or his current program.

4. An academic unit has no obligation to provide access to courses necessary to satisfy previous program requirements or to provide transitional programs for more than five years after the date of the program change.

5. Where a student believes that a program requirement change has unfairly prejudiced her or him due to special circumstances, and that these regulations do not apply to the student's situation, the student may request the Chair or Director or Associate Dean to establish a transition program. A student may appeal a negative decision to the Dean or the Dean's designate. The decision of the Dean or designate is final.[3]

1. In some faculties (particularly Education), accreditation requirements may not permit a change in regulations midway through a student's program.
2. The change to five years reflects the number of years some faculties allow to complete their degree program.
3. Because it is impossible to foresee all situations in which unfairness may arise (for example, a student transferring in with advanced standing from a program affiliated with a UVic program), this general regulation will allow for special circumstances.

Work Authorizations

International students must obtain work authorizations for teaching, research or co-operative education employment on campus. Department chairs should submit requests for work authorizations to the Office of the Dean of Graduate Studies for a work authorization to cover a specific period of academic study at the University. Such students must be registered in a degree program in the Faculty of Graduate Studies.

Appeals

Appeals related to the admission of new students are heard by the Admissions and Awards Committee of the Faculty of Graduate Studies on the recommendation of the appropriate academic unit, and are not subject to further appeal.

Appeals by students enrolled in the Faculty of Graduate Studies relating to their academic studies are dealt with according to the *Appeals Procedures: Faculty of Graduate Studies.* Copies of this document are available from the Office of the Dean, Faculty of Graduate Studies, or at the following website: <http://www.uvic.ca/grad>.

The appeal procedure of the Faculty of Graduate Studies does not cover matters such as harassment or employment grievances. Such matters must be dealt with through other University policies and agreements.

Tuition and Other Fees

Students are advised that the following listed fees are for the 2004/05 sessions. At the date of publication, the increases, if any, for the 2005/06 sessions have not yet been set by the Board of Governors.

General Regulations

Students should note that the University reserves the right to change fees without notice. The University will give notice of any changes as far in advance as possible by means of a Calendar Supplement.

Student Responsibilities

- Students become responsible for their course or program fees upon registration. These fees may be adjusted only if a student officially drops courses, withdraws, cancels registration or changes status.
- Students are responsible for knowing in which courses they are registered. Students are required to formally drop courses, most often by using the web registration system, rather than rely upon instructors to drop them due to non-attendance.
- Students waitlisted for courses are responsible for monitoring their registration status with both instructors and the web registration system. Using web registration, students should recheck their registration. The courses listed on the system are those for which the student will be assessed fees.
- Students are also responsible for determining their fees, either from the Calendar and any calendar supplements or through the UVic website. Graduate students are advised to consult the Graduate Admission and Records Office about their initial assessments and the effect of subsequent changes in registration.

Fee Accounts

The fees for a term comprise:

1. full tuition for term courses taken that term
2. one half tuition for full year courses/programs taken that term
3. any other fees assessed for that term

Statements of account are not mailed to students. Students may view their account balances at the following UVic web page: <http://web.uvic.ca/grar>.

Students adding or dropping courses should allow 24 hours during the week and 48 hours on weekends for accounts to be updated.

Terminals providing access to individual tuition fee information are located outside Accounting Services on the second floor of the University Centre. Students unable to obtain their tuition fee information from the UVic website may call 250-721-7032, 250-721-7033 or 1-800-663-5260.

First term overpayments and other credits in excess of term fees are applied to unpaid accounts or to the next session if a student is registered in the following session. Any remaining credit balance for a session is refunded on request.

Tuition fees for credit courses are exempt from the Goods and Services Tax (GST), but GST may be required on other fees.

Payment Due Dates

Fees are due by the following dates:

First term	**September 30**
Second term	**January 31**

Any additional fees owing as a result of changes in a student's registration are due by the end of the month in which the changes are made.

Payments must be received by the Accounting Services office by 4:00 pm on the due dates (or on the preceding work day if the due date falls on a holiday or weekend). Students should note that banking machine and web banking payments will be accepted until midnight on due dates.

Students are responsible for making their payment by the due date whether or not they received a statement of account.

Students who have not paid their full fees by October 31 in the first term and February 28 in the second term may have their course registrations cancelled and be denied other services.

Making Payments

Students are asked to make their payments through a bank branch, banking machine, Internet or telephone banking, or debit card. Due to commission rates, tuition fee payments cannot be made by credit card.

Students paying through Internet or telephone banking should allow at least 48 hours for funds to be transferred to Accounting Services.

Students paying through banking machines or bank branches should allow at least two weeks for funds to be transferred to Accounting Services.

Students may also send their payment by mail, with the cheque or money order (do not mail cash) made payable to the University of Victoria to:

University of Victoria
Accounting Services
Box 3040 STN CSC
Victoria BC V8W 3N7

Students may pay in person at Accounting Services, 2nd Floor, University Centre, but are reminded that queues will be long just before due dates.

Students should ensure that their student number and the session (e.g., 2005W) are written on the face of their cheque.

Overdue accounts

A service charge of 2%, annualized at 26.8% (minimum $2.00), is added to accounts not paid by their due date, at each month end.

Students with overdue tuition or other accounts may be denied services, including: registration; the addition of courses through web registration; the use of libraries and athletic and recreation facilities; access to classes and examinations; and receipt of loans, awards, grades, transcripts, degrees and documents certifying enrollment or registered status.

Students who have their registration cancelled for failing to pay their fees by a due date, or who withdraw or otherwise leave the University, remain liable for unpaid accounts. The University may take legal action or use collection agencies to recover unpaid accounts. Legal and collection costs incurred by the University in this process are added to a student's account.

Tuition receipts

Tuition receipts (T2202As) are issued in February for the preceding calendar year. These forms are available for pickup at the University Centre foyer, usually in mid-February, for students taking courses on campus at that date. Notices for dates will be posted in early February. All other T2202As are mailed to students by the end of February.

Fee Reductions

To obtain fee reductions, students must drop courses through the web registration system or by submitting written notice of changes in registration to the Graduate Admission and Records Office when they take place.

Where fee reductions are granted, they will be based on either the date recorded in the web registration log, or the date on which written notice is received.

Students should not rely upon instructors to drop them from courses. Students are strongly urged to recheck their course registration status at the web registration site before the full fee reduction deadlines, particularly if they have made course changes or been waitlisted.

Please note that deadlines for obtaining fee reductions are different from course drop deadlines for academic purposes.

Graduate Tuition Fee Reductions

The following fee reductions apply to graduate students and auditors enrolled in graduate courses:

First term assessments

On or before:	
September 21	100%
October 12	50%

Second term assessments

On or before:	
January 18	100%
February 8	50%

Fee Reduction Appeals

Students who believe a course drop has not been properly entered in their student record should contact the Graduate Admission and Records Office. Students who believe a fee reduction has not been correctly entered in their fee account should contact Accounting Services. If, following such action, a fee reduction issue remains unresolved, the student may submit an appeal in writing to the Grad Fee Reduction Appeals Committee, c/o Manager of Payroll and Tuition Fee Assessments, 2nd Floor, University Centre.

Regulations Concerning Fees for Graduate Programs

Program Fees

Tuition fees for graduate programs are program fees. Program fees consist of regular program fee installments and graduate reregistration fees.

Students are charged a fee installment for every term they are registered in a degree program.

- The minimum regular program fee for a master's degree, excluding MBA and Health Informatics (web-based program), is 5 fee installments, which can consist of a combination of regular full and regular half fee installments totaling 5 full regular fee installments. One additional regular fee installment will be assessed when a student remains registered after having paid five regular full fee installments. The minimum program fee for students in the MBA program is 6 fee installments (a combination of regular full and regular half fee installments). The minimum program fee for students in the Health Informatics (web-based program) is 6 regular full fee installments.
- The minimum regular program fee for a PhD degree is 7.5 fee installments, which can consist of a combination of regular full and regular half fee installments totaling 7.5 full fee installments. One and a half additional regular fee installments will be assessed when a student remains registered after having paid 7.5 regular full fee installments.

See page 18 for definition of full-time and part-time status.

Reregistration Fees

Students who have paid the entire program fee for their degree (6 fee units for master's degrees; 9 fee units for doctoral programs) but have not completed their program requirements will be charged reregistration fees.

Students who remain registered after exceeding the time limit for their degree (normally five years for a master's degree and seven years for a doctoral degree—see Time Limits, page 21) will be assessed a program extension fee at the regular tuition rate per term.

On-Leave Fees

Students who temporarily withdraw from studies will be assessed an on-leave fee for each term of withdrawal. See Continuity of Registration, page 18, and Temporary Withdrawals, page 20.

Transfer from Master's to Doctoral Program

Students who transfer from a master's to a doctoral program without completing the master's degree will receive credit toward their doctoral minimum program fee requirement to a value no greater than the minimum fee installments paid to the master's program. Fees paid beyond the minimum program fee requirement for the master's degree cannot be credited to the doctoral fee requirement.

Graduation

Students who have not paid the minimum number of fee installments for their degree by the final session before graduation must pay the outstanding installments before their degree is awarded. Students expecting to complete their academic requirements are strongly advised to contact the Graduate Admissions and Records Office to confirm their fee installment status.

Graduate Students' Society Extended Health Care and Dental Insurance Plans

The GSS provides a mandatory extended health plan and dental insurance plan for full-time graduate students.

To opt out of the extended health or dental plans, proof of equivalent coverage must be provided to the GSS by September 30 (January 31 for students starting in January). For more information, contact the GSS.

The University of Victoria provides students' personal information to the University of Victoria Graduate Students' Society and its health insurance provider. The information is used solely for adjudicating claims and is not used for any other purpose. Personal information is stored securely and used in accordance with regulations contained in the federal Personal Information Protection and Electronic Documents Act.

Complete information about the costs and coverage provided by the plans is available from the GSS office, or at: <gss.uvic.ca>.

UVic Students' Society Universal Bus Pass Plan (U-Pass)

The UVSS provides a mandatory bus pass plan for all graduate students. U-Pass was approved by student referendum in 1999. The U-Pass fee is $56.00 per term. U-Pass gives students unlimited access to all Greater Victoria BC Transit buses and HandyDart services at all times and on all days.

The following students only are exempt from the U-Pass plan:

- students who are registered solely in distance education programs
- students with a BC Bus Pass
- students with mobility disabilities that prevent them from using BC Transit or HandyDart services
- students taking both Camosun College and UVic courses

New and returning graduate students can obtain their UVic ID cards and valid U-Pass stickers at the Graduate Student Society Building.

More information about the plan is available at the Student Union Building Info Booth or by calling 721-8355.

Fees for International Students

International students (those not holding Canadian citizenship or permanent residency at the beginning of the session) are required to pay international tuition fees for graduate programs and courses. Fees will be adjusted to regular rates for students who show official documentation of citizenship or permanent residence status before the deadline for dropping courses for each session (October 31 and February 28).

Fees for Non-degree Students

Students classified as non-degree pay for courses on a per-unit basis. Tuition fees paid by non-degree students cannot be counted towards the fee installments required for a degree.

Fees for non-degree graduate students (per course unit)

Domestic	$583.00
International	$695.60

Fees for Graduate Students

Graduate application fee. ($125.00 if any documents originate outside Canada)	$75.00
Acceptance deposit (not required for all programs)	$100.00

(Forfeited if student does not register, but $50.00 is refundable if notice that application is withdrawn is received 28 days before the start of classes)

Domestic Tuition

Full fee installment	$1468.00
Half fee installment	$734.00
Non-degree, per unit	$583.00
Graduate reregistration fees, per term until maximum completion limits	$583.00
Program extension fee	$1468.00
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above)	$553.50
On-leave fee	$250.00
Athletics/Recreation–per term (on-campus and local only)	$63.00
Graduate Students' Society–per term	$51.75
Graduate Students' Society–per co-op work term	$25.88
GSS Extended Health Care Plan, per year (single coverage)	$150.00
8 month pro-rated fee	$100.00
Dental Care Plan–per year (single coverage)	$185.00
8 month pro-rated fee	$125.00
U-Pass Bus Pass	$56.00

International Tuition

Full fee installment	$1747.00
Half fee installment	$873.50
Non-degree, per unit	$695.60
Graduate reregistration fees, per term until maximum completion limits	$695.60
Program extension fee	$1747.00
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above)	$658.70
On-leave fee	$250.00
Athletics/Recreation–per term (on-campus and local only)	$63.00
Graduate Students' Society–per term	$51.75
Graduate Students' Society–per co-op work term	$25.88
GSS Extended Health Care Plan, per year (single coverage)	$150.00
8 month pro-rated fee	$100.00
Dental Care Plan–per year (single coverage)	$185.00
8 month pro-rated fee	$125.00
U-Pass Bus Pass	$56.00

MBA Program Fees

Acceptance deposit–Business	$400.00
Deferred entry (allowed once only)	$200.00

Students enrolled full time or part time in the MBA program pay an additional program fee of $600.00 per term for five terms for a total of $3000.00. This fee is in addition to the minimum fee for a master's degree.

MBA Domestic Tuition, per term

Full fee installment	$3333.40
Half fee installment	$1666.70

Non-degree, per unit $1100.00
MBA reregistration fees, per term, until maximum completion limits..... $1100.00
Thereafter $3333.40
Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above) $553.50

MBA International Tuition, per term

Full fee installment $3612.70
Half fee installment..... $1806.35
Non-degree, per term $1192.20
MBA reregistration fees, per term, until maximum completion limits..... $1192.20
Thereafter $3612.70
Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above) $658.70

MA (Child and Youth Care) Program Fees

Students enrolled full time or part time in the Master of Arts in Child and Youth Care program pay an additional program fee of $350.00 per term for six terms for a total of $2100.00 or a combination of $175.00 or $350.00 for a total of $2100.00. This fee is in addition to the minimum fee for a master's degree.

MSc Health Informatics (web-based program) Domestic Tuition

Full fee installment $4000.00

MSc Health Informatics (web-based program) International Tuition

Full fee installment $4279.30

Fees for Auditors

Audit fees per unit:
Under age 65
- Domestic $245.40
- International $310.00
Age 65 or over $80.60

Note: There is no audit fee for graduate students registered in master's or doctoral programs.

Other Graduate Fees

Reinstatement fee $250.00
Application to graduate (all students).... $30.00
Master's thesis: binding only $16.05
Master's thesis: binding & microfilming.. $53.50
PhD dissertation $53.50
Application to reregister..... $25.00
Off-campus graduate credit Education course surcharge, per credit unit $100.00
Late application/registration..... $35.00
Returned cheque $15.00
Transcripts, per copy..... $8.00*
Transcripts (priority), per copy $15.00*
Education Deduction and Tuition Certificate replacements and fee payment confirmations $4.28*
Calendar mailing charges
– overseas $14.00
– USA $10.00
– inside Canada $8.00
Graduation certificate
– replacement $50.00
– certified copy..... $15.00
Document fee–per copy $3.00*
Application for second degree or for change of degree status $8.00
Degree completion letter $8.00*
Degree completion letter (priority) $15.00*
** Includes Goods & Services Tax (GST)*

Examinations

Final Oral Examinations

General Regulations

Students must be registered in their thesis or project at the time of oral defense.

All doctoral programs and all master's degrees with thesis require a final oral examination. For master's degrees without thesis, departments may require a written comprehensive examination, or an oral examination, or both.

Students may proceed to an oral examination when the supervisory committee is satisfied that the dissertation or thesis represents an examinable document for the degree requirements. The supervisory committee confirms this by signing the Request for Oral Examination form. This form must be submitted to the Office of the Dean of Graduate Studies 30 working days for PhD students and 20 working days for master's students before the anticipated date of the oral examination.

Before proceeding to the oral examination, all courses taken for credit in the Faculty must be completed with a cumulative grade point average of not less than 5.0. Any language requirement must be met before the student proceeds to the oral examination.

The Dean of Graduate Studies will appoint a Chair for the final oral examination. Any member of the Faculty of Graduate Studies is eligible to serve. Oral examinations are open to the public. Notice of examination will be communicated to all faculty members involved and to each academic department at least 7 days prior to the date of the examination. Normally, the student and all the members of the supervisory committee will be present at the oral examination. There is access to audio and visual technology in cases where the external examiner cannot be on campus.

Examining Committees

For doctoral programs and for master's with thesis, the role of the examining committee is to assess the dissertation or thesis and to conduct an oral examination based on that dissertation or thesis. For master's without thesis, the role of the examining committee is to assess the independent work and to conduct an oral examination based on that work. The examining committee may also evaluate and examine other aspects of the degree such as specified course work or an understanding of any required reading list.

Composition of Final Oral Examining Committees

Master's Degree With Thesis

The supervisory committee plus a Chair and an external examiner appointed by the Faculty of Graduate Studies from outside the department(s).

Master's Degree Without Thesis

The supervisory committee plus a Chair approved by the Dean of Graduate Studies. Additional examiners may be added as approved by the department(s) and the Dean.

Doctoral Degree

The supervisory committee plus a Chair, and at least one other examiner from outside the University. Such external examiners are appointed by the Dean of Graduate Studies in consultation with the department(s), and must be arm's-length authorities in the field of research being examined.

Results of Oral Examinations (Thesis and Dissertation)

Master's

In general, a master's candidate must demonstrate a command of the subject of the thesis. A thesis demonstrates that appropriate research methods have been used and appropriate methods of critical analysis supplied. It provides evidence of some new contribution to the field of existing knowledge or a new perspective on existing knowledge.

Doctoral

By comparison, a doctoral dissertation must provide a new contribution to knowledge, must demonstrate a critical understanding of works of scholars in the field, and must demonstrate original thinking and research.

Decision

The decision of the examining committee shall be based on the content of the dissertation or thesis as well as the candidate's ability to defend it. After the examination, the committee shall recommend one of the following results:

1. That the thesis or dissertation is acceptable as presented and the oral defense is acceptable

The Chair of the department and the student's supervisor shall sign the department's Letter of Recommendation. In addition, all members of the examining committee shall sign the Thesis/Dissertation Approval Form.

2. That the thesis or dissertation is acceptable subject to minor revision and the oral defense is acceptable

In this case, all members of the examining committee except the Academic Supervisor shall sign draw up a list of revisions. The Academic Supervisor will approve the dissertation or thesis when it has been amended to her/his satisfaction. In addition, all members of the examining committee shall sign the Thesis/Dissertation Approval Form.

3. That the thesis or dissertation is acceptable subject to major revision and the oral defense is acceptable

The length of time for the revision shall be agreed upon by the committee and the candidate, but shall not exceed one year from the date of the oral examination. An explicit list of the necessary revisions will be forwarded to the student. The Academic Supervisor shall supervise the revision of the dissertation or thesis. If the dissertation or thesis is acceptable to the Academic Supervisor, the Academic Supervisor shall distribute it to the rest of examining committee. If it is acceptable to the committee, the

Academic Supervisor shall ensure that each committee member signs the approval documents including the Thesis/Dissertation Approval Form.

4. That the examination be "adjourned"

This result should not be confused with failure (see 5. Failure, below). Examples of reasons to adjourn the examination include but are not limited to: further research or experimentation is required; the thesis is acceptable but the student has failed the oral defense; the external examiner casts the lone dissenting vote. In the case of an adjourned examination, the candidate shall not be passed.

When an examination is adjourned, each member of the examining committee shall make a written report to the Dean of Graduate Studies within 14 calendar days of the date of the oral examination. After reviewing these reports the Dean sets a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

5. Failure

If two or more members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the committee shall make a written report to the Dean within 14 calendar days of the date of the oral examination outlining the reasons for this decision. A student who fails the oral examination has the right to appeal and should consult with the Dean of Graduate Studies regarding the appropriate procedures.

A candidate who is not recommended for the degree by the examining committee is ineligible for readmission to a graduate program in the same department.

Results of Oral Examinations (Master's Without Thesis)

After the examination, the committee shall recommend one of the following results:

1. That the independent research work is acceptable and the oral defense is acceptable

In this case the Chair of the department and the student's supervisor shall sign the department's Letter of Recommendation.

2. That the examination be "adjourned"

This result should not be confused with failure (see 3. Failure, below). Examples of reasons to adjourn the examination include but are not limited to: the independent work is acceptable but the student has failed the oral defense; the committee splits "one for, one against" in the case where the committee consists of two members. In the case of an adjourned examination the candidate shall not be passed and no member shall sign the department's Letter of Recommendation.

When an examination is adjourned, each member of the examining committee shall make a written report to the Dean of Graduate Studies. After reviewing these reports the Dean shall set a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

3. Failure

If two members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the committee shall make a written report to the Dean outlining the reasons for this decision. A student who fails the oral examination has the right to appeal and should consult with the Dean of Graduate Studies regarding the appropriate procedure, or refer to <http://www.uvic.ca/grad>.

A candidate who is not recommended for the degree by the examining committee is ineligible for readmission to a graduate program in the same department.

Transcript of Academic Record

On written request of the student, a certified transcript of the student's academic record can be sent directly to the institution or agency indicated in the request. Each transcript will include the student's complete record at the University to date. Since standing is determined by the results of all final grades in the session, transcripts showing official first term grades are not available until the end of the session, unless the student has attended the first term only.

Students' records are confidential. Transcripts are issued only at the request of students. All transcript requests must be accompanied by payment (see Other Graduate Fees, page 28). Transcripts will be issued within five working days after a request is received, unless a priority request is made.

Transcripts will not be issued until all financial obligations to the University have been cleared.

Students who require verification of completion of degree requirements prior to senate ratification of the degree should request a "supporting letter" in addition to the official transcript.

Co-operative Education Option

Some departments and schools at the University of Victoria participate in graduate Co-operative Education which integrates periods of full-time employment with the academic program. Some graduate programs include co-op as a mandatory component of the program; others include co-op as an optional component. Consult the departmental calendar entries for more information.

Approval to participate in graduate co-op is at the discretion of the student's department/school, in consultation with the Faculty of Graduate Studies and the Director of Co-operative Education. Where approval is granted, procedures must adhere to the regulations set out under the General Regulations on page 29. For information, please contact the Co-operative Education Coordinator or the Graduate Adviser in the department concerned. Co-operative Education is not open to non-degree graduate students.

In departments where a formal graduate Co-operative Education program exists, work opportunities are negotiated through the appropriate Co-operative Education coordinator. Where no formal co-op program exists, graduate co-op placements are negotiated on an individual basis and may be initiated by interested employers, departmental representatives or graduate students. In this case, students are directed to consult with the Office of the Director, Co-operative Education Program. The work experience must be related to the student's area of study.

Special regulations apply to the MBA program (see page 39).

Admission

Admission and graduation requirements for Co-operative Education Programs are determined by the individual departments. Consult the calendar entries in these areas for further information.

Students must apply to the appropriate department for admission to the Co-op Program. In general, co-op students are required to achieve an above-average academic standing, and to demonstrate the motivation and potential to pursue a professional career.

General Regulations: Graduate Co-op

1. Approval to participate in graduate Co-op is at the discretion of the student's department/school, in consultation with the Faculty of Graduate Studies and the Executive Director, Co-operative Education Programs. Co-operative Education is not open to non-degree graduate students.

2. Normally, some graduate course work precedes the first graduate work term; exceptions must be approved by the Faculty of Graduate Studies and the Executive Director, Co-operative Education Programs. The first work term must precede completion of program's academic requirements, and all work terms must be completed prior to completion of degree requirements.

3. Students must register for each work term at the 800 level. Normally, work terms are of four month duration with a minimum of 13 weeks. Back-to-back work terms may be undertaken, but students must complete requirements for each work term in order to receive credit for two work terms. Students who wish to register for course work while on a work term must have prior written approval from their academic supervisor and Co-op coordinator.

4. Once the work term has begun, students are not permitted to withdraw without penalty of failure unless specific written permission has been granted by the Executive Director, Co-operative Education Programs.

5. Each work term is evaluated on the basis of the student's performance of assigned work term tasks and a written submission. The work term period and evaluation (grading: COM, F, or N) are recorded on the student's official academic record. A failing grade (F or N) will be assigned if the student fails to complete satisfactorily the requirements for the work term, which include satisfactory performance on the work term and submission of a satisfactory work term report, normally no later than one month after the completion of the work term. The written report may constitute a thesis proposal or progress on the thesis. If not thesis-related, the report will focus on the program-related work and will be required to be of suitable quality for graduate

level work as determined by the department/ school. In departments where a formal Co-operative Education program exists, the Co-op coordinator will be responsible for ensuring the assessment of the work term and the submission of the grade; where no formal co-op program exists, the graduate adviser will ensure the assessment of the work term and the submission of the grade.

6. A Co-op program fee is charged for each term of work term registration. This fee is in addition to any tuition fees and student fees. It is due in the first month of each work term and subject to the normal University fee regulations (see page 26).

7. To qualify for the Co-op designation upon graduation, a Master's degree requires a minimum of two work terms (of four month's duration each) and a doctoral degree requires the completion of a minimum of three work terms. Specific program areas may require more work terms and some programs may, after formal assessment, provide partial exemptions for prior experience.

8. Normally, a site visit will be undertaken by the student's thesis supervisor, departmental Co-op coordinator, graduate adviser or other appropriate faculty member.

9. Students are designated as "Co-op" students once they register for the first work term.

Work Terms

As an integral component of Co-operative Education Programs, students are employed for a number of work terms, which are arranged and evaluated by the individual departments. Co-op program coordinators must review all potential Co-op positions and evaluate their suitability for work term credit. Coordinators may determine some positions as unsuitable.

Work terms, normally of four months' duration (13 weeks minimum), begin in January, May, and September. Work terms generally alternate with full-time academic terms on campus, and provide productive and paid, full-time work experience that is related to the student's program of studies and individual interests. In special circumstances, approval may be granted for a work term to be undertaken on a more flexible schedule, as long as it does not exceed eight months and the total time worked is equivalent to a four-month term of full-time work. Normally, students are expected to end their program on an academic term.

In limited situations, students may be admitted on a provisional basis into a co-operative education program pending formal admission into the related academic program; such students may, with special authorization by the Executive Director, Co-operative Education, on the recommendation of the academic director responsible for admission to the academic program, undertake a first Co-op work term.

In such cases, the Co-op work term will be recorded on the student's transcript as COOP 001 and the program as COOP, and, if successfully completed, will be accepted as one of the required work terms for the student's Co-op program.

Students registered for work terms are considered to be enrolled in a full-time course of studies.

2.0 units of academic credit are awarded for each approved work term successfully completed according to the requirements of the various faculties and their co-op programs. These credits may only be applied to completion of the work term requirement of an approved co-op program. These work term credits may not be applied towards requirements for any degree or program except in fulfillment of the co-op work term requirement as noted above.

Work Term Preparation

Co-op students are expected to complete successfully a program of seminars and workshops (typically one hour per week), prior to undertaking their first work term. This program is designed to prepare students for the work term. The following topics will be covered: Co-op program objectives/expectations, job seeking skills, transferring skills to the workplace, learning objectives, job performance progress and evaluation. Students should consult with their co-ordinator for program schedule information. This program is a co-requisite for students participating in the placement process prior to their first work term. A web-based preparation program is available to co-op students at <http://www.coop.uvic.ca>.

Student Appeal Procedures

1. Students who are not satisfied with the decision of the Co-op coordinator should attempt to resolve their concerns at the Co-op program level.

2. If a student is not satisfied with a decision at the program level, the student may appeal the decision in writing to the Dean of the Faculty of Graduate Studies and the Executive Director of Co-operative Education, with a copy to the Co-op coordinator who made the decision or ruling being appealed. The Co-op coordinator may file a written response to the appeal to the Dean and the Executive Director, with a copy to the appellant. The Dean and the Executive Director will consider the appeal.

The Dean and the Executive Director may request additional written submissions from the student and the coordinator and may invite the student and the coordinator to make oral submissions. The Dean and the Executive Director shall communicate their decision in writing to the student and the coordinator in a reasonable time.

3. If the student is not satisfied with this decision, the student may appeal to the Senate Committee on Appeals. This appeal process is governed by the regulations on appeals (page 25). Decisions of the Senate Committee on Appeals are final and may not be appealed to the Senate. In cases that do not fall under the jurisdiction of the Senate Committee on Appeals, the decision of the Dean and the Executive Director of Co-operative Education is final.

Awards for Graduate Study

University of Victoria Fellowships

University of Victoria Fellowships of up to $13,500 (master's) and $15,000 (PhD) may be awarded by the Faculty of Graduate Studies to students of high academic standing registered full time in the Faculty as candidates or provisional candidates for a degree.

All new applicants are evaluated for University of Victoria Fellowships. The minimum standard required for consideration is an A-. Grade calculations and equivalencies are determined by the Graduate Admissions and Records Office. Applicants who have all materials submitted to the Graduate Admissions and Records Office by February 15 will be guaranteed consideration for University of Victoria Graduate Fellowships. Completed applications received after February 15 may be considered at the discretion of individual academic units.

The competition for University of Victoria Fellowships is very intense. Meeting the minimum standard for consideration does not guarantee that a student will be successful in the competition.

Scholarships, Awards, Bursaries and Prizes

The Faculty of Graduate Studies administers a number of awards to students in graduate programs at the University of Victoria. Detailed information on these awards and application procedures is available at the Faculty of Graduate Studies' website: <http://www.uvic.ca/grad>.

The University of Victoria Tuition Assistance Bursary Fund

This fund was established by the Board of Governors in 1965, who at that time expressed concern that qualified students could not attend the University of Victoria because of serious financial difficulties. Specifically, the Board indicated that:

- the Fund is intended to assist students who are in serious financial difficulty
- applicants be interviewed by an officer of the University
- applicants should not normally expect to receive assistance unless they meet the need criteria established by the BC Student Loan Committee. Where there are special circumstances, appropriate consideration will be given, and each case will be judged on its own merits.

Application forms are only available by appointment after registration from the Student Financial Aid and Awards Office, Second Floor, University Centre. Completed application forms are to be submitted in person.

Assistantships

Graduate students may make application, through the department concerned, for paid employment as a teaching assistant, research assistant, scientific assistant or laboratory instructor. Such employment is negotiated through the department concerned, not through the Faculty of Graduate Studies, at rates of pay determined by the University. Students appointed as teaching and/or research assistants may also be recommended by their departments to the Faculty of Graduate Studies for a supplement.

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Public Administration 99
Social Work 101
Sociology 103
Studies in Policy and Practice 104
Theatre 105
Visual Arts 107

Anthropology

General Information

Contact Information

Department of Anthropology
Location: Cornett Building, Room B211
Mailing Address:
Department of Anthropology
University of Victoria
P.O. Box 3050, MS 7046
Victoria, B.C. V8W 3P5
Canada
Courier Address:
Department of Anthropology
University of Victoria
Cornett Building Room B214
3800 Finnerty Road (Ring Road)
Victoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-7047
Fax Number: 250-721-6215
E-mail: anthtwo@uvic.ca
Website: http://web.uvic.ca/anth/
Chair: Dr. Margot Wilson
E-mail: anthone@uvic.ca
Phone: 250-721-7049
Graduate Adviser: Dr. Margo Matwychuk
E-mail: anthgs@uvic.ca
Phone: 250-721-6283
Graduate Secretary: Marie Page
E-mail: anthmain@uvic.ca
Phone: 250-721-7046

Faculty Members and Areas of Research

William H. Alkire, PhD (Illinois), Professor Emeritus
Ethnology: cultural ecology, Micronesia and Southeast Asia

N. Ross Crumrine, PhD (Arizona), Professor Emeritus
Ethnology: symbolic anthropology, mythology, peasants, culture change, Latin America, Southwest North America, Philippines

Hülya Demirdirek, PhD (Oslo)
Sociocultural Anthropolgy: transnational labour migration, sex labour, identity, ethnicity, postsocialism, former Soviet Union, Moldova

Leland H. Donald, PhD (Oregon)
Ethnology: social organization, ethnohistory, quantitative methods, Pacific Northwest

Lisa Gould, PhD (Washington U St Louis)
Biological Anthropology: primate behaviour, ecology, primate demography and life history, hormones and behavior, Madagascar

Yin Lam, PhD (Stony Brook)
Paleoanthropolgy: Stone Age archaeology, zooarchaeology, Sub-Saharan Africa

Quentin Mackie, PhD (Southampton)
Archaeology: Northwest coast, archaeological methods and theory, spatial analysis

Margo L. Matwychuk, PhD (CUNY)
Ethnology: anthropology of power, rural societies, political economy, elites, feminism, theory, Latin America, Caribbean, Brazil

Lisa M. Mitchell, PhD (Case Western Rerserve University)
Cultural anthropology, medical anthropology, gender, technology and the body, ultrasound imaging, children, Philippines, Canada

April Nowell, PhD (U of Pennsylvania)
Archaeology: Paleolithic, taphonomy, lithic technology, evolution of human cognition, origins of language, art, symboling, Western Europe, Near East

Nicolas Rolland, PhD (Cambridge), Professor Emeritus
Archaeology: Paleolithic, ancient hominid societies, hunter-gatherers, method and theory, Western Eurasia, Mediterranean, Inner Asia

Eric A. Roth, PhD (Toronto)
Biological Anthropology: demography, AIDS/HIV, growth and development, pastoralists, Africa

Peter H. Stephenson, PhD (Toronto)
Applied and medical anthropology: Aging & Society, Indigenous Peoples in Global Perspective, urban planning, refugees, Native Peoples, Canada, Europe, Australia

Michael Tsosie, MA (U of California, Berkeley)
Ethnology, American Indian studies, Mojave Indian studies, cultural history, tribal cataloguing, historical collections, art

Andrea N. Walsh, PhD (York)
Visual anthropology: visual culture and theory, visual research methods, art, photography, film and new media, 20th Century and Contemporary First Nations Visual Culture, Canada

Margot Wilson, PhD (Southern Methodist)
Ethnology: medical, development and applied anthropology, gender studies, Bangladesh, India.

Degrees and Specializations Offered

The Department of Anthropology offers a course of study leading to the degree of Master of Arts.

Facilities

University resources of particular benefit to anthropology students include: the McPherson Library, which is the second largest research library in B.C. and the largest on Vancouver Island, providing one of the best book/student ratios in Canada; the University Computing Centre; research centers in Addictions Research, Aging, Asia Pacific Initiatives, Bio-Medical Research, Global Studies, Religion and Society, Youth and Society; and the Anthropology Department's archaeology and comparative faunal laboratories. Students interested in Northwest North America will find the important collections and holdings of the Royal British Columbia Museum and Provincial Archives of British Columbia very helpful.

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. The maximum value of this in 2004/2005 was $13,500. Several teaching assistantships are available, usually ranging from $3,600 to $4,200 for eight months' work. Additional TA-ships are also often available for the summer term. Teaching assistants are eligible for additional top-up funding from the Faculty of Graduate Studies (a maximum of $4,400, but generally $1,000 to $3,600 per year). There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. These awards include, but are not limited to, the Sara Spencer Research Award in Applied Social Science, the Mrs. Annie Greskiw Graduate Award, Maritime Awards Society of Canada Graduate Fellowships, and the Martlet Chapter Iode Graduate Scholarship for Women. Graduate Fellowships are also available on a competitive basis from federal government funding agencies (NSERC, CIHR, SSHRC). The university awards a supplement of $4,000 to students who win a federal fellowship.

Admission Requirements

General

In addition to transcripts, letters of recommendation and application forms required by the Faculty of Graduate Studies, the Department requires applicants to submit a recent sample of their work (term paper or Honours thesis) and a brief statement outlining the intended program and field of study. Ordinarily a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement for admission to the program.

Admission decisions are usually taken in early March.

Admission To Master's Programs

The Master of Arts degree in Anthropology is a general degree requiring a candidate to have a broad knowledge of the subfields of the discipline.

Students are required to have passed undergraduate courses equivalent to those comprising the Anthropology Major Program (see *University of Victoria Undergraduate calendar*). Students without this equivalent must take the appropriate courses to satisfy the Major requirements before completing their degree.

The programs outlined below indicate minimal requirements. In tailoring the program to individual needs, a student's supervisory committee may specify courses to be taken. To correct deficiencies in the student's undergraduate program, the Graduate Admissions Committee may also increase the number of units required. For example, students who enter without at least an undergraduate Major may be required to spend the first year in upper-level undergraduate courses before beginning the core program.

Prospective students are urged to consult the Department for assistance in planning a program of study and for more specific information about course offerings.

Deadlines

February 15th.

Program Requirements

The Department offers two programs of equal status, leading to the MA degree:
- Thesis option
- Non-thesis option

All entering graduate students follow a common program. Approval to select the thesis option is given before the beginning of a student's second year of study and is based on satisfactory progress in developing a thesis proposal. Permission to enter the thesis option is granted only if

that thesis proposal, approved by the student's supervisory committee, is on file with the Department's Graduate Adviser by August 31st following entry into the program. Students who do not file a proposal will continue in the non-thesis option.

Each program option requires 15.0 units.

Master's - Thesis Option

This option exposes students not only to the sub-disciplines of Anthropology but allows them to initiate and perform a major, independent research project leading to a thesis. The thesis option is a qualitatively different learning experience from the non-thesis option, and what the students may miss in breadth of knowledge they make up for in depth of research and in the responsibility they take to see a large project through to completion.

This option requires at least 9 units of course work and a 6-unit thesis.

Course Requirements

Core Courses

A student's program will include the following core courses:

ANTH 500 (1.5) Seminar in Anthropological Theory
ANTH 516 (1.5) Seminar in Anthropological Research Methods[1]

and two of the following:

ANTH 501 (1.5) Seminar in Social and Cultural Anthropology
ANTH 540 (1.5) Seminar in Archaeology and Culture History
ANTH 550 (1.5) Seminar in Physical Anthropology

and three elective units to be taken from within or outside the department with the permission of the student's supervisor. Core seminars offered each year but not taken by the student as part of their core course requirement may count as an internal elective. Other internal electives are listed in the Calendar under Selected Topics courses and Directed Studies. Upper-level undergraduate courses may count toward these elective units.

Core and elective courses contribute 9 units toward the 15-unit minimum requirement for the thesis option.

Students may choose additional courses in their program from the Departmental listings of graduate courses and from courses outside the Department. Students may take a maximum of 3.0 units of upper-level undergraduate courses.

1. To be taken with the student's supervisor; or, with permission of the supervisor, an equivalent course internal or external to the department.

Thesis

The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of 3 members: a supervisor, another member of the Anthropology Department, and an "outside member" from another department. All of these must be members of the Faculty of Graduate Studies. It is also possible, on the approval of the supervisor and the Faculty of Graduate Studies, to have additional members, for example, from other institutions, governments, etc.

The thesis, carrying 6 units of credit, must meet the stylistic requirements of the Department and must be submitted according to a time schedule set by the Department. Normally a thesis will entail specialized research on a topical area chosen in consultation with the student's supervisory committee.

Oral Examination

Once the thesis is judged ready to defend by the supervisory committee, then an application is made for an oral defense. There are deadlines set by the Faculty of Graduate Studies for the timing of this defense – if these are not met then the student's graduation may be delayed. The supervisor will recommend an appropriate external examiner. This member of the examining committee comes from another department or institution, normally has no input in the creation of the thesis, and, as an arms-length knowledgeable member, is given the leading role in examining the candidate. Subsequently, the committee can choose between various options ranging from acceptance of the thesis and pass of the oral defense through various degrees of revisions to the very rare instance of outright failure. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Dean of Graduate Studies.

Program Length

Most students require 2 to 2 1/2 years to complete the program.

Master's Non-Thesis Option

This stream emphasizes the breadth of Anthropology as an inherently multidisciplinary pursuit. Students will come away with exposure to all subdisciplines of Anthropology, as well as related fields. Through this broad approach, made manifest through numerous graduate seminars, directed reading courses, and research papers, students will be well equipped to argue diverse points of view on complex subjects and will have practiced a diversity of research and writing skills.

This program option involves 15 units of course work plus a comprehensive examination.

Course Requirements

Core Courses

A student's program will include the following core courses:

ANTH 500 (1.5) Seminar in Anthropological Theory
ANTH 501 (1.5) Seminar in Social and Cultural Anthropology
ANTH 516 (1.5) Seminar in Anthropological Research Methods[1]
ANTH 540 (1.5) Seminar in Archaeology and Culture History
ANTH 550 (1.5) Seminar in Physical Anthropology

1. To be taken with the student's supervisor; or, with permission of the supervisor, an equivalent course internal or external to the department.

Additional Courses

In addition to the core courses, a student's program should include 3 units selected from the following:

ANTH 510 (1.5) Selected Topics in Social and Cultural Anthropology
ANTH 530 (1.5) Ethnology of a Selected Area
ANTH 542 (1.5) Archaeology of a Selected Area
ANTH 552 (1.5) Selected Topics in Physical Anthropology
LING 560 (ANTH 560) (1.5) Linguistic Anthropology
ANTH 590 (1.5) Directed Studies

and 4.5 units of elective course work (that may be taken internally or externally to department offerings). Students may take a maximum of 3.0 units of upper-level undergraduate courses.

Final Examination

A comprehensive exam is to be completed during the final term of registration in the degree program after all required course work is completed. The comprehensive examination will consist of three written questions set by the student's supervisory committee with one question each from the sub-disciplines of cultural anthropology, biological anthropology and archaeology. Each of these questions will be answered with a 2500-word essay. This comprehensive examination is graded on a pass/fail basis. If the supervisory committee does not include a member from each of the sub-disciplines, an appropriate department faculty member will be consulted for the purposes of the formal evaluation.

Program Length

Most students require 2 to 2 1/2 years to complete the program.

Co-operative Education

See "General Regulations: Graduate Co-op", page 29.

Biochemistry and Microbiology

General Information

The Department of Biochemistry and Microbiology offers students the opportunity to receive research training in a broad range of life science disciplines at the cellular, sub-cellular and molecular levels. Students have access to the facilities and faculty expertise necessary to allow them to use modern techniques such as genomics, proteomics, bioinformatics, X-ray crystallography, cell culture and microscopy in their research. Teaching assistantships in the undergraduate laboratory program give graduate students experience in teaching and mentoring. Student seminar programs at the MSc and PhD levels, the grant-style research proposal required for the PhD program and an annual, student-run research day give our graduate students the opportunity to acquire and polish their scientific presentation skills.

Further information on our graduate program is available on the Departmental website.

Contact Information

Department of Biochemistry and Microbiology
Location: Petch Building, Room 207
Mailing Address:
P.O. Box 3055,
STN CSC, University of Victoria
Victoria, B.C. V8W 3P6
Canada

Courier Address:
Petch Building, Room 207
Ring Road, University of Victoria
Victoria, B.C. V8W 3P6
Canada
Telephone Number:.....250-721-7077
Fax Number: 250-721-8855
E-mail: biocmicr@uvic.ca
Website: http://web.uvic.ca/biochem/
Chair: Dr. Claire Cupples
E-mail: ccupples@uvic.ca
Phone: 250-721-7077
Graduate Secretary: Melinda Powell
E-mail: biocgsec@uvic.ca
Phone: 250-721-8861

Faculty Members and Areas of Research

Juan Ausió, PhD (Barcelona)
Biophysical and biochemical studies of DNA-protein interactions involved in chromatin assembly and transcription; biochemical and biophysical characterization of DNA-binding proteins during spermatogenesis and analysis of the regulation and structure of their genes.

Alisdair Boraston, PhD (British Columbia)
Fundamental aspects of protein-carbohydrate recognition; structures and functions of carbohydrate-binding molecules; roles of carbohydrate-binding proteins in microbial pathogenesis.

J. Thomas Buckley, PhD (McGill)
Structure-function relationships and biochemical applications of bacterial protein toxins.

Robert D. Burke, PhD (Alberta)
Developmental biology, morphogenesis; cellular interactions with extracellular matrix in chickheart development and gastrulation in sea urchins.

Claire Cupples, PhD (York)
Protein-protein interactions in DNA repair and regulation of mutation rates in model microorganisms (*Escherichia coli* and *Tetrahymena thermophila*).

Stephen Evans, PhD (British Columbia)
Structural biology of protein-carbohydrate recognition; x-ray crystallography and scientific visualizations of macromolecules.

Caren C. Helbing, PhD (Western Ontario)
Cell cycle regulators; signal transduction; apoptosis; cell proliferation; amphibian metamorphosis.

Perry L. Howard, PhD (Toronto)
Strategies to rewire receptor tyrosine kinase pathways to apoptosis; Eph/ephrin signal transduction; gene/protein therapy.

Edward E. Ishiguro, PhD (Illinois)
Regulation of starvation stress response in *Escherichia coli*; structure-function relationships in bacterial toxin-antidote systems; penicillin tolerance.

William W. Kay, PhD (British Columbia)
Bacterial cell surfaces: molecular biology of transport and pathogenesis in Aeromonas and Salmonella.

Santosh Misra, PhD (McMaster)
Plant molecular biology: studies on developmentally regulated and stress-induced gene activity in conifers. Genetic engineering and biotechnology.

Francis E. Nano, PhD (Illinois)
Virulence properties of the facultative intracellular bacterium Francisella tularensis; molecular adaptations of psychrophilic microorganisms to life in cold environments, including the Arctic Ocean, permafrost soils and glaciers; bioctechnological applications of cold-acting enzymes.

Brad Nelson, PhD (Berkeley)
Cancer immunology; the development of immune-based diagnostics and therapeutics for cancer (breast, ovary, prostate and lymphoma); molecular pathology of cancer; signal transduction and cell cycle control by cytokine receptors in lymphocytes

Terry W. Pearson, PhD (British Columbia)
Immunochemistry and biochemistry of African trypanosomes; vector-parasite interactions; disease diagnosis using the human plasma proteome.

Paul J. Romaniuk, PhD (McMaster)
Molecular basis of nucleic acid-protein interactions involved in the regulation of gene expression; structure-function relationships in oncogenes.

Christopher Upton, PhD (London)
Virology: molecular studies on poxvirus virulence factors, including proteins that inhibit the immune response of the host. Bioinformatics: development of software for the characterisation and analysis of poxvirus proteins, DNA sequences and genomes.

John Webb, PhD (British Columbia)
Various aspects of cellular immunity, particularly (CD4 and CD8) immune responses against peptide eptitopes containing the post-translational modification 3-nitrotyrosine and the role these responses play in infection, autoimmunity and cancer. Therapeutic vaccine development for cervical dysplasia and cervical cancer

Degrees and Specializations Offered

The Department of Biochemistry and Microbiology offers courses leading to the degrees of Master of Science and Doctor of Philosophy in Biochemistry or Microbiology.

Facilities

- ($13 million) in high technology instrumentation for research
- Technical Support Services
- Aquatics Facility (fresh and salt)
- Level 2 laboratories for microbiological research
- Level 3 laboratory for biocontainment
- University of Victoria/Genome B.C. Proteomics Facility www.proteincentre.com
- Imaging Facility (confocal, EM)
- Flow Cytometry
- Monoclonal Antibody Facility
- Level 2 Fermentor Facility (0.5 – 100 Litres)
- X-ray crystallography
- Bioinformatics
- DNA sequencing

Financial Support

$18,000 per annum minimum from a combination of TA-ships, internal and external scholarships and supervisor's research grants.

Admission Requirements

General

Applicants who have completed their undergraduate degrees at a non-Canadian university should arrange to take the GRE (Graduate Record Examination: General exam) and submit the results to the Faculty of Graduate Studies with their applications. Applicants whose native language is not English should submit, in addition to the GRE, results of the TOEFL (Test of English as a Foreign Language) or alternative proof of English competency (see page 15) with their application. The departmental minimum score requirement for TOEFL is 600 (250 computer-based). The applications of those students who meet the requirements for the Faculty of Graduate Studies will be screened by the Department's Graduate Committee. Those applicants without sufficient background in biochemistry and/or microbiology may be refused admittance, or may be required to take additional undergraduate courses in these disciplines as part of their graduate degree program. Final entry into the program requires financial and supervisory commitment from an individual faculty member.

Admission to the Master's Program

Entrance into an MSc program requires, at a minimum, completion of an undergraduate degree with sufficient background for graduate studies in Biochemistry and Microbiology.

Admission to the PhD Program

Entry into the PhD program requires either an MSc in a cognate discipline from a recognized university, or formal transfer from the Department's MSc program. Transfer requires successful completion of all graduate courses and of the candidacy exam (see below).

Deadlines

No deadline for admissions but students who qualify for scholarships should note those deadlines. However, it is expected that students will usually commence studies in the fall (Sept) or Spring (Jan) term with an option under special circumstances to start in the Summer term (May).

Program Requirements

Master's – Thesis Option

Note: The Department does not offer a non-thesis Master's degree.

Course Requirements

In addition to the following requirements, the general regulations governing the granting of advanced degrees as stated in section of Faculty Academic regulations are applicable.

Candidates for the MSc degree are required to successfully complete a minimum of 3 units of graduate level courses, approved by the student's supervisory committee. Students may be required to take additional graduate level courses at the discretion of the supervisory committee.

Students must complete BIOC 580 or MICR 580. Successful completion of the course requires that students receive a passing mark for their own seminar, and that they attend and participate in seminars given by other graduate students. The

seminar must be on research unrelated to the student's own thesis research.

Students must register for BIOC 599 or MICR 599 (thesis).

Other Requirements

Attendance at departmental research seminars, given by scientists inside and outside the University, is mandatory.

Students are normally required to undertake a teaching assistantship, or equivalent duties, within the Department for four terms over a two-year period.

Thesis

All students must have a supervisory committee consisting of the supervisor and a minimum of two other faculty members, one from the Department and one from a related academic discipline.

Students are normally expected to publish the results of their research in refereed scientific journals and/or present them at conferences.

Oral Examination

The final, written thesis will be evaluated by an examining committee including an examiner, external to the Department, chosen by the Graduate Committee in consultation with the student's supervisor. The thesis must be publicly presented and defended in an oral exam.

Program Length

Normally two to three years.

PhD Program

Course Requirements

Candidates for the PhD degree are required to complete successfully a minimum of 3 units of graduate level courses, approved by the student's supervisory committee. Students who have an MSc may be given credit for up to 3 units of previous graduate level work. Additional graduate level courses may be required at the discretion of the supervisory committee.

Students must complete BIOC 580 and 680 or MICR 580 and 680. Successful completion of the course requires that students receive a passing mark for their own seminar, and that they attend and participate in seminars given by other graduate students. The BIOC/MICR 580 seminar must be on research unrelated to the student's own thesis research. The BIOC/MICR 680 seminar must be on the student's own research.

Students must register for BIOC 699 or MICR 699 (thesis).

Candidacy

Must be completed by students entering the PhD program with an MSc, and by those transferring from the MSc to the PhD program.

Students already registered in the PhD program must take the candidacy exam within 18 months of initial registration.

The exam consists of a written, grant-style proposal on the student's research project, and an oral examination of the proposal. Students must pass both the oral and written components.

Other Requirements

Attendance at departmental research seminars, given by scientists inside and outside the University, is mandatory.

Students usually undertake a teaching assistantship, or equivalent duties within the Department.

Dissertation

All students must have a supervisory committee consisting of the supervisor, a minimum of two other faculty members and an external faculty member from a related academic discipline.

Students are expected to publish the results of their research in refereed scientific journals and present them at conferences.

Oral Examination

The final, written thesis will be evaluated by the supervisory committee and two external examiners (one within the University and one outside) chosen by the Graduate Committee in consultation with the supervisor and approved by the Faculty of Graduate Studies. The thesis must be publicly presented and defended in an oral exam.

Program Length

Normally three to six years.

Biology

General Information

The Department of Biology has three core research areas in Molecular Biology, Organismal Biology, and Ecology and Evolution. Cross-disciplinary research among these areas occur in five main research themes: Marine Science, Neurobiology, Biomedical Research and Genomics, Forest Biology, and Environmental Biology.

Additional information can be found on the web at <http://web/uvic.ca./biology/>.

Contact Information

Department of Biology
Location: Cunningham Building, Room 202
Mailing Address:
Cunningham Building, Room 202
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7094
Fax Number: 250-721-7120
E-mail: gradsec@uvvm.uvic.ca
Website: http://uvic.ca/biology/
Chair: Dr. Will Hintz
E-mail: biochair@uvic.ca
Phone: 250-721-7091
Graduate Adviser: Dr. Brad Anholt
E-mail: gradsec@uvvm.uvic.ca
Phone: 250-721-7094
Graduate Secretary: Eleanore Floyd
E-mail: efloyd@uvic.ca
Phone: 250-721-7093

Faculty Members and Areas of Research

Geraldine A. Allen, PhD (Oregon State)
Systematics and evolution of flowering plants; conservation biology

Bradley R. Anholt, PhD (Brit Col)
Population and community ecology

Joseph A. Antos, PhD (Oregon State)
Plant ecology, clonal growth of forest herbs, dynamics of old-growth forests; plant reproductive biology

Hugh J. Barclay, PhD (Victoria)
Forestry modeling

Max. I. Bothwell, PhD (Wisconsin)
Effects of ultraviolet radiation on freshwater ecosystems

Alan E. Burger, PhD (Cape T)
Ornithology, behavioral ecology

Robert D. Burke, PhD (Alberta)
Developmental biology, Morphogenesis; cellular interactions with extracellular matrix in chickheart development and gastrulation in sea urchins

Robert L. Chow, PhD (New York)
Developmental biology of the eye and retina

Francis Y.M. Choy, PhD (North Dakota)
Molecular biology, human molecular and biochemical genetics, molecular evolution of the glucocerebrosidase gene among human and non-human primates, and implications in Gaucher disease

C. Peter Constabel, PhD (Montreal)
Plant molecular biology, biochemistry of plant defense, plant-insect interactions, forest tree genomics

Will A. Cupples, PhD (Toronto)
Cardiovascular and renal physiology

Johan de Boer, PhD (Amsterdam)
Molecular biology

Kerry R. Delaney, PhD (Princeton)
Neurophysiology, synaptic physiology, calcium imaging and dendritic processing.

John F. Dower, PhD (Victoria)
Biological oceanography and marine biology, zooplankton and larval fish ecology

Donald S. Eastman, PhD (Brit Col)
Wildlife ecology and conservation; biodiversity conservation; restoration of natural systems

Abul K.M. Ekramaddoullah, PhD (McGill)
Molecular analysis of host-pathogen interaction – identification of genes that are potential target for the genetic improvement in the resistance of conifers to fungal pathogens

Barry W. Glickman, PhD (Leiden)
Impact of environmental variations on mutations in the human gene

Louis A. Gosselin, PhD (Alberta)
Ecology and early life history of benthic marine invertebrates: elucidation of the mechanisms that control survival, growth and development

Patrick T. Gregory, PhD (Manitoba)
Population ecology, herpetology

Barbara J. Hawkins, PhD (Canterbury)
Conifer seedling physiology; mineral nutrition, cold tolerance

Craig W. Hawryshyn, PhD (Waterloo)
Vertebrate neurobiology and behaviour especially of fishes; sensory biology of migration in Pacific Salmonids; visual processing; evolution of colour vision in fishes

William E. Hintz, PhD (Toronto)
Molecular genetics and characterization of pathogenicity determinants of phytopathogenic fungi

Perry L. Howard, PhD (Toronto)
Cancer Biology, Cell Signaling

Simon R.M. Jones, PhD (Guelph)
Fish health and disease, parasitology

Benjamin F. Koop, PhD (Wayne State)
Molecular biology; evolution vertebrate genomics, immunology

Job Kuijt, PhD (California-Berkeley)
Systematics and structure of parasitic plants; plant anatomy

Karl W. Larsen, PhD (Alberta)
Ecology and conservation of mammals and reptiles

David B. Levin, PhD (McGill)
Baculovirus genomics, molecular evolution, and environmental biotechnology

Nigel J. Livingston, PhD (Brit Col)
Environmental physiology; carbon sequestration, conifer water relations

Asit Mazumder, PhD (Waterloo)
Water and watershed ecology; environmental management of drinking water, nutrient-foodweb ecology of Atlantic and Pacific salmon, fate and transfer of chemicals in aquatic foodwebs

Brad H. Nelson, PhD (California-Berkeley)
Tumor immunology and lymphocyte signaling

R. John Nelson, PhD (Wisconsin)
Molecular evolution of fishes

Richard Nordin, PhD (Brit Col)
Limnology/water quality

Imre S. Otvos, PhD (California-Berkeley)
Forest entomologists; Biological control; Integrated management of forest defoliators

Louise R. Page, PhD (Victoria)
Development, evolution, and neurobiology of marine invertebrates

Dorothy H. Paul, PhD (Stanford)
Comparative and evolutionary neurobiology especially of crustaceans

Thomas E. Reimchen, DPhil (Liverpool)
Evolutionary and ecological factors responsible for intraspecific variability of genetic and phenotypic traits in animal populations; nutrient cycling between marine habitats and coastal forests

Henry M. Reiswig, PhD (Yale)
Taxonomy and biology of deep-sea glass sponges (Hexactinellida) and fresh-water sponges (spongillidae)

Richard A. Ring, PhD (Glasgow)
Ecology and physiology of insects; insect biodiversity in old-growth forests; cold tolerance of Arctic insects

Réal Roy, PhD (McGill)
Microbial ecology, bacterial nitrogen and carbon cycling in soil/sediment, atmospheric trace gases metabolism

Nancy M. Sherwood, PhD (California-Berkeley)
Molecular endocrinology of growth and reproduction

John S. Taylor, PhD (Simon Fraser)
Molecular evolution focusing on the consequences of gene and genome duplication in vertebrate and invertebrate model organisms

Verena J. Tunnicliffe, PhD (Yale)
Marine benthic ecology and community structure, evolution

David H. Turpin, PhD (Brit Col)
University President; photosynthesis, respiration and nitrogen assimilation

Johannes P. van Netten, PhD (Victoria)
Pathology

Diana E. Varela, PhD (Brit Col)
Marine phytoplankton ecology and physiology; nutrient cycling

Patrick von Aderkas, PhD (Manchester)
Conifer tissue culture and embryogenesis

Neville Winchester, PhD (Victoria)
Conservation biology, biodiversity principles, ecology of high canopy arthropods in temperate and tropical rainforests

Degrees and Specializations Offered

MSc and PhD in Biology.

MSc and PhD in the general areas of Ecology and Evolutionary Biology; Physiology and Cellular and Molecular Biology.

Facilities

Facilities include a herbarium, greenhouses, an aquatic facility with both fresh and seawater systems, animal care facilities, and an electronic microscope with both scanning and transmission electron microscopes and a confocal microscope. The marine service vessel JOHN STRICKLAND is available for oceanographic work. In addition, individual labs are fully equipped for a variety of molecular, physiological, and environmental research.

Financial Support

All students accepted into the program are guaranteed a minimum stipend made up of a combination of scholarship, fellowship, Teaching Assistantship, and support payments from individual research grants. For this reason, students are accepted into individual laboratories as well as by the Department.

All graduate students are financially supported to undertake full-time graduate studies in the Department of Biology. MSc students are guaranteed a minimum of $17,000 p.a. for two years and PhD students $18,000 p.a. for three years. Students transferring from MSc to PhD are eligible for four years. This funding is made up of a variety of sources. (1) National or Provincial awards are available to those with a first-class grade point average (minimum 7.0 but in practice much higher) in the last two years of undergraduate studies. Eligibility criteria vary with agency. Currently national fellowship holders receive an additional award from the university. (2) A limited number of University of Victoria Graduate Fellowships are available to applicants with a GPA over 7.5 (A). (3) There are a limited number of awards specifically for Biology graduate students outlined in the awards section of the Calendar. Application and/or nomination for the University of Victoria awards and fellowships may only be done once the student has been admitted to the department. (4) Students can also obtain some financial support for their studies as a Graduate Teaching Assistant. These appointments are made by the Department of Biology for qualified students to work up to 2/5 time as a laboratory instructor. Normally students are also appointed as a research assistant by their faculty supervisor to meet the minimum level of support guaranteed by the Department. Funding is still available in additional years of the program but the minimum is no longer enforced.

Admission Requirements

General

Initial inquires should be made to individual faculty or the Graduate Adviser, Department of Biology. Links to the application forms can be found on the departmental website

Normally, applicants to the Department of Biology who completed their undergraduate degree at a non-Canadian university should take the GRE (Graduate Record Examination) (General and subject exams) and should submit the results to the Graduate Admission and Records Office. Applicants whose native language is not English should, in addition to the GRE, write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Faculty of Graduate Studies (see page 15 for Faculty requirements) together with their application forms and GRE results. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

All MSc and PhD candidates admitted to the Department of Biology are expected to have or to make up a background knowledge of basic biology of at least equivalent to that of a BSc student graduating from this Department.

Applications from students with a first class academic record will be considered for recommendation at any time. Applicants with a GPA of less than 6.5 (B+/A-) or its equivalent in their last two years of work will not normally be recommended for admission by the Department of Biology.

In addition to the documentation required by the Faculty of Graduate Studies (see page 14), the Department of Biology also requires a Letter of Intent outlining the applicant's research interest and relevant experience.

Admission to the MSc Program

Admission requires a bachelor's degree, preferably in Biology or Biochemistry, with a minimum overall average of B+/A-, 6.5 on the University of Victoria 9-point scale.

Admission to the PhD Program

Admission to the PhD program will normally require an MSc in Biology or Biochemistry, with a GPA of A- or 7.0 on the University of Victoria 9-point scale.

Deadlines

Students wishing to be considered for a University of Victoria Fellowship must submit their complete application by February 15 for admission in September of the same calendar year. Admission is possible for May 1, September 1, or January 1, but complete applications must arrive three months before the expected entry date into the program for Canadian applications. Because of visa requirements international students should complete the application process at least six months in advance.

Program Requirements

Students entering with a BSc and intending to take a PhD program will initially be registered in a MSc program. They may be transferred to a PhD program at the end of their first year, on the

recommendation of their supervisory committee and the Department of Biology and approval by the Dean of Graduate Studies.

MSc – Thesis Option

The MSc is a full-time research degree with thesis and with some additional required course work.

Course Requirements

BIOL 560 (seminar) 1.0
Coursework.....3.0
Thesis (BIOL 599).....12.0

All students are to register in BIOL 560. Students should consult the Department concerning which courses will be offered in any given year. Admission to any graduate courses requires permission of the instructor.

Students must consult with their supervisor and supervisory committee on the required course work. Graduate students may be asked to complete senior undergraduate courses with additional advanced assignments for part of the course requirements.

Forest Biology Courses

Graduate students in Forest Biology must register in FORB 560 (1.5 units) in additional to BIOL 560.

Thesis

The topic and scope of the thesis research is agreed by the supervisory committee. The written thesis must meet the formatting standards of the university and the research standards of the wider scientific community.

Oral Examination

The thesis must be defended in an oral examination in front of the supervisory committee and an external examiner from outside the candidate's home department to ensure that the research and the thesis meet the required standard.

Program Length

The MSc is primarily a program of full-time independent research. Students can expect to take a minimum of two years to complete the program.

PhD Program

The PhD program is a full-time program of independent and original research culminating in a dissertation which is defended in an oral examination. Students must complete a candidacy examination in their general research area within 2 years of entering the program, and some additional required coursework.

Course Requirements

All students are to register in BIOL 560. Students should consult the department for other courses that will be offered in any given year. Admission to any graduate course requires permission of the instructor.

Students must consult with their supervisor and supervisory committee on the required course work. Graduate students may be asked to complete senior undergraduate courses with additional advanced assignments for part of the course requirements.

PhD students must complete 6 units (four one-term courses) and BIOL 560 during the course of their PhD.

Comprehensive Exams

The comprehensive requirement must be satisfied within two years of registration in the doctoral program (see Faculty of Graduate Studies regulations, page 21).

Candidacy

The candidacy examination requires a candidacy paper on a topic agreed with the supervisory committee. If the paper is acceptable to the committee, the oral examination can proceed. Topics for the oral examination are based in part on the paper and other areas agreed by the committee at the time of setting the topic of the candidacy paper.

Other Requirements

All PhD students must give a departmental seminar on their research prior to completing the program.

Dissertation

The topic and scope of the dissertation research is agreed by the supervisory committee. The written dissertation must confirm to the standards of the university and the research standards of the wider scientific community.

Oral Examination

The dissertation must be defended in an oral examination in front of the supervisory committee and an external examiner from outside of the university to ensure that the research and the dissertation meets the required standards.

Program Length

The PhD is a full-time research degree that normally takes four years to complete.

Business

General Information

Contact Information

Department of the Faculty of Business
Location: Business and Economics Building, Room 283
Mailing Address:
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2 Canada
Courier Address:
3800 Finnerty Road
Victoria, BC V8W 2Y2 Canada
Telephone Number:.....250-472-4728
Fax Number: 250-721-7066
E-mail: mba@business.uvic.ca
Website: http://www.business.uvic.ca/mba
Chair: Dr. Tim Craig
E-mail: tcraig@business.uvic.ca
Phone: 250-721-6400
Graduate Adviser: Pat Elemans
E-mail: pelemans@uvic.ca
Phone: 250-472-4447
Graduate Secretary: Katie Jacobs
E-mail: mbasec@business.uvic.ca
Phone: 250-721-6058

Faculty Members and Areas of Research

Ali Dastamalchian, PhD (University of Wales)
Organizational analysis, organizational design and flexibility, organizational climate, management of change, organizational power and politics, executive leadership, and cross-cultural management theory

David A. Boag, PhD (Toronto)
Marketing, entrepreneurship

Bill Buckwold, CA, MBA (Western Ontario)
Taxation, accounting, financial management

Boyd Cohen, PhD (Colorado)
Entrepreneurship, internationalization of new ventures, initial public offerings, entrepreneurial eco-systems, and sustainable business venturing

Mark Colgate, PhD (Ulster)
Financial services marketing, customer inertia and customer psychological contracts

Tim Craig, PhD (Washington)
Business policy and strategy, international business

A. R. Elangovan, PhD (Toronto)
Organizational analysis, negotiation and conflict management

Carmen Galang, PhD (Illinois)
Power and politics in organizations, cross-cultural aspects of HR management

Anthony Goerzen, PhD (University of Western Ontario)
Strategy, strategic management of firms competing in international markets

Rebecca Grant, PhD (Western Ontario)
Electronic commerce, information privacy, employee monitoring

Ralph Huenemann, PhD (Harvard)
Business and economics in an international context (primarily China), political environment of business

Terry Huston, PhD (Pittsburgh)
Healthcare informatics, electronic commerce, artificial intelligence, human information processing

Saul Klein, PhD (Toronto)
International business, marketing

David McCutcheon, PhD (Western Ontario)
Technology management, R&D strategy, technology alliances

Ronald K. Mitchell, CPA, PhD (Utah)
Entrepreneurship, expert information processing theory, strategy, business and society, transition cognition theory

Sanghoon Nam, PhD (Oregon)
Organizational analysis, human resource management, international business

Ignace Ng, PhD (Simon Fraser)
Industrial relations, human resources, and comparative management

Ana Maria Peredo, PhD (Calgary)
Entrepreneurship, business and society, environmental management and sustainable development, gender and ethnicity, international business, non-profit sector, qualitative methods

Craig Pinder, PhD (Cornell)
Human resource management, organizational behaviour, organizational culture

Don Rowlatt, Phd (Princeton)
Corporate and public finance

J. Brock Smith, PhD (Western Ontario)
Marketing, team selling, entrepreneurship and small business management

F. Ian Stuart, PhD (Western Ontario)
Quality management, supply chain management, productivity and performance measurement

Chenting (Eric) Su, PhD (Virginia Tech)
Consumer behaviour, marketing in China, social marketing, econometric modelling

Steve S. Tax, PhD (Arizona State)
Customer loyalty and retention, service quality, design issues in services, service guarantees

Ken Thornicroft, PhD (Case Western Reserve)
Employee/er rights issues, the grievance arbitration process and the interpretation and enforcement of employment contracts

Monika Winn, PhD (Irvine)
Strategic, competitive, and social implications of corporate environmental management, and comparative international research

Roger Wolf, DBA (Indiana)
Operations management, total quality management and operations strategy

Hao Zhang, PhD (Concordia)
International financial investment, market overreaction, stock splits, asset pricing models and market microstructure

Degrees and Specializations Offered

The Faculty of Business offers full-time and part-time and International Executive programs of study leading to the Master of Business Administration degree. Transfer between options requires the approval of the Faculty of Business. The multidisciplinary program is designed to provide practicing or potential business professionals and managers with the analytical expertise and practical knowledge to distinguish themselves in the business sector. Students will gain a comprehensive understanding of the functional business disciplines, along with the opportunity to specialize in one of the following areas:

- Entrepreneurship
- International Business and Management
- Service Management
- General Business

Admission Requirements

Full-time and Part-time MBA Programs

Applications are welcome from any person who has received, or is about to receive, a baccalaureate degree from a recognized Canadian university, or foreign equivalent, with an academic standing acceptable to the Faculty of Business and the Faculty of Graduate Studies (see Admission to Master's Degrees, page 15). The program does not require any background in business or economics. Work experience in any professional or managerial capacity is considered a major asset. Applicants must also submit a Graduate Management Admission Test (GMAT) score, two letters of reference, a current résumé, and two typed essays (details will be provided with application material). Applicants are advised that enrollment in this program is limited and admission is competitive.

International Executive MBA Program

This program is currently under review. At time of going to press, no date had been set for the next admission to this program.

Program Requirements

MBA (Non-Thesis)

The University of Victoria's MBA program consists of three modules and one or two Co-op work terms, the full-time program is generally completed in 17 months. The part-time program is generally completed in 29-33 months. It is an innovative program which emphasizes a high degree of integration among business functional areas.

The regular degree program consists of 26.5 units. Individual programs of study may differ, but in no case will the MBA degree be awarded on the basis of fewer than 21 units of study (including the report requirement) accepted for graduate credit at the University of Victoria.

For students wanting to pursue the part-time MBA, the only constraints are the following:

1. Students will be required to attend the Essentials of Business and Leadership Module (EBL) on a full-time basis in the year in which they are admitted to the program.
2. Depending on specialization chosen and course availability, students may be required to attend full time during the Specialization Module (one academic term).

For the part-time program, course offerings in the Foundation Module are sequenced. Part-time students will take courses with full-time students, maybe be in the late afternoon, evening or weekends. The time frame for completion of the degree has to meet the Faculty of Graduate Studies' maximum limit of five years (see Time Limits, page 21).

Course Requirements

The content of the MBA program is arranged into three modules to facilitate the integration of the diverse functional business disciplines:

1. Essentials of Business and Leadership (EBL) Module
2. Foundation Module
3. Specialization Module

Essentials of Business and Leadership (EBL) Module

This module contains one course:

MBA 500 (0)	Essentials of Business and Leadership (EBL) Module

Foundation Module

This module contains 14 required courses:

MBA 501 (0)	Integrative Management Exercises
MBA 502 (0)	Team Skills
MBA 510 (1.5)	Marketing Management
MBA 515 (1.5)	Applied Managerial Economics
MBA 520 (1.5)	Financial and Managerial Accounting
MBA 530 (1.5)	Managerial Finance
MBA 535 (1.5)	Operations Management
MBA 540 (1.5)	Applied Data Analysis and Forecasting
MBA 544 (1.5)	Strategic Information Technology
MBA 550 (1.5)	Business Policy and Strategy
MBA 553 (1.5)	Organizational Design and Analysis
MBA 555 (1.5)	Managing Human Resources
MBA 570 (1.5)	International Business Environment
*MBA 585 (1.5)	Consulting Methods

** Students choosing to take MBA 598 Research Report, rather than MBA 596 Management Consulting Report, will be required to take an appropriate Research Methods course of 1.5 units in lieu of or in addition to MBA 585. Students choosing MBA 598 Research Report should consult with their academic supervisor to identify an appropriate Research Methods course offered elsewhere within the Faculty of Graduate Studies.*

Specialization Module

The Specialization Module includes 5.5 units of courses, consisting of a 4.5 unit specialization concentration plus an elective. In unusual cases, or for students participating in an international academic exchange, 4.5 units of graduate level electives may be selected, or a combination of graduate and 300- or 400-level undergraduate electives may be selected (with a maximum of 3 units of 300- or 400-level electives). Students taking electives outside the MBA program must receive permission from their academic adviser prior to enrolling in these courses.

Students should consult the Registration Guide and/or a faculty adviser to see which electives are likely to be offered. Students must have completed the Essentials of Business and Leadership (EBL) and Foundation Modules (or have received the permission of the Faculty of Business) before taking any of the following courses. Specialization Module Courses are offered subject to enrollment and the availability of faculty.

MBA 511 (1.0-1.5)	Services Marketing
MBA 512 (1.5)	Quality Management and Service Operations
MBA 513 (1.5)	Issues in Service Technology and HR Management
MBA 531 (1.0-1.5)	Taxation for Managers
MBA 557 (1.0)	Business, Government and Globalization (either MBA 557 or MBA 559 required)
MBA 559 (1.0)	International Commercial Law (either MBA 557 or MBA 559 required)
MBA 561 (1.5)	Planning Cognitions: Acquiring Entrepreneurial Expertise
MBA 562 (1.5)	Promise Cognitions: Entrepreneurial Marketing
MBA 563 (1.5)	Competition Cognitions: Entrepreneurial Strategy
MBA 571 (1.0-1.5)	International Financial Strategies
MBA 572 (1.0-1.5)	Strategic International Marketing
MBA 573 (1.0)	Managing in a Cross-Cultural Environment
MBA 575 (2.0)	Cross-Cultural Management in Malaysia
MBA 588 (1.0-7.5)	Study Abroad
MBA 590 (1.0-3.0)	Directed Study
MBA 595 (1.0-5.0)	Special Topics in Business Administration

Report Requirement: MBA 598 or MBA 596

This course has a 3 unit value, and is generally started after the Foundation Module.

Performance Requirement

See Academic Performance, page 23.

Concurrent MBA/LLB Program Requirements

A limited number of students (up to a maximum of five) who are accepted in both the Faculty of Business MBA program and the Faculty of Law LLB program may take both degrees concurrently with modified requirements for each. The concurrent degrees may be completed in four years instead of the usual five years required to obtain both degrees separately. The Law requirements for the concurrent degree are described in *UVic's Undergraduate Calendar*.

After completing their first year Law curriculum, students will start the MBA portion of the program, which includes the following:

1. MBA 500 (0): Essentials of Business and Leadership (EBL)
2. MBA 501 (0): Integrative Management Exercises
3. MBA 502 (0): Team Skills
4. All MBA Foundation Module courses except for MBA 585: Consulting Methods
5. MBA 598 (3.0): Research Report
6. An appropriate Research Methods course of 1.5 units from another department within the Faculty of Graduate Studies in lieu of MBA 585. Students should consult with their academic supervisor to identify an appropriate Research Methods course.
7. Co-op requirements (if applicable)

Items 1 to 4 are normally completed in Year Two of the concurrent program while the remaining items are to be completed in Years Three and Four of the program.

Further information on the program may be obtained from either the Faculty of Business or the Faculty of Law.

Co-operative Education

The University regulations with respect to Co-operative Education Programs and specifically the "General Regulations: Graduate Co-op" (see page 29) are applicable to the Faculty of Business Co-op Program except to the extent that they are modified by regulations adopted by the Faculty of Business.

Admission to the Business Co-op Program

Students entering the MBA Program with less than three years full-time relevant (or equivalent) of work experience will be required to undertake either one or two co-op work terms. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MBA Program in conjunction with the Business Co-op and Career Centre. If required, the first co-op work term will normally occur after completion of the eight-month Foundation Module. The second co-op work term is scheduled thereafter.

Business Co-op General Regulations

The following regulations apply to the Business Co-op program. General regulations found in the Co-operative Education Program section of the Calendar also apply to the Faculty of Business Co-op program. Where the Faculty of Business regulations differ from those of the Co-operative Education Program, Faculty of Business regulations will apply.

Co-operative Education work terms are normally a minimum of 13 weeks and a maximum of 18 works of full-time paid work. The work placement must be related to the student's learning objectives and career goals. The placement must be supervised, and the employer willing to conduct a mid-term and final evaluation of the student in consultation with a Co-operative Education Program Coordinator (known hereafter as a Coordinator).

No MBA student is allowed to take more than 3.0 units of credit while on a full-time work term. If a student is on conditional continuation then no units of credit will be allowed during the work term. Students with a GPA below 4.0 in an academic term will not be eligible to participate in the next scheduled co-op work term.

Students must sign a current Terms and Conditions document as provided by the Business Co-op Program in order to be eligible to participate in the placement process.

The Co-op Preparation Course is a mandatory requirement for business students. This program is a co-requisite for students participating in the placement process prior to their first work term. Topics covered in the Preparation Course include:

- Orientation to Co-op
- Career Prospects
- Career Skill Development
- Interview Skills
- Job Development
- Work Place Issues

Students will be provided more information regarding the Co-op Preparation Program, its curriculum, and the requirements for completion upon admission to the MBA Co-op Program.

Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the Faculty of Business is under no obligation to guarantee placement. Students are only permitted to decline one valid co-op job offer, any more than that and they will be deemed ineligible to participate in the placement process for the remainder of that term. Students should be prepared to spend at least one work term outside the greater Victoria area.

The Business Co-op Program reserves the right to approve any employer that provides placements for students, and to withdraw a student from any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in the Co-operative Education Program general regulations on page 30. Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of F on the work term.

Students must be officially registered for the work term by completing the Work Term Registration Form, which is provided by the Business Co-op office, and providing any other required documentation by the end of the first month of the work term. Students not registered by that time will not receive credit for that work term. A Co-op program fee is charged for each term of work term registration. This fee is in addition to any tuition fees and student fees. It is due in the first month of each work term and subject to the normal University fee regulations (see page 26).

While on Co-operative Education work terms, students are subject to the provisions of the Principles of Professional Behaviour and the Standards for Professional Behaviour documents developed for Faculty of Business Students.

Assessment of Work Term Performance

The requirements for a pass grade in a Co-op Work Term include:

1. a satisfactory mid-term evaluation by the Coordinator based on discussion with the student and employer
2. the employer's satisfactory final evaluation of the student, and
3. the satisfactory completion of a work term report as assessed by the Coordinator and submitted by the deadlines specified below:
   - **Fall Work Term Report**: due January 15 (unless January 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)
   - **Spring Work Term Report**: due May 15 (unless May 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)
   - **Summer Work Term Report**: due September 15 (unless September 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)

Late work term reports will not be accepted without a medical certificate unless approval has been obtained from Business Co-op staff before the work term report submission deadline. Normally, pre-approval may be granted only in the event of illness, accident or family affliction.

Variances in work term report due dates resulting from irregular work term start dates may be granted with the written permission of the Manager, Business Co-op Program. Permission must be requested within the first four weeks of the start of the work term.

A grade of COM, F or N will be assigned to students at the completion of each work term. Students who are not satisfied with the grade they have been assigned may launch an appeal as described in the Co-op General Regulations, Student Appeal Procedures (see page 30).

Students who fail a work term or have not completed a work term by the end of four academic terms may be required to withdraw.

Chemistry

General Information

Contact Information

Department of Chemistry
Location: Elliott Building, Room 301
Mailing Address:
University of Victoria, Department of Chemistry
P.O. Box 3065
Victoria, B.C. V8P 1A1
Canada
Courier Address:
University of Victoria, Department of Chemistry
3800 Finnerty Rd.
Elliott Building, Room 301
Victoria, B.C. V8W 3V6
Telephone Number:.....250-721-7152
Fax Number: 250-721-7147
E-mail: chemoff@uvic.ca
Website: http://www.chemistry.uvic.ca
Chair: Dr. Thomas M. Fyles
E-mail: chemhead@uvic.ca
Phone: 250-721-7150
Graduate Adviser: Dr. David J. Berg
E-mail: djberg@uvic.ca
Phone: 250-721-7161
Graduate Secretary: Ms. Carol Jenkins
E-mail: cjenkins@uvic.ca
Phone: 250-721-7156

Faculty Members and Areas of Research

Walter J. Balfour, PhD (McMaster), DSc (Aberdeen)
Electronic spectroscopy; laser spectroscopy of transition metal systems

David Berg, PhD (California, Berkeley)
Inorganic synthesis, lanthanide chemistry, organometallic chemistry

Cornelia Bohne, PhD (Sao Paulo)
Supramolecular dynamics, kinetics, photochemistry, cyclodextrin, bile salts, DNA, proteins, radicals, magnetic field effects

Alexander G Briggs, PhD (U of Vic)
Chemical education, organic, physical organic chemistry

Alexandre G. Brolo, PhD (Waterloo)
Physical/analytical chemistry: modified electrodes, surface spectroscopy, nanostructured materials, surface-enhanced Raman scattering (SERS).

Penelope W. Codding, PhD (Michigan State)
Molecular recognition, bioinformatics, molecular and drug design, crystallographic data, computation in chemistry

Keith R. Dixon, Phd (Strath)
Inorganic – reaction mechanisms

Natia Frank, PhD (California, San Diego)
Organic synthesis and spectroscopy, multifunctional magnetic materials, photomagnetism, spintronics, stable free radicals, photochromism

Thomas M. Fyles, PhD (York)
Supramolecular chemistry, bilayer membrane transport, switching, membrane fusion. Industrial membrane processes: separations, sensors

Terence E. Gough, PhD (Leic)
Laser spectroscopy and photochemistry

David A. Harrington, PhD (Auckland)
Electrochemistry, surface science, thin film deposition and materials science

Robin G. Hicks, PhD (Guelph)
Synthetic main group, organic and coordination chemistry; electronic structure, reactivity, and coordination complexes of stable radicals; conjugated thiophene oligomers; molecular-based magnetic, electronic, and optical materials.

J. Scott McIndoe, PhD (Waikato)
The design and synthesis of water – and ionic liquid – soluble organometallic catalysts, and the study of their reactivity using electrospray ionization mass spectrometry.

Reginald H. Mitchell, PhD (Cambridge)
Synthesis of novel aromatic hydrocarbons and their metal complexes as potentially interesting molecular photo-switches and conductors

Matthew Moffitt, PhD (McGill)
Physical polymer chemistry/ materials; anionic polymerization, block copolymer self-assembly, polymer/ quantum dot nano-composites, photonic materials.

Gerald A. Poulton, PhD (Saskatchewan)
Natural product chemistry; studies of biologically active molecules, including synthesis, biosynthesis, structure elucidation and activity; synthesis of heterocyclic systems

Lisa Rosenberg, PhD (British Columbia)
Organometallic, inorganic and macromolecular chemistry.

Frank C.J.M. van Veggel, PhD (Twente)
Photonic materials, supramolecular chemistry, new optical materials, light-emitting diodes, optical amplification, biolabels, luminescent lanthanide ions, synthesis, and (photo)physical studies.

Peter C. Wan, PhD (Toronto)
Mechanistic organic photochemistry; reactive intermediates; physical organic chemistry; environmental photochemistry

Paul R. West, PhD (McM)
Environmental chemistry (organic)

Degrees and Specializations Offered

The Department offers programs of study leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD). Research areas are broadly concentrated in two areas. One is centred on physical chemistry, reaction dynamics, spectroscopy, and photochemistry – the Reactivity, Dynamics and Spectroscopy group (RDS). The second is centred on synthetic and structural chemistry with an emphasis on property-directed synthesis – the Property-Directed Synthesis group (PDS). The emphasis on two areas of expertise in place of the traditional sub-disciplines (analytical, inorganic, organic, physical) provides a broadly based graduate program in which collaborative interactions between individuals can flourish. Specialist expertise is recognized and developed, together with attitudes and skills essential for multi-disciplinary research.

Facilities

The Department is exceptionally well equipped. Major items of instrumentation, serving both teaching and research needs, include:

- four NMR instruments including Bruker 500MHz, 360MHz, 300MHz and 250MHz systems equipped for multinuclear and variable temperature work
- a Kratos Concept IH mass spectrometer system with EI/CI/FAB sources, GC/MS interface with autosampler
- a Finnegan DSQ mass spectrometer with solid probe inlet
- a Micromass Q-Tof micro electrospray ionization mass spectrometer (ESI-MS)
- an ultra high vacuum surface science apparatus with LEED, AES TDS ESDIAD and workfunction
- two Nonius CAD4 X-ray diffractometers
- a Baird-Atomic 1.5m stigmatic grating spectrograph and a Jarrell-Ash 3.4m Ebert grating spectrograph
- a J-Y laser Raman spectrometer
- a Dilor Raman spectrometer
- nanosecond laser flash photolysis systems, including diffuse reflectance and singlet oxygen detector
- a picosecond (Ar-ion/Ti:sapphire) time-resolved fluorimeter
- a pulsed molecular beam laser vaporization spectrometer
- a molecular beam laser ionization time-of-flight photofragment spectrometer
- a laser temperature jump system
- nanosecond fluorescence lifetime measurements (Edinburgh Instruments OB920)
- a Jasco 720 circular dichroism spectrometer
- a fluorimeter with near IR capability (Edinburgh Instruments FLS920)
- a Veeco Atomic Force Microscope (AFM)
- a Veeco Scanning Tunneling Microscope (STM)
- a range of electrochemical equipment, including capabilities for impedance and rotating disc electrodes
- programmable tube furnaces (to 1200 °C)
- a full range of UV/Vis and FTIR spectrophotometers
- a Saturn 2000 GC/MXS system
- a wide variety of liquid and gas chromatographs
- stopped flow apparatus
- several gloveboxes for handling air and moisture sensitive materials

Admission Requirements

General

The Chemistry Department offers programs of study leading to the degrees of MSc and PhD Complete admission requirements are supplied as part of the application package. Students accepted for admission are provided with a detailed outline of current policy and procedures for graduate study in the department. Based on past experience and performance, students may be permitted to enter either the MSc or PhD degree. For further information contact either Graduate Studies Admissions or the Chemistry Department at email: <chemoff@uvic.ca>.

Applications are accepted from students who have completed a baccalaureate degree in chemistry or its equivalent. Depending on available positions, admission to the graduate school will be recommended for students who have achieved a grade point average of at least 5.0/9.0 (B average) in the last two years of senior courses leading to their undergraduate degree. In addition, students completing a baccalaureate degree at a non-Canadian institution will normally be expected to submit Graduate Record Examination (GRE) General and Chemistry test scores. A score in the 85th percentile or better is expected on the GRE Chemistry subject test. Students admitted to graduate programs in Chemistry who do not have the equivalent of an Honours degree may be required to take additional undergraduate course work as deemed appropriate by the Chemistry Graduate Studies Committee in consultation with the student's supervisor.

Applicants whose first language is not English, who are not holding a recognized degree from a country where English is an official language, or who have not resided in an English-speaking country for at least three years prior to application, are required to submit a Test of English as a Foreign Language (TOEFL) score. The minimum acceptable TOEFL score is 575 on the paper-based *or* 233 on the computer-based test. Students meeting the minimum TOEFL score may still be required to complete additional English language courses in addition to their other course work.

Admission to the MSc Program

Normally, students with a B.Sc. in chemistry who achieved a minimum grade point of 5.0 during their last two years of senior courses will be admitted to the MSc program.

Admission to the PhD Program

1. Students entering with a first class undergraduate degree or a previous MSc degree from a recognized institution may be admitted directly to PhD studies.
2. Graduate students in a Master's program may transfer to a PhD program with the support of their supervisory committee. Students wishing to transfer to a PhD program must complete a written transfer report summarizing their progress to date and future plans and complete an oral transfer examination within 16 months of entry into the MSc program. Students who have not completed the transfer process within 16 month of first registering will be expected to complete an MSc degree.

Program Requirements

Master's – Thesis Option

Course Requirements

Candidates for the MSc degree are required to complete at least 6 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be made with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies. In addition to the course work completed early in the program, candidates are required to complete an MSc Thesis (CHEM 599). The normal course structure for an MSc program is:

Summary of Course Requirements[1]

Seminar (CHEM 509)[2]	1
Discussion (CHEM 670 or 680)[3]	3
Graduate lecture courses[4]	3
Thesis (CHEM 599)[2]	12
Total	**19**

1. A B- grade is the minimum passing grade in a graduate course.
2. Students are required to register in CHEM 509 and 599 throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.
3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.
4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

Research

If they have made prior arrangements, graduate students may start a program of research immediately upon arrival at the University. The program must be established in consultation with the professor with whom the student has chosen to study. If prior arrangements have not been made, the student should interview all interested faculty members with sufficient space and funding as soon as possible after arrival. During these interviews, each faculty member will inform the student of projects that are available. The student is advised to consider these project proposals thoroughly before making a choice, and should inform the Graduate Adviser and the faculty member concerned of the decision.

Supervisory Committee

The research supervisor must name a Supervisory Committee and complete a PADRE form for the student as soon as a choice of project has been made. For the MSc degree the Supervisory Committee shall consist of three members including the supervisor. It is recommended that one member should be from outside the department.

Assessment of Progress

The progress of all graduate students is reviewed annually by the Supervisory Committee. Each graduate student is required to submit by September 30 a (brief) annual research report of between 750 and 1000 words to the Supervisory Committee. The report is judged either satisfactory or unsatisfactory by the Supervisory Committee. In the event that a student's research or course work is unsatisfactory, the student is required to pass such oral or written examinations as specified by the Department before proceeding further towards the degree. Students considering transfer from the MSc to PhD programs should prepare a transfer report in lieu of a research report. Students in the FINAL stages of thesis preparation may, with the permission of the Graduate Adviser, be excused from submitting an annual report.

Transfer from MSc to PhD

Graduate students on a Master's program who wish to transfer from the MSc to PhD program should first discuss this with their supervisor toward the end of their first year of study, after their first year's grades are available. Students who do not transfer within 16 month of first registering will be expected to complete a Master's degree.

A student proceeding to transfer should prepare for distribution to the Supervisory Committee a short, typed Transfer Report (10-15 pages) which describes the research thus far, and presents what is expected to be achieved in the PhD program.

The student will be invited to make an oral presentation (~ 20 minutes) on the Transfer Report. The Supervisory Committee will question the student (20 - 30 minutes) to ensure the student reasonably understands what is to be done in the program. The transfer examination is open only to faculty members and the Supervisory Committee. The Supervisory Committee will discuss the student's academic and research progress and immediately reach a decision regarding transfer.

If the Supervisory Committee decides that this is successfully completed, it will advise the Graduate Adviser who will recommend to the Faculty of Graduate Studies that the transfer take place. The student and supervisor must submit an 'Application to Re-register' form to the Faculty of Graduate Studies. The transfer takes effect from the start of the next academic term.

Program Length

Normally, completion of an MSc degree in chemistry requires 24 to 30 months.

PhD Program

Course Requirements

Candidates for the PhD degree are required to complete at least 12 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be made with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies. In addition to the course work completed early in the program, candidates are required to complete a PhD Thesis (CHEM 699). The normal course structure for a PhD program, with the unit values in brackets, is:

Summary of Course Requirements[1]

Seminar (CHEM 509)[2]	1
Discussion (CHEM 670 or 680)[3]	6
Graduate lecture courses[4]	6
Thesis (CHEM 699)[2]	33
Total	**46**

1. A B- grade is the minimum passing grade in a graduate course.
2. Students are required to register in CHEM 509 and 699 (or 599) throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.
3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.
4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

Research

As in the case of MSc students, direct entry PhD students may start a program of research immediately upon arrival at the University. Students transferring into the PhD program normally will continue the research projects they initiated as MSc students.

Supervisory Committee

The research supervisor must name a Supervisory Committee and complete a PADRE form for the student as soon as a choice of project has been made. For the PhD degree the Supervisory Committee shall consist of four members including the supervisor. One member of the supervisory committee must be from outside the department. For students transferring from an MSc to a PhD program, a fourth committee member must be added by the research supervisor as soon after transfer as practical.

Assessment of Progress

The progress of PhD students is reviewed annually as described above for MSc students.

Candidacy

Before being admitted to candidacy, all PhD students must pass a candidacy examination in his or her major field as outlined in the entry for Graduate Studies in the University Calendar. Faculty of Graduate Studies regulations stipulate that a student must pass a candidacy exam within two years of registration as a provisional doctoral student. Students who transfer from a Master's program will be expected to pass the candidacy exam within16 months from transfer. The PhD candidacy examination in Chemistry includes a candidacy report and an oral examination on subject areas relevant to the student's research area. The Supervisory Committee and a Departmental Graduate Studies Committee representative will select a Candidacy Report topic, in consultation with the student. The topic will not normally be too specific or in the student's direct research area, although it should not be too far removed. Alternatively, the Candidacy Report may be an original research proposal in an area related to, but not directly in, the student's current research area. The Graduate Adviser should be informed of the report title, the examination topics and the scheduled date of the candidacy examination. The Graduate Adviser or designate shall chair the candidacy examination. A formal oral presentation by the candidacy report is not normally given. The student will be questioned by the Supervisory Committee and the Graduate Studies Committee representative (Graduate Adviser or designate) on the topic of the report and the agreed upon question areas. In the event of failure, the student will be given one opportunity to repeat the examination. A second failure would result in the student being required to withdraw from the University or, if sufficient progress has been achieved, to write up an MSc thesis. The Examining committee, through the Graduate Adviser, will report the result of the examination to the Faculty of Graduate Studies.

Program Length

Normally, completion of a PhD degree in chemistry requires 48 to 60 months.

Child and Youth Care

General Information

The School of Child and Youth Care, the oldest English-speaking child and youth care program, opened its doors in 1973 at the University of Victoria. The School is known internationally and nationally for its excellence in teaching, research, and publication.

Contact Information

School of Child and Youth Care
Location: Human and Social Development Building, B102
Mailing Address:
School of Child & Youth Care
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada
Courier Address:
School of Child & Youth Care
University of Victoria
Human & Social Development Building
B102a
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7979
Fax Number: 250-721-7218
E-mail: drobinso@uvic.ca
Website: http://www.uvic.ca/cyc/
Director: Dr. Sibylle Artz
E-mail: sartz@uvic.ca
Phone: 250-721-6472
Graduate Adviser: Dr. Daniel Scott
E-mail: dgscott@uvic.ca
Phone: 250-472-4770
Graduate Secretary: Katherine Woodhouse
E-mail: kwoodhou@uvic.ca
Phone: 250-472-4857

Faculty Members and Areas of Research

James P. Anglin, PhD (Leicester)
Parent education and support, residential child and youth care, international child and youth care, quality assurance in child and family services, grounded theory method

Sibylle Artz, PhD (Victoria)
Ways of knowing, school-based violence, violence prevention, gender issues and girls who use violence

Jessica Ball, PhD (California, Berkeley)
Cross-cultural development/health promotion, early intervention, First Nations

Gordon Barnes, PhD (York)
Substance use, families and child and youth care

Roy V. Ferguson, PhD (Alberta)
Children's health care and child life practice, children with disabilities/special needs and their families, distance education and educational collaboration

Marie Hoskins, PhD (Victoria)
Human change processes, social constructionist theory, adolescent girls' development/eating disorders, family counselling, identity issues

Valerie S. Kuehne, PhD (Northwestern)
Intergenerational relations in family and community, child development and human development through the life course, multidisciplinary practice with children and families

Veronica Pacini-Ketchabaw, PhD (Toronto)
Social justice in early childhood, immigrant families in Canada, diversity and bilingualism in the early years, critical theory in early childhood

Alan R. Pence, PhD (Oregon)
Early childhood care and development (ECCD), social policy, working families and ECCD, indigenous and international ECCD

Frances A.S. Ricks, PhD (York)
Ethics and practice in child and youth care, pedagogy in child and youth care, aboriginal studies/post-secondary education

Daniel Scott, PhD (Victoria)
Spirituality of children and youth, rites of passage and educational approaches, identity formation

Degrees and Specializations Offered

The School of Child and Youth Care offers a Master of Arts (MA) and a Doctor of Philosophy (PhD) in Child and Youth Care. The programs have an applied focus, preparing professional practitioners in the child and youth care field for leadership in advanced practice, training and related service support roles.

In conjunction with the Early Childhood Development Virtual University (ECDVU), the School offers distributed learning cohort MA programs in community and country specific settings. See the ECDVU website: <http://www.ecdvu.org>.

Facilities

The School of Child and Youth Care houses laboratories designed for counselling training and observation research with children. The labs are equipped with two-way mirrors and video recording equipment. The School is affiliated with a number of research centres, including the Centre for Youth and Society, the Centre for Addictions Research, and the Centre for Health Promotion, and operates special educational initiatives, including the First Nations Partnership Program and the Early Childhood Development Virtual University.

Financial Support

The School provides funding to a limited number of students in the form of fellowships, research assistantships, and teaching assistantships. Students in Child and Youth Care may be nominated for a limited number of additional scholarships. Students should also apply for external sources of funding through the funding agencies such as Social Sciences and Humanities Research Council (at <http://www.sshrc.ca>), the Canadian Institute for Health Research <http://www.cihr.ca/>, the Michael Smith Foundation <http://www.msfhr.org/> and other funding agencies.

Admission Requirements

Admission To Master's Programs

Candidates will have a baccalaureate degree from a recognized university, or equivalent qualifications, with an academic standing acceptable to

the School and the Faculty of Graduate Studies. In general, this means a B standing (5.0 GPA) or better in the final two years of the undergraduate degree. Students who do not have an undergraduate degree in Child and Youth Care will be expected to demonstrate suitability for the master's program in terms of an appropriate vocational background and future career goals. In addition, all applicants must normally have two years post-baccalaureate professional employment in the child and youth care field. Candidates need to have been involved in some manner with the CYC field or be strong candidates from a related field.

Applicants must meet all of the admission requirements of Graduate Studies including submitting academic transcripts, letters of recommendation and application forms. In addition, applicants must submit a professional résumé, with complete work, education, training and activity history; professional references; and a sample of academic writing. A personal statement of intent related to the program is also required. Students whose first language is not English require an acceptable score on an approved English language competency test (see page 15).

The program will be admitting students on an annual basis for September entry, with limited enrollment. The course delivery will permit either full- or part-time participation.

Initial inquiries regarding the Master's program should be addressed to the Graduate Adviser, School of Child and Youth Care. Application forms may be obtained from the Graduate Admissions and Records office, and application dates will be announced for each intake. Each applicant will be assessed individually by the School of Child and Youth Care. Normally, admission will be limited to approximately 10-15 students per year.

Admission to the PhD Program

Candidates will have a minimum of B+ average and a Master's degree in Child and Youth Care or an allied discipline that demonstrates research experience and a capacity to conduct research. (Candidates whose previous degrees do not have a research component will be required to undertake and write a qualifying research activity.)

To be accepted into the program, candidates must have one faculty member who has agreed to supervise them during their doctoral program and a second faculty member who is willing to serve on their supervisory committee. Admission to the program is restricted by the availability of faculty supervisors. Admissions decisions are made by the SCYC faculty.

Candidates are strongly encouraged to apply for external funding and should indicate on their application where they have applied for such funding.

In addition to the documentation required by the Faculty of Graduate Studies, the School of Child and Youth Care requires that applicants submit the following:

- A comprehensive written statement outlining their intentions and expectations for their PhD program including: (a) an outline of relevant background, (b) their past and current research interests, (c) future professional goals and their work's potential contribution to the field of child and youth care;
- A sample of writing that demonstrates graduate level writing capacity;
- Two academic references;
- Two assessment reports (references) from people in positions to comment on the applicant's professional capacity;
- GRE scores, if available.

All short-listed candidates will be interviewed by a faculty admissions committee.

Deadlines

The deadline for submitting an application is December 15 for international applicants and January 15 for domestic applicants. Please note that the School accepts students for a September entry only. The School accepts MA students annually and will be accepting PhD students every other year beginning in 2005.

Program Requirements

All students in the School of Child and Youth Care must adhere to the Faculty of Human and Social Development's Guidelines for Professional Conduct, and will be expected to function within the terms of the code of conduct of an appropriate professional association. All travel, accommodation, meal, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.

Students are required to have access to a computer (PC or Macintosh) with Internet capabilities and must have access to e-mail.

Master's Program

The School of Child and Youth Care offers a Master of Arts in Child and Youth Care in a flexible delivery format to ensure accessibility to individuals working in the field. The program has an applied focus, preparing professional practitioners in the child and youth care field for leadership in advanced practice, training and related service support roles.

In conjunction with the Early Childhood Development Virtual University (ECDVU), the School offers distributed learning cohort MA programs in community settings. See the ECDVU website: <http://www.ecdvu.org>.

Child and Youth Care practice experience is essential to the master's program; students are required to complete at least one field-work placement in a setting approved in writing by their program supervisor. A wide range of child and youth care settings and programs are suitable, and selection should be made in consultation with the student's program supervisor. Individual students are responsible for all related field work costs, including travel, criminal records checks, telephone, accommodation and other costs.

Master's–Thesis Option

The program of study consists of a total of 21 units:

- 13.5 units of core courses
- 7.5 units of electives

Course Requirements

CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
or	
CYC 547 (1.5)	Professional Leadership in Child and Youth Care
CYC 553 (1.5)	Practicum in Child and Youth Care
CYC 599 (6.0)	Thesis

Program Electives

CYC 549 (1.5)	Models and Strategies for Child and Youth Care Intervention
CYC 551 (1.5)	Ensuring Quality in Child and Youth Care Programs
CYC 561 (1.5 or 3.0)	Special Topics in Child and Youth Care Theory
CYC 562 (1.5 or 3.0)	Special Topics in Child and Youth Care Intervention
CYC 563 (1.5 or 3.0)	Specialized Practicum in Child and Youth Care
CYC 564 (1.5 or 3.0)	Special Topics in Child and Youth Care Research
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 566 (1.5)	Implementing the UN Convention on the Rights of the Child
CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The total number of practicum hours for CYC 553 is 165 for a 1.5 unit course. Of these 165 hours, it is expected that 15 hours would be dedicated to meetings with the site supervisor to set goals, evaluate progress, and discuss issues.

Thesis

The focus of a thesis is on a theoretical issue and methodology. This includes the application of a research question, a thorough literature review, an analysis of data, a presentation of findings, and the implications of findings for further research and practice.

Oral Examination

Students are required to pass an oral examination at the end of their thesis.

Program Length

The maximum time limit for the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

Master's–Non-Thesis Option

The program of study consists of a total of 21 units:

- 12 or 13.5 units of core courses
- 7.5 or 9 units (respectively) of electives

Course Requirements

CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes:

From Theory to Practice

or

CYC 547 (1.5) Professional Leadership in Child and Youth Care

CYC 553 (1.5) Practicum in Child and Youth Care

CYC 598 (4.5 or 6.0) Applied Research Project

Program Electives

CYC 549 (1.5) Models and Strategies for Child and Youth Care Intervention

CYC 551 (1.5) Ensuring Quality in Child and Youth Care Programs

CYC 561 (1.5 or 3.0) Special Topics in Child and Youth Care Theory

CYC 562 (1.5 or 3.0) Special Topics in Child and Youth Care Intervention

CYC 563 (1.5 or 3.0) Specialized Practicum in Child and Youth Care

CYC 564 (1.5 or 3.0) Special Topics in Child and Youth Care Research

CYC 565 (1.5) Child and Adolescent Development in Context

CYC 566 (1.5) Implementing the UN Convention on the Rights of the Child

CYC 590 (1.5 or 3.0) Directed Studies in Child and Youth Care

Final Project

The focus of a project is on practice. It has a service-oriented intent. The product may involve one or more of the following: needs assessment, program design, curriculum development, documented practice intervention, program evaluation, or publishable review/synthesis of an aspect of the CYC literature for the benefit of a particular service group requesting this as a service. Students can discuss other possible projects with their supervisors.

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The total number of practicum hours for CYC 553 is 165 for a 1.5 unit course. Of these 165 hours, it is expected that 15 hours would be dedicated to meetings with the site supervisor to set goals, evaluate progress, and discuss issues.

Final Examination

Students are required to pass an oral examination at the end of their project.

Program Length

The maximum time limit for the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

PhD Program

The focus of the PhD program is the preparation of graduates who will play key leadership roles at provincial, national, and international levels in the broad field of Child and Youth Care. Through research and knowledge development, and with a particular emphasis on the scholarship of practice, graduates will influence teaching, research, policy, practice, program development, and evaluation.

The School of Child and Youth Care is also committed to addressing issues related to communities or populations that have been historically oppressed or marginalized. The courses address theoretical and practical foundations for working within and across cultures.

The program of study consists of a total of 30 units. The PhD program students will be expected to take a minimum of 7.5 units of core courses, with additional course work if necessary as determined by their committees. The remaining units will consist of at least 3 units of elective courses and a dissertation normally 18-21 units.

Course Requirements

CYC 641 (3.0) Generating Knowledge in Child and Youth Care

CYC 643 (1.5) Qualitative Research in Child and Youth Care

CYC 645 (1.5) Quantitative Research in Child and Youth Care

CYC 671 (1.5) Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy

CYC 699 Dissertation (variable credit 18-21 units)

Program Electives

CYC 564 (1.5) Special Topics in Child and Youth Care Research

CYC 567 (1.5) Program Design and Development in Child and Youth Care

CYC 568 (1.5) Program Evaluation and Policy in Child and Youth Care

CYC 569 (1.5) Human and Organizational Change

CYC 571 (1.5) Youth Substance Use: Perspectives on Theory, Research and Practice

CYC 580 (1.5) Child and Youth Care in the Context of International Development

CYC 582 (1.5) Children's Survival, Health, and Development in Ecocultural Context

CYC 680 (1.5 or 3.0) Doctoral Seminar in Child and Youth Care

CYC 682 (1.5) Internship in Child and Youth Care Research

Candidacy

Students will be expected to complete two candidacy papers (one focused on the substantive area of interest including related theories, and the other on methodology related to their area and topic of interest) and an oral examination before qualifying to undertake PhD research and a dissertation.

Other Requirements

Students will normally be in residence while taking core courses.

Dissertation

The doctoral dissertation must embody original work and constitute a significant contribution to knowledge in the candidate's field of study. It should contain evidence of broad knowledge of the relevant literature, and should demonstrate a critical understanding of the works of scholars closely related to the subject of the dissertation. Material embodied in the dissertation should, in the opinion of scholars in the field, merit publication.

Oral Examination

Students are required to pass an oral examination at the end of their dissertation.

Program Length

The maximum time limit for the PhD Program is 7 years. It is expected that full-time students will complete in less than 5 years.

Computer Science

General Information

Contact Information

Department of Computer Science
Location: Engineering Office Wing, Room 348
Mailing Address:
PO Box 3055 Stn CSC
Victoria, British Columbia
Canada V8W 3P6
Courier Address:
EOW 348
University of Victoria
3800 Finnerty Road
Victoria, British Columbia
Canada V8P 5C2
Telephone Number:.....250-721-7209
Fax Number: 250-721-7292
E-mail: csdept@csr.uvic.ca
Website: http://www.csc.uvic.ca
Chair: Dr. Jon Muzio
E-mail: chair@csc.uvic.ca
Phone: 250-721-8631
Graduate Adviser: TBA
E-mail: gradadv@csc.uvic.ca
Phone: .....TBA
Graduate Secretary: Zoria Crilly
E-mail: gradsec@csc.uvic.ca
Phone: 250-721-8638

Faculty Members and Areas of Research

Mantis H. M. Cheng, PhD (Waterloo)
Distributed real time systems, embedded systems, theory of concurrency

Yvonne Coady, PhD (British Columbia)
Aspect-oriented software development, scalable system infrastructures, distributed virtualization

Daniela E. Damian, PhD (Calgary)
Software engineering, requirements engineering, computer-supported collaborative work, human-computer interaction, global software development

John A. Ellis, PhD (Northwestern)
Theoretical computer science, computational complexity, algorithms

Sudhakar N.M. Ganti, PhD (Ottawa)
Trends in data networking, traffic management, quality of service, protocols, routing, traffic engineering, network design, switching architectures, optical networks, performance evaluation, queueing theory

Daniel M. German, PhD (Waterloo)
Hypermedia and web engineering, software engineering, open source software development, intellectual property

Daniel M. Hoffman, PhD (N Carolina, Chapel Hill)
Software engineering, emphasizing automated class testing, automated network testing

R. Nigel Horspool, PhD (Toronto)
Compiler construction, programming languages implementation, object-oriented programming, data compression

Jens H. Jahnke, Dr. rer.nat (Paderborn)
Software engineering, databases, network-centric information systems, data reengineering, data integration, design patterns, middleware, process-centered environments, graph transformation systems, approximate reasoning, health informatics

Bruce Kapron, PhD (Toronto)
Logic in computer science, cryptography, foundations of security, verification, computational complexity

Valerie King, PhD (California, Berkeley)
Graph algorithms and data structures, randomized algorithms and probabilistic analysis, concrete complexity, applications to computational biology and networks

Eric G. Manning, PhD (Illinois)
Computer networks, distributed computing, QoS for multimedia

D. Michael Miller, PhD (Manitoba)
Decision diagrams, reversible logic, multiple valued logic, design for testability, computer aided design for VLSI systems

Hans (Hausi) A. Müller, PhD (Rice)
Software engineering, reverse engineering, software migration, software evolution, software maintenance, computer graphics, network-centric computing, object-oriented programming, adoption-centric software engineering

Jon C. Muzio, PhD (Nottingham)
VLSI design and test, fault tolerant computing, design for testability, built-in self-test, multiple valued systems

Wendy Myrvold, PhD (Waterloo)
Graph theory, graph algorithms, network reliability, embedding graphs on surfaces, Latin squares, combinatorial algorithms

D. Dale Olesky, PhD (Toronto)
Linear algebra (especially matrix theory and combinational matrix analysis), numerical linear algebra, graph theory

Frank D. K. Roberts, PhD (Liverpool)
Numerical analysis, approximation theory

Frank Ruskey, PhD (Calif, San Diego)
Combinatorial algorithms

Micaela Serra, PhD (Victoria)
Hardware/software co-design, VLSI design and test

Gholamali C. Shoja, DPhil (Sussex)
Computer communications and networks, multimedia systems, distributed and real-time systems

Venkatesh Srinivasan, PhD (India)
Theory of computation, computational complexity theory

Ulrike Stege, PhD (ETH Zurich)
Computational biology, parameterized complexity, design of heuristics, graph theory, and cognitive psychology

Margaret-Anne Storey, PhD (Simon Fraser)
Software engineering, human-computer interaction, information visualization, social informatics, knowledge management and computer-supported collaborative work

Alex Thomo, PhD (Montreal)
Database and knowledge-base systems (especially new data-models for the web and query processing for such models), graph theory, formal languages and their application to databases

George Tzanetakis, PhD (Princeton)
Audio signal processing, computer music, machine learning, human computer interaction

William W. Wadge, PhD (Calif, Berkeley)
Dataflow computation, intensional versioning, digital documents, semantics, logic

Kui Wu, PhD (Alberta)
Computer networks, wireless and mobile networking, network security

Adjunct and Cross-Listed Appointments

Ian Barrodale, PhD (Liverpool)
Scientific programming applications, numerical analysis, operations research

Ernie Chang, MD, PhD (Toronto)
Distributed computing, collaborative virtual environments, learning technologies, health care informatics

Maurice Danard, PhD (Chicago)
Numerical modelling, meteorology, oceanography

David G. Goodenough, PhD (Toronto)
Remote sensing, software engineering, scientific visualization, artificial intelligence, grid computing, hyperspectral analysis, Kyoto carbon systems

Dominique Roelants van Baronaigien, PhD (Victoria)
Combinatorial generation, representations of combinatorial objects and data structures, the social implications of technology

W. Andrew Schloss, PhD (Stanford)
Electronic and computer music, musical acoustics, ethnomusicology

Issa Traoré, PhD (Institut National Polytechnique, Toulouse)
Secure information systems, distributed systems, formal methods, requirements specification, object-oriented design and programming

Maarten van Emden, PhD (Amsterdam)
Constraint processing in engineering computations, operations research, programming methods and languages

Peter A. Walsh, PhD (Victoria)
VLSI design, software engineering, hardware/software codesign

Degrees and Specializations Offered

The Department of Computer Science offers graduate programs leading to the degree of Master of Arts (MA) or Master of Science (MSc) in Computer Science and to the degree of Doctor of Philosophy (PhD) in Computer Science. The Department also participates in the Co-operative Education program. Faculty members in the Department are pursuing research in areas/groups that include Software Engineering, Software Systems, Theory of Computing, Combinatorial Algorithms, Programming Languages, Parallel, Networked and Distributed Computing, Functional and Logic Programming, VLSI Design and Test, Human Computer Interaction and Numerical Analysis.

Facilities

The Department offers its graduate students a wide range of up-to-date computing equipment for study and research.

Financial Support

The department believes that adequate financial support of graduate students is a crucial factor in contributing to their overall success. For this reason, we normally accept graduate students only if they can be guaranteed support during their studies. This support comes from four main sources: scholarships, research grants, teaching assistantships, and salaries paid by employers of part-time or co-op students.

If you are a Canadian citizen or a permanent resident of Canada, you should consider applying for an NSERC (The Natural Sciences and Engineering Research Council of Canada) post-graduate fellowship. Details are available from us, your local University or the NSERC website. Incoming students who hold NSERC post-graduate awards are awarded the President's Research Scholarship. (Note: Canada Graduate Scholarship Award holders - doctoral level are not eligible to receive the President's Research Scholarship.)

The University of Victoria awards a limited number of fellowships each year. These fellowships are for one year for MSc students. Fellowships for PhD students are renewable for one year subject to their achieving first-class results (A-) on courses and a recommendation from the department. These fellowships are awarded mainly on the basis of academic excellence to those applicants who apply for a September entry point or were admitted at the May entry point. Fellowship holders may also apply for up to 120 hours of TA employment for the first two years of their Master's program, or for the first 4 years of their PhD program. In addition, we give research grant support at both the Master's and PhD levels to fellowship holders.

If you do not receive a fellowship, or other scholarship support, you can normally expect support consisting of up to 240 hours of TA employment in the first two years of your Master's program, or in the first four years of your PhD program. You may also receive research grant support (or some alternative source funding).

You may also be eligible for a "graduate tuition fellowship" which is based on the number of TA hours worked, provided you are registered full-time in the term in which the award is held. The exact amount of this Fellowship is dependent upon the amount of work you take on. TA work and GTF fellowships are available only to full-time students who are on campus.

Separate application forms are not required for the minimum support level funding described in the previous paragraph for University of Victoria Fellowships, or for other supplementary grants.

All these sources of financial support are renewable annually, dependent upon satisfactory performance and the availability of funds. Please note that you will be responsible for all tuition and ancillary fees associated with your program including textbooks.

Detailed information on graduate student support may be obtained from the Computer Science website at <http://web.csc.uvic.ca/grad/finan_support.html>.

Admission Requirements

General

Initial inquiries regarding graduate studies in Computer Science should be addressed to the Graduate Secretary, Department of Computer Science. Application information may be obtained from the Graduate Admissions and Records Office or downloaded from the website: <http://web.uvic.ca/grar>.

Individuals interested in the Co-operative Master's degree or Co-operative PhD degree should contact the Computer Science/Math Co-op Office for details about these programs.

Admission To Master's Programs

Applicants for a Master's Program should have a Major or Honours undergraduate degree in Computer Science/Computer Engineering/Software Engineering (or equivalent) OR a Major or Honours degree in Mathematics with an emphasis on Computer Science. A minimum of B+ is required for courses taken in the last two years. A student who does not have such a degree may be admitted to the program but normally will be required to complete additional makeup courses. In doing so, the student must obtain a grade of at least B (5.0) in each makeup course, and an average B+ (6.0) overall in the makeup courses. Mature students are advised to consult the Faculty regulations regarding conditional admittance.

Master's applicants whose first language is not English will require a minimum score of 550 (paper test) or 213 (computer-based test) on TOEFL (Test of English as a Foreign Language). The GRE (Graduate Records Examinations) test is highly recommended.

Final decisions on admissions are made by potential supervisors.

Admission to the PhD Program

PhD applicants must normally have completed a Master's degree in Computer Science, or the equivalent, with a first class standing.

For PhD applicants, the minimum acceptable TOEFL score is 575 (paper test) or 231 (computer-based test). The GRE (Graduate Records Examinations) test is highly recommended.

Final decisions on admissions are made by potential supervisors.

Deadlines

While applications may be submitted at any time and students may opt to commence in any semester, it should be noted that our programs are geared toward those who start in September. We offer full-time, part-time and co-op options for studies in Computer Science. Applicants from outside of Canada should note that it sometimes takes longer for all documentation to be received (all post-secondary transcripts, assessment reports, TOEFL, GRE). Graduate Admissions and Records will hold your application until all documentation has been received and assessed, at which time they will forward it to our department, providing university and department requirements are met.

Domestic (Canada/USA) Application Deadlines

- September entry: deadline of May 31st
- January entry: deadline of October 31st
- May entry: deadline of February 28th

International Deadlines*

- September entry: deadline of December 15th
- January entry: deadline of April 15th
- May entry: deadline of September 15th

**Primarily for VISA applicants and Permanent residents whose most recent transcripts are coming from an overseas institution.*

Program Requirements

The program of study for each student is determined by the student's supervisory committee in consultation with the student. Normally, each graduate student is required to work as a teaching and/or research assistant as part of their program.

Master's - Thesis Option

Course Requirements

The Master's Program consists of a minimum of 15 units which includes course work, a seminar course (CSC 595) and a Master's thesis (CSC 599). At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. Each student must satisfy the MSc Breadth Requirements as specified in the Department MSc Regulations at <http://www.csc.uvic.ca/grad>.

Oral Examination

The Master's thesis must be defended in an oral examination.

Program Length

The department expects students to complete their Master's degree within the time limits set by the Faculty of Graduate Studies. Most students complete their program within three years. Students enrolled in a co-operative education program will have additional months added to the normal completion times equal to the time spent on co-op work terms.

Master's Non-Thesis Option

Course Requirements

In certain circumstances, students may register for a Master's project (CSC 598) instead of a thesis. The Master's Program consists of a minimum of 15 units which includes course work, a seminar course (CSC 595) and a Master's project (CSC 598). At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. Each student must satisfy the MSc Breadth Requirements as specified in the Department MSc Regulations at <http://www.csc.uvic.ca/grad>.

Final Examination

A student who chooses the project option will also have an oral examination. This examination will cover the project as well as material from three courses chosen by the student's supervisory committee in consultation with the student.

Program Length

The department expects students to complete their Master's degree within the time limits set by the Faculty of Graduate Studies. Most students complete their program within three years. Students enrolled in a co-operative education program will have additional months added to the normal completion times equal to the time spent on co-op work terms.

PhD Program

Course Requirements

For students entering with a Master's Degree, the PhD program consists of a minimum of 6 units of course work at the 500 level or higher and a dissertation (CSC 699). For students entering the PhD Program with a Bachelor's Degree, a minimum of 12 units of course work, where at least 9 units must be at the 500 level or higher, and a dissertation are required.

A PhD program must include the seminar course CSC 595 (1.5 units), which is to be over and above the course work required, unless the student has already taken an equivalent seminar course.

Each student must satisfy the PhD Breadth Requirements as specified in the Department PhD Regulations at <http://web.csc.uvic.ca/grad/PhDReg.pdf>.

Candidacy

Each student must pass the PhD candidacy examination within two years of first registering as a provisional doctoral student and at least six months before the PhD dissertation is defended in an oral examination. Details are specified in the Department PhD Regulations at <http://web.csc.uvic.ca/grad/PhDReg.pdf>.

Oral Examination

The student will give an oral defence of his or her dissertation in accordance with the departmental and university regulations. Upon successful completion of the defence and all other departmental and university requirements, the student will be awarded the degree of Doctor of Philosophy.

Program Length

The department expects students to complete their PhD degree within the time limits set by the Faculty of Graduate Studies. Most students complete their program within five years. Students enrolled in a co-operative education program will have additional months added to the normal completion times equal to the time spent on co-op work terms.

Co-Operative Education

A limited number of students are completing their degrees with a Co-op option. Arrangements to enter such a program, which involves one or more work terms in addition to traditional academic terms, are made after the student has completed at least one regular academic term.

Additional information can be obtained from <http://mycoop.coop.uvic.ca/engrcoop/>.

Curriculum and Instruction

General Information

Contact Information

Department of Curriculum and Instruction
Location: MacLaurin Building, Rm A430
Mailing Address:
Department of Curriculum and Instruction
Po Box 3010 Stn CSC
Victoria, BC V8W 3N4
Canada
Courier Address:
Department of Curriculum and Instruction
3800 Finnerty Road
MacLaurin Building, Room A430
Vitoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-7808
Fax Number: 250-721-7598
E-mail: edcigrad@uvic.ca
Website: http://www.educ.uvic.ca/edci
Chair: Dr. Deborah L. Begoray
Email: dbegoray@uvic.ca
Phone: 250-721-7886
Graduate Secretary: Connie Te Kampe
Email: ctekampe@uvic.ca
Phone: 250-721-7882

Faculty Members and Areas of Research

Robert J. Anthony, PhD (Toronto)
Developmental language arts, applied linguistics, cross cultural education

Laurie Rae Baxter, PhD (Ohio State)
Educational philosophy, cross-cultural aesthetics, media studies

Deborah L. Begoray, PhD (British Columbia)
Secondary English language arts, literacy, visual literacy and media, literacy and health

Donald L. Bergland, EdD (British Columbia)
Digital productivity, multimedia, digital graphics, audio production, technology and art, techno-ethnography, creativity, studio production

Kathie M. Black, PhD (New Mexico)
Secondary and elementary science curriculum and methodology, learning cycle, nature of science, reading and writing to learn science, science, technology, society and thought, school change

David W. Blades, PhD (Alberta)
Theory and philosophy of science education curriculum, science education methodology, ethics and multiculturalism in curriculum development, curriculum history and theory, interdisciplinary and international partnerships in world citizenship education, postmodernism and curriculum change

Steven Capaldo, DMA (UNLV)
Secondary music education and instrumental conducting pedagogy, literature and pedagogy in wind ensemble, composing and arranging, technology use in music education including music software and standard data applications

Catherine Caws, PhD (British Columbia)
Foreign language teaching, computer-assisted language learning, computer networking, French lexicology and lexicography

Elizabeth Churchill, PhD (Calgary)
Educational foundations; international, comparative and development education; curriculum theory and development; First Nations' histories and curricula; community history and oral tradition; Canadian studies in education; museum education; educational equity

Robert C. Dalton, PhD (Ohio State)
Middle childhood art, spontaneous drawing and multicultural art education

Mary Dayton-Sakari, PhD (Alberta)
Elementary language arts, diagnostic reading, affective education in language arts, literacy materials

Thomas G. Fleming, PhD (Oregon)
Social thought and education, historical study in administration

Leslee G. Francis-Pelton, PhD (Brigham Young)
Secondary mathematics methodologies, elementary mathematics methodologies, mathematics curriculum, measurement and evaluation, computer applications in mathematics education

Robert J. Graham, PhD (Calgary)
English education, curriculum theory, rhetoric and composition, cross-cultural studies and teacher education curriculum, autobiographical inquiry

Budd L. Hall, PhD (UCLA)
Adult education, social movement learning, globalisation and learning, participatory research

Betty Anne Hanley, PhD (Minnesota)
Foundations in music education, curriculum, music teacher education, arts policy

Valerie M. Irvine, PhD candidate (Alberta)
Educational technology, information and communication technologies (ICT) in teacher education, ICT integration into K-12 and post-secondary education, e-learning, research methodology and statistics

Gerald N. King, EdD (Brigham Young)
Secondary instrumental/choral music education methodology, curriculum and instruction; conducting; qualitative research

Margie I. Mayfield, PhD (Minnesota)
Early childhood education, early literacy, children's play and playspaces, programs for families, comparative early education

Carole S. Miller, MA (Pittsburgh)
Elementary and Secondary Drama/Theatre in Education, arts integration, curriculum development

Antoinette A. Oberg, PhD (Alberta)
Curriculum theory, critical reflection on practice, interpretive inquiry, especially phenomenology and hermeneutics

Sylvia J. Pantaleo, PhD (Alberta)
Language and literacy, children's and young adult literature, literature-based literacy programs, literary theory, elementary curriculum, teacher education

Timothy Pelton, PhD (Brigham Young)
Mathematics education, educational technologies, computer based instruction, response systems, measurement and assessment

Alison Preece, PhD (Victoria)
Language/literacy development and assessment, critical/cultural/media literacies and young children, ECE, language and culture, internationalization and curriculum

Helen Raptis, PhD (Victoria)
Sociology of education, educational history, multicultural and minority education, school effectiveness and school improvement

Ted J. Riecken, EdD (British Columbia)
Participatory and community based research methodologies, digital video as a research tool, Aboriginal education, ethnography and education, youth and society

Wolff-Michael Roth, PhD (Southern Mississippi)
Workplace studies, cultural-historical activity theory, conversation analysis, semiotics, gesture studies, applied cognitive science, science education, phenomenological inquiry and hermeneutic analysis, human-computer interaction, representation in scientific practice, epistemology, discourse analysis, research design (quantitative and qualitative)

Katherine J. Sanford, EdD (Alberta)
Literacy, alternative literacies, gender, middle school education, postmodern assessment issues, teacher education, mentorship, action research, narrative inquiry

Gloria J. Snively, EdD (British Columbia)
Science education, environment education, marine education, curriculum development, metaphorical thinking, qualitative research methodologies

Moira Szabo, PhD (Washington)
Multicultural music education, listening responses, aural perception and playing by ear, western music and other art forms in the elementary curriculum

Jennifer Thom, PhD (UBC)
Curriculum studies and elementary mathematics education, theories of mathematical understanding, ecological and complex forms of teaching and learning

Lorna Williams, PhD (Tennessee)
First Nations ancestry, indigenous culture and traditions.

Larry D. Yore, PhD (Minnesota)
Science education, reading and writing in science, science inquiry approaches

William M. Zuk, PhD (Oregon)
Multicultural, early childhood art, art education, studio practice

Degrees and Specializations Offered

The Department of Curriculum and Instruction offers programs leading to the Master of Arts and Master of Education degrees in the following areas:

- Art
- Curriculum Studies
- Early Childhood
- Language and Literacy
- Mathematics
- Music
- Science

- Social Studies

The Faculty of Education at the University of Victoria offers a Doctor of Philosophy in Educational Studies. There are seven areas of specialization within this program:

- Art
- Curriculum Studies
- Early Childhood Education
- Language and Literacy
- Mathematics, Science, Technology, and Environmental Education
- Music Education
- Social, Cultural and Foundational Studies

Facilities

MacLauren Building: multi-media laboratories, Curriculum Laboratory.

Financial Support

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The Department of Curriculum and Instruction cannot guarantee funding but encourage students to consider the following.

University Fellowships:

Students who have an A- (7.0 on the UVic grading scale) may quality for a University Fellowship. For full-time applicants seeking this Fellowship, the application deadline is February 15th.

Sessional Lecturers:

These are unionized positions for undergraduate courses. An interested student should submit their resume and cover letter to the Chair of Curriculum and Instruction. These positions are normally held for students who have completed at least one term of course work in the PhD program.

Research Assistants:

Individual faculty members with external research grants may employ graduate students as research assistants. The details about these appointments (salary, hours, etc.) are worked out between the individual graduate student and the faculty member.

Workstudy Positions:

Students must qualify through the Career Services office. Please visit their website for further information <http://www.careerservices.uvic.ca/students/campus.html>.

Graduate Tuition Fellowships (GTFs):

Students who are employed in positions as described above may receive up to $4,400 subsidy per annum from the Faculty of Graduate Studies. Applicants are to submit appropriate appointment forms to the Graduate Secretary within the first week of classes every term to be considered.

GTF supplements are not guaranteed and will likely conclude after two years as a Master's student and three years as a PhD student (the expected time for completion).

Admission Deadlines

February 15:

For full-time applicants seeking University Fellowships.

February 28:

For applicants seeking admission the following May or July.

April 30:

For applicants seeking admission the following September.

October 15:

For applicants seeing admission the following January. (Not all programs admit students in January).

Admission Requirements

Master of Arts

In addition to the usual admission requirements of the Faculty of Graduate Studies, some programs may require relevant professional experience.

Master of Education

In addition to the usual admission requirements of the Faculty of Graduate Studies, applicants must have had at least two years of successful relevant professional experience.

PhD Programs

Admission requirements include a master's degree, good academic standing, and demonstrated research and writing ability.

Program Requirements

Master's - Thesis and non-Thesis Options

MA programs in Education require at least 18 units of course work, including thesis, of which no more than 6 units may be at the 300 or 400 level. A research-based thesis must be written and successfully defended in an oral examination.

MEd programs require at least 18 units of course work, including a project, of which no more than 6 units may be at the 300 and 400 level. A project in research and/or curriculum development is required, and a comprehensive final examination (written and/or oral).

Art Education (MEd or MA)

This degree is a career credential intended for students who wish to develop their competencies in teaching studio-based art activities at the elementary and secondary school levels as well as in community settings. Courses are offered in three (3) consecutive summers. For the next intake date, please refer to website: <http://www.educ.uvic.ca/edci/C4-grad/AE.htm>.

Course Requirements: Total = 18 units

EDCI 510 (3.0)	Research Issues & Studio Development
EDCI 511 (3.0)	Drawing & Studio Development
EDCI 512 (3.0)	Internet Use & Digital Imaging
EDCI 513 (3.0)	Community Art Education
EDCI 591 (3.0)	Selected Topics in Art Education
EDCI 598 (3.0)	Project
EDCI 597(0)	Comprehensive Examination

Oral Examination

Yes.

Program Length

Three summers.

Curriculum Studies (MA or MEd)

These programs foster critical analysis of educational discourses (for example, discourses of planning, implementation, evaluation, learning and teaching) to discern unintended as well as intended effects. This analysis is focused not only at the system level, but also and more importantly, at the level of each person's daily professional practice, where the political and the personal are inevitably intertwined. The ethical question of how to act responsibly and appropriately is paramount.

Course Requirements: Total = 18 units

EDCI 531 (1.5)	Critical Discourses in Curriculum Studies
EDCI 532 (1.5)	Emerging Trends and Topics in Curriculum Studies
EDCI 533 (1.5)	Theory and Practice in Curriculum Design and Change
EDCI 580 (1.5)	Interpretive Inquiry
EDCI 598/599 (3.0)	Project or Thesis
EDCI 597 (0)	Comprehensive Exam (MEd program only)
ELECTIVES (9.0)	

Oral Examination

Yes.

Program Length

Full-time 1-2 years; part-time three years.

Language and Literacy (MA or MEd)

These programs are intended for those wishing to further their knowledge of pedagogical issues and practices relating to the teaching of Language and Literacy in populations ranging from pre-school to adult, and for those intending to pursue careers in educational research and teaching at the college or university level. Programs are designed to accommodate students' individual interests and objectives, and are undertaken with the guidance and direction of an academic supervisor.

Course Requirements: Total = 18 units

EDCI 542A (1.5)	Reading Processes in the School Curriculum: Research and Processes
EDCI 543A (1.5)	Language Processes in the School Curriculum: Oracy
EDCI 543B (1.5)	Language Processes in the School Curriculum: Writing and Representing
EDCI 546 (1.5)	Interpretation & Analysis of Language Arts Research
EDCI 598/599 (3.0)	Project or Thesis
EDCI 597 (0)	Comprehensive Exam (MEd program only)
ELECTIVES (9.0)	Approved in consultation with student's supervisor

Oral Examination

Yes.

Program Length

Two years.

Mathematics, Science or Social Studies Education – Thesis Option (MA)

This program is designed to provide students with a strong background in educational research, professional education, and academic content. The program requires 18 units of work

including a 3-unit thesis. The following courses outline a typical program, but all programs must be determined by the supervisor at the beginning of the program.

Course Requirements: Total = 18 units

EDCI 570/571 (1.5)	Research in Curriculum and Instruction: Social Studies, Geography, History, Math, Science
ED-D 560 (1.5)	Statistical Methods in Education
ED-D 561 (1.5)	Methods in Educational Research
EDCI 599 (3.0)	Thesis
ELECTIVES (10.5)	Related Education or Academic Content Courses

Oral Examination

Yes.

Programs Length

Two years.

Mathematics, Science or Social Studies Education – Non-Thesis Option (MEd)

This three-stream combined program is designed to provide a strong content component within the 18-unit degree while providing a central core of professional education in curriculum and instruction courses. The following courses outline a typical program, but all programs must be determined by the supervisor at the beginning of the program.

Course Requirements: Total = 18 units

EDCI 532 (1.5)	Emerging Trends and Topics in Curriculum Studies
EDCI 570/571 (1.5)	Research in Curriculum and Instruction: Math, Science, Social Studies, Geography, History
EDCI 572 (1.5)	Development and Implementation of Curriculum: Math, Science, Social Studies, Geography, History
EDCI 591 (1.5)	Selected Topics in Education: Research in Social and Natural Sciences
EDCI 597 (0)	Comprehensive Examination
EDCI 598 (3.0)	Project
ELECTIVES (9.0)	Approved in consultation with student's supervisor

Oral Examination

Yes.

Programs Length

Two years.

Music Education (MEd or MA)

This degree is a career credential intended for students who wish to develop a broader understanding of music education and to develop their competencies in teaching music education at the elementary, secondary, and college levels. Courses are offered in three consecutive summers. For the next intake date, please refer to website: <http://www.educ.uvic.ca/edci/C4-grad/Mus.htm>. Two streams of specialization are offered - Wind Conducting and Elementary Music Education.

Course Requirements: Total = 18 units

Wind Conducting - Non-Thesis Option (MEd)

EDCI 500 (1.5)	Advanced Seminar in Music Education
EDCI 501 (3.0)	Research and Evaluation in Music Education
EDCI 508A (1.5)	Conducting I
EDCI 508B (1.5)	Conducting II
EDCI 508C (1.5)	Conducting III and Literature
EDCI 502 (1.5)	Computers in Music Education
EDCI 527 (1.5)	Wind Literature
EDCI 528 (1.5)	Arranging and Orchestration
EDCI 529 (1.5)	Teaching Wind and Percussion Instruments
EDCI 597 (0)	Comprehensive Examination
EDCI 598 (3.0)	Project

Elementary Music Education - Non-Thesis Option (MEd)

EDCI 500 (1.5)	Advanced Seminar in Music Education
EDCI 501 (3.0)	Research and Evaluation in Music Education
EDCI 502 (1.5)	Computers in Music Education
EDCI 505 (1.5)	Curriculum in Music Education
EDCI 506 (1.5)	Pedagogical Issues (Selected Topics)
EDCI 507A (1.5)	Musicianship I
EDCI 507B (1.5)	Musicianship II
EDCI 591 (1.5)	Conducting Institute
EDCI 597 (0)	Comprehensive Examination
EDCI 598 (3.0)	Project

Music Education - Thesis Option (MA)

EDCI 500 (1.5)	Advanced Seminar in Music Education
EDCI 502 (1.5)	Computers in Music Education
EDCI 599 (3.0)	Thesis
ELECTIVES (9.0)	Approved in consultation with student's supervisor

and 3 units selected from:

EDCI 580 (1.5)	Interpretive Inquiry
ED-D 561 (1.5)	Methods in Educational Research
EDCI 501 (3.0)	Research and Evaluation in Music Education

Oral Examination

No for MEd, yes for MA.

Program Length

Three summers for MEd, two years for MA.

Doctor of Philosophy (PhD)

The PhD in Educational Studies is a research-oriented program designed for students who wish to develop a comprehensive understanding and an integrated perspective of current educational theory and practice. It prepares graduates for professional, research and teaching positions in colleges and universities, or for leadership roles in school districts, provincial ministries and other public and private organizations, with regard to planning and implementation of curricula, instructional innovations and staff development programs. There are seven areas of specialization within this program: Art Education; Curriculum Studies; Early Childhood Education; Language and Literacy; Mathematics, Science, Technology, and Environmental Education; Music Education; Social, Cultural and Foundational Studies.

Course Requirements: Total = 45 units

The PhD program consists of 45 units, of which there is a 30-unit dissertation and 15 units of coursework. The coursework is made up of 4.5 units of core courses and 10.5 units of Specialty and Elective Courses.

Core Courses Total: 4.5 units

EDCI 600 (1.5)	Contemporary Discourses in Educational Studies
EDCI 601 (1.5)	Interdisciplinary Doctoral Seminar
EDCI 681 (1.5)	Advanced research Methodologies in Educational Studies

Specialty and Elective Courses Total: 10.5 units*

** Normally up to 6 units of contemporary equivalent or appropriate graduate coursework not used towards another degree may be transferred into the specialty area from recognized universities with the approval of the supervisory committee, the Departmental Graduate Adviser, and the Faculty of Graduate Studies (see Transfer Credit). In special cases, assessment of prior learning involving other educational activities, professional experiences, or credentials may be evaluated as equivalent to courses required in the specialty area allowing students to substitute appropriate elective courses for the required courses. All applications for transfer credit and equivalent prior learning must be made at the time of admission or in the first semester of study.*

Dissertation Total: 30 units

EDCI 699 (30)

Specializations:

Art Education (courses have studio focus)

required (1.5 units):

EDCI 602 (1.5)	Doctoral Seminar in Arts Education

Electives (9 units) from the following and others approved by supervisory committee:

EDCI 510 (3.0)	Research Issues and Studio Development in Art
EDCI 511 (3.0)	research in Drawing and Studio Development
EDCI 512 (1.5)	Internet Use and Digital Imaging for Art Educators
EDCI 413 (3.0)	Community Art Education

Curriculum Studies

Required (1.5 units):

EDCI 603 (1.5)	Doctoral Seminar in Curriculum Studies

Electives (9 units) from the following and others approved by supervisory committee:

EDCI 520 (3.0)	Seminar in Philosophy of Education
EDCI 580 (1.5)	Interpretive Inquiry
EDCI 581 (1.5)	Research Methodologies in Educational Studies
EDCI 582 (1.5)	Writing as Research
EDCI 632 (1.5)	Critique of Emerging Trends and Topics in Curriculum Studies
EDCI 633 (1.5)	Critical Discourses in Curriculum Design and Change

Early Childhood Education

Required (1.5 units):

EDCI 650 (1.5) Doctoral Seminar in Early Childhood Education

Electives (9 units) from the following and others approved by supervisory committee:

EDCI 551 (1.5) The Young Child in Today's Society

EDCI 552 (1.5) Contemporary Trends in Early Childhood Education

EDCI 553 (1.5) International Early Childhood Education: Comparing Commonalities and Differences

EDCI 554 (1.5) Comparative Early Childhood Education: Curriculum, Context and Culture

EDCI 655 (1.5) Program Development for Early Childhood

Language and Literacy

Required (6 units):

EDCI 649 (3.0) Doctoral Seminar in Language and Literacy

And two from:

EDCI 642A (1.5) Advanced Reading Processes in School Curriculum: Research & Processes

EDCI 642B (1.5) Advanced Reading Processes in School Curriculum: Methods and Materials

EDCI 643A (1.5) Advanced Language Processes in School Curriculum: Oracy

EDCI 643B (1.5) Advanced Language Processes in School Curriculum: Writing & Representing

Electives (4.5 units) as approved by supervisory committee.

Mathematics, Science, Technology, and Environmental Education

Required (3 units):

EDCI 570 (1.5) Research in Curriculum and Instruction in the Elementary Grades

or

EDCI 571 (1.5) Research in Curriculum and Instruction in the Secondary Grades

EDCI 579 (1.5) Knowing and Learning in Everyday Contexts

Electives (7.5 units) from the following (others approved by supervisory committee):

EDCI 572 (1.5) Development & Implementation of the Curriculum in a Specific Area

EDCI 573 (1.5) Mathematics Education for Exceptional Students

EDCI 574 (1.5) Environmental Education Perspectives

EDCI 575 (1.5) Global Education

EDCI 577 (1.5) Language in Learning Mathematics, technology and Science

EDCI 578 (1.5) Science, Technology, Society and the Environment: Implications for Teaching

EDCI 672 (1.5) History and Philosophy of Mathematics, Science and Technology

Music Education (courses focus on musicianship, leadership, pedagogy, and curriculum)

Required (1.5 units):

EDCI 602 (1.5) Doctoral Seminar in Arts Education

Electives (9.0 units) from the following (others approved by supervisory committee):

EDCI 500 (1.5) Advanced Seminar in Music Education

EDCI 505 (1.5) Curriculum in Music Education

EDCI 506 (1.5) Selected Topics: Pedagogical Issues in Music Education

EDCI 507B (1.5) Musicianship II

EDCI 508C (1.5) Advanced Instrumental Music

EDCI 527 (1.5) Wind Literature

EDCI 690 (1.5 or 3.0) Individual Studies – Curriculum and Instruction

EDCI 691 (1.5 or 3.0) Special Problems – Curriculum and Instruction

Social, Cultural and Foundational Studies

Required (4.5 units):

EDCI 520 (1.5) Seminar in Philosophy of Education

EDCI 521B (1.5) Turning Points in Educational Thought After 1850

EDCI 523 (1.5) Diverse Voices and Visions in Education

Electives (6 units) as approved by supervisory committee.

Candidacy

Candidacy Examinations will be completed in both the core and specialization areas as set by the Supervisory Committee in conjunction with the department's Graduate Admissions and Programs Committee. The candidacy examinations will be both written and oral.

Program Length

At least two years.

Dispute Resolution

General Information

Contact Information

Institute for Dispute Resolution
Location: Fraser Building, Rm 123
Mailing Address:
Box 2400 Stn CSC
Victoria, BC V8W 3H7
Canada
Courier Address:
Room 123, Fraser Building
Magill Road
University of Victoria
Victoria, BC V8W 3H7
Canada
Telephone Number:.....250-721-8777
Fax Number: 250-721-6607
E-mail: idr@uvic.ca
Website: http://dispute.resolution.uvic.ca
Chair: Maureen Maloney
E-mail: mmaloney@uvic.ca
Phone: 250-721-8180
Graduate Adviser: Patricia MacKenzie
E-mail: patmack@uvic.ca
Phone: 250- 721-8036
Graduate Secretary: Lois Pegg
E-mail: dispute@uvic.ca
Phone: 250-721-8199

Faculty Members and Areas of Research

Maureen Maloney, Q.C. LL.M. (Toronto)
Public policy dispute resolution, international human rights, restorative justice, First Nations restorative justice systems, justice system design

Tara Ney, PhD (Southampton)
Conflict-related impact of policy, discourse theory and conflict, war-affected children, family law policy, health-care policy processes, restorative justice

Degrees and Specializations Offered

MA in Dispute Resolution

Admission Requirements

General

The interdisciplinary Master of Arts in Dispute Resolution program is offered through the Faculty of Human and Social Development and is administered by the Institute for Dispute Resolution. The focus of the program is on public sector dispute resolution, including:

- foundation content on general dispute resolution theory and practice
- application of skills and knowledge to the design and implementation of multi-party decision making processes
- applications of skills and knowledge to the design and implementation of institutionalized public dispute resolution systems
- the impact of social inequalities on conflict, including power, gender and culture

Students come from a variety of undergraduate backgrounds and should have relevant professional experience.

The program admits part-time and full-time students, and requirements must be completed within five years of admission to the program.

Admission To Master's Programs

Applicants should have a bachelor's degree in a relevant field of study. Normally, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement. Applicants should also have relevant post-baccalaureate professional experience. In addition to documents required by the Faculty of Graduate Studies, the program requires applicants to submit the following:

- a detailed résumé of background information, professional or other experience relevant to the student's area of proposed studies in dispute resolution
- a two-page (500 word) rationale outlining their reasons for applying to the program, and
- a tentative overview of their proposed program, including the courses they would be interested in selecting.

Students will be admitted on the basis of admission requirements established by the Faculty of Graduate Studies and on guidelines established by the Program Steering Committee regarding previous academic and work experience relevant to the field of dispute resolution.

Initial inquiries should be addressed to the Institute for Dispute Resolution. Applications should be sent to Graduate Admissions and Records

Deadlines

Entry date is each May, with application deadline of September 15 (International) and December 1 (North America).

Program Requirements

The program consists of 21 units of study. At least 12 units must be at the 500 level. Students may choose a thesis or a non-thesis (master's project) program. Completion of the degree is by oral examination.

Master's – Thesis Option

Course Requirements

Required foundation courses (4.5 units)

DR 501 (1.5)	Conflict Analysis and Resolution
DR 502 (1.5)	Conflict, Culture and Diversity
DR 503 (1.5)	Public Policy, Law and Dispute Resolution

Research methodology course (1.5 units)

All students must take a 500-level research methodology course, which may be selected from courses in a relevant field of study listed in the current University of Victoria Calendar.

Applied research course (1.5 units)

Students in the thesis option must take a 500-level applied research course, which may be selected from courses in a relevant field of study listed in the current University of Victoria Calendar. Students may also meet this requirement though a work study or directed study focusing on:

1. a research (or evaluation) and/or literature review and writing project on an area of theory or practice, or analysis of a significant conflict; or
2. a practicum and writing assignment in which research methodologies are used to reflect on and refine practice within government, non-governmental organization (NGO) or business settings involved in public sector conflict management.

Elective courses (6.0 unit)

Elective courses may be selected from DR courses and approved courses in related fields of study offered by other departments.

Thesis – DR 599 (7.5 units)

Oral Examination

Required.

Program Length

Two years to five years.

Master's – Non-Thesis Option

Course Requirements

Required foundation courses (4.5 units)

DR 501 (1.5)	Conflict Analysis and Resolution
DR 502 (1.5)	Conflict, Culture and Diversity
DR 503 (1.5)	Public Policy, Law and Dispute Resolution

Research methodology course (1.5 units)

All students must take a 500-level research methodology course, which may be selected from courses in a relevant field of study listed in the current University of Victoria Calendar.

Elective courses (10.5 units)

Elective courses may be selected from DR courses and approved courses in related fields of study offered by other departments.

Final Project – DR 598 (4.5 units)

Earth and Ocean Sciences

General Information

The School of Earth and Ocean Sciences offers a graduate program leading to the degree of Master of Science (MSc) and to the degree of Doctor of Philosophy (PhD) in Earth and Ocean Sciences. Research areas include a strong focus on earth system science with special studies in marine geology and geophysics, paleoceanography, tectonics, petrology, geochemistry, biogeochemical cycles, seismology, biological oceanography, physical oceanography, atmospheric modelling, geophysical fluid dynamics, ocean mixing, ocean acoustics, air-sea interaction, climate modelling, paleobiology, sedimentology and stratigraphy.

Further information on the School of Earth and Ocean Sciences, Adjunct and Limited Term faculty, and their research interests, can be found on the School's web page at <http://www.seos.uvic.ca>.

Contact Information

School of Earth and Ocean Sciences
Location: Petch, Rm 168
Mailing address:
School of Earth and Ocean Sciences
University of Victoria
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada
Courier address:
School of Earth and Ocean Sciences
University of Victoria
Petch 168, 3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-472-5133; 250-721-6120
Fax Number: 250-721-6200
E-mail: eosc@uvic.ca
Website: http://www.seos.uvic.ca
Director: Dr. Kathryn Gillis
Email: kgillis@uvic.ca
Phone: 250-472-4023
Graduate Adviser: Dr. Andrew Weaver
Email: weaver@ocean.seos.uvic.ca
Phone; 250-472-4006
Graduate Secretary: Sussi Arason
Email: eosc@uvic.ca
Phone: 250-472-5133

Faculty Members and Areas of Research

Thomas E. Pedersen, PhD (Edin), FRSC, Professor and Dean of Science
Sedimentary geochemistry, paleoclimatology, and paleoceanography, aquatic chemistry, geochemistry of submerged mine wastes.

Christopher R. Barnes, PhD (Ottawa), CM, FRSC, PGeo, Professor and Project Director, NEPTUNE, Canada
Paleozoic paleontology, stratigraphy, paleoecology; conodont paleobiology; paleoceanography; paleoclimatology; cabled ocean observatories.

Dante Canil, PhD (Alta), Professor
Experimental and igneous petrology; petrogenesis of mantle-derived magmas; diamonds; evolution of mantle lithosphere

N. Ross Chapman, PhD (UBC), Professor and Director of the Centre for Earth and Ocean Research (CEOR)
Ocean acoustics, acoustic signal processing, ambient noise, marine seismology, seismic inversion methods, and marine gas hydrates.

Laurence Coogan, PhD (Leicester), Assistant Professor
Mid-ocean ridge processes, oceanic crust, hydrothermal fluxes, geospeedometry, experimental petrology, mantle dynamics.

Jay Cullen, PhD (Rutgers), Assistant Professor
Chemical oceanography, marine geochemistry, phytoplankton-trace metal interactions, marine biogeochemistry of trace metals.

Stanley E. Dosso, PhD (UVic), Professor
Ocean and arctic acoustics, marine seismology and seismo-acoustics, geophysical inverse theory, acoustic signal analysis.

John F. Dower, PhD (UVic), Associate Professor
Fisheries oceanography and plankton ecology. Interactions between biology and physics in marine ecosystems.

Christopher J.R. Garrett, PhD (Cantab), FRS, FRSC, Lansdowne Professor
Physical oceanography, geophysical fluid dynamics and ocean mixing processes.

Kathryn M. Gillis, PhD (Dal), Professor and Director of the School
Marine geology; fluid-rock interaction in oceanic hydrothermal systems; formation of the oceanic crust; metamorphic petrology.

Stephen Johnston, PhD (Alta), Associate Professor
Tectonics and structural geology; evolution of convergent margins; continental growth.

Eric Kunze, PhD (Wash), Professor, Canada Research Chair
Ocean phenomena that contribute to mixing/stirring; parameterization of the impact of "subgridscale" processes on larger scales.

Katrin J. Meissner, PhD (Bremen), Assistant Professor
Paleoclimate modelling, climate system, climate variability, the role of vegetation and ocean in climate change, geophysical fluid dynamics.

Adam Monahan, PhD (UBC), Assistant Professor
Theoretical climate dynamics; multivariate statistics in climate diagnostics; dynamical systems theory and stochastic processes in climate modelling; general circulation of the ocean and atmosphere; waves in random media.

George D. Spence, PhD (UBC), Professor
Geophysics and plate tectonics at convergent margins' fluid flow and marine gas hydrates in the accretionary wedge; structural controls on earthquakes; marine seismics, sediment physical properties, and heat flow.

Kevin Telmer, PhD (Ottawa), Assistant Professor
Weathering; global element cycles; environmental geochemistry; fish microchemistry.

Verena Tunnicliffe, PhD (Yale), FRSC, Professor, Canada Research Chair and Project Director, VENUS
Evolution of marine communities, hydrothermal vents, seamounts and fjords; interaction with physical and geological processes.

Eileen Van der Flier-Keller, PhD (W Ont), Associate Professor
Geochemistry; coal geology – tectonic setting, depositional environment, mineralogy, geochemistry, specialized element potential; marine sediments – transform faults, hydrothermal activity.

Diana E. Varela, PhD (UBC), Assistant Professor
Biological oceanography; biogeochemical cycles; phytoplankton physiology and ecology - variations in marine primary productivity and export production, nutrient utilization by phytoplankton, silicon isotopic fractionation by diatoms.

Andrew J. Weaver, PhD (UBC), FRSC, Professor, Canada Research Chair
Climate change/variability; ocean/climate modelling; paleoclimate; physical oceanography; geophysical fluid dynamics.

Michael Whiticar, PhD (Christian Albrects), Professor
Organic and stable isotope biogeochemistry, including petroleum, environmental and forensic sciences; marine and terrestrial systems, gas hydrates, ice cores and greenhouse gases.

Degrees and Specializations Offered

The School of Earth and Ocean Sciences (SEOS) offers programs leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD) in the general areas of geology, geophysics, oceanography and atmospheric science, with an emphasis on earth system science.

Facilities

The School offers its graduate students a range of equipment for study and research. In-house laboratories include the Petrology Geochemistry, Ocean Acoustics, Geochemistry/Petrology, Marine Geochemistry, Biological Oceanography, Ocean Physics, Hydrothermal Studies, Structural Geology, Climate Theory, Paleogeochemistry, Geophysics, Marine Biology, Sedimentology, Marine Biogeochemistry/Phytoplankton, Climate Modelling, and a departmental ICP-MS facility. Arrangements are also commonly made to access equipment in nearby government laboratories. Students have access to the University's mainframe computer and workstations and to the 16.4 metre marine science vessel JOHN STRICKLAND.

Financial Support

All MSc and PhD students receive financial support at a minimum of $16,500 per year – guaranteed for the first two years, but subject to continued availability of research funds thereafter. Graduate financial support is comprised of funding from various sources, and may include research account support, teaching assistantship salary, general award support, etc.

Admission Requirements

Applicants for a graduate degree in Earth and Ocean Sciences should have a Major or Honours degree in a closely related science. A student who does not have such a degree can be admitted to the program but may be required to complete additional makeup courses. In doing so, the student must obtain a grade of at least B (5.0) in each makeup course, and an average of B+ (6.0) in the makeup courses. Mature students are advised to consult the Faculty regulations regarding conditional admittance.

Inquiries concerning the graduate program may be addressed to the SEOS Graduate Secretary, School of Earth and Ocean Sciences. Application forms for admission, which include the indication of need for financial assistance, can be obtained directly from the Faculty of Graduate Studies or can be completed online at <http://web.uvic.ca/grar/>. A statement of research interests should be submitted with the completed application.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Faculty of Graduate Studies (see page 15 for Faculty requirements) together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses in addition to other course work.

Deadlines

There are no deadlines in applying for admission to the School of Earth and Ocean Sciences. However, to be considered for a UVic Fellowship, applications must be received by February 15th for admission in September of the same academic year.

Program Requirements

The spectrum of research in the School is broad and will be attractive to students from many areas of the basic and applied sciences; cross-disciplinary research involving faculty and facilities in other departments is encouraged. As an integral part of their program, students are normally required to undertake teaching or research assistantships or equivalent duties within the School.

All graduate students in the School of Earth and Ocean Sciences are required to take either EOS 512 (1.5 units) or EOS 525 (1.5 units). All students are also required to register in the SEOS Seminar Series, EOS 570 Y01, at least once during their program. EOS 570 has no unit value.

The supervisory committee, in consultation with the student, determines the program of study for each student. The supervisory committee may decide that additional course work is required. The program may also include senior undergraduate courses after assessment of the background strengths and deficiencies of the student.

Master's – Thesis Option

Course Requirements

The Master's program consists of a minimum of 15 units, normally with not less than 6 units of graduate course work and a Master's thesis (EOS 599) typically worth 9 units.

Oral Examination

MSc students will be required to defend their completed thesis in a final oral examination open to the public.

Program Length

A student proceeding towards a Master's degree will be required to complete all the requirements for the degree within five years (60 consecutive months) from the date of the first registration in the Master's program.

PhD Program

Course Requirements

The PhD program usually requires a minimum of 9 course units beyond the BSc and a PhD dissertation (EOS 699) typically worth 36 units.

Candidacy

Within two years of registration and at least six months before the final oral examination, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. This thesis proposal will be defended in an oral candidacy exam. The Examining Committee will question the candidate to determine that the candidate has the appropriate background knowledge and skills to undertake the proposed project, and that the project is likely to lead to results suitable for a PhD dissertation.

Oral Examination

PhD students will be required to defend their completed dissertation in a final oral examination open to the public.

Program Length

A student proceeding toward a doctoral degree will be required to complete all the requirements within seven years (84 consecutive months) from the date of first registration in the program. If the student transfers to the doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Co-Operative Education

The School of Earth and Ocean Sciences participates in graduate co-operative education, which integrates periods of full-time employment with the academic program.

Approval to participate in graduate co-op is at the discretion of the School of Earth and Ocean Sciences, in consultation with the Faculty of Graduate Studies and the Director of Co-operative Education. Co-operative Education is not open to non-degree graduate students.

Work opportunities are negotiated through the Co-operative Education Coordinator and the work experience must be related to the student's area of study.

Economics

General Information

Contact Information

Department of Economics
Location: Business and Economics Building, Rm 360
Mailing Address:
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
University of Victoria
Room 360, Business & Economics Building, Ring Rd.
Victoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-8532
Fax Number: 250-721-6214
Website: http://web.uvic.ca/econ/grad/
Chair: Joseph Schaafsma
Email: schaafsm@uvic.ca
Phone: 250-721-8532
Graduate Adviser: Graham M. Voss
Email: econgrad@uvic.ca
Phone: 250-721-4409
Graduate Secretary: Alma Osorio
E-mail: econsec2@uvvm.uvic.ca
Phone: 250-472-4409

Faculty Members and Areas of Research

Kenneth L. Avio, PhD (Purdue)
Economics of crime, law and economics, microeconomics

Judith A. Clarke, PhD (Canterbury)
Econometric theory, applied time series analysis

Merwan Engineer, PhD (Queen's)
Monetary and macroeconomic theory

Donald G. Ferguson, PhD (Toronto)
International trade, mathematical economics

David E. Giles, PhD (Canterbury)
Applied and theoretical econometrics

Elisabeth Gugl, PhD (Queen's)
Public Economics, Family Economics

Emma Hutchinson, PhD (Michigan)
Environmental Economics, Law & Economics, Applied Microeconomics

Peter W. Kennedy, PhD (Queen's)
Microeconomic theory, industrial organization, environmental economics

Alok Kumar, PhD (Queen's)
Monetary Economics and Macroeconomics

Carl A. Mosk, PhD (Harvard)
Japanese economic development, population economics

Daniel Rondeau, PhD (Cornell)
Environmental and resource economics, microeconomics and game theory

Nilanjana Roy, PhD (California, Riverside)
Econometrics, development economics

Malcolm Rutherford, PhD (Durham)
History of economic thought, methodology, institutional economics

Joseph Schaafsma, PhD (Toronto)
Public finance, health economics

John A. Schofield, PhD (Simon Fraser)
Regional economics, cost/benefit analysis

Herbert J. Schuetze, PhD (McMaster)
Labour economics

Paul Schure, PhD (EUI, Florence)
Financial economics, financial intermediation theory, industrial organization

David Scoones, PhD (Queen's)
Microeconomic theory, applied microeconomics, microeconomic policy

Kenneth G. Stewart, PhD (Michigan)
Econometrics, monetary theory

G. Cornelis van Kooten, PhD (Oregon State)
Agricultural and resource economics

Graham M. Voss, PhD (Queen's)
Macroeconomics, monetary economics

Linda A. Welling, PhD (Western)
Industrial organization, microeconomic theory, intergovernmental tax competition

Limited Term Faculty

Farnham Martin, PhD (Michigan)
Public Finance, Labour Economics, Urban Economics

Adjunct Professors

Kotowitz, Yehuda, PhD (Chicago)
Microeconomics Theory

Stennes, Bradley, PhD (UBC)
Forest Economics, Natural Resource Economics

Wang, Sen, PhD (UBC)
Forest Economics, Institutional Economics

Emeritus

J. Colin H. Jones, PhD (Queen's)
Game Theory

Degrees and Specializations Offered

The Department of Economics offers an MA program and a PhD program. Both programs combine strong training in core economic theory and econometrics with electives in applied areas and a co-operative option. MA graduates will be well prepared for doctoral studies in economics or for research and analysis positions in the private or public sectors. The PhD program provides more advanced training in applied economics, to prepare graduate students for academic and non-academic careers.

Admission Requirements

General

Applicants to either program must satisfy the Department that they have the necessary skills in mathematics, statistics, and written and verbal communication to undertake the program. To this end, the Department may require evidence of appropriate writing skills prior to admission. A promising applicant whose background is judged to be inadequate may be advised to take an unclassified upgrading year prior to admission.

All applicants from outside Canada should complete the Graduate Record Examinations (GRE) aptitude exam. Applicants for admission whose first language is not English, who are not holding a recognized degree from a country where English is an official language, and who have not resided in Canada or other English speaking countries for at least three consecutive years immediately prior to the session applied for, must take the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 575 on the paper-based test or 233 on the computer-based test.

Applicants without undergraduate training in Economics may apply for a one-year program to prepare for the graduate program. This program requires 15 credits of Economics courses, including microeconomic, macroeconomic and econometric theory, as well as electives tailored to the student's needs and interest, chosen in consultation with the Department Graduate Adviser. A minimum GPA of 7.0 in these courses will result in automatic admission to the MA program; students with lower averages may enter after selection in the regular admission process.

Admission To Master's Programs

Admission to the MA program requires an undergraduate degree in economics, with at least a B average in the last two years leading to the degree.

Admission to the PhD Program

Admission to the PhD program normally requires a Master's degree (or equivalent) from a recognized academic institution. An outstanding applicant may be admitted with an appropriate baccalaureate degree, or the completion of at least two terms in a Master's program at the University of Victoria. Students wishing to transfer from the MA program should normally have achieved an A- average in their graduate courses, and may receive up to 12 units of credit towards their PhD program. Students wishing to transfer from another graduate program may also receive credit towards their program. Students requesting credit should consult the Graduate Adviser.

Deadlines

Students should ensure that their application is received by the end of January in the year of entry in order to be considered fully for financial assistance.

Program Requirements

Master's - Thesis Option

The Department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

Course Requirements

Successful completion of the core program (4.5 units), consisting of:

ECON 500 (1.5)	Microeconomic Analysis
ECON 501 (1.5)	Macroeconomic Analysis
ECON 545 (1.5)	Econometric Analysis

Successful completion of an additional 6 units of courses subject to the approval of the student's supervisory committee. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include up to 3 units of courses numbered at the 400 level as well as graduate courses in other departments. Directed Studies (ECON 595) provides the means of pursuing subject areas that are not covered in the listed courses. Students are encouraged to apply to individual instructors for Directed Studies. Students interested in the Co-operative Option (see below) must include ECON 516 in their program.

Thesis

Successful completion of a formal thesis prospectus.

Successful completion of a Master's thesis (ECON 599). The thesis is awarded 4.5 units.

Program Length

Students are expected to complete the requirements of the MA program within 26 months of enrollment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

Master's Non-Thesis Option

The Department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

Course Requirements

Successful completion of the core program (4.5 units), consisting of:

ECON 500 (1.5)	Microeconomic Analysis
ECON 501 (1.5)	Macroeconomic Analysis
ECON 545 (1.5)	Econometric Analysis

Successful completion of an additional 7.5 units of courses. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include Economics courses numbered at the 400 level, and graduate courses offered by other departments, up to a combined maximum of 3 units. Directed Studies (ECON 595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies.) Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

Final Project

Successful completion of an Extended Essay (ECON 598). This extended essay is awarded 3 units.

Program Length

Students are expected to complete the requirements of the MA program within 26 months of enrollment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

PhD Program

The PhD degree requires a minimum of 46.5 units, with the following specific requirements.

Course Requirements

Students must consult the Graduate Adviser and have their program of study approved.

Successful completion of the core program (16.5 units), consisting of:

ECON 500 (1.5)	Microeconomic Analysis
ECON 501 (1.5)	Macroeconomic Analysis
ECON 545 (1.5)	Econometric Analysis
ECON 546 (1.5)	Themes in Econometrics
ECON 547 (1.5)	Time-Series Econometrics
ECON 549 (1.5)	Computational Methods in Economics and Econometrics
ECON 550 (1.5)	Game Theory in Economics
ECON 551 (1.5)	Information and Incentives
ECON 552 (1.5)	Macroeconomic Issues
ECON 698 (3.0)	Research Seminar

Students who enter the PhD with an MA degree will normally be given credit for a maximum of 12 units, depending on the nature of the courses they completed as part of their MA program.

Successful completion of two courses in each of two designated field areas for a total of 6 units. Field areas must be chosen from those offered by the Department; students should consult the Graduate Adviser to ensure that their course selection satisfies the field requirements. The field areas offered may vary from year to year.

Successful completion of an additional 3 units of course work. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include Economics courses numbered at the 400 level, and graduate courses offered by other departments, up to a combined maximum of 3 units. Directed Studies (595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies). Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

Candidacy

Successful completion of a PhD candidacy examination within two years of registration as a provisional doctoral candidate, and no less than six months before the final oral examination. This requirement shall be satisfied by passing written comprehensive examinations in Economic Theory (Microeconomics and Macroeconomics) and Econometrics. Aspects of Computational Methods will be included in these examinations. A student may not take a comprehensive examination more than twice. Comprehensive examinations will be offered twice a year. Each examination will be set and graded by a Comprehensive Exam Committee consisting of at least two faculty members of the Department.

Dissertation

Successful completion of a dissertation (ECON 699). The dissertation is awarded 21 units. The dissertation is written under the supervision of a supervisory committee, nominated by the Department of Economics, and approved by the Dean of Graduate Studies. The committee shall comprise at least four members, all of whom normally will be members of the Faculty of Graduate Studies, and at least one of whom will be from a department outside the Department of Economics. The Chair of the supervisory committee shall be the student's academic supervisor.

Oral Examination

Each candidate shall defend their dissertation in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Co-Operative Education

Both the MA and PhD programs have a co-op option. The co-op option provides an opportunity for students to integrate suitable work terms into their degree program. Co-op designation for the MA degree requires successful completion of two work terms, each of four months duration. Co-op designation for the PhD degree requires successful completion of three work terms, each of four months duration. Students must maintain a B (5.0) average to be eligible for a work term, and students in either program must have successfully completed 9 units of graduate course work which must include ECON 516 prior to the commencement of their first work term.

Each work term is followed by a written report from the student that must be judged satisfactory by the Department in order to satisfy the co-op requirements. No guarantee of a co-op work placement can be given, but the Department has a very successful record of placement. Co-op positions are filled by a competitive process involving submission of applications and participation in interviews. Students interested in the co-op option must indicate their interest to the co-op coordinator during the fall term of their first year.

The number of co-op work terms allowed is normally restricted to a maximum of three for MA students and four for PhD students. Co-op placement priority is given to students who have taken fewer than the minimum number of work terms required for their program.

Educational Psychology and Leadership Studies

General Information

TWO MAJOR AREAS OF FOCUS: EDUCATIONAL PSYCHOLOGY (which includes Counselling, Learning and Development, Measurement and Evaluation, Special Education) and LEADERSHIP STUDIES

Contact Information

Department of Educational Psychology and Leadership Studies
Location: MacLaurin Builiding, Rm A443
Mailing Address:
Faculty of Education
University of Victoria
PO Box 3010
Victoria, BC V8W 3N4
Canada
Courier Address:
Educational Psychology & Leadership Studies
University of Victoria
Room A443 MacLaurin Building
3800 Finnerty Road,
Victoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-7799
Fax Number: 250-721-6190
Website: http://www.educ.uvic.ca/epls/
Chair: Dr. Anne Marshall
Email: eplschr@uvic.ca
Phone: 250-721-7799
Department Administrative Assistant: Rose-Marie Rozon
Email: edpsych@uvic.ca
Phone: 250-721-7760
Graduate Secretary: Gloria F. Bennett
E-mail: gbennett@uvic.ca
Phone: 250-472-5005
Graduate Program Assistant: Zoria Crilly
E-mail: eplsgrad@uvic.ca
Phone: 250-721-7883
Graduate Adviser for Conselling: Dr. Max Uhlemann

Email: muhleman@uvic.ca
Phone: .....(250) 721-7827
Graduate Adviser for Educational Psychology: Dr. Jillian Roberts
Email: jjrobert@uvic.ca
Phone: .....(250) 721-7817
Graduate Adviser for Leadership: Dr. Yvonne Martin
Email: ymmm@uvic.ca
Phone: .....(250) 721-7759

Faculty and Areas of Research

John O. Anderson, PhD (Alberta)
Educational measurements and evaluations

Danial G. Bachor, PhD (Toronto)
Children with learning problems, instruction for exceptional children

Timothy G. Black, PhD (British Columbia)
Military and civilian trauma; posttraumatic stress disorder; group counselling, counsellor training/education, action-based adult learning, therapeutic enactment, clinical supervision, and career transition

Wanda A. R. Boyer, PhD (Southern Mississippi)
Early childhood education, motivation, professional studies, and family development

David deRosenroll, PhD (Victoria)
Peer helping, mentoring, "at-risk" individuals, counsellor education

Darlene Clover, PhD (Toronto)
Women in leadership, feminist pedagogy, community arts and adult education

M. Honore France, PhD (Massachusetts)
Confluent education, cross-cultural issues, transpersonal psychology, ecopsychology, Eastern forms of healing, technology, and education, group dynamics, value clarification

Allyson Hadwin, PhD (Simon Fraser)
Cognition and instruction, metacognition, self-regulated learning design of instruction to promote self-regulated learning; computer-based learning environments, study skills and strategic learning, learning theories

Carol E. Harris, PhD (Toronto)
Women in leadership; organizational theory and restructuring coastal communities

Brian Harvey, PhD (Ohio)
Adolescent development, cross-cultural psychology

E. Anne Marshall, PhD R. Psych. (Toronto)
Counsellor skill development, career and life planning, school counselling, gender issues

Joan M. Martin, PhD (Notre Dame)
Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology

Yvonne M. Martin-Newcombe, PhD (McGill),
Educational administration; administrative theory, organization theory, school law

Peter J. Murphy, PhD (Alberta)
Organizational change and development, organizational theory, educational leadership, comparative and international education

J. Jillian Roberts, PhD R. Psych. (Calgary)
Medically fragile school children, concepts of quality of life, psychology of the individual, program planning, ethics and qualitative research methodology

Vernon J. Storey, EdD (British Columbia)
Leadership development, politics of education, organizational change

Blythe Shepard, PhD (Victoria)
Child and youth mental health, identity development and self-constructions of youth, adolescent career development; and qualitative research methodology

Max R. Uhlemann, PhD R.Psych (Colorado State)
Individual and group counselling, interpersonal skill training, education and research in stress management, ethics in counselling practice

W. John C. Walsh, PhD R.Psych. (Simon Fraser)
Instructional psychology, assessment of student cognition, cognition and motivation, quantitative methods, psychometrics, multivariate techniques; school psychology, assessment of children with learning problems

Degrees and Specializations Offered

Counselling Psychology - MEd, MA

Educational Psychology - MEd, MA, PhD
- Learning and Development
- Measurement and Evaluation

Leadership Studies - MA, MEd

Special Education - MEd, MA

Counselling – The Counselling Graduate Program provides for a small number of students to develop the knowledge, skills, and understanding necessary to work as professional counsellors in a wide variety of settings. The program is characterized by relatively small classes, by ongoing contact with a program supervisor, and by a focus on the practicum component of counsellor preparation.

Educational Psychology (Learning and Development) – The programs in Educational Psychology (emphasis in Learning and Development) provide students the opportunity to pursue advanced study in the areas of learning, instruction and psychological development of children and adults; and to support candidates' individual research investigation of a significant topic within these areas. The program is characterized by relatively small classes. Students work closely with their academic supervisor and complete a series of courses, some of which may be individual studies and/or cross-disciplinary.

Educational Psychology (Measurement and Evaluation) – The programs in educational psychology provide students with the opportunity to pursue advanced study in measurement and evaluation; and to support candidates' individual research investigation of a significant topic within these areas. Topics of interest include large-scale assessment and classroom assessment of student achievement. The program is characterized by relatively small classes. Students work closely with their academic supervisor and complete a series of courses, some of which may be individual studies and/or cross-disciplinary.

Leadership Studies - The degrees offered in the Leadership program are career credentials intended for two main categories of students: professionals already occupying positions of leadership in education and related fields who wish to consolidate and upgrade their standing, and aspirants who wish to enter, or are considering entering upon, an administrative career. Candidates will normally decide upon the choice of degree with their supervisors.

Special Education - The Graduate Program in Special Education provides students with the opportunity to pursue advanced study in practice and research involving individuals with special needs associated with disabilities, giftedness and cultural diversity. The ages span from early childhood to adulthood. The program prepares professionals for educational and other community settings. It also cultivates and supports research and consultation skills in special education.

Students can find further information on our website at <http://www.educ.uvic.ca/epls/>.

Facilities

- MacLaurin Building
- McPherson Library
- Curriculum Library

Financial Support

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. Students whose applications are complete by Feb. 15 will automatically be considered.

Paid assistantships (research and teaching) are available within the department of

Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching and research assistantships varies yearly. In recent years these forms of student support have received additional funding through the Graduate Teaching Fellowship program. For information, contact individual professors and the department chair. For further information on awards for graduate study please refer to the University Calendar.

Admission Requirements

General

Candidates seeking admission should normally be able to satisfy the entrance requirements of the Faculty of Graduate Studies. These consist essentially of an acceptable bachelor's degree from an accredited university and a grade point average of B in the last two years of academic work. Entry to the program is on a competitive basis and enrolment may be restricted in any given year. All applicants should submit a current réésuméé and a brief letter of intent. Other requirements include information on prerequisite courses, previous field experience, assessment reports, references, and personal statements.

Potential applicants may contact the Graduate Program Assistant for application information about specific programs.

For community based programs, contact Leslie Kennedy (Email: lkennedy@uvic.ca; Phone: (250) 721-7875).

Admission To Master's Programs

All MA programs in the Department of Educational Psychology and Leadership Studies require a bachelor's degree with at least a B average (70%) in the last two years of course work.

Counselling

MA applicants are expected to have a broad understanding of psychological principles and is-

sues as a result of their academic course work. MA applicants must have at least 1.5 senior undergraduate credit in statistics that cover descriptive statistics including univariate and regression analysis. MA applicants must submit a one-page description of past research experience and present research interest.

See also our website <http://www.educ.uvic.ca/epls/grad/couns.htm>.

Education Psychology

Learning and Development: Admission to the MA program requires at least a B+ average in senior undergraduate courses in educational psychology. MA applicants are asked to include a separate description of previous experience with research projects or courses. In addition, applicants should include a description of present interests in Learning and Development research areas.

Measurement and Evaluation: MA applicants are asked to include a separate description of previous experience with research projects or courses. In addition, applicants must include a description of present interests in Educational Psychology, emphasis in Measurement and Evaluation research areas.

Leadership

Students can apply for the MEd program and then apply to transfer, at some point during their M.Ed. program, to an MA program if a supervisor is available.

Special Education

Admission to the MA program requires at least a B+ average in senior undergraduate courses in Special Education. All applicants to the MA in Special Education graduate program must submit a Letter of Intent divided in two sections: a statement of academic and professional goals and a statement of research interest in Special Education.

Admission to the PhD Program in Educational Psychology

Admission to the doctoral degree program requires completion of a Master's degree from a recognized university. The completed degree can be with or without thesis.

Applicants who have completed a non-thesis Masters degree are required to have completed a research paper in which design principles and analytic techniques are demonstrated.

Applicants must have completed ED-D 560 (Statistical Methods in Education) and ED-D 561 (Methods in Educational Research), or their equivalents within their Master's degree program.

Applicants must submit Graduate Record Examination scores from the aptitude portion (verbal, quantitative, and analytical) of the G.R.E.

Applicants must submit a statement of research experience and interests, a letter of intent, and current curriculum vitae.

Applicants must provide a minimum of one single-authored published or unpublished article that is appropriate to the field of future studies. A copy of the applicant's Master's thesis, a major paper, published research, or a professional report may be submitted to fulfill this requirement.

Deadlines

PhD Educational Psychology: Early January (September entry)

MA/MEd Counselling, Educational Psychology, Special Education: Early January (September entry)

Leadership Studies: Applications accepted until program is full

- January entry: October 15
- July entry: February 28
- September entry: April 30

Program Requirements

Master's in Counselling

Presented below is the normal program of study for the two master's degrees offered in counselling. Although both degrees require a minimum of 18 units of study, it is not unusual for students to take several additional courses after they have completed the core program.

MEd Program Requirements

A minimum of 18 units of course work is required in the MEd program, and includes a research project and a comprehensive exam. The program of study includes the following required courses:

ED-D 517A (1.5)	Pre-Practicum in Counselling
ED-D 517B-N (1.5)	Practicum in Counselling (at least 3 units)
ED-D 518 (1.5)	Seminar in Counselling Psychology
ED-D 519A (1.5)	Seminar in Child & Adolescent Counselling
ED-D 519C (1.5)	Seminar in Professional Issues
ED-D 519H (1.5)	Career and Life Planning Counselling
ED-D 519N (1.5)	Multicultural Counselling
ED-D 598 (1.5 or 3.0)	Project
ED-D 597 (0.0)	Comprehensive Examination

Electives: 4.5 or 6.0 units, chosen in consultation with student's supervisor.

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement and Evaluation, and Computer Applications). As well, there is a range of courses being offered in other graduate programs across campus.

MA Program Requirements

A minimum of 18 units of course work is required in the M.A. program, and includes a thesis and its oral defense. The program of studies includes the following required courses:

ED-D 517A (1.5)	Pre-Practicum in Counselling
ED-D 517B-N (1.5)	Practicum in Counselling (at least 3 units)
ED-D 518 (1.5)	Seminar in Counselling Psychology
ED-D 519A (1.5)	Seminar in Child and Adolescent Counselling
ED-D 519C (1.5)	Seminar in Professional Issues
ED-D 519H (1.5)	Career and Life Planning Counselling
ED-D 519N (1.5)	Multicultural Counselling
ED-D 560 (1.5)	Statistical Methods in Education
ED-D 561 (1.5)	Methods in Educational Research
ED-D 599 (3.0 min.)	Thesis

Electives: 1.5 units, chosen in consultation with student's supervisor.

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate and undergraduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement and Evaluation, and Computer Applications). As well, there is a range of courses being offered in other graduate and undergraduate programs across campus.

Program Length

The MA degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The MEd degree can be completed in a shorter period, if taken on-campus full-time, because it does not require thesis research.

Master's in Educational Psychology: Learning and Development

Presented below is the normal program of study for the two master's degrees offered in Educational Psychology (Learning and Development). Although both degrees require a minimum of 18 units of study, it is not unusual for students to take additional courses after they have completed the core program. This option, however, is subject to review and approval by the student's supervisory committee.

MEd Program Requirements

A minimum of 18 units of course work is required in the MEd program, and includes a research project and a comprehensive exam. The program of study normally includes the following requirements:

ED-D 500 (1.5)	Learning Principles
ED-D 505 (1.5)	Basic Concepts in Human Development
ED-D 506 (1.5)	Selected Topics in Human Development
ED-D 508 (1.5)	Theories of Learning
ED-D 598 (3.0 min.)	Project
ED-D 597 (0.0)	Comprehensive Examination

3 units selected from the following five courses:

ED-D 503 (1.5)	Curriculum Evaluation
ED-D 560 (1.5)	Statistical Methods in Education
ED-D 561 (1.5)	Methods in Educational Research
ED-D 567 (1.5)	Single Case Research
ED-B 580 (1.5)	Interpretive Inquiry

Electives: 6.0 units, chosen in consultation with the student's supervisory committee.

Electives may be taken from several sources. Students can request admission into graduate and undergraduate courses offered by other appropriate sections of the Department of Educational Psychology and Leadership Studies (i.e., Counselling; Special Education; and Measurement and Evaluation). As well, there is a range of

courses being offered in other graduate programs across campus. There is, however, no guarantee that space will be available in courses in other departments.

MA Program Requirements

A minimum of 18 units of course work is required in the MA program, and includes a thesis and its oral defense. The program of study normally includes the following requirements:

ED-D 500 (1.5) Learning Principles
ED-D 505 (1.5) Basic Concepts in Human Development
ED-D 506 (1.5) Selected Topics in Human Development
ED-D 508 (1.5) Theories of Learning
ED-D 560 (1.5) Statistical Methods in Education
ED-D 561 (1.5) Methods in Educational Research
ED-D 599 (3.0 min.) Thesis

Electives: 6.0 units, chosen in consultation with the student's supervisory committee.

Electives may be taken from several sources. Students can request admission into graduate and undergraduate courses offered by other appropriate sections of the Department of Educational Psychology and Leadership Studies (i.e., Counselling; Special Education; and Measurement and Evaluation). As well, there is a range of courses being offered in other graduate programs across campus. There is, however, no guarantee that space will be available in courses in other departments.

Program Length

The MA degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The MEd degree can be completed in a shorter period, if taken on-campus full-time, because it does not require thesis research.

Master's in Educational Psychology: Measurement and Evaluation

Presented below is the normal program of study for the two master's degrees offered in Measurement and Evaluation. Although both degrees require a minimum of 18 units of study, it is not unusual for students to take additional courses after they have completed the core program. This option, however, is subject to review and approval by the student's supervisory committee.

MEd Program Requirements

A minimum of 18 units of course work is required in the MEd program, and includes a research project and a comprehensive exam. The program of study normally includes the following requirements:

ED-D 500 (1.5) Learning Principles
or ED-D 508 (1.5) Theories of Learning
ED-D 501 (1.5) Theory of Measurement (subject to availability)
ED-D 503 (1.5) Curriculum Evaluation
ED-D 505 (1.5) Basic Concepts: Human Development
or ED-D 506 (1.5) Selected Topics: Human Development
ED-D 560 (1.5) Statistical Methods in Education
ED-D 561 (1.5) Methods in Educational Research
ED-D 562 (1.5) Advanced Statistical Methods in Education
ED-D 567 (1.5) Single Case Research
ED-D 598 (3.0 min.) Project
ED-D 597 (0.0) Comprehensive Examination

Electives: 3.0 units (or 4.5 units, if 501 unavailable), chosen in consultation with the student's supervisory committee.

Electives may be taken from several sources. Students can request admission into graduate and undergraduate courses offered by other appropriate sections of the Department of Educational Psychology and Leadership Studies (i.e., Counselling, Learning and Development, and Special Education). As well, there is a range of courses being offered in other graduate programs across campus. There is, however, no guarantee that space will be available in such courses.

MA Program Requirements

A minimum of 18 units of course work is required in the MA program, and includes a thesis and its oral defense. The program of study normally includes the following requirements:

ED-D 500 (1.5) Learning Principles
or ED-D 508 (1.5) Theories of Learning
ED-D 501 (1.5) Theory of Measurement (subject to availability)
ED-D 503 (1.5) Curriculum Evaluation
ED-D 505 (1.5) Basic Concepts: Human Development
or ED-D 506 (1.5) Selected Topics: Human Development
ED-D 560 (1.5) Statistical Methods in Education
ED-D 561 (1.5) Methods in Educational Research
ED-D 562 (1.5) Advanced Statistical Methods in Education
ED-D 567 (1.5) Single Case Research Design.
ED-D 599 (3.0 min.) Thesis

Electives: 3.0 units (or 4.5 units, if 501 unavailable), chosen in consultation with the student's supervisory committee.

Electives may be taken from several sources. Students can request admission into graduate and undergraduate courses offered by other appropriate sections of the Department of Educational Psychology and Leadership Studies (i.e., Counselling, Learning and Development, and Special Education). As well, there is a range of courses being offered in other graduate programs across campus. There is, however, no guarantee that space will be available in such courses.

Program Length

The MA degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The MEd degree can be completed in a shorter period, if taken on-campus full-time, because it does not require thesis research.

MEd in Leadership

The MEd degree requires 18.0 units of coursework including the project (ED-D 598) and comprehensive exam (ED-D 597).

Program Requiremenst

The following components describe the course structure:

Compulsory Core Courses: (7.5 units) These courses are required of all candidates.

ED-D 531 (3.0) Concepts and Theory in Administration
ED-D 591 (1.5) Selected Topics: Research in Educational Leadership
ED-D 598 (3.0 min.) Independent Research Work

Other Courses: 4.5 to 10.5 units, chosen from ED-D 530 to 539, ED-D 591 (Leadership Studies courses); include coursework from among ED-D 532, ED-D 533x, ED-D 535x, ED-D 536.

Up to 6.0 units from undergraduate courses of 300 level or higher.

Program Length

The department expects full-time students to spend 12 to 18 months of study or part-time students three consecutive summers completing the master's degree.

Master's in Special Education

MEd Program Requirements

A minimum of 18 units of course work is required in the MEd program, and includes an MEd comprehensive exam in the form of research critiques. The program of study normally includes the following requirements:

Required Courses (12 units)

3.0 units of Theories Composed of the following courses

ED-D 500 (1.5) Learning Principles
ED-D 505 (1.5) Basic Concepts in Human Development

3.0 Units of Research Methods composed of the following courses

ED-D 591 (1.5) Reading and Understanding Research across Special Education

and 1.5 Units selected from the following courses:

ED-D 560 (1.5) Statistical Methods in Education
ED-D 561 (1.5) Methods in Educational Research
EDCI 580 (1.5) Interpretive Inquiry
ED-D 519B (1.5) Research in Counselling
ED-D 567 (1.5) Single Case Research

4.5 Units of Special Education composed of the following courses

ED-D 515 (1.5) Advanced Assessment in Learning Difficulties
ED-D 568 (1.5) Seminar in Special Education: History of Systems, Law, Policies, and Programs
ED-D 569 (1.5) Seminar in Special Education: Current issues and Research, Cultures, and Community Psychology

Elective courses (6.0 units)

6.0 units selected in consultation with the student's supervisory committee to develop a core concentration area from the following courses:

ED-D 507 (1.5) Psychology of Exceptionality and Childhood Disorders
ED-D 513 (1.5) Assessment of School-Related

Abilities
ED-D 516 (1.5) Advanced Remediation of Learning Difficulties
ED-D 591 (1.5) Special Topics in Education: Computers Utilization and Technology in Special Education
ED-D 591 (1.5) Special Topics in Education: Professional Practices and Ethics
ED-D 591 (1.5) Special Topics in Education: Mental Health and Behavioural Difficulties
ED-D 591 (1.5) Special Topics in Education: Variable Topics (e.g., Achievement Motivation, Play as a Tool for Therapy)
ED-D 591 (1.5) Special Topics in Education: Practicum in Special Education
ED-D 591 (1.5) Special Topics in Education: Practicum in the Assessment of School-related Abilities

Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the supervisory committee.

Degree Completion Requirements (1.5 units)

ED-D 598 (1.5 min.) Project: Educational Psychology and Leadership (Project structure varies by area)
ED-D 597 (0.0) Comprehensive Examination: (Examination structure varies by area)

Note: Project refers to the MEd Project, which requires that the student complete critiques based on 3 of 5 articles provided by the Department. Each critique shall be 12-16 pages. Comprehensive Exam refers to the MEd Comprehensive Exam, which will include a presentation and discussion of the critiques.

MA Program Requirements

A minimum of 18 units of course work is required in the MA program, and includes a thesis and oral defense. The program of study normally includes the following requirements:

Required Courses (10.5 units)

3.0 units of Theories selected from the following courses
ED-D 500 (1.5) Learning Principles
or ED-D 508 (1.5) Theories of Learning
ED-D 505 (1.5) Basic Concepts in Human Development
or ED-D 506 (1.5) Selected Topics in Human Development

3.0 Units of Research Methods selected from the following courses
ED-D 560 (1.5) Statistical Methods in Education
ED-D 561 (1.5) Methods in Educational Research
ED-B 580 (1.5) Interpretive Inquiry
or ED-D 519B (1.5) Qualitative Research Methods
ED-D 567 (1.5) Single Case Research

4.5 Units of Special Education composed of the following courses
ED-D 515 (1.5) Advanced Assessment in Learning Difficulties
ED-D 568 (1.5) Seminar in Special Education: History of Systems, Law, Policies, and Programs
ED-D 569 (1.5) Seminar in Special Education: Current issues and Research, Cultures, and Community Psychology

Elective courses (4.5 units)

4.5 units selected in consultation with the student's supervisory committee to develop a core concentration area from the following courses:
ED-D 507 (1.5) Psychology of Exceptionality and Childhood Disorders
ED-D 513 (1.5) Assessment of School-Related Abilities
ED-D 516 (1.5) Advanced Remediation of Learning Disabilities
ED-D 591 (1.5) Special Topics in Education: Computers Utilization and Technology in Special Education
ED-D 591 (1.5) Special Topics in Education: Professional Practices and Ethics
ED-D 591 (1.5) Special Topics in Education: Mental Health and Behavioural Difficulties
ED-D 591 (1.5) Special Topics in Education: Variable Topics (e.g., Achievement Motivation; Play as a Tool for Therapy)
ED-D 591 (1.5) Special Topics in Education: Practicum in Special Education
ED-D 591 (1.5) Special Topics in Education: Practicum in the Assessment of School-Related Abilities

Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the thesis supervisory committee.

Degree Completion Requirements (3.0 units)

ED-D 599 (3.0 min.) Thesis and oral defense

Program Length

The MA degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The MEd degree can be completed in a shorter period, if taken on-campus full-time, because it does not require thesis research.

PhD Program in Educational Psychology

The doctoral program in Educational Psychology covers four areas: Special Education; Counselling; Learning and Development; and Measurement and Evaluation.

Each student's program of studies is individually planned. It is expected that there will be considerable variation between students as a result of differences in academic background and experience, research interests, and future professional goals. The program of studies requires that a broad knowledge of the field or fields of study be demonstrated through the successful completion of candidacy examinations. A major portion of the doctoral program is devoted to a research project culminating in a dissertation that satisfies the requirements and standards of the Department of Educational Psychology & Leadership Studies and the Faculty of Graduate Studies.

Graduate students in the Department of Educational Psychology and Leadership Studies are expected to adhere to a professional code of conduct for the basis of their relationships with peers, faculty and for any children/adolescents for whom they may provide services. Students will be subject to the provisions of the ethical guidelines of their respective professions. Students may be required to withdraw from a course or program when ethical, medical or other reasons interfere with satisfactory practice in their respective professions.

Course requirements

The doctoral program of studies normally includes a minimum of 15 units of course work and 30 units of dissertation. All students are required to take ED-D 660 (Proseminar in Educational Psychology) in which aspects of Special Education; Counselling; Learning and Development; and Measurement and Evaluation are covered to broaden the students' theoretical and applied knowledge and skills. All students are also required to take a minimum of 4.5 units of advanced statistics/research methodology (e.g., ED-D 567, Single Case Research; ED-D 501, Theories of Measurement; ED-D 519B Research in Counselling; ED-D 503, Curriculum Evaluation; ED-D 690, Special Topics: Advanced Methodology). ED-D 562, Advanced Statistics (or its equivalent) must be included in one's program.

Students who wish to be eligible for registration as a psychologist with the B.C. College of Psychologists must make themselves familiar with the requirements established by this licensing body (e.g., required number of practicum hours) and ensure that their program of studies not only meets the requirements established by the Faculty of Graduate Studies and the Department of Educational Psychology & Leadership Studies, but also the requirements of the College.

Other Requirements

PhD students write candidacy examinations in research methodology and in their area of specialization (for example, learning and development) within educational psychology. The format will consist of two written examinations followed by an oral examination. In the oral examination, the candidate will be examined in both research methodology and his/her area of specialization.

Students are required to submit a report of their progress to their supervisory committee each year by March 15. Failure to submit a report may jeopardize a student's subsequent registration.

A degree will not be awarded in less than 24 consecutive months from the time of first registration. Students are required to register in every term from the time of admission until the requirements of the degree have been met, or formally withdraw in accordance with regulations set out in the University of Victoria's calendar.

Program Length

A minimum residency of one academic year is required. During the residency year, students are expected to be committed full time to their studies. Normally, a student proceeding toward a doctoral degree will be required to complete all the requirements within seven years from the date of first registration in the program.

Electrical and Computer Engineering

General Information

Contact Information

Department of Electrical and Computer Engineering
Location: EOW, room 448
Mailing Address:
PO Box 3055
Victoria, BC V8W 3P6
Canada
Courier Address:
EOW 448
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-8610
Fax Number: 250-621-6052
Website: http://www.ece.uvic.ca
Chair: TBA
E-mail: TBA
Phone: TBA
Graduate Adviser: Dr. Jens Bornemann
E-mail: gradadv@ece.uvic.ca
Phone: 250-721-8666
Graduate Secretary: Vicky Smith
E-mail: gradsec@ece.uvic.ca
Phone: 250-721-8675

Faculty Members and Areas of Research

Mostafa I.H. Abd-El-Barr, PhD (Toronto)
Parallel processing; computer architecture; reliable and fault tolerant computer systems design; digital systems testing; networks optimization; multiple-valued logic systems design

Michael D. Adams, PhD (British Columbia)
Digital signal processing; multirate systems and wavelets; multimedia (i.e., image/video/audio) coding/compression and processing

Panajotis Agathoklis, Dr ScTech (Swiss Fed Inst of Tech)
Digital signal processing; multidimensional systems; control systems

Smain Amari, PhD (Washington University)
Numerical analysis and numerical techniques in electromagnetics; synthesis, design and optimization of passive microwave components; applied mathematics and applied physics

Andreas Antoniou, PhD (London)
Analog and digital filter design; digital signal processing; electronic circuits; optimization methods

Amirali Baniasadi, PhD (Northwestern)
Low-power design, power-aware architectures, VLSI, interconnect, high-performance processors

Ashoka K.S. Bhat, PhD (Toronto)
Power electronic controls; high-frequency link power conversion-resonant and pulse with modulation; applications of new power devices; design of electronic circuits for power control

Jens Bornemann, Dr-Ing (Bremen)
RF/wireless/microwave/millimeter-wave components and systems design; electromagnetic field modelling for modern integrated circuits and antennas; computer-aided design

Thomas E. Darcie, PhD (Toronto)
Optical systems, optical communications, fiber-optic systems and technology, broadband networks, RF/microwave/millimeter wave optical fiber systems, optical imaging and processor systems

Nikitas J. Dimopoulos, PhD (Maryland)
Multicomputer systems; computer interconnection networks; neural networks; fault detection

Peter F. Driessen, PhD (British Columbia)
Audio and video signal processing; computer music; wireless communications; radio propagation

Fayez Gebali, PhD (British Columbia)
Computer communications; computer architecture; computer arithmetic; digital signal processing; VLSI systems design

Reuven Gordon, PhD (Cambridge)
Experiment-based research in photonics: ultra-fast semiconductor laser dynamics, vertical-cavity surface-emitting lasers, passive components, and nano-photonics

T. Aaron Gulliver, PhD (Victoria)
Wireless communications; spread spectrum systems; algebraic coding theory; information theory; cryptography and computer security; software radio

Wolfgang J.R. Hoefer, Dr-Ing (Grenoble)
Microwave, millimeter wave, optical theory and applications; computational electromagnetics and numerical field modelling; high speed circuit analysis and synthesis; computer-aided design

Robert Kieser, PhD (British Columbia)
Underwater acoustics; application of acoustics in fisheries

R. Lynn Kirlin, PhD (Utah State)
Statistical signal processing: sonar, HF radar, seismic, sensor array processing; adaptive filters; parameter estimation; noise suppression; pattern recognition, clustering and classification; wavelet and time-frequency analysis; data compression; blind separation of signals and blind deconvolution; spectral design of randomized switching in dc/dc and dc/ac converters.

Harry H. L. Kwok, PhD (Stanford)
Advanced materials; electronic devices and IC design; mixed-mode circuits

Kin F. Li, PhD (Concordia)
Distributed systems; computer architecture; multimedia; and data mining

Warren D. Little, PhD (British Columbia)
Microcomputer architecture and applications; image processing; computer vision and automatic product identification; logic design

Wu-Sheng Lu, PhD (Minnesota)
Design and analysis of digital filters; wavelets and filter banks; DSP for telecommunications; numerical optimization and applications

Eric G. Manning, PhD (Illinois)
Computer networks; distributed computing; multimedia

Michael L. McGuire, PhD (Toronto)
Model-based and adaptive filtering, digital signal processing and wireless network control

Subhasis Nandi, PhD (Texas A&M)
Electric machine control and drives; fault diagnosis of electric machines; power electronics

Stephen W. Neville, PhD (Victoria)
Statistical signal processing; pattern recognition; neural networks; fuzzy systems; fault detection and diagnosis; decision support systems; cyber-security

Michal Okoniewski, PhD (Gdansk Technical)
Computational electromagnetics; interactions of electromagnetic waves with complex and biological media; antennae for wireless communication; diversity systems, SAR (specific absorption rate) evaluation techniques; electromagnetic compatibility, microwave/millimeter wave passive devices; guided wave theory; scientific visualization

Christo Papadopoulos, PhD (Brown)
Nanotechnology: carbon nanotube devices and physics; electronic transport in nanostructures; synthesis and properties of nanomaterials; molecular devices

Daler N. Rakhmatov, PhD (Arizona)
Energy-efficient computing, reconfigurable embedded systems, design automation for low power

Dale J. Shpak, PhD (Victoria)
Voice and audio signal processing; digital filter design and implementation; digital signal processing for wireless and wireline systems; adaptive filters; low-latency packet networks

Mihai Sima, PhD (Delft)
Computer architecture; reconfigurable computing; embedded systems; digital signal processing; speech recognition

Maria A. Stuchly, PhD (Warsaw)
Applied electromagnetics; numerical modelling of interactions of electromagnetic fields with biological systems

Issa Traoré, PhD (Institut National Polytechnique, Toulouse)
Secure information systems; distributed systems; formal methods; requirements specification; object-oriented design and programming

Andrew Truman, PhD (Southampton)
Gamma cameras; medical imaging; tele-nuclear medicine

Hong-Chuan Yang, PhD (Minnesota)
Communication theory; wireless communications; mobile networks; diversity techniques; and performance analysis

Adam Zielinski, PhD (Wroclaw)
Underwater acoustic systems; acoustic communications telemetry and navigation; application of acoustics in fisheries; ocean electronic instrumentation; signal acquisition and processing; electronic circuits and sensors

Degrees and Specializations Offered

MASc, MEng and PhD in Engineering.

The Department participates in the Co-operative Education Program in the Faculty of Graduate Studies by individual arrangement. Engineering graduate students may participate in a Co-operative Education graduate program as described in the Faculty of Graduate Studies section of this Calendar (page 29).

Facilities

The Department has excellent computer facilities and well-equipped laboratories which enable faculty and students to conduct research in communications, signal processing, acoustics, automatic control, computer engineering, software engineering, artificial intelligence, expert systems, electromagnetics, optics, optoelectronics, power electronics, VLSI and robotics.

The computing facilities include a large number of various types of workstations. They are connected to a high-speed local area network and to the central University computing facilities including a 128 processor IBM RS6000/SP system. A large number of microcomputers of various types are also available for research and teaching. State-of-the-art software available on these machines can be accessed from remote stations anytime. The laboratories include facilities for designing and testing of chips, a printed circuit board design and testing facility, measuring and testing equipment for electromagnetics, optics, power electronics and robotics.

Financial Support

It is the intention of the Department to fund students from research grants, scholarships and fellowships. While there is no guarantee, additional funding may be available though Teaching Assistantships. Students with their own funding will also be considered.

Admission Requirements

General

Application forms may be obtained from the Graduate Admissions and Records office or may be downloaded at: <castle.uvic.ca/grar/appmat.html> and should be sent to the Graduate Admissions and Records office when completed. Additional information about graduate studies in the Department of Electrical and Computer Engineering is available at: <http://www.ece.uvic.ca>.

In addition to the documentation required by the Faculty of Graduate Studies (see page 14), the Department of Electrical and Computer Engineering also requires:

A TOEFL score of 575 paper based or 233 computer based.

The Department will look favourably at applications showing GRE scores in the range of 2100 or above.

Admission To Master's Programs

Applicants for admission to the master's programs require a bachelor's degree, preferably in Engineering. International students normally require a first-class standing.

Admission to the PhD Program

Applicants for admission to the PhD program require a bachelor's and a master's degree, preferably in Engineering. International students normally require a first-class standing.

Deadlines

May entry
- Domestic: February 28
- International*: September 15

September entry
- Domestic: May 31
- International*: December 15

January entry
- Domestic: October 31
- International*: April 15

** Applicants with overseas transcripts*

Program Requirements

In addition to the minimum units of course work stated, all programs will include 1 unit for either the ELEC 509 (master's) or ELEC 609 (PhD) Seminar course, which is mandatory for all graduate students.

Subject to the approval of the Department, and the appropriate Faculty regulations, a certain amount of the course work may consist of 400-level undergraduate courses taken in the Department of Electrical and Computer Engineering and graduate courses taken from other Departments.

The actual combination of courses is subject to the approval of the supervisory committee and the Department.

Work as a research or teaching assistant is an integral part of the graduate program in Electrical and Computer Engineering.

MASc – Thesis Option

Course Requirements

The MASc program consists of a minimum of 9 units of course work plus the ELEC 599 MASc Thesis of 12 units.

Thesis

The format of the MASc Thesis is according to Departmental guidelines.

Oral Examination

The MASc Thesis must be defended in an oral examination.

Program Length

The MASc program will normally be completed in two years.

MEng – Non-Thesis Option

Course Requirements

The MEng program consists of a minimum of 15 units of course work plus the ELEC 598 MEng Project of 3 units.

Software Engineering Option

Students in the MEng program who want to upgrade their skills to include the design, development, implementation, maintenance and management of large software systems for a variety of applications are advised to select the course pattern shown below as part of the 15 units of course work required. The ELEC 598 project should be based on the implementation of a software system preferably specified by an industrial partner/client.

Systems (Choose a minimum of 3 units)

CSC 530, ELEC 561, ELEC 563, ELEC 661

Software (Choose a minimum of 4.5 units)

SENG 512, SENG 520, SENG 522, SENG 530, SENG 562

Management of Software (Choose a minimum of 3 units)

SENG 524, SENG 565, SENG 570, SENG 572

Final Project

The format of the MEng Final Project is according to Departmental guidelines.

Oral Examination

The MEng Final Project must be defended in an oral examination.

Program Length

The MEng program will normally be completed in two years.

Fast Track Master's Option

The Department of Electrical and Computer Engineering offers outstanding undergraduate students an opportunity for a head start in a master's program. Qualified students will be permitted to enroll in graduate level courses during their fourth year. These courses will be extra to any undergraduate requirements and thus can be transferred to the MASc or MEng degree program. All of the admission and transfer credit regulations of the Faculty of Graduate Studies must be met. For more information, please contact the Chair or the Graduate Adviser of the Department.

PhD Program

Course Requirements

The PhD program consists of a minimum of 6 or 15 units of course work depending on whether the student is admitted with an MASc degree or is transferred to a PhD program from an MASc program plus the ELEC 699 PhD Dissertation of 30 units.

Candidacy

The PhD Candidacy Examination in the Department of Electrical and Computer Engineering will consist of an Oral Examination. The Oral Examination should be taken and passed not later than two years from initial PhD registration.

Dissertation

The format of the PhD Dissertation is according to Departmental guidelines.

Oral Examination

The PhD dissertation must be defended in an oral examination.

Program Length

The PhD program will normally be completed in three to four years.

Co-Operative Education

Co-operative education is an option for both the master's and PhD degrees.

Co-operative work terms are not for credit towards a degree, however, they will be shown on the transcript.

English

General Information

A detailed Department Graduate Handbook is available at <http://www.engl.uvic.ca/Grad/index.html> or from the English Graduate Secretary.

Contact Information

Department of English
Location: Clearihue, Rm C343
Mailing Address:
PO Box 3070 STN CSC
Victoria, BC V8W 3W1
Canada
Courier Address:
Clearihue Building, Room C343
Victoria, BC V8W 3W1
Canada
Telephone Number:.....250-721-7235
Fax Number: 250-721-6498
E-mail: english@uvic.ca
Website: http://www.engl.uvic.ca
Chair: TBA
E-mail: TBA
Phone: 250-721-7235
Graduate Adviser: John J. Tucker
E-mail: jtucker@uvic.ca
Phone: 250-721-7247
Graduate Secretary: Colleen Donnelly
E-mail: donnelly@uvic.ca
Phone: 250-721-6331

Faculty Members and Areas of Research

Edward I. Berry, PhD (Calif, Berkeley)
Shakespeare; Sidney; Renaissance literature; law and literature

Michael R. Best, PhD (Adelaide)
Shakespeare; electronic texts; Renaissance drama; computer-assisted learning; hypertext

G. Kim Blank, PhD (Southampton)
Romantic poetry; cultural studies; critical approaches; professional writing; canonization

Luke Carson, PhD (Calif, Los Angeles)
Modern American poetry; critical theory; literary criticism; 19th and 20th century American literature

Evelyn M. Cobley, PhD (British Columbia)
Theories of literature, culture, and ideology; comparative literature; cultural studies; 20th century British and American fiction

Misao A. Dean, PhD (Queen's)
Canadian novel; postcolonial and gender theory; the representation of history in literature; the cultural construction of place

James A. Dopp, PhD (York)
Contemporary Canadian poetry and fiction; critical theory; popular culture

Christopher D. Douglas, PhD (Toronto)
American literature; contemporary fiction and poetry; multi-ethnic American literatures; postmodernism and modernism; digital culture

Anthony S. G. Edwards, PhD (London)
Medieval and early Renaissance literature; bibliography and textual criticism

Gordon D. Fulton, PhD (London)
Restoration and 18th century literature; literary stylistics; critical discourse analysis; history of the English language

Patrick J. Grant, DPhil (Sussex)
Renaissance and modern literature; literature and religion; literature and the history of science; literary theory; literature and culture of modern Northern Ireland

Elizabeth M. Grove-White, PhD (Trinity College, Dublin)
Literacies; computer-mediated communication and research; transactional writing

Iain M. Higgins, PhD (Harvard)
Medieval and Renaissance literature, including early Scottish literature; contemporary poetry; travel and nature writing

Janelle A. D. Jenstad, PhD (Queen's)
Renaissance; Shakespeare

Smaro Kamboureli, PhD (Manitoba)
20th century Canadian literature, especially the long poem, multiculturalism, diasporic literature, and postmodernism; literary, feminist, pedagogical and postcolonial theory; race studies; gender studies; modernity and the Enlightenment; life writing; film

Arnold Keller, PhD (Concordia)
Writing instruction; computer applications to the teaching of English; Web publishing; intelligent tutoring systems

Kathryn Kerby-Fulton, DPhil (York, England)
Middle English literature; medieval Latin religious writings, especially apocalyptic and visionary works; medieval women's literature; autobiographical literature; manuscript studies; literature and historicism; cultural history; reception; medieval literary theory; Anglo-Irish literature

Gary Kuchar, PhD (McMaster)
17th century religious poetry and prose; contemporary literary/critical theory; psychoanalysis; history of literary theory

Mary Elizabeth Leighton, PhD (Alberta)
Victorian literature; late Victorian culture and the periodical press; late 19th and early 20th century Canadian women's writing; cultural studies; feminist theory

Margot K. Louis, PhD (Toronto)
19th century poetry: Barrett Browning, Dickinson, Swinburne, and the Pre-Raphaelites; women poets; myth, legend, and female divinity in 19th and 20th century literature

Eric Miller, PhD (Virginia)
18th century literature; contemporary poetry; nature writing

Judith I. Mitchell, PhD (Alberta)
19th century novel; women's poetry; gender studies; feminist theory

Michael Nowlin, PhD (Calif, Los Angeles)
19th and 20th century American literature; American modernism; African-American fiction

Sheila M. Rabillard, PhD (Princeton)
Modern drama; theories of drama and performance; gender studies; modern literature

Stephen Ross, PhD (Queen's)
Modern British literature; cultural and critical theory, especially Marxism, psychoanalysis, feminism, and deconstruction; modernism

Robert M. Schuler, PhD (Colorado)
Renaissance literature; Shakespeare; relations between literature, magic, and science

Stephen A.C. Scobie, PhD (British Columbia) FRSC
Canadian literature; modern poetry; Scottish literature; literature and the other arts, especially film and painting; Bob Dylan; critical theory; Derrida; deconstruction

Raymond G. Siemens, PhD (British Columbia)
Renaissance literature; textual culture; editorial theory; Humanities computing

Lisa A. Surridge, PhD (Toronto)
19th century British fiction; women writers; the Victorian actress; sensation fiction; 19th century representations of domestic violence; feminist theory and criticism

Proma Tagore, PhD (McGill)
Colonial and post-colonial studies; feminist theory and contemporary women's writing; South Asian literature and studies; theories of subjectivity, sexuality, and embodiment; trauma studies; testimony; studies of multiculturalism, race, and ethnicity; literacy, reading, multilingualism, and pedagogy

Diane Tolomeo, PhD (Princeton)
Biblical literature; Anglo-Irish literature

John J. Tucker, PhD (Toronto)
Old Icelandic and Old English literature; Chaucer; history of the language; the historical film; hagiography

Trevor L. Williams, PhD (Wales)
James Joyce; modern British literature; Graham Greene; literature of war

Degrees and Specializations Offered

The Department of English offers the MA (non-thesis; thesis by special arrangement only) and PhD degrees in British, Irish, Canadian, American, and Postcolonial Literature, and in Critical Theory. It also offers an MA (with thesis) with a Concentration in Cultural, Social, and Political Thought (CSPT).

Facilities

The main research library for the Humanities is the McPherson Library. It contains about 1.8 million volumes, 4,500 current periodical subscriptions, 1.4 million items in microform, and many thousands of records, tapes, compact disks, scores, films and videos. Its holdings include primary and secondary titles related to Canadian, British, American, Latin American, African, Asian, and Antipodean literatures. The Library's special collections total approximately 60,000 volumes, of which about one half are related to the study of English literature. The rare books and valuable manuscripts material from the medieval period to the present day include collections of Herbert Read, John Betjeman, and Robert Graves.

The library's online subscriptions and CD-ROM holdings include several of the most notable research indices, including the MLA, the Humanities and Social Sciences, and the Periodicals Contents Indexes, with others to be added in the near future. The Library offers an interlibrary loans

service for books it does not hold, and subscribes to a variety of electronic journals and article delivery services (such as Ingenta) to provide access to articles in journals not held locally.

Financial Support

Limited financial support is available to incoming students on a competitive basis. No separate application is necessary; the application for admission also serves as application for Fellowships and MA Writing Tutors. To be eligible, students must maintain continuous full-time registration during the tenure of award, and must have an outstanding academic record (usually a minimum GPA of 7.0 on a 9-point scale). Students may not hold another major award (e.g., SSHRC) in conjunction with a Fellowship or Writing Tutor position.

Students may apply for work as Research Assistants within the University by approaching faculty members directly. All eligible students are encouraged to apply for funding from provincial, federal, and external sources.

MA: Four one-year fellowships (three at approximately $8,700 and one at approximately $7,650) and seven eight-month Writing Tutor positions (approximately $9,000) are usually available each September. Students applying to the CSPT program should approach the Director of that Program for information on fellowships specifically awarded to CSPT students.

PhD: Three PhD students are usually admitted each September, and each receives a three-year fellowship (approximately $15,000 per year). In their fourth or subsequent years, students may apply to teach first-year English (one section per term, to a maximum of three sections) if they are registered full-time, have maintained a minimum 7.0 GPA, and show scholarly and teaching potential. Students should have completed their Candidacy Examinations before receiving teaching appointments.

Admission Requirements

General

The admission selection process is competitive. Applications are reviewed by the Faculty of Graduate Studies and then by the English Graduate Committee, who usually makes admission decisions in late March. Not all students who meet the minimum requirements can be admitted.

In addition to the application materials required by the Faculty of Graduate Studies (see "General Requirements," page 14), the Department requires a 1-2 page typed essay on a theoretical topic, and a resume. GRE scores are not specifically required, but students who have taken the exam are advised to submit the results since a high score can only strengthen their application.

International students whose first language is not English may be required by the Faculty of Graduate Studies to demonstrate competency in English (see "English Competency Requirement," page 15) by providing results of the Test of English as a Foreign Language/TOEFL (with a minimum 630 on the paper-based test or 267 on the computer-based test) or the International English Language Testing System/IELTS (with an overall score of at least Band 7).

Admission To Master's Programs

September is the primary entry point, but students may apply for entry in January, or May or July (depending on when Summer courses are offered). Only students who enter in September are eligible for fellowship or Writing Tutor positions, and a limited number of courses are offered in the Summer.

Admission to the M.A. program requires a bachelor's degree, preferably with an Honours or Major that includes courses in all or most areas of English literature including critical theory, with a minimum overall average of at least A- (7.0 GPA on a 9-point scale, 3.7 GPA on a 4-point scale, or a high second-class standing) in the final two full years of credit units of undergraduate work. Eighteen to twenty-five new students are usually admitted each year.

Students applying to the Cultural, Social, and Political Thought (CSPT) program – an interdisciplinary graduate program open to selected MA students in English, History, Political Science, and Sociology – must meet the admission requirements for the MA program, and are expected to have some background in theory. They should indicate on the application form both the program (MA) and area of study (CSPT) for which they are applying, and must also write directly to the CSPT Program Director. Admission to the CSPT program is subject to the written approval of the CSPT Program Director, who acts on advice of the interdisciplinary CSPT admission committee. Only students who have already been accepted into the MA program may be admitted to CSPT; however, acceptance to the MA program does not guarantee admission to the CSPT program. The requirements for the program in the Departments of History, Political Science, and Sociology differ from those in English.

Admission to the PhD Program

September is the only entry point for PhD students. Admission to the program usually requires an MA degree, with a minimum average of A- in graduate courses. It may be possible for an exceptional student in the University of Victoria MA program to enter the PhD program before completing the MA, but not before the completion of one Winter Session and a superior performance in five graduate courses. Three new students are usually admitted each year.

Deadlines

The application deadline for September entry is February 15. For applicants who hold any post-secondary documents from academic institutions outside of Canada, however, the application deadline is December 15 (applications received after this date will still be accepted, but may not be processed in time to meet the February 15 deadline). MA applications received after February 15 will be considered, but applicants will not usually be eligible for funding. Applications received after May 31 may not be processed in time for September entry. PhD applications received after February 15 cannot be considered.

The application deadline for January entry is October 31, and the application deadline for May or July entry is February 28.

Program Requirements

The course of study for each student will be determined by the Director of the English Graduate Program in consultation with the student.

Not all Graduate English courses will be offered in a particular year. Students should consult the Department to determine the courses that will be offered each year.

Seminars designated as Area Courses offer a study of representative texts (canonical and non-canonical) in light of current scholarly debate in a given field. While remaining attentive to broader interpretive issues, Area Courses will explore some of the most vital critical methodologies now practiced in the field. In any given year, the instructor will select the works and methodologies to be studied.

Seminars designated as Special Topic courses focus on specific topics designed around the current research interests of faculty members. In some years a Special Topic course may have two sections. Students may take both sections of a Special Topic course in a given year, but they cannot take an Area Course in the same field more than once without the permission of the Graduate Director.

All courses except ENGL 500 and 502 are variable content. Students are strongly encouraged to maintain a balance between Area and Special Topic courses. Students may not take ENGL 505, 515, 520, 530, 540, 550, 560, 570, 571, 580 or 585 (i.e., Area courses) more than once in their program of studies without the permission of the Graduate Director; however, under certain circumstances it will be possible to include ENGL 503, 504, 506, 510, 516, 521, 531, 541, 551, 561, 572, 581, and 586 (i.e., Special Topics courses) more than once.

Master's - Thesis Option

The MA program normally consists of course work and a Master's Essay; however, students who are admitted into the CSPT program must pursue the thesis option.

Students who are not in the CSPT program and who wish to pursue the thesis option must find a Supervisor interested in directing their thesis, and have the thesis proposal approved by the Graduate Committee. The Graduate Committee may not always approve a student's plan to pursue the thesis program. In such cases, students will be expected to take additional courses and write a Master's Essay in order to fulfill their master's requirements.

Course Requirements for MA

Students are required to complete five English graduate courses, one of which will be ENGL 500 (Introduction to Bibliography and Methods of Research). ENGL 502 (Teaching Literature and Composition) may not be taken as one of the required courses; however, students are encouraged to take it as an extra course.

Summary of Course Requirements:

Introduction to Bibliography and Methods of Research (ENGL 500).....1.5 units
Other English Graduate courses (four)...6.0 units
Thesis (ENGL 599) .....7.5 units
Total.....15.0 units

Course Requirements for MA With a Concentration in CSPT

In addition to meeting the requirements of the MA thesis program, students accepted into the CSPT program are required to take 3 units of CSPT courses at the 500 level. With permission of the CSPT Program Director, a student may substitute a graduate theory seminar taught by a CSPT faculty member in another department for up to 1.5 units of CSPT 500 or 501.

Summary of Course Requirements:

CSPT 500 courses (two).....3.0 units
Introduction to Bibliography and Methods of Research (ENGL 500).....1.5 units
Other English Graduate courses (four)*.6.0 units
Thesis (ENGL 599) .....7.5 units
Total.....18.0 units

** CSPT 500 or CSPT 590 may be substituted for two of these courses. ENGL 502 (Teaching Literature and Composition) may be taken as one of these courses.*

Thesis

The thesis should be between 18,000-27,000 words, excluding notes and bibliography. Complete thesis guidelines are available from the English Graduate Secretary. For students in the CSPT program, the thesis must be on an approved topic within the field, and at least two members of the supervisory committee must be drawn from the participating faculty of the CSPT program.

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Director, if it is appropriate to the student's studies or professional interests.

Oral Examination

At the final two-hour oral examination, the student gives a 15-20 minute presentation about the thesis, and then answers questions from the Examining Committee and from the general audience.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the MA thesis program in 12 months; however, most students take at least 18 months. A part-time, co-op, or CSPT student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

Master's Non-Thesis Option

Course Requirements

Students are required to complete eight courses, one of which will be ENGL 500 (Introduction to Bibliography and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as one of the required courses.

Summary of Course Requirements:

Introduction to Bibliography and Methods of Research (ENGL 500).....1.5 units
Other English Graduate courses (seven)10.5 units
Master's Essay (ENGL 598) .....3.0 units
Total:.....15.0 units

Final Project

Students must complete a Master's Essay. The paper must present an original and cogent argument, and demonstrate the student's research and writing abilities.

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Director, if it is appropriate to the student's studies or professional interests.

Oral Examination

At the final 1/2-hour oral examination, the student gives a brief 15-minute summary of the Master's Essay, and then answers questions from the Examining Committee and from the general audience.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the MA non-thesis program in 12 months; however, most students take at least 18 months. A part-time or co-op student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

PhD Program

Course Requirements

Students are required to complete four English graduate courses beyond those taken as part of an MA program. One of these courses will be ENGL 500, unless a student has already taken it or its equivalent. Students may be required to take courses in areas in which they are deficient. PhD students are not permitted to take ENGL 502 as one of their required four courses; however, they are encouraged to take it as an extra course.

Summary of Course Requirements:

English Graduate courses (four).....6.0 units
Candidacy Examination (ENGL 698) .....6.0 units
Dissertation (ENGL 699).....18.0 units*
Total.....30.0 units*

** Minimum.*

Candidacy

Within two years of registration as a doctoral candidate and at least six months before the final oral examination, a student must pass a "candidacy examination" (see "Examinations," page 28). This examination consists of four sections, three written and one oral:

1. a Major Field Examination on the literary period of the student's specialization, based on a reading list set by the Department and reviewed annually; candidates may tailor these lists to their particular interests in consultation with their Examining Committee and with the approval of the Department's Graduate Committee
2. a Special Topics Examination on the candidate's dissertation proposal, based on a reading list established in consultation with the student's Examining Committee and approved by the Department's Graduate Committee
3. an Oral Examination on the Special Topics examination and dissertation reading list, given by the student's Examining Committee and chaired by the Director of the English Graduate Program
4. a Secondary Field Examination on an area other than the candidate's Major Field, based on one of the Department's set reading lists that may be tailored by candidates to suit their particular interests, in consultation with their Examining Committee and with the approval of the Department's Graduate Committee

Examinations will be offered twice a year (in November and May); students do not usually take all written exams at the same sitting.

Other Requirements

Language Requirement – Students must demonstrate a reading knowledge of two appropriate languages other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Director, if it is appropriate to the student's studies or professional interests. Students who are judged by the Graduate Director to have advanced competence in one language may have one of the second language requirements waived.

Instructional Experience – As an integral part of their program, PhD students are usually expected to undertake teaching duties within the Department.

Dissertation

The dissertation is expected to be a sophisticated work of the highest possible caliber, and potentially publishable, and should be between 60,000-120,000 words (excluding notes and bibliography).

Oral Examination

At the final three-hour oral examination, the student gives a 20-minute presentation about the dissertation, and then answers questions from the Examining Committee and from the general audience.

Program Length

Although the University allows students a seven-year period within which to complete their PhD degree, students who wish to be competitive in the job market and in postdoctoral and other grant applications should aim at completing their doctoral program in four to five years.

Co-Operative Education

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for MA and PhD students. MA students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Co-op office early in the term in which they are applying.

French

General Information

Contact Information

Department of French
Location: Clearihue, Rm C247
Mailing Address:
POBox 3045 STN CSC
Victoria, BC V8W 3P4
Canada
Telephone Number:.....250-721-7363
Fax Number: 250-721-8724
E-mail: french@uvvm.uvic.ca
Website: http://web.uvic.ca/french
Chair: Sada Niang
E-mail: chairfr@uvic.ca
Phone: 250-721-7364
Graduate Adviser: Yvonne Hsieh
E-mail: gradfren@uvic.ca
Phone: 250-721-7376
Graduate Secretary: Suzanne Lanthier
E-mail: lanthier@uvic.ca
Phone: 250-721-7364

Faculty Members and Areas of Research

Claire Carlin, PhD (Calif, Santa Barbara)
17th-century French literature, feminist theory

Catherine Caws, PhD (British Columbia)
Foreign language teaching, computer-assisted language learning

Hélène Cazes, Doctorat ès lettres (Paris)
French Medieval and Renaissance literature, literary and cultural theory

John C. E. Greene, D de l'Univ (Grenoble)
19th-century French literature

Emmanuel Hérique, D de IIIe cycle (Nancy)
French linguistics: phonetics, stylistics

Yvonne Y. Hsieh, PhD (Stanford), Graduate Adviser
20th-century French literature, East-West literary relationships, exoticism in French literature

Marc Lapprand, PhD (Toronto)
Literary theory, stylistics, 20th-century French literature

Sada Niang, PhD (York), Chair
African and Caribbean literatures, African cinema

Mary Ellen Ross, PhD (Toronto)
18th-century French literature, Canadian literature

Danielle Thaler, PhD (Toronto)
19th-century French literature, children's literature, creative writing, translation

Marie Vautier, PhD (Toronto)
Comparative Canadian literature, literary theory

Degrees and Specializations Offered

The Department of French offers programs leading to the degree of Master of Arts in French (Literature) and Master of Arts in French (Teaching Emphasis).

Financial Support

The Department of French offers several types of financial aid. In general, there are three teaching assistantships to be filled. These positions require the teaching of an elementary French Language course. Teaching assistants will be expected to devote about 10 hours a week to their work, including 3 hours in class. Remuneration for each of these positions is about $11,000.

Two "University Fellowships" ($13,500) are awarded to the best candidates whose completed application for September admission has been received by the Faculty of Graduate Studies by February 15 (or December 15, for overseas candidates).

Normally, the Department also offers three lab assistantships, worth $5,000 each.

Candidates may apply as well for the SSHRC Master's Award (worth $17,500) through their home universities. Applications must be submitted by mid-November.

Other additional funding may also be available.

Priority for financial support is given to first-year students, although second-year students are eligible for funding if available.

Admission Requirements

General

Candidates must meet all the general requirements of the University of Victoria Faculty of Graduate Studies as well as the specific requirements of the Department of French. There are four possible entry points – September, January, May and July – although students entering the program after September may have fewer opportunities for financial aid.

MA (Literature)

Admission to either the thesis or the non-thesis program requires a BA degree in French, or equivalent, with a minimum overall average GPA of 6.5 in the third and fourth year French courses. This qualification should consist of a minimum of 15 units of senior undergraduate course work in French. This course work should normally include FREN 390, FREN402, or their equivalents, and 6 additional units in literature courses.

Students with background deficiencies in French may be required to make up courses before being admitted to the MA program and will then normally require two years for the completion of the degree.

MA (Teaching Emphasis)

Candidates must fulfill the usual requirements for entry into graduate school and the following:

1. a French Major or equivalent
2. a recognized Teaching Certificate (preference will be given to candidates holding a BC certificate)
3. at least one year of teaching experience at the elementary or secondary level

Deadlines

Same as for the Faculty of Graduate Studies.

Program Requirements

MA (Literature)

The Department offers two options in its MA program in French (Literature), each composed of a minimum of 15.5 units of graduate credit:

- non-thesis option, designed to be completed in one calendar year
- thesis option, designed to be completed in two years

Candidates in both options are required to possess a reading knowledge of English and must satisfy the Department that they have a reading knowledge of another appropriate language, in addition to French and English.

Thesis Option

The thesis option is normally by invitation of the Departmental Graduate Committee:

1. 9.5 units of course work, 1.5 of which may be drawn from courses in French offered at the senior undergraduate level. The 9.5 units must include FREN 500 (0.5 units).
2. FREN 599 (6 units): thesis (25,000 word maximum) and an oral defense. The thesis topic selected by the candidate must have the approval of both the supervisory committee and the Graduate Committee. This regulation also applies to any substantial change from the approved topic which the candidate may wish to make in the course of his or her research.

Non-Thesis Option

1. 12.5 units of course work, 1.5 of which may be drawn from courses in French offered at the senior undergraduate level, and not more than 1.5 units drawn from MA offerings in other appropriate departments. The 12.5 units must include FREN 500 (0.5 units).
2. FREN 598 (3 units): Reading list compiled in consultation with advisers, critical paper (25-30 pages) and oral examination.

The Reading List will normally consist of 30 titles covering a period (e.g., a century), a genre (e.g., drama), a movement (e.g., Surrealism), or a specific topic. Originating in one or more of each student's courses, the list will offer the students the possibility of specialization in a chosen field and preparation for further study. Evaluation will be by oral examination (normally held at the end of August). The examiners will assess the students' ability to express themselves in a literate and critical way, and to synthesize an extensive amount of reading. The critical paper will be the focus of the oral examination.

MA (Teaching Emphasis)

The MA in French (Teaching Emphasis) is designed for practising elementary or secondary French teachers who would like to develop a strong background in the area of teaching. The program also provides opportunities for students to consolidate their French communicative skills and to broaden their knowledge of French cultures and literatures. It will be particularly attractive to those teachers seeking a senior or leadership position, such as district consultant or coordinator, school or district specialist, Department head, International Baccalaureate or Advanced Placement teaching, or teaching at the senior secondary level in French as a second language, French immersion or programme cadre de français.

The program, which consists of 18 units, has a core of required courses from the Department of French and the Department of Curriculum and Instruction of the Faculty of Education, and elective courses offered by French, Education or Linguistics.

As most candidates for this program are full-time teachers, the program is designed for completion over a three-year period, with students taking late-afternoon classes in the fall and spring terms, and intensive courses during the summer.

N.B. There is no third language requirement in this program.

Candidates should contact the Department before applying for admission.

Course Requirements

Required courses (12.0 units):

FREN 502A (1.5) and/or 502B (1.5)	Advanced Language Teaching I and II (the and/or option is at the discretion of the Graduate Studies Committee, which may recommend a substitute course)
FREN 503A (1.5)	Aspects of Quebec Society
FREN 503B (1.5)	Aspects of French Society
EDCI 591 (3.0)	Theory and Practice of French Teaching
FREN 598 (3.0)	Reading List/ Oral (A research paper of 30-35 pages on a French teaching topic of interest to the candidate. The topic, proposal and final paper are subject to the approval of the Graduate Studies Committee of the Department of French.)

Elective courses (6.0 units required):

a) 1.5-4.5 units from: FREN 505A to FREN 575 (FREN 519A: Children's Literature is highly recommended). Students may substitute for the above a maximum of 1.5 units of 400-level French courses, other than those taught in English (FREN 441 and FREN 487).

b) 1.5-4.5 units of Pedagogical or Linguistic theory from: EDCI 531, EDCI 532, EDCI 533, EDCI 591, LING 570 (Psycholinguistics), LING 574 (Applied Linguistics), LING 586 (Phonetics for Applied Linguistics). Students may substitute for the above a maximum of 1.5 units from: LING 373, LING 374, LING 397.

Geography

General Information

Contact Information

Department of Geography
Location: Cornett Building, Rm B234
Mailing Address:
PO Box 3050
Victoria, BC V8W 3P5
Canada
Courier Address:
3800 Finnerty Road
Cornett Building, Room B234
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7327
Fax Number: 250-721-6216
E-mail: geograd@office.geog.uvic.ca
Website: http://www.geog.uvic.ca
Chair: Dr. Dan Smith
E-mail: chair@mail.geog.uvic.ca
Telephone Number:.....250-721-7328
Graduate Chair: Dr. Dave Duffus
Phone: 250-721-7344
Graduate Secretary: Darlene Li
E-mail: geograd@office.geog.uvic.ca
Phone: 250-721-7350

Faculty Members and Areas of Research

Rosaline Canessa, PhD (Victoria)
Coastal zone management, marine protected areas, GIS decision making

Denise Cloutier-Fisher, PhD (Guelph)
Health and aging; palliative care; population health; impacts of restructuring

Maycira Costa, PhD (Victoria)
Physical: Primary productivity; carbon budget; remote sensing: wetlands, coastal, Brazil

Philip Dearden, PhD (Victoria)
Resources: Protected areas; conservation; Thailand

David Duffus, PhD (Victoria)
Biogeography, wildlife, marine

Michael C.R. Edgell, PhD (Birmingham)
Physical: Biogeography; resources

Mark S. Flaherty, PhD (McMaster)
Resources: Coastal zone management; mariculture; Thailand

Harold D. Foster, PhD (London)
Physical: Applied geomorphology; natural hazards; medical geography

Jutta Gutberlet, PhD (Tübingen)
Development and Resources: Social and environmental assessment; public policies; urban and rural development; participatory approaches; Brazil

C. Peter Keller, PhD (Western)
GIS: Decision making; cartography; tourism

Stephen C. Lonergan, PhD (Pennsylvania)
Middle East water, environment and security, environment and migration

Lawrence D. McCann, PhD (Alberta)
Historical geography of Canadian cities

K. Olaf Niemann, PhD (Alberta)
Remote Sensing/Physical: Remote sensing; geomorphology

J. Douglas Porteous, PhD (Hull)
Human: Planning victimology; environmental aesthetics; nature and sacred space; Easter Island

Dan J. Smith, PhD (Alberta)
Physical: Geomorphology; dendrochronology

Martin Taylor, PhD (British Columbia)
Social: Environment and health; health promotion

Stanton E. Tuller, PhD (Calif, Los Angeles)
Physical: Climatology; heat balance; Japan

Ian Walker, PhD (Guelph)
Physical: Sediment transport and erosion: coastal, desert, rivers, dunes

Adjuncts and Cross-Listed Appointments

René Alfaro, PhD (Simon Fraser)
Quantifying pest damage to forests of British Columbia, genetic resistance to pests

Barry R. Bonsal, PhD (Saskatchewan)
Climatology, Western Canada

Charles Burnett, PhD (Turku)
Spatial modelling, remote sensing, geographic systems

Trevor Davis, PhD (British Columbia)
GIS: Uncertainty modelling; forest inventory

A. Holly Dolan, PhD (Guelph)
Population and ecosystem health, human dimensions of climate change, social vulnerability, hazards and risk

Leslie T. Foster, PhD (Toronto)
Medical geography

James S. Gardner, PhD (McGill)
Geomorphology, natural hazards and resource management in mountain areas

John Gibson, PhD (Waterloo)
Isotope hydrology

Kathryn Gillis, PhD (Dalhousie)
Marine geology, fluid-rock interaction in oceanic hydrothermal systems, formation of the oceanic crust, metamorphic petrology

Christopher Houser, PhD (Toronto)
Coastal geomorphology

Joji Iisaka, Dr Eng (Tokyo)
Remote sensing, automated object and pattern recognition for remote sensing, and information and data fusion using machine intelligence

Gail L. Kucera, PhD (Washington)
GIS: Information modelling; temporal information

Theodore McDorman, LLM (Dalhousie)
International ocean law, fisheries and marine mammals, international marine resources law and policy

John Pierce, PhD (London)
Resources/environment community change; rural development; agricultural restructuring

Terry Prowse, PhD (Canterbury)
Climate impacts on hydrology and aquatic ecosystems

Clifford Robinson, PhD (British Columbia)
Marine protected areas, coastal ecosystems, ecosystem modelling

Rick Rollins, PhD (Washington)
Resources: Parks and protected areas; tourism and recreational behaviour; research methods

Geotz Schuerholz, PhD (Freiburg)
Wildlife and protected areas management

Sandra E. Smith, PhD (Victoria)
Water resources

Mark W. Sondheim, PhD (British Columbia)
GIS and remote sensing

Nancy Turner, PhD (British Columbia)
Ethnobotany: Traditional Land Management systems and Traditional Ecological Knowledge of British Columbia First Nations; nutrition and health in indigenous societies; sustainable use of Non-Timber Forest Products; forest stewardship; cultural implications of landscape change in British Columbia

Stephen Tyler, PhD (Calif, Berkeley)
Asia and China development issues, urbanization and urban management in Asia, public policy and environmental management, energy/environmental issues

Eileen Van der Flier-Keller, PhD (Western)
Sedimentology, geochemistry, marine depositional environments, coal geology

William Wagner, PhD (Victoria)
Forest resources management

Stephen A. Wolfe, PhD (Guelph)
Aeolian geomorphology

Michael Wulder, PhD (Waterloo)
Remote sensing, spatial statistics forest inventory, GIS, LIDAR

Mark Zacharias, PhD (Guelph)
Marine conservation, ecology, land use planning, GIS

Degrees and Specializations Offered

The Department of Geography offers courses of study and research leading to Master of Arts, Master of Science and Doctor of Philosophy degrees.

Admission Requirements

General

Admission to the Departmental graduate program is normally granted only to students having Honours or Major degrees with first or second class standing in geography (at least a B+ average; 6.0 GPA). Students from the British Isles, for example, are expected to have obtained at least an upper second class Honours degree. A promising student lacking such qualifications may be allowed to make up this deficiency, being required to register as an unclassified student.

As part of the application requirements for graduate programs in Geography, all applicants must submit a brief letter of intent outlining their study background and areas of research interest. It is strongly recommended that applicants contact potential supervisors to ascertain their interest and availability to supervise programs.

Inquiries concerning the graduate program should be addressed to the Department of Geography via e-mail at: <geograd@office.geog.uvic.ca>. Further information about the Department is available through the Department's website: <http://www.geog.uvic.ca>.

Application forms for admission, which include the indication of need for financial assistance, can be obtained directly from Graduate Admissions and Records website: <http://www.uvic.ca/grar/>.

Deadlines

Applications for University Fellowships must be received by January 31st. Completed applications and supporting documents received before February 15th will be given consideration for entry in September of that year. Applications received thereafter may be considered providing space is available, or will be considered for admission in September of the following year.

Program Requirements

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis or dissertation. The graduate program does require attendance at formal courses.

If a student has successfully completed a core course topic as part of an earlier degree requirement, that course must be replaced by another of equal unit value, the choice being made in consultation with the supervisory committee and approved by the Graduate Adviser.

All graduate students are expected to attend a field camp at the beginning of their studies, and to attend the Department's colloquium presentations during their residency period.

Master's – Thesis Option

Course Requirements

The MA and MSc degrees require a minimum of 6 units of course work and the master's thesis (13 units), for a total of 19 units.

All MA and MSc students are required to take GEOG 500, 522 and either 523 or 524. All students are required to take at least one of GEOG 536, 537, 538, 539. GEOG 590 and other courses can be added on top of the minimum course load in consultation with the supervisory committees.

Program Length

A student normally should expect to spend at least two years of academic work to obtain a master's degree.

PhD Program

Course Requirements

PhD students are expected to complete a minimum of 3.0 units of course work and the PhD dissertation, usually worth 28.5 units, for a total of 31.5 units.

PhD students are expected to take GEOG 522 and at least one of GEOG 536, 537, 538 and 539.

Program Length

Doctoral candidates normally are required to spend two years in residence and should allow at least three years to complete the program.

Co-Operative Education

The co-operative education program extends the regular program with work term(s) in government or industry. Research undertaken during the work term is intended to relate to the student's research interest area. The work terms are jointly supervised by the employer and the Department of Geography.

Germanic and Russian Studies

General Information

The Department of Germanic and Russian Studies is a small academic unit whose members bring a deep personal commitment to their work both as researchers and teachers. A graduate program in German has existed since 1991-1992. It covers the whole range of German literature from the Middle Ages to the present, and also includes works by German-Canadian writers. In recent years, the focus has sharpened on literary and culture studies of the last two centuries.

For further information or any updates please visit the Departmental website.

Contact Information

Department of Germanic and Russian Studies
Location: Clearihue B341
Mailing Address:
P.O.Box 3045
STN CSC
Victoria, BC V8W 3P4
Canada
Courier Address:
CLE B341
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7316
Fax Number: 250-721-7319
E-mail: geru@uvic.ca
Website: http:web.uvic.ca
Chair: Dr. Peter Gölz
E-mail: pgolz@uvic.ca
Phone:.....250-721-6329
Graduate Adviser: Dr. Serhy Yekelchyk
E-mail: serhy@uvic.ca
Phone: 250-721-7505
Graduate Secretary: Irina Gavrilova
E-mail: geru@uvic.ca
Phone: 250-721-7316

Faculty Members and Areas of Research

Angelika F. Arend, DPhil (Oxford)
Lyric Poetry; Early 19th Century Literature; Literature and Music; German-Canadian Literature; Gottfried Benn; Walter Bauer; Else Seel

Nicholas Galichenko, PhD (McGill)
Georgian Cinema

Peter Gölz, PhD (Queen's)
Literary Theory; Contemporary Literature; CALL; Film; Vampires; Kafka; Adolf Muschg

Peter G. Liddell, PhD (British Columbia)
History of the German Language; Germans in B.C.; Curriculum Studies; GDR Literature, Theory, and Prose

Megan Swift, PhD (Toronto)
Russian Modernism and Postmodernism; Petersburg Texts; Narrative and Genre Theory; Literature of Emigration and Exile

Rodney T.K. Symington, PhD (McGill)
Modern Literature; Thomas Mann; Brecht; Doderer; Literature in Translation; German-Canadian Literature

Serhy Yekelchyk, PhD (Alberta)
Culture and identities in Russia and Eastern Europe; Stalinism; 20th Century Ukraine

Degrees and Specializations Offered

Department offers MA in Germanic Studies.

Facilities

The University's library holdings are good and provide a solid basis for graduate research. A highly effective interlibrary loan service created by a special agreement among Western Universities offers easy access to any materials not available locally.

The Department provides its graduate students with office space and computer facilities. In addition, there is a reading room well equipped with reference materials.

Financial Support

University of Victoria Fellowships ($13,500 in the 2004-05 academic year) may be awarded annually to students of high academic standing regis-

tered full-time in the Faculty of Graduate Studies as candidates for the degree of MA.

Teaching or Research Assistantships may be obtained from the University through employment in the Department.

The University of Victoria Tuition Assistance Bursary Fund offers assistance to qualified students in serious financial difficulty.

Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies.

Detailed information on awards and application procedures & deadlines is available at the Faculty of Graduate Studies' website: <http://www.uvic.ca/grad>.

Admission Requirements

Admission to the Master's Program

All candidates for the degree of MA in Germanic Studies must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the Department of Germanic and Russian Studies.

Students may enter the program in September. All application materials, including a Letter of Intent offering comment on the applicant's intended course of studies, must be submitted to the Faculty of Graduate Studies.

Admission to the program normally requires a Bachelor's Degree (Major in German) with a minimum overall average of B+ (6.0 GPA), or a Bachelor's Degree (Major in German) with a minimum average of A- (7.0 GPA) in the final year's work.

Program Requirements

Master's – Thesis Option

Program Requirements

The MA program in Germanic Studies consists of a minimum of 15 units of graduate credit:

1. at least 9 units of course work, 3 of which may be drawn from courses in Germanic Studies at the senior undergraduate level;
2. a thesis (minimum of 70 pages) worth 6 units of credit; there will be a final oral examination of the thesis.
3. In exceptional circumstances, a candidate may be allowed to take 6 units of course work, 1.5 of which may be drawn from courses in Germanic Studies at the senior undergraduate level, and write a thesis (minimum of 100 pages) worth 9 units. For this, the permission of both the Graduate Adviser and the Chair must be obtained.

All courses, except GER 501 (Theory and Methodology) are variable in content and may be taken more than once, with Departmental permission. At the end of GER 501, students are expected to submit a Thesis Proposal that will allow them to start work on their Thesis (GER 599).

Program Length

The program will normally take two years to complete.

Greek and Roman Studies

General Information

The Department of Greek and Roman Studies offers a two-year program leading to the degree of Master of Arts in Greek and Roman Studies. The program consists of course work and the composition of a thesis. Course work will include study of both Greek and Latin, but the thesis may be written in the areas of classical archaeology, ancient history, and Greek or Latin literature. Prospective students can find further information on the department website: <http://web.uvic.ca/grs>.

Contact Information

Department of Greek and Roman Studies
Location: Clearihue Building, Room B409
Mailing Address:
Greek and Roman Studies
University of Victoria
PO Box 3045 STN CSC
Victoria, BC V8W 3P4
Canada
Courier Address:
Greek and Roman Studies
University of Victoria
Clearihue Building B409
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-8514
Fax Number: 250-721-8516
E-mail: jupiter@uvvm.uvic.ca
Website: http://web.uvic.ca/grs
Chair: Ingrid E. Holmberg
E-mail: ingrid@uvic.ca
Phone: 250-721-8528
Graduate Adviser: Gordon Shrimpton
E-mail: gshrimpt@uvic.ca
Phone: 250-721-8518
Graduate Secretary: Susan Alexander
E-mail: susanale@uvic.ca
Phone: 250-721-8514

Faculty Members and Areas of Research

Laurel M. Bowman, PhD (California, Los Angeles)
Greek tragedy, Hellenistic poetry, ancient religion

R. Brendan Burke, PhD (California, Los Angeles)
Aegean prehistory, Greek art and architecture, Anatolian archaeology

Ingrid E. Holmberg, PhD (Yale)
Homer and early Greek poetry, critical theory, especially feminist

Cedric A. J. Littlewood, DPhil (Oxford)
Imperial Latin poetry, ancient literary criticism

John P. Oleson, PhD (Harvard), FRSC
Ancient technology, maritime archaeology, Near Eastern archaeology

Luke Roman, PhD (Stanford)
Latin poetry, literary theory, sociology of Latin literature

Gregory D. Rowe, DPhil (Oxford)
Roman history, Greek and Latin epigraphy, Roman public and private law

Gordon S. Shrimpton, PhD (Stanford)
5th and 4th century Greek history and historiography

Degrees and Specializations Offered

MA in Greek and Roman Studies, with specialization in archaeology, history, or languages.

Facilities

The University's library has much material on ancient Greek and Roman culture; the Department also has its own Reading Room with an excellent selection of primary and secondary texts. The Department provides computing assistance to graduate students, which supplements the computing facilities available from the University. The Department will frequently offer opportunities for students to participate in archaeological excavations in the Near East or Mediterranean, and the Department also has a superb slide collection.

Financial Support

Consideration for financial aid is automatic upon receipt of applications for admission by February 15. Financial aid is available through the competitive University Fellowship to a value $13,500, which may be held for two years. The Department normally offers Graduate Teaching Fellowships which are supplemented by the University, and individual faculty members may have grants which fund Research Assistants.

ADMISSION REQUIREMENTS

General

All applicants must be able to demonstrate a well-rounded, comprehensive knowledge of the ancient Greek and Roman worlds. Applicants should ideally have balanced strength in Greek and Latin, or substantial experience in one language and at least basic competence in the other, and proficiency in reading French, German or Italian. In addition to the documentation required by the Faculty of Graduate Studies (see page 14), the Department of Greek and Roman Studies also requires a statement of intent from each prospective student outlining the student's research interests.

Admission to the Master's Program

The basic admission requirement is a four-year bachelor degree with at least a B+ (6.0) GPA in one of the several areas of ancient Greek and Roman Studies. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically between 3-5 students are admitted to the program each year.

Deadlines

The application deadline is April 1 for September admission. The application deadline for consideration for financial aid, particularly for University of Victoria Fellowships, is February 15.

Program Requirements

Master's – Thesis Option

Course Requirements

In the first year, candidates will take a full load of course work, choosing three from the following five fields of study for a total of 9 units: Greek Literature (GRS 501, 3.0 units); Greek History

(GRS 502, 3.0 units); Latin Literature (GRS 503, 3.0 units); Roman History (GRS 504, 3.0 units); and Ancient Art and Archaeology (GRS 505, 3.0 units). Candidates will normally be expected to choose at least one field in Greek studies and one field in Roman studies. GRS 505 may be considered either a Greek field or a Roman field for this purpose, but not both. Candidates will be examined in their three fields at the end of the year, and achievement of a minimum grade of B+ in all three fields will be expected.

Other Requirements

Incoming candidates will normally be asked to write diagnostic language tests, and will be advised, if necessary, to audit undergraduate language courses. GRS 485, the Department Pro-Seminar, will be required in the first year of candidates who have not taken the course for undergraduate credit (1.5 units).

Thesis

In the second year, candidates will write a thesis (GRS 599), choosing their subject of research from one of the three fields they have studied in the first year. The unit value of the thesis may range from 6 to 9 units but will normally be 7.5 units. The length of the thesis can vary considerable, but it is generally approximately 100 pages. A final oral examination of the thesis will be required.

Examination

The examination will be a combination of written and oral.

Program Length

The expected completion time for the master's degree is two years.

Health Information Science

General Information

Contact Information

School of Health Information Science
Location: Human and Social Development, Rm A202
Mailing Address:
Box 3050, STN CSC
Victoria, BC V8W 3P5
Canada
Courier Address:
3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-8575
Fax Number: 250-472-4751
E-mail: hinf@uvic.ca
Website: http://www.hinf.uvic.ca
Director: Dr. Andre Kushniruk
E-mail: andrek@uvic.ca
Phone: 250-721-8576
Graduate Adviser: Dr. Francis Lau
E-mail: fylau@uvic.ca
Phone: 250-472-5131
Graduate Secretary: Daphne Rintoul
E-mail: drintoul@uvic.ca
Phone: 250-721-8575

Faculty Members and Areas of Research

Andre Kushniruk, PhD (McGill), MSc (McMaster), BA (Brock), BSc (Brock)
Evaluation of the use and usability of information systems; e-Health and telemedicine; Consumer informatics; Cognitive aspects of decision support systems; Data mining in health informatics; Computerized patient record systems; Evaluation methodologies; Intelligent information filtering; Usability engineering; Knowledge representation; Design of health care user interfaces and human-computer; interaction in complex domains.

Francis Lau, PhD in Medical Science Specializing in Health Informatics (Alberta), MBA (Alberta), MSc in Medical Bacteriology (Alberta), BSc (Alberta)
Strategic IT planning for health systems; Electronic health records; Information management and analysis; Impacts of IT in health; Action research; Design, implementation and evaluation of health information systems; Decision support systems; Knowledge management

Denis Protti, BSc in Mathematics (Alberta), MSc in Computing Science (Manitoba)
Hospital Health Information Systems; Management Information Systems; Education of Health Professionals in Information Technology and Systems; Information Resource Management; Chief Information Officers

Gerhard Brauer, BA (Victoria), MA in Medical Anthropology (Brit.Col)
Epidemiology and Epidemiology information systems; Technology assessment; Comparative health care systems; Systems analysis; Pedagogy; Rural health care, health in development; Telemedicine, telehealth, etc.; Interactive computer graphics in education; Program evaluation

Jochen R. Moehr, Staatsexamen Medizin, Dr. med. (M.D., Marburg, Fed. Rep. Germany), Habilitation fuer Medizinische Informatik (PhD, Hannover Med. School, Fed. Rep. Germany)
Medical Informatics, Health Informatics, Hospital Information Systems, Medical Artificial Intelligence, Medical Records, Medical Coding, Factual Information Systems; Information Engineering, Software Engineering, User Interfaces, Adaptive Systems; Epidemiology, Clinical Trials, Health Care Evaluation, Technology Evaluation, Preventive Medicine

Malcolm Maclure, SD Epidemiology (Harvard), SM Epidemiology (Harvard), BA Biochemistry (Oxford)
Health Services Epidemiology Methods, Study Design And Statistical Analysis; Drug Policy Futures; Quality Improvement of Stroke Prevention; Knowledge Translation for Chronic Disease Management; Health System Technology Assessment; Health Services Epidemiology.

Benjamin Jung, Computer Science and Theoretical Medicine (Dipl.Inform.Univ,Technische, Universität München), Computer Science (PhD Trinity College Dublin, Ireland)
Data engineering, health informatics and electronic publishing. Research Assistant and Technical Team Leader for two EU projects Synapses and Synex; Development and deployment of XML vocabularies and technologies for the exchange of electronic patient records; Seamless integration of multimedia components into the Electronic Health Record (EHR) in order to define the Semantic Health Record.

Distributed Stream Visiting Appointments

Dr. Nicola Shaw, Assistant Professor, Dept of Pediatrics, UBC

Dr. Tom Rosenal, Professor, Community Health Sciences, UC

Dr. Chris Eagle, Professor, Community Health Sciences, UC (also CIO of Calgary Health Region)

Dr. Marilynne Hebert, Assistant Professor, Community Health Sciences, UC

Dr. Richard Scott, Associate Professor, Community Health Sciences, UC

Dr. Robert Hayward, Associate Professor, Faculty of Medicine, UA

Dr. Ellen Balka, Associate Professor, School of Communications, SFU

Degrees and Specializations Offered

The School of Health Information Science offers courses of study leading to the degree of MSc. There are two program streams: On-campus stream or full-time stream and the Distributed Stream or part-time stream.

Admission Requirements

On-Campus Stream: Bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT related bachelor's degree would be considered, provided they enroll in undergraduate level Health Information Science (HINF) courses as prerequisites in addition to those required by the MSc program.

Distributed Stream: This is a distance learning, on-line education program. It requires at least two years of relevant work experience as well as a bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT background may be considered on a case-by-case basis.

A personal resume should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards, up to a maximum of 4 pages.

A letter of intent describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace, and in what ways will the program improve/change your personal career.

For international students
- If you are accepted into the distributed MSc stream, you will NOT be able to switch into

other streams or programs. In fact, you will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.
- You will need to provide a letter from your current employer confirming your employment status with the organization, and that you will in fact continue to work there during the two years when you are enrolled in our program.
- You should only plan to stay in Victoria for the scheduled workshops. The 5-day workshop in January 2005, the 2-week workshop in June 2005 and June of 2006. We expect you to return to your country in between these workshops to continue working for your current employer and not to remain in Canada.

The submission of GRE scores is normally required. A TOEFL score of 575 or higher is required for applicants whose first language is not English.

Program Requirements

On-Campus Stream: The MSc degree in HI requires a minimum of 17.5 units of course work, and includes either a thesis or a research project. The thesis option will allow those students who are interested in an academic career to engage in original research. The research project option enables students planning to enter or return to the health system following their master's program to engage in applied research that is relevant to their workplace. The program of study will include graduate level health informatics courses from within the School, as well as graduate elective courses from other departments within UVic.

Distributed Stream: This program requires 17.5[1] units of course work, including a major project. It consists of graduate level online HI courses from the School, as well as online elective courses from partner institutions at UBC, UA and UC.[2]

The program is designed as an intensive 2-year program with 2 courses per term or 6 courses in the first year, followed by 5 courses in the second year and a major project. There is a 5-day on-campus orientation workshop at the beginning, and a 2-week on-campus workshop each year.

1. All courses listed are for 1.5 units except HINF580 for 1.0 unit and HINF598 for 3.0 units.
2. Through a recent collaborative e-learning initiative by OLT, a set of graduate level online courses has been developed among UVic, UBC, UA and UC.

Course Requirements – On-Campus Stream

On-Campus Stream: The MSc degree in HI requires a minimum of 17.5 units of course work, and includes either a thesis or a research project. The program of study will include the following requirements:

MSc - Thesis Option:

HINF 580 (1.0)	Health Informatics Graduate Seminar
HINF 503 (1.5)	Research Methods in Health Informatics
HINF 599 (6.0)	Thesis

A minimum of 6 units from the following courses (to be offered in alternate years)

HINF 510 (1.5)	Information Management and Technology
HINF 515 (1.5)	Patient Care Information Systems
HINF 550 (1.5)	Principles of Health Information System Design
HINF 570 (1.5)	Epidemiology in Health Services Management
HINF 590 (1.5)	Directed Study
HINF 591 (1.5)	Topics in Health Informatics (may be taken more than once)

Electives: (3 units) chosen in consultation with student's supervisory committee

MSc – Research Project Option:

HINF 580 (1.0)	Health Informatics Graduate Seminar
HINF 503 (1.5)	Research Methods in Health Informatics
HINF 598 (3.0)	Research Project

A minimum of 7.5 units from the following courses:

HINF 510 (1.5)	Information Management and Technology
HINF 515 (1.5)	Patient Care Information Systems
HINF 550 (1.5)	Principles of Health Information System Design
HINF 570 (1.5)	Epidemiology in Health Services Management
HINF 590 (1.5)	Directed Study
HINF 591 (1.5)	Topics in Health Informatics (may be taken more than once)

Electives: (4.5 units) chosen in consultation with student's supervisory committee

Electives:

Electives may include existing graduate level courses from other UVic departments that are relevant to HI. Examples of relevant courses where the School has received permission to enroll Health Information Science graduate students are as follows:

ADMN 502A[1] (1.5)	Research Design: Critical Appraisal of Information (Spring term)
ADMN 502B[1] (1.5)	Statistical Analysis (Fall term)
ADMN 537 (1.5)	Program Evaluation and Performance Measurement
EDCI 560 (1.5)	Learning in Higher Education
ED-D567 (1.5)	Single Case Research
SOCI 510 (1.5)	Quantitative Methods (requires prerequisite)
SOCI 511 (1.5)	Research Design (requires pre-requisite)
SOCI 515 (1.5)	Qualitative Research Methods (requires pre-requisite)

1. With permission of instructor.

Course Requirements – Distributed Stream

Distributed Stream: The MSc degree in HI requires a minimum of 17.5 units of course work, including a major project. The program of study will include the following requirements:

MSc

Required:

HINF 503 (1.5)	Research Methods in HI
HINF 580 (1.0)	HI Graduate Seminar
HINF 598 (3.0)	Major Project

A minimum of 7.5 units from the following core courses:

HINF 510 (1.5)	Health Information Management
HINF 515 (1.5)	Patient Care Information Systems
HINF 550 (1.5)	Health Information Systems Design
HINF 551 (1.5)	Electronic Health Record
HINF 570 (1.5)	Epidemiology
HINF 590 (1.5)	Directed Study in HI
HINF 591 (1.5)	Topics in HI
HINF 571 (1.5)	Health Systems Data Analysis

A minimum of 4.5 units from the following elective courses:

HINF 560 (1.5)	Health Care Quality Improvement
HINF 516 (1.5)	Topics: Telemedicine in Action
HINF 517 (1.5)	Topics: PDA Use for Clinicians
HINF 553 (1.5)	e-health Sustainability
HINF 552 (1.5)	Evaluation in e-health
HINF 554(1.5)	Critical Appraisal
HINF 511 (1.5)	Clinical Decision Support Systems

On-Campus Stream Sample Model Program:

A model program is included to show the proposed course sequencing over a 2-year period:

Year 1:

HINF 580[1]; HINF 598 or HINF 599 (project or thesis); HINF 503; HINF 510, 550, 590[2]; Electives[3]

Year 2:

HINF 598 or 599, HINF 515, 570, 591[2], Electives[3]

1. Maximum of 1 unit for credit in both thesis and project options
2. Minimum of 6 units in thesis option, or minimum of 7.5 units in project option
3. Minimum of 3 units in thesis option, or minimum of 4.5 units in project option

Distributed Stream Sample Model Program:

First Year
- Jan-Apr: HINF 503, Elective, Orientation
- May-July: HINF 510, HINF 550, Workshop-1
- Sept-Dec: HINF 580, HINF 571

Second Year
- Jan-Apr: HINF 598, Elective
- May-July: HINF 551, HINF 560/590, Workshop-2
- Sept-Dec: HINF 598 cont'd, Elective

Orientation: 5 days in year-1 at UVic

Workshops: 2 weeks in year 1 and 2 at UVic

Hispanic and Italian Studies

General Information

The Department of Hispanic and Italian Studies offers a Master of Arts program with two streams: a "Hispanic Studies" stream and one in "Hispanic and Italian Studies." The "Hispanic Studies" stream reflects the interdisciplinary nature of the Department, which comprises studies in Peninsular Spanish and Latin America Studies. The "Hispanic and Italian Studies" stream reflects the above, but also includes the Italian component of the Department, particularly in the area of Medieval to Renaissance Italian Literature, which strongly influenced Peninsular Spanish Literature both of the Middle Ages and the Golden Age. Research and teaching strengths include the Italian Middle Ages, the Spanish Middle Ages, the Spanish Golden Age, Colonial and 19th Century Latin American Literature, and 20th Century Latin American Literature to the present.

Contact Information

Department of Hispanic and Italian Studies
Location: Clearihue Building, Room B441
Mailing Address:
P.O. Box 3045, STN CSC
Victoria, B.C. V8W 3P4
Canada
Courier Address:
Clearihue Building B441
3800 Finnerty Road (Ring Road)
Victoria, B.C. V8P 5C2
Canada
Telephone Number:.....250-721-7413
Fax Number: 250-721-6608
E-mail: spanit@uvic.ca
Website: http://web.uvic.ca/hispanital
Chair and Graduate Adviser: Dr. Lloyd H. Howard
E-mail: spanit@uvic.ca
Phone: 250-721-7413

Faculty Members and Areas of Research

Gregory Peter Andrachuk, PhD (Toronto)
Medieval literature, especially sentimental romance and Cancionero poetry, religion and literature, especially Auto Sacramental

Beatriz de Alba-Koch, PhD (Princeton)
Colonial and nineteenth-century Spanish American literature, especially Mexico

Lloyd H. Howard, PhD (Johns Hopkins)
Italian literature of the 13th and 14th centuries, especially Dante

Pablo Restrepo-Gautier, PhD (British Columbia)
Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies

Elena Rossi, PhD (Toronto)
Renaissance and Golden Age Spanish poetry and literature, the *planctus*, Spanish poet painters (1525-1650), Italian poetry 1300-1650, petrarchism in Spain and Italy, Hispano-Italian links in poetry (Montalvo), literature and the arts

Dan Russek, PhD (Chicago)
Modern and contemporary Latin American literature, literature and visual arts

Degrees and Specializations Offered

The Department of Hispanic and Italian Studies offers programs leading to the degrees of Master of Arts in Hispanic Studies and Master of Arts in Hispanic and Italian Studies.

Facilities

- Department Research Library.

Financial Support

Each year one entering student will receive a University Graduate Fellowship of $13,500 per year, tenable for two years. Qualified students entering the program may be hired as teaching assistants. Students must apply by February 15th to be considered for a University Graduate Fellowship. Eligible students are encouraged to apply for funding from provincial, federal and external sources.

Admission Requirements

General

All candidates for these degrees must meet all the general requirements of the Faculty of Graduate Studies as well as the specific requirements of the Department of Hispanic and Italian Studies.

Students may be admitted commencing September of each year. Graduate course offerings in the summer period are limited.

In addition to the documentation required by the Faculty of Graduate Studies (see page 14), the Department of Hispanic and Italian Studies also requires a statement of research intent.

Admission To Master's Programs

Admission to the thesis or non-thesis programs requires a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies or equivalent) with a minimum overall average of B+ (6.0 GPA) or a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies) with a minimum average of A- (7.0 GPA) in the final year's work. Students with background deficiencies in Hispanic Studies or, if relevant, Italian Studies will be required to make up courses before being admitted to the MA program. Candidates must satisfy the Department that in addition to Spanish and English, they have a reading knowledge of another language relevant to their degree program.

Deadlines

Applications must be received in Graduate Studies Admissions and Records by February 15th to be considered for a Fellowship; otherwise, April 1st. International applicants are advised to apply earlier.

Program Requirements

The Department offers two options towards the MA in both Hispanic Studies and Hispanic and Italian Studies, each composed of 15 units of graduate credit.

The following core courses are required of all students: SPAN 500, Introduction to Bibliography and Methods of Research; SPAN 502, Core Reading List Course I; SPAN 503 or ITAL 503, Core Reading List Course II. SPAN 502 will cover works taken from the general Hispanic Literature reading list; SPAN 503 or ITAL 503 will reflect the specialized area of the student's degree program and will be tailored to the specialty: Peninsular Studies; Latin American Studies; or Hispanic and Italian Studies. The other courses are variable in content and may be taken more than once, depending on the topic.

Master's - Thesis Option

The thesis option is by invitation of the Departmental Graduate Committee.

Course Requirements

9 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 3 units of graduate-level courses within the Department, and a further 1.5 unit graduate-level course from within the Department or from outside (with the approval of the Department)

Thesis

SPAN 599 (6 units): Master's Thesis and Oral Examination

Program Length

1.5 to 2 years.

Master's Non-Thesis Option

Course Requirements

12 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 6 units of graduate-level courses within the Department, and a further 1.5 unit graduate-level course from within the Department or from outside (with the approval of the Department)

Final Project

SPAN 598 (3 units): Master's Essay and Oral Examination

Program Length

1.5 to 2 years.

History

General Information

The Department of History offers programs of study leading to the degrees of Master of Arts and Doctor of Philosophy.

Contact Information

Department of History
Location: Clearihue B245
Mailing Address:
University of Victoria
PO Box 3045
Victoria, BC V8W 3P4
Canada
Courier Address:
Clearihue B245
Victoria, BC V8W 3P4
Canada
Telephone Number:.....250-721-7384
Fax Number: 250-721-8772
E-mail: histgrad@uvic.ca
Website: http://web.uvic.ca/history
Chair: Dr. Eric W. Sager to 30 June 2005
E-mail: ewsager@uvic.ca
Phone: 250-721-7381

Graduate Adviser: Dr. Patricia Roy to 30 June 2005
E-mail: proy@uvic.ca
Phone: 250-721-7394
Graduate Secretary: Karen Hickton
E-mail: histgrad@uvic.ca
Phone: 250-721-7384

Faculty Members and Areas of Research

Robert S. Alexander, PhD (Cambridge)
Early Modern and Modern France

Peter A. Baskerville, PhD (Queen's)
Business history; pre-Confederation Canada, family and social history

Sara Beam, PhD (Calif, Berkeley)
Early Modern Europe, popular culture

A. Perry Biddiscombe, PhD (London School of Economics)
Modern Europe; nationalism

Gregory R. Blue, PhD (Cambridge)
World history; intellectual/cultural history

Martin Bunton, PhD (Oxford)
World history; modern Middle East studies

Zhongping Chen, PhD (Hawaii)
Late Imperial China, Modern China and Chinese diaspora

Simon Devereaux, PhD (Toronto)
18th and 19th century British legal and cultural history, criminal administration and empire

Brian W. Dippie, PhD (Texas)
Intellectual-cultural; 19th century U.S. American West

M.L. (Mariel) Grant, DPhil (Oxford)
20th century Britain

Mitchell Hammond, PhD (Virginia)
Public health in renaissance Europe

Timothy S. Haskett, PhD (Toronto)
Medieval social and legal history, medieval England

John Lutz, PhD (Ottawa)
Pacific Northwest; comparative Colonial history

G.R. Ian MacPherson, PhD (Western Ontario)
Post-Confederation Canada; agrarian; co-operative history

Lynne S. Marks, PhD (York)
Canadian women's history; religious and social history

Andrea McKenzie, PhD (Toronto)
17th and 18th century English social, cultural and legal history

Angus G. McLaren, PhD (Harvard)
19th and 20th century European cultural history, sexuality, medicine

Andrew Preston, PhD (Cambridge)
American political and diplomatic, international relations

John Price, PhD (British Columbia)
Modern Japanese, Asian history

Andrew Rippin, PhD (McGill)
Formative period of Islamic civilization

Patricia E. Roy, PhD (British Columbia)
Post-Confederation Canada, British Columbia

Eric W. Sager, PhD (British Columbia)
Family history, social and economic history

Thomas J. Saunders, PhD (Toronto)
Modern Germany; 20th century European culture

Phyllis M. Senese, PhD (York)
Quebec, racism and anti-semitism in Canada

Elizabeth Vibert, DPhil (Oxford)
British colonial and Canadian history; gender, race and cultural history

Wendy Wickwire, PhD (Wesleyan)
Oral history; First Nations history

Paul B. Wood, PhD (Leeds)
Early modern science; The Enlightenment

Guoguang Wu, PhD (Princeton)
Comparative politics and international relations with an emphasis on East Asia

Serhy Yekelchyk, PhD (Alberta)
Russian and Soviet cultural history, modern Ukraine

David Zimmerman, PhD (New Brunswick)
Military and naval history; Canadian science and technology

Degrees and Specializations Offered

MA, PhD.

Facilities

Facilities are available for graduate work in Canadian history (particularly British Columbia, the Prairie West, business, military, Native, science and technology, social, labour, religious, gender and family) and topics in British, European, American, Chinese, Japanese and world history with an emphasis on political, social and cultural themes. Other areas and themes may be available; prospective students should consult the Graduate Adviser or a potential supervisor. The University's McPherson Library has holdings in excess of one million volumes, and graduate students may also be granted access to the Provincial Library and Archives, which include notable manuscript collections relating to western Canada and the northwestern United States.

Financial Support

History students are eligible for University of Victoria Fellowships. In addition, the Department offers several scholarships of varying amounts as well as teaching and research assistantships. Both entering and continuing students in the program are automatically considered for scholarships. Students must apply for assistantships.

Admission Requirements

In addition to reference letters and transcripts required by the Faculty of Graduate Studies (see p. 202) students must send a letter to the Graduate Adviser in the History Department outlining their particular area of interest within the field of History and their proposed thesis topic if they plan to do a PhD or a Thesis MA. This letter need not be more than a page long. It will assist the Department in determining whether or not it can provide appropriate supervision.

Admission to the Master's Program

Subject to the admission requirements of the Faculty of Graduate Studies, admission to the MA program normally requires a bachelor's degree with a minimum overall average of B+ (6.0 GPA), or a bachelor's degree with a minimum average of A- (7.0 GPA) in the final year's work. A candidate with background deficiencies in history may be required to register for a year as a non-degree undergraduate student before being admitted to the MA program.

Admission to the PhD Program

Admission to the PhD program normally requires a master's degree with a minimum average of A- in graduate courses.

Deadlines

Normally, students are admitted in September although in certain cases, it may be possible to enter the program in January. Most courses run from September to December and from January to April. It is not possible to do a graduate degree in History through Summer Sessions.

Students who wish to be considered for scholarships must submit their applications by February 1st. Other students should conform to the deadlines set by the Faculty of Graduate Studies. Late applications may be considered if space is available.

Admission is on a competitive basis. Not all students who meet the requirements will be admitted. The History Department normally admits a total of 15-20 MA and PhD students each year.

Program Requirements

All programs must be approved by the graduate adviser to insure balance and focus in the program of each student.

With the written permission of the graduate adviser, students may take a graduate course in another department if this is appropriate for their program.

All candidates for the MA and PhD degrees must demonstrate a reading knowledge of a second language acceptable to the Department in order to qualify for graduation. This will normally be a language relevant to the student's research interests. The level of proficiency expected will be the equivalent to a B or better in the reading courses (such as GER 390 or FRE 300) offered by the respective language departments. Examinations will normally be of two hours duration and may be written with the aid of a dictionary. The examination will normally be administered in September and March. New students are strongly urged to take their language examination in the fall in order, if necessary, to enroll in a language course. Students who fail a language examination, may be required to take formal language instruction before writing another examination.

Note: Students will not be permitted to defend their theses until they have satisfied this language requirement.

MA Program

The History Department offers both a thesis MA and a non-thesis MA. In both programs, students must take HIST 500 (Historiography) and 4.5 units of graduate History courses including at least 1.5 units in a topical field and 1.5 units in a geographical field. In both programs, at least one course must be outside the area of specialization.

Students in the thesis option will also take HIST 599 (thesis); students in the non-thesis option will also take an additional 1.5 units of course work, normally in a geographical field, plus HIST 500 and HIST 598 (Extended Research Paper).

Students who obtain a 5.0 grade point average but who obtain less than B standing in HIST 500 must repeat HIST 500. They may repeat HIST 500 once only.

Part-time study is permitted, but the degree must be completed within five years of the initial registration.

Although there are no formal residence requirements, residence is recommended.

MA – Thesis Option

Course requirements (Unit Values)

HIST 500 ..... 1.5
Geographical Field Course 1.5
Topical Field Course 1.5
Geographical or Topical Field Course 1.5
Thesis 9.0
Total 15.0

Other Requirements

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the graduate adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

Thesis

The thesis length must be between 70 and 120 typed pages.

Program Length

The thesis MA is designed to be completed in two years.

MA – Non-Thesis

Course Requirements (Unit Values)

HIST 500 ..... 1.5
HIST 550 ..... 1.5
Geographical Field Courses 3.0
Topical Field Course 1.5
Geographical or Topical Field Course 1.5
Major Research Paper 6.0
Total 15.0

At least 1.5 units must treat a geographical area outside that covered in the major research paper.

Final Project

Students will also complete a major research paper. This paper will not be subject to oral defense.

Program Length

The non-thesis MA is designed to be completed in one year.

PhD Program

The PhD program will normally require one year of course work beyond the master's degree and reading for three comprehensive fields. The fields will be examined by a combination of written and oral evaluations.

The degree requires the equivalent of 7.5 units of graduate courses including HIST 500. A student who has completed HIST 500 or its equivalent at the MA level will not be required to take HIST 500.

Students will take 3 units of course work in their major area of geographical interest. This will be the basis of the major field for the comprehensive examination. The Field Courses are designed to cover major historiographical issues over a broad chronological period, within the various geographical areas: Canadian, British, American, European, Chinese and Japanese.

In addition to the 3 units of Field Courses, students will either take an additional 1.5-unit Field Course and a 1.5-unit Topical Field Course, or two 1.5-unit Topical Field Courses. Topical Field Courses examine the secondary literature on a significant theme, such as social, military, intellectual/cultural, family, women's, Native, world, maritime or business history. Topical Field Courses cover various geographical areas and chronological periods and will relate to particular themes to be pursued in the PhD thesis. Students who choose to take two 1.5-unit Topical Field Courses must select at least one whose subject matter is largely outside their major area of geographical interest. In appropriate cases and with the approval of the graduate adviser, students may take 1.5 units of courses in another department.

In the 1.5-unit Field and Topical Field Courses, a historiographic paper of 20-25 pages will be required, although with the instructor's permission a student may opt to write a paper based on primary sources.

The Field Courses and Topical Field Courses will help prepare students for the comprehensive written and oral examinations. Readings for the comprehensive examinations will be broader than the course work and will be determined by the student and his/her advisers. The 3-unit Field Course will be the basis of the major field for the comprehensive examinations and the two 1.5-unit courses will be the basis for the two minor fields.

Before proceeding to the field examinations the student must pass all course work with at least a B+ average. A student may repeat field examinations one time only.

Within three months after completing their comprehensive examinations, students must submit a short historiographical report on their dissertation topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by seven months following the completion of the comprehensive examinations, the student will be required to meet with his or her supervisor and the graduate adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the term in which the meeting occurred. Terms in which the student is withdrawn are not included in calculating this deadline.

In certain cases, requirements in addition to those already mentioned may be called for. The student and the student's supervisory committee will work out these requirements.

Course Requirements (Unit Values)

HIST 500 ..... 1.5
Field Course 3.0
Field Course or Topical Field Course 1.5
Topical Field Course 1.5
Thesis 30.0
Total 37.5

Concentration in Cultural, Social and Political Thought (CSPT)

This interdisciplinary program is open to selected MA and PhD students in English, History, Political Science and Sociology. Students must meet the core graduating requirement of the individual departments. The Graduate Adviser in each department should be consulted for details.

To complete the CSPT MA program in History, a student must complete:

- 3 units of CSPT 500
- 15 units as required in the History MA program (including HIST 500 and the master's language requirement)

The MA thesis (HIST 599) must be in the field of CSPT.

Descriptions of CSPT 500 and CSPT 590 are found in the course listings.

Admission to the CSPT program is subject to the written approval of the Program Director. Applicants must already have been accepted into the MA program in History.

The requirements for the program in the Departments of English, Political Science and Sociology differ from those in History.

For information about the doctoral program in CSPT and History, please consult the History Graduate Adviser.

History in Art

General Information

Contact Information

Department of History in Art
Location: Fine Arts Building, Rm 151
Mailing Address:
University of Victoria
Department of History in Art
PO Box 1700
Victoria, BC V8W 2Y2
Canada
Courier Address:
University of Victoria
Department of History in Art
Fine Arts Complex, Room 151
3800 Finnerty Rd
Victoria, BC V8W 2Y2
Canada
Telephone Number: 250-721-7942
Fax Number: 250-721-7941
Email: dpouliot@finearts.uvic.ca
Website: http://finearts.uvic.ca/historyinart/
Chair: Dr. Lianne McLarty
email: lmclarty@finearts.uvic.ca
phone: 250-721-7940
Graduate Adviser: Dr. Astri Wright
email: astri@finearts.uvic.ca
phone: 250-721-7949
Graduate Secretary: Darlene Pouliot
email: dpouliot@finearts.uvic.ca
phone: 250-721-7942

Faculty Members and Areas of Research

Allan Antliff, PhD (Delaware)
Modern American and European art, Contemporary art, Anarchist studies

Carol Gibson-Wood, PhD (London)
European art of the 17th and 18th centuries; Western art theory, criticism and historiography

Catherine Harding, PhD (London)
Late Medieval/Early Italian Renaissance art history

Kathlyn Liscomb, PhD (Chicago)
Chinese art, art theory, and art historiography

Marcus Milwright, PhD (Oxford)
Medieval Islamic art and archeology

Lianne M. McLarty, PhD (Simon Fraser)
Feminist film theory, critical theory, popular culture

Christopher A. Thomas, PhD (Yale)
Canadian art and architecture, modern architecture

S. Anthony Welch, PhD (Harvard)
Islamic art and architecture; Iranian painting; architecture of Muslim India

Astri Wright, PhD (Cornell)
Southeast Asian art (including textiles, ephemeral arts), modern and contemporary arts

Victoria Wyatt, PhD (Yale)
North American Native arts and ethnohistorical photographs

Degrees and Specializations Offered

The Department of History in Art offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy. The program for each student is determined by the graduate adviser and the appropriate supervisor in consultation with the student, and is intended to meet the student's specific academic needs while at the same time maintaining some breadth of exposure to a wide range of topics and methodologies.

The Department also participates in the Co-operative Education Program; students who are interested in the possibility of gaining discipline-related work experience while they pursue their degree are invited to contact the Department's graduate adviser.

Admission Requirements

General

As part of the requirements of the MA and PhD programs of the Department of History in Art, all applicants must submit a brief statement of the reasons for their interest in a career in art history, a cv, and a sample of their written art-historical research. This may be a paper, publication or, where relevant, an MA thesis.

Admission to the Master's Program

Applicants for the MA program should have a significant academic background in the history of art, either through a Major or Honours degree in the history of art or a closely related field, or, if their degree is in some other discipline, through substantial course work in the history of art. A student who does not have sufficient course work in the history of art may be asked to complete a full year of additional course work at the senior undergraduate level before their application to the graduate program will be considered.

Admission to the PhD Program

Applicants for the PhD program should have a master's degree in the history of art or a closely related field from a recognized university, and demonstrate that they are capable of undertaking advanced research. (This capability will be judged on the basis of a master's thesis or other scholarly work, including publications, as well as from letters of reference from qualified referees.)

Deadlines

Complete applications must be received by Graduate Admissions by January 15 in order to be processed in time for the Department to make its decisions in spring regarding admissions and nominations for fellowships for the next academic year. Applicants should send a transcript of their fall courses directly to the Department as soon as their grades are available for those courses completed in the fall.

Program Requirements

Except for HA 501, only a selection of seminars (HA 502–580) will be offered in any particular year. Except for HA 501, all seminar courses and directed studies may be taken more than once, in different topics.

Master of Arts

With the approval of the graduate adviser, students may elect either the Thesis or the Research Paper option. The course of study for each individual MA candidate will be determined by the graduate adviser and the appropriate supervisor in consultation with the student. Transfer is possible from one program to the other, except in cases where the student has been asked to withdraw.

In the first eight months (September-April), all students will normally complete 9 units of course work, comprising HA 501: Colloquium in Theories and Practices (3 units), compulsory for all students, and at least two additional seminars. All students are required to take 1.5 units in a History in Art course dealing primarily with cultures other than European (-derived) ones, unless they can demonstrate to the department's satisfaction that they have already done so.

The Department offers two programs, of equal status, leading to the MA degree. Both comprise 16.5 units:

Master's - Thesis Option

Course Requirements

HA 501 (Colloquium in Theories and Practices).....3.0
4 additional courses (1.5 units each).....6.0
HA 599 (Thesis).....7.5

Students in the Thesis option normally may take 1.5 units in another department (3 units under special circumstances, with the approval of the graduate adviser). These courses must be related to the student's art-historical interests. All courses must be at the graduate level.

Other Requirements

All MA students will be required to demonstrate a reading knowledge of one language other than English which is appropriate to their area of study, and will not be permitted to sit their oral examination until this requirement has been satisfied. Many students will need to take language courses in addition to the courses required for the MA degree.

Master's Non-Thesis Option

Course Requirements

HA 501 (Colloquium in Theories and Practices).....3.0
6 additional courses (1.5 units each).....9.0
HA 598 (Research Paper).....4.5

Students in the Research Paper option normally may take up to 3 units in another department. These courses must be related to the student's art-historical interests. All courses must be at the graduate level.

Other Requirements

All MA students will be required to demonstrate a reading knowledge of one language other than English which is appropriate to their area of study, and will not be permitted to sit their oral examination until this requirement has been satisfied. Many students will need to take language courses in addition to the courses required for the MA degree.

PhD Program

Course Requirements

The PhD program normally consists of a minimum of 39 units, including 6 units of course work, of which 3 units will be HA 501: Colloquium in Theories and Practices (3.0 units), unless this or an equivalent seminar was taken as an MA student, and at least one other seminar, plus a 3-unit Candidacy Preparation (HA 698) and a 30-unit dissertation (HA 699). The course work taken in addition to HA 501 should be directly related to the student's particular areas of art historical interest, but may be taken outside the Department in acknowledgment of the interdisciplinary nature of much art historical research.

Candidacy

Normally students will complete their course work in the first Winter Session and begin registering for the Candidacy Preparation in their first Summer Session.

Other Requirements

PhD candidates will be required to demonstrate a good reading knowledge of at least two languages other than English which are appropriate to their area of study. In addition, they will be required to demonstrate a working knowledge of any additional languages which may be deemed by their supervisory committee to be essential for the successful completion of the dissertation. Substantial fieldwork is expected of all PhD candidates.

Oral Examination

The oral examination for the dissertation may not take place until all language requirements have been satisfied.

Indigenous Governance

General Information

Contact Information

Indigenous Governance Programs
Location: Human & Social Development Building, Rm A335
Mailing Address:
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
Human & Social Development Building, Room A335
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-6438
Fax Number: 250-472-4724
E-mail: igov@uvic.ca
Website: http//www.uvic.ca/igov/
Chair: Dr. Taiaiake Alfred
E-mail: igov@uvic.ca
Phone: 250-721-6439
Graduate Adviser: Dr. Jeff Corntassel
E-mail: igov@uvic.ca
Phone: 250-721-6438
Graduate Secretary: Sheila Watts
E-mail: sheilaw@uvic.ca
Phone: 250-721-6438

Faculty Members and Areas of Research

Taiaiake Alfred, Canada Research Chair, Indigenous Governance and Human and Social Development, PhD (Cornell)
Specialization in traditional leadership, nationalism, political thought, Native politics

Jeff Corntassel, Assistant Professor, Indigenous Governance, PhD (Arizona)
Specialization in indigenous political mobilization, ethno-nationalism and global indigenous rights

Leslie Brown, Associate Professor, School of Social Work, PhD (Victoria)
Specialization in research methods

In addition to the core faculty, the program draws its teaching faculty from faculty members at UVic, indigenous leaders, scholars and experts in the field:

John Borrows, Law

Frank Cassidy, Public Administration

Peter Cole, Education

Avigail Eisenberg, Political Science

Hamar Foster, Law

Michael Prince, Associate Dean, HSD

Nancy Turner, Environmental Studies

Rennie Warburton, Sociology

Leroy Little Bear, Native American Studies, University of Lethbridge

Leanne Simpson, Indigenous Environmental Studies, Trent University

James Tully, Political Science, University of Victoria

Indigenous Advisory Council

Raymond Jones, Administrator
Gitsequkla Community Education Association, Gitsequkla, BC

Dr. Leroy Little Bear, Professor Emeritus
University of Lethbridge, Blood Indian Tribe of the Blackfoot Confederacy

Charles Elliot, Coast Salish, Artist

Rene Racette, Cree/Métis Nation, Student Alumni

Degrees and Specializations Offered

Master of Arts in Indigenous Governance (MAIG), Concurrent MAIG/LLB Degree Program.

Admission Requirements

General

The Indigenous Governance Program is committed to teaching and research that respects both western and indigenous traditions, methods and forms of knowledge. Through these programs, students will gain an understanding of the philosophical, administrative, and political dimensions involved in governing indigenous communities, as well as a background in the theory, methods and tools appropriate for and useful to research among indigenous people. The program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy-making roles, or to continue their academic careers in a variety of fields including Social Science, and History, Law or Native Studies.

The Master of Arts in Indigenous Governance program is an interdisciplinary program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding government and politics among indigenous peoples, with a special emphasis on the nature and context of indigenous governments in Canada.

Admission To Master's Programs

Faculty of Human and Social Development offers both full and part time programs of studies leading to the degree of Master of Indigenous Governance (MAIG). The Program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy making roles, or to continue their academic careers in a variety of fields including social science and history, law or Native Studies.

Candidates will have a baccalaureate degree from a recognized university, or equivalent qualifications with an academic standing acceptable to the Indigenous Governance Program and the Faculty of Graduate Studies. Admission generally requires at minimum a very high second class standing (B+) in the two final years of the undergraduate degree. In exceptional cases the Program, with the agreement of the Dean of the Faculty of Graduate Studies, may waive this requirement on the presentation of other evidence, such as substantial professional experience, which indicates that the candidate will complete the Program successfully.

Admission to the Concurrent MAIG/LLB Degree Program

Students who apply to and are accepted into both the Law Faculty LLB and the MAIG (Master of Arts in Indigenous Governance) programs may earn both degrees concurrently with modified requirements for each.

The concurrent degree program allows students to complete the requirements of both degrees in 3.5 years (7 terms, including Summer Sessions).

The first year of the concurrent degree program is devoted entirely to the first year LLB curriculum. The second year of the program will normally be devoted to upper-year law courses, and the third year to completion of the MAIG curriculum.

Deadlines

Please note the following application deadlines for September admission:
- February 15th Fellowship applicant deadline
- February 28th application deadline
- March 15th document deadline

Applications and documentation received after the deadline may be accepted by Graduate Admissions, but there is *no guarantee* that the application will be processed and evaluated in time for a decision for the desired entry point. Applicants who submit application forms or documentation after the deadlines do so at their own risk. A late application fee of $35 is required. Application Fees will not be refunded.

Program Requirements

The MAIG program is open to full and part time enrollment, and consists in a course of study delivered in a flexible format. Courses are offered variously as standard academic year graduate seminars, summer institute programs in conjunction with other UVic programs, and in more intensive formats. All candidates for the MAIG must complete either a thesis or an internship in one of the MAIG's community governance projects.

Students in the program must complete the following requirements:

Indigenous Governance Core Credits.....6.0
Elective Course Credits 6.0
Thesis or Community Governance Project Option Credits.....6.0
Total Degree Requirements: 18.0

Master's – Thesis Option

Course Requirements

Indigenous Governance Core Courses (6 units):

IGOV 520 (1.5)	Indigenous Peoples in a Global Context
IGOV 530 (1.5)	Research Seminar
IGOV 540 (1.5)	Native American Political Philosophy
IGOV 550 (1.5)	Self-Determination and Indigenous Peoples

Elective Courses (6 units)

Students must take an additional four graduate level courses selected from among IGOV electives or approved courses in related fields of study (to include Political Science, Public Administration, Dispute Resolution, Human and Social Development, and History).

Not all the MAIG elective courses will be offered in a particular year.

Students are permitted to select other electives relevant to their area of study in indigenous governance from the University of Victoria Calendar with permission on a case-by-case basis of the

relevant Faculty, the student's supervisor and the Graduate Adviser.

Thesis (6 units)

The thesis option is recommended for students who are planning to enter a PhD program after completion of the MAIG. The research and writing phase of the thesis will be conducted under the individual supervision of a faculty member. The thesis must be accepted by a faculty committee. (Before starting the IGOV 599 THESIS, a student must have completed all core courses, IGOV 520, IGOV 530, IGOV 540, and IGOV 550, and a substantial portion of his/her electives. He or she should also have completed electives relevant to the thesis topic)

Oral Examination

An oral examination is required.

Program Length

Normally, it takes two years to complete the program.

Master's – Non-Thesis: Community Governance Project Option

Course Requirements

Indigenous Governance Core Courses (6 units):

IGOV 520 (1.5)	Indigenous Peoples in a Global Context
IGOV 530 (1.5)	Research Seminar
IGOV 540 (1.5)	Native American Political Philosophy
IGOV 550 (1.5)	Self-Determination and Indigenous Peoples

Elective Courses (6 units)

Students must take an additional four graduate level courses selected from among IGOV electives or approved courses in related fields of study (to include Political Science, Public Administration, Dispute Resolution, Human and Social Development, and History).

Not all the MAIG elective courses will be offered in a particular year.

Students are permitted to select other electives relevant to their area of study in indigenous governance from the University of Victoria Calendar with permission on a case-by-case basis of the relevant Faculty, the student's supervisor and the Graduate Adviser.

Community Governance Project (6 units)

Students may choose to participate in one of the ongoing community governance projects that have been established with the co-operation of local Coast Salish communities. The projects are geared toward providing a practical learning experience and opportunity for students to face the real world challenges of government in an indigenous context. They also serve a crucial function for the communities in providing access to the University's resources and expertise through the students' participation in projects to enhance the community's self-government capacity.

This option is recommended for those students seeking a career in the institutions of indigenous government or in related organizations. Typically, a community governance project intern will work on a designated research or policy development task for one semester in an indigenous organization, under the direction of project management team that includes community leaders and MAIG faculty. Internships placement must be approved by the Director, and will typically involve ten hours of work per week in the community for the semester and the completion of a comprehensive report based on the internship experience. The student's supervisory committee must approve the report. (Before starting the IGOV 598 Project, a student must have completed all core courses, IGOV 520, IGOV 530, IGOV 540, and IGOV 550, and a substantial portion of his/her electives. He or she should also have completed electives relevant to the project topic.)

Oral Examination

An oral examination is required.

Program Length

Normally, it takes two years to complete the program.

Concurrent MAIG/LLB Degree Program

A limited number of students who apply and are accepted into both the Law Faculty LLB and the Human and Social Development Faculty's Master of Arts in Indigenous Governance programs may earn both degrees concurrently with modified requirements for each. Students should indicate in both applications that they are applying for the concurrent degree program.

Course Requirements

The first year of the concurrent degree program will be devoted entirely to the first year LLB curriculum.

A minimum of 53 units of credit will be required to complete the concurrent degree program. The requirements for the concurrent program are as follows:

- the first year of the LLB program (15 units);
- 23 additional units of law courses, including LAW 340: Indian Rights, Land, and Government; LAW 307B: Civil Procedure; LAW 309: The Law of Evidence; and the Law Faculty's major paper requirement;
- either IGOV 598 or IGOV 599 (6 units), in lieu of the Law Faculty's non-law course option (3 units) and LAW 399 (3 units);
- the Indigenous Governance Core Courses (6 units): IGOV 520, 530, 540, 550; and
- 3 units (300 level and above) outside of law for inclusion in the graduate program.

Students may be required to complete specific law or MAIG courses as part of the concurrent degree program when such courses are offered.

Student intending to enroll in the concurrent degree program should be aware that scheduling of the program will ordinarily preclude the student's participation in the Law Co-op Program.

Oral Examination

An oral examination is required.

Program Length

The two degrees if pursued consecutively would normally require five years of study, whereas the concurrent degree may be completed in 3.5 - 4 years.

Law

General Information

Contact Information

Faculty of Law
Location: Murray and Anne Fraser Building, Rm 102
Mailing Address:
Faculty of Law, University of Victoria
P.O. Box 2400, STN CSC
Victoria, B.C. V8W 3H7
Canada
Courier Address:
Room 102, Murray and Anne Fraser Building
McGill Road
University of Victoria
Telephone Number:.....250-721-8913
Fax Number: 250-721-8146
E-mail: gradlaw@uvic.ca
Website: http://www.law.uvic.ca
Dean: Professor Andrew Petter
E-mail: joannep@uvic.ca
Phone: 250-721-8147
Graduate Adviser: Professor John McLaren, Director of Graduate Legal Studies
E-mail: gradlaw@uvic.ca
Phone: 250-721-8913
Graduate Secretary: Elizabeth Wheaton
E-mail: gradlaw@uvic.ca
Phone: 250-721-8913

Faculty Members and Areas of Research

Elizabeth Adjin-Tettey, D.Jur. (Osgoode Hall).
Torts, remedies, race, ethnicity and the law, feminist analysis of law.

Benjamin Berger, LLM (Yale).
Constitutional law and theory, criminal law and procedure, law and the humanities, cultural studies, law and religion, law and society, legal history.

John Borrows, D.Jur. (Osgoode Hall).
Aboriginal law, constitutional law, natural resources/environmental law.

Gillian Calder, LLM (Osgoode Hall).
Constitutional law, feminist legal theories, social benefits law, family law.

Neil Campbell, M.L.S. (British Columbia).
Legal bibliography, computer applications.

Jamie Cassels, Q.C., LLM (Columbia).
Contracts, legal theory, remedies.

Donald G. Casswell, LLM (Toronto).
Evidence, lesbian and gay rights law.

M. Cheryl Crane, LLM (Cantab).
Employment law, administrative law.

Maneesha Deckha, LLM (Columbia).
Bioethics, feminist legal theory, critical race theory, law and culture, animal rights, property law, administrative law

Gerry Ferguson, LLM (New York).
Criminal law, criminal procedure, sentencing, mental health law.

Hamar Foster, M. Jur. (Auckland).
Property, criminal law, the law of evidence, legal history, Aboriginal law.

Glenn Gallins, LLM (London).
Clinical legal education, lawyering skills, the application of social science research techniques in the delivery of legal services.

J. Donald C. Galloway, LLM (Harvard).
Torts, immigration and refugee Law, jurisprudence

Mark R. Gillen, LLM (Toronto).
Securities regulation, business associations, trusts, taxation law.

Andrew Harding, PhD (Monash)
Law and society in South East Asia, comparative public law, law and development, environmental law.

Kim Hart-Wensley LL.B. (UVic).
Family law, civil procedure, children and the law.

Robert G. Howell, LLM (Illinois).
Intellectual property, technology, international technology transfer, telecommunications, trade, Asia-Pacific issues.

Rebecca Johnson, S.JD (Michigan).
Law and society, legal discourse, law, culture and the humanities, law and popular culture, law and literature, feminist legal theory, statutory interpretation, criminal law, equality law.

John R. Kilcoyne, LLM (Osgoode Hall).
Employment law, labour law, collective agreements law, contracts.

Hester A. Lessard, LLM (Columbia).
Constitutional law, feminist legal theories, family law.

Colin MacLeod, PhD (Cornell).
Legal and political philosophy, law and morality, children's rights.

Maureen A. Maloney, Q.C., LLM (Toronto).
Dispute resolution and international human rights, dispute resolution and the administration of justice, restorative justice.

Ted L. McDorman, LLM (Dalhousie).
Public international law, international trade law, international ocean and environmental law and private international law (conflicts of law). environmental law, comparative Asian law.

John McLaren, LL.D. (Calgary).
Canadian and colonial legal history, law and religion, compensation law (torts and insurance law).

R. Michael M'Gonigle, J.S.D. (Yale).
International law, environmental and resource management, political ecology and green legal theory, urban sustainability, community-based governance.

Peter Maddaugh, Q.C., LLM (Harvard).
Restititution, law of financial institutions.

William A.W. Neilson, LLM (Harvard).
International trade and business law, competition policy, legislative management and regulatory modeling, law and development.

Andrew Newcombe, LLM (Toronto).
International economic law, international arbitration, commercial law.

Andrew J. Petter, Q.C, LLM (Cantab).
Constitutional law, civil liberties, legislative and regulatory processes.

Martha O'Brien, LLM (Universite Libre de Bruxelles).
Taxation, European Union law, corporate law.

Andrew J. Pirie, LLM (Wellington).
Alternative dispute resolution (ADR), the theory and practice of negotiation and mediation.

D. Heather Raven, LL.B. (British Columbia).
Aboriginal law, employment law, labour law.

Chris Tollefson, LLM (Osgoode Hall).
Environmental law and policy, environment and international trade, environmental/resource management and Aboriginal rights, forest law and policy, coastal zone management, clinical legal education.

James Tully, PhD (Cantab).
Contemporary legal theory, history of legal theory, Canadian constitutional theory, Aboriginal rights.

Mary Anne Waldron, LLM (British Columbia).
Real estate law, plain language research.

Jeremy Webber, LLM (Osgoode Hall).
Law and society, cultural diversity, constitutional law and theory, Aboriginal rights.

Degrees and Specializations Offered

The Faculty of Law offers programs of study leading to the degrees of Master of Laws in Law and Society and Doctor of Philosophy in Law and Society. The programs provide an opportunity for advanced research at the intersection of "Law and Society", and are rigorously interdisciplinary both in their coursework and research components. Students are encouraged to have two supervisors, one from the Faculty of Law and one from another Faculty.

The Program is especially appropriate for students interested in any of five areas of concentration:

- Aboriginal Rights;
- Environmental Law and Policy
- Legal Theory (including Feminist and Critical Legal Theory);
- Legal History; and
- Public Law (including Comparative Constitutional Law)

Students in other areas may also be admitted if supervisory resources exist. In each area of research students are required to relate understanding of the law to another body or other bodies of knowledge and practice.

The course requirements for the program consist of:

a. two core graduate seminars designed to introduce students to fundamental research questions and methodologies;
b. a set of graduate courses that permit advanced studies in Law organized around students' individual interests or special opportunities provided by visitors to the Faculty;
c. graduate courses offered by our strong partner faculties; and
d. upper-level undergraduate seminars across a wide range of subjects.

Full information on Law courses can be found on the Faculty's website: <http://www.law.uvic.ca/>.

To give an idea of the range of possibilities, the following courses have been offered in recent years bearing on issues of Aboriginal rights:

- Indian Rights, Land and Governments
- Historical Foundations of Aboriginal Title and Government
- Comparative Indigenous Rights
- Indigenous Women and the Law
- The Self-Determination of Peoples
- Race, Ethnicity, Culture and the Law
- Colonial Legal History: Law, State, Society and Culture in Canada and Australia
- Law, Constitutionalism and Cultural Difference

Outside Law, there is extensive expertise on Aboriginal issues in Anthropology, Environmental Studies, History, Indigenous Governance, Philosophy, Political Science and Public Administration. Comparable resources exist in other areas of concentration.

In addition, seminars, colloquia, lectures and conferences provide many special opportunities for collegiality among graduate students and between graduate students and faculty. These include the Victoria Colloquium on Political, Social and Legal Theory which students may take for credit. This colloquium involves the interaction of theorists with international reputations and students from a variety of disciplines.

Admission Requirements

The normal minimum for admission to the LLM degree program will be a Bachelor of Laws (LLB) or a Juris Doctor (JD) degree with an average of B+ (6.0 G.P.A.) in the final two years of that law degree program. The normal minimum for admission to the PhD degree will be an average of A- (7.0 G.P.A.) in graduate courses.

For foreign students whose first language is not English a TOEFL minimum score of 600 (paper based) or 250 (computer based) is required.

Admission to the Master's Program

Applicants for the LLM program are required to submit a one-page proposal for graduate study indicating areas of research interest which will assist in the assessment of the application and ensure that the student's areas of interest can be accommodated by the program.

Admission to the PhD Program

Applicants for the PhD program are required to submit a full dissertation proposal (five-page maximum) for assessment in the admissions process, although this proposal may be revised during the student's candidacy in the program. Also required is a sample of the applicant's research writing, e.g. a completed segment of a master's thesis or published article.

Program Requirements

LLM Program

The LLM includes two options – one (the Thesis Option) emphasizing the thesis with a reduced coursework component, and the other (the Non-Thesis or Coursework Option) requiring a less demanding major research paper and more extensive coursework. Both options are rigorously interdisciplinary.

All students are required to enroll in the core Graduate Seminar in Law and Society (Law 501)

and the Graduate Seminar in Applied Legal Methodology (Law 502). Students are also required to take at least one graduate course in a non-Law discipline germane to their research. The balance of their course requirements will be made up from Law graduate, non-Law graduate, and upper-level Law undergraduate courses (students will not, however, be permitted to take for graduate credit a course which they have already taken – either here or at another university – for undergraduate credit).

LLM – Thesis Option

Course Requirements

Thesis Option	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses)	1.5
Thesis (LAW 599)	9.0
Total:	**15.0**

Other Requirements

The minimum residency period for the LLM program is three semesters (twelve months).

Thesis

Students' theses will be supervised by one Law and one non-Law Faculty member (subject to appropriate supervisory resources being available).

LLM – Non-Thesis Option

Course Requirements

Non-Thesis Option	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses, with no more than 3 units at the Undergraduate level)	4.5
Major Research Paper (LAW 598)	6.0
Total:	**15.0**

Other Requirements

The minimum residency period for the LLM program is three semesters (twelve months).

Major Research Paper

Students' major research papers will be supervised by one Law and one non-Law Faculty member (subject to appropriate supervisory resources being available).

PhD Program

The PhD in Law follows the general pattern at the University of Victoria. Students who do not already have an LLM (or equivalent) are initially admitted to the LLM They may then apply to transfer to the PhD If successful, they may elect to obtain the LLM before proceeding to the PhD or proceed directly to the PhD without obtaining the LLM If they choose the latter, they will nevertheless be expected to complete the LLM coursework (at the thesis level) before proceeding to the doctoral dissertation.

Students who already possess an LLM may be admitted directly to the PhD They are required to complete the two core Graduate Seminars and such other courses (if any) as the Director of Graduate Legal Studies determines, taking into account their academic preparation.

PhD students will be required to undergo a candidacy exam (essentially a structured defence of their research program), and any completed segments of their thesis approximately one year after enrolment in the PhD program or on transfer from the LLM program. PhD students' dissertations must meet the University's standards for doctoral dissertations.

Students' theses will be supervised by one Law and one non-Law supervisor with a supervisory committee of three (the co-supervisors and one other faculty member).

Course Requirements

With an LLM (or equivalent)	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
2 courses (as determined by the Director of Graduate Legal Studies) (1.5 each)	3.0
Dissertation	24.0*
Total:	**30.0**

** minimum*

Without an LLM (or equivalent)	
Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses)	1.5
2 courses (as determined by the Director of Graduate Legal Studies) (1.5 each)	3.0
Dissertation	36.0
Total	**45.0**

Other Requirements

The minimum residency requirement for the PhD program is five semesters (20 months).

Linguistics

General Information

Contact Information

Department of Linguistics
Location: Clearihue Building, Rm D341
Mailing Address:
P.O. Box 3045
Victoria, BC V8W 3P4
Canada
Courier Address:
Clearihue Building D341
3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7424
Fax Number: 250-721-7423
E-mail: linguist@uvic.ca
Website: http://www.uvic.ca/ling
Chair: Dr. Leslie Saxon
E-mail: saxon@uvic.ca
Phone: 250-721-7422
Graduate Adviser: Dr. Thomas Hukari
E-mail: hukari@uvic.ca
Phone: 250-721-7429
Graduate Secretary: Maureen Kirby
E-mail: mkirby@uvic.ca
Phone: 250-721-6634

Faculty Members and Areas of Research

Sonja Bird, PhD (Arizona)
Phonetics and phonology interface; Salish languages; Athabascan languages

Barry F. Carlson, PhD (Hawaii)
Phonology; Wakashan, Salishan and Mayan languages

Ewa Czaykowska-Higgins, PhD (MIT)
Theoretical phonology and morphology; Salish languages; language revitalization; Slavic languages

John H. Esling, PhD (Edinburgh)
Articulatory and auditory phonetics; sociophonetics; second language acquisition

Suzanne Gessner, PhD (British Columbia)
Phonology; morphology; syntax; Athabascan/Dene languages; language revitalization

Thomas E. Hukari, PhD (Washington)
Grammatical theory; syntax; morphology; Salish languages

Joseph F. Kess, PhD (Hawaii), FRSC
Psycholinguistics; sociolinguistics; Asian and Pacific languages

Hua Lin, PhD (Victoria)
Chinese linguistics; phonology; applied linguistics; second language acquisition

Tadao Miyamoto, PhD (Victoria)
Writing systems; psycholinguistics; neurolinguistics

Hossein Nassaji, PhD (Toronto)
Applied linguistics; second language acquisition; discourse analysis; second language literacy

Judith Nylvek, PhD (Victoria)
Canadian English; English grammar; sociolinguistics

Leslie Saxon, PhD (California, San Diego)
Syntax; morphology; comparative and historical linguistics; Athabascan/Dene languages; language revitalization

Suzanne Urbanczyk, PhD (Massachusetts, Amherst)
Theoretical morphology and phonology; Coast Salish languages; language revitalization

Margaret B. Warbey, PhD (Victoria)
Applied linguistics; cross-cultural communication; pedagogical grammar

Degrees and Specializations Offered

The Department of Linguistics offers programs of study and research leading to the degrees of Doctor of Philosophy and Master of Arts in the following areas:

- Theoretical Linguistics, especially as this applies to syntactic theory, morphological theory, phonological theory, psycholinguistics, and experimental phonetics.
- Applied Linguistics, especially as this applies to sociolinguistics, English for non-native speakers, languages of the Pacific Rim, and

indigenous languages of western North America.

Admission Requirements

General

Applicants from other than Canadian universities must arrange to take the GRE (Graduate Record Examination) and submit the results to the Faculty of Graduate Studies together with their application forms.

Applicants whose native language is not English must consult the Faculty of Graduate Studies regulations concerning the Test of English as a Foreign Language (TOEFL) on page 15. The Department of Linguistics requires a minimum score of 580 on the paper-based TOEFL or 237 on the computer-based TOEFL.

Although it is possible to enter the program at any entry point listed on page 14, September entry is advised, as many of the courses listed for the Spring term have prerequisite courses given only in the Fall. Graduate courses are seldom offered in the Summer Session.

Admission to the MA Program

Admission to the program requires a bachelor's degree, preferably in Linguistics, with a minimum overall average of B+ (6.0 GPA) in the final year's work. Students without the necessary background in Linguistics may be considered for admission upon completion of LING 410A and/or LING 440 or equivalent with First Class standing.

Admission to the PhD Program

Applicants for admission to the PhD program will normally hold a master's degree in Linguistics with an A- average (7.0 GPA) on master's level course work. Applicants should submit one representative piece of written work, often the MA thesis or part of it. See also Faculty of Graduate Studies regulations, page 21.

Program Requirements

The programs of all graduate students in linguistics include course requirements, a language requirement, a requirement to present an aspect of their work at a conference or colloquium, the completion of a thesis or dissertation, and a final oral examination. In addition, all programs require that students make a thesis/dissertation proposal to the supervisory committee, and present the thesis/dissertation to the University in its final form.

MA – Thesis Option

The Department offers a 15-unit thesis-based program leading to the MA degree. The program is designed to give students the opportunity to specialize in the area of their thesis while also providing them with the essential tools for linguistic analysis.

Course Requirements

The MA degree requires 9 units of course work plus thesis:

LING 503 and LING 505 .....3.0
Three other graduate-level courses 4.5
One other course at the 300, 400, or 500 level...1.5
Thesis (LING 599) 6.0

Students without the equivalents of LING 410B and/or LING 441 in their undergraduate program will have these courses added to their requirements.

Language Requirement

MA students must satisfy either part (1) or part (2) of the language requirement for PhD students, which is described below. For master's students going on to the PhD at the University of Victoria, the master's requirement will satisfy one part of the PhD requirement.

PhD Program

Course Requirements

The PhD program requires at least 9 units of course work, plus the dissertation, for a total of 30 units. Courses on current issues in syntax and phonology (LING 508 and LING 510) are required; other courses are determined jointly by a student and the supervisor. LING 503 and LING 505 may not count as part of the required 9 units.

Comprehensive Exam

The comprehensive requirement must be satisfied within two years of registration in the doctoral program (see Faculty of Graduate Studies regulations, page 21). The comprehensive examination consists of two substantial, original research papers, one in the area of phonological or syntactic theory, understood broadly, and the other in an area agreed to by the student and the supervisor.

Language Requirement

The Departmental language requirement for PhD students is intended to prepare students for linguistic research by ensuring that they (1) have the ability to read linguistic literature in a language other than English, and (2) have analytical knowledge of the structure of a third language. Students must choose two typologically different languages to satisfy parts (1) and (2). Where students have reading knowledge of two typologically distinct languages other than English, they may choose to demonstrate reading proficiency in this third language in place of part (2).

Part (1) of the requirement is satisfied by reading proficiency in French, German, Russian or another approved language that suits the research topic. When a student has been educated in the language selected or has an undergraduate major in the language, no formal test is required. Passing a university course in the reading knowledge of the language satisfies the requirement.

Part (2) of the requirement is satisfied by submitting a research paper – such as for a course, an academic presentation or a publication – that includes an analysis of the main phonological, morphological and syntactic properties of the language in question. The language must be typologically distinct from that used to satisfy part (1) and should be chosen in consultation with the student's supervisor.

Dissertation

After attaining candidacy, students will present and defend a dissertation proposal typically developed in LING 690. The dissertation is normally awarded 21 units of credit. Students must defend their dissertation orally as part of program requirements (see Faculty Academic Regulations, page 21).

Mathematics and Statistics

General Information

Contact Information

Department of Mathematics and Statistics
Location: Clearihue D240
Mailing Address:
P.O. Box 3045 STN CSC
Victoria, B.C. V8W 3P4
Canada
Courier Address:
Clearihue Building D-240
3800 Finnerty Road (Ring Road)
Victoria, B.C. V8P 5C2
Canada
Telephone Number:.....250-721-7437
Fax Number: 250-721-8962
E-mail: office@math.uvic.ca
Website: http://www.math.uvic.ca
Chair: Dr. Gary MacGillivray
E-mail: chair@math.uvic.ca
Phone: 250-721-7436
Graduate Adviser: Dr. Pauline van den Driessche
E-mail: gradadv@math.uvic.ca
Phone: 250-721-7442
Graduate Secretary: Dil Bains
E-mail: gradsec@math.uvic.ca
Phone: 250-472-4271

Faculty Members and Areas of Research

Christopher J. Bose, PhD (Toronto)
Ergodic theory

Richard Brewster, PhD (Simon Fraser)
Graph theory, discrete mathematics, theoretical computer science

Florin N. Diacu, PhD (Heidelberg)
Celestial mechanics, chaos, dynamical systems, mathematical physics, history and philosophy of mathematics

Peter Dukes, PhD (Caltech)
Combinatorics

Roderick Edwards, PhD (Victoria)
Neural networks, dynamical systems

Jing Huang, PhD (Simon Fraser)
Graph theory, algorithms and complexity

Reinhard Illner, PhD (Bonn)
Mathematical physics, partial differential equations, applied mathematics

Boualem Khouider, PhD (Montréal)
Numerical analysis, partial differential equations, climate modelling

Marcelo Laca, PhD (Calif, Berkeley)
Operator algebras, noncommutative geometry

Mary L. Lesperance, PhD (Waterloo)
Statistical inference, biostatistics, industrial statistics

Gary MacGillivray, PhD (Simon Fraser)
Graph Theory, discrete mathematics, theoretical computer science

C. Robert Miers, PhD (Calif, Los Angeles)
Noncommutative ring theory, applied algebra

Fausto Milinazzo, PhD (British Columbia)
Numerical solutions of partial differential equations

Gary G. Miller, PhD (Missouri)
Topology, logic, general relativity, quantum theory

Robert V. Moody, PhD (Toronto)
Algebra

Christina Mynhardt, PhD (Rand)
Graph theory

William E. Pfaffenberger, PhD (Oregon)
Functional analysis, operator theory

John Phillips, PhD (Oregon)
Operator algebras, noncommutative geometry

Ian F. Putnam, PhD (Calif, Berkeley)
Operator algebras, topological dynamics

William J. Reed, PhD (British Columbia)
Stochastic modelling and statistics in resource management and economics

Ahmed R. Sourour, PhD (Illinois)
Functional analysis, operator theory, linear algebra

Hari M. Srivastava, PhD (Jodhpur)
Analysis, applied mathematics, mathematical physics

Min Tsao, PhD (Simon Fraser)
Statistics

Pauline van den Driessche, PhD (Wales)
Mathematical models in biology, combinatorial matrix analysis

Jane (Juan-Juan) Ye, PhD (Dalhousie)
Optimization and optimal control via nonsmooth analysis

Julie Zhou, PhD (Alberta)
Statistics

Francis Zwiers, PhD (Dalhousie)
Atmospheric Science

Degrees and Specializations Offered

The Department of Mathematics and Statistics offers graduate programs leading to the degrees of Master of Arts, Master of Science and Doctor of Philosophy.

The Department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. Approval to participate in graduate co-op is at the discretion of the Department. Work opportunities are negotiated through the Mathematics and Computer Science Co-operative Education co-coordinator.

All graduate students are governed by the Departmental regulations in force at the time of the student's initial graduate registration. Students are responsible for becoming familiar with other regulations of the University and by the Faculty of Graduate Studies regulations as outlined in the Calendar.

The Department of Mathematics and Statistics emphasizes the following areas (in alphabetical order):

- Applied Mathematics, Mathematical Physics, Differential Equations
- Combinatorics and Graph Theory
- Operator Algebras, Operator Theory, Functional Analysis, Dynamical Systems
- Statistics

Facilities

Located in the historic Clearihue Building, the Department of Mathematics and Statistics offers prospective graduate students shared office space with a quaint early 60's institutional aesthetic of concrete and linoleum. The area around the building is also home to some of the friendliest rabbits on campus, so make sure to take advantage of that. Students have access to the department's computing facility, which includes several workstations with a wide array of mathematics and statistics related software, and the McPherson Library houses a vast collection of reference material, mathematical and otherwise. Each and every student gets an account on the departmental computer system and access to the department printers and FAX machine, a PIN for the photocopier and one hundred (100) FREE copies per term, and a mailbox with full mail privileges. We also have a variety of equipment for your document processing needs, including a color laser printer and scanners. Depending upon availability, every graduate student is allocated a desk. Take your lunch in the verdant beauty of the courtyard or play a game of chess in our cozy common room. And don't forget to try a beverage of your choosing from our fabulous coffee machine, reasonably priced at 75 cents to $1.25.

Financial Support

Financial assistance is available from the following sources:

Natural Sciences and Engineering Research Council of Canada Postgraduate Fellowships

These are available to Canadian Citizens or Permanent Residents only.

Their value is currently $17,300 per annum for PGS Master's, $17,500 per annum for CGS Master's, $21,000 per annum for PGS Doctorate, and $35,000 per annum for CGS Doctorate. Students can apply through the University in September (or directly to NSERC by December) of the year preceding the tenure of the fellowship. Details are available in the Department office.

University of Victoria Fellowships

Their value is up to a maximum of $13,500 per annum (master's) or $15,000 per annum (PhD). Students applying for admission can also apply for a fellowship on the last page of the admission application; continuing students can obtain details from the graduate adviser.

A grade point average of at least 7.0 (A-) is necessary.

Faculty Research Grants

Individual faculty may support graduate students from their own research grants.

Departmental Marking and Instructing Positions

Depending on budgetary considerations, there may be a limited number of marking and/or instructing positions available. These positions may not be available on a continuing basis and therefore should not be counted upon for long-term support. The number of hours and the amount of pay are regulated by the CUPE 4163 Components I and II Collective Agreement.

Admission Requirements

General

Foreign applicants are strongly encouraged to submit the scores of the Graduate Record Examination General Test (GRE) and its Subject Test in Mathematics.

Admission To Master's Programs

Students admitted to a master's program (MSc or MA) will normally have a Bachelor's degree in Mathematics or Statistics. A student without the necessary background may be considered for a pre-entry program as outlined in the general regulations for admission to the Faculty of Graduate Studies.

For a master's program, students whose first language is not English must achieve a score of at least 550 on the paper-based or 213 on the computer-based Test of English as a Foreign Language (TOEFL).

Admission to the PhD Program

Admission into the PhD program will normally require a master's degree in Mathematics or Statistics and excellent research potential, documented by the quality of the master's thesis or letters of recommendation. In exceptional cases, students showing outstanding promise may be permitted to enroll directly in the PhD program with only a Bachelor's degree.

All PhD students are admitted to the Faculty of Graduate Studies as provisional candidates until they have passed their candidacy examinations, at which time they are automatically classified as candidates for Doctor of Philosophy.

For a PhD program, students whose first language is not English must achieve a score of at least 575 on the paper-based or 233 on the computer-based Test of English as a Foreign Language (TOEFL).

Deadlines

North American Applicants:
- September Entry: January 31
- January Entry: September 30

Overseas Applicants:
- September Entry: December 15
- January Entry: April 15

Program Requirements

Master's Program in Mathematics – Thesis Option

Course Requirements

Each master's student must complete a minimum of 15 units, including course work, a seminar course (MATH 585) and a master's thesis (MATH 599). At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Mathematics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis

Thesis (6 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least three members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination

The Supervisory Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is

chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

1-2 years; a minimum of 5 full fee installments is required.

Master's Program in Statistics – Thesis Option

Course Requirements

Each master's student must complete a minimum of 15 units, including course work, a seminar course (MATH 585) and a master's thesis (STAT 599). At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis

Thesis (6 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least three members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination

The Examining Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

1-2 years.

Master's Program in Statistics – Non-Thesis Option

Course Requirements

Each master's student must complete a minimum of 15 units, including course work, a seminar course (MATH 585) and a master's project (STAT 598). At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Final Project

Final project (3 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee chaired by the student's academic supervisor and having at least one other member.

Oral Examination

The Examining Committee examines the project and conducts a final oral examination of the candidate on the project.

Program Length

1-2 years.

PhD Program

Course Requirements

Students admitted into the PhD program are required to complete a minimum of four graduate courses, including at most one seminar course, totaling 6 units. Students entering the program without a master's degree must complete a minimum of eight graduate courses, including at most one seminar course, totaling 12 units.

Candidacy

All students are required to pass a candidacy examination consisting of three parts in distinct areas within the first two years of study.

Other Requirements

A PhD student's Supervisory Committee may require the student to demonstrate a reading knowledge of one foreign language (French, German or Russian). For each PhD student there shall be a Supervisory Committee of at least four members, chaired by the student's academic supervisor, with at least one committee member from outside the Department of Mathematics and Statistics. The committee members must be approved by the Dean of Graduate Studies and are normally members of the Faculty of Graduate Studies.

Dissertation

A dissertation of original, publishable research is required.

Oral Examination

The Examining Committee examines the dissertation and conducts a final oral examination of the candidate on the dissertation. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

3-4 years.

Co-Operative Education

The Department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. Approval to participate in graduate co-op is at the discretion of the Department. Work opportunities are negotiated through the Mathematics and Computer Science Co-operative Education co-coordinator. Two 4-month work terms are required for Co-operative Education designation for a master's student, and three 4-month work terms are required for Co-operative Education designation for a PhD student.

Mechanical Engineering

General Information

The Department of Mechanical Engineering offers graduate programs leading to the degree of Master of Engineering (MEng), Master of Applied Science (MASc) and to Doctor of Philosophy (PhD). Research areas include advanced materials and manufacturing, computational and continuum mechanics, computer aided design and manufacturing, integrated energy systems, optics, robotics, mechanisms and mechatronics, thermofluids and transport phenomena.

Further information about the Department of Mechanical Engineering, Adjunct and Limited Term faculty and their research interests can be found on the Department's web page at <http://www.me.uvic.ca/graduate>.

All students should note that they are responsible for making themselves familiar with the general Calendar regulations of the Faculty of Graduate Studies. If unsure about any aspect of the Faculty regulations, students should contact the Graduate Admissions and Records Office. Students are also responsible for ensuring the completeness and accuracy of their registration.

Contact Information

Department of Mechanical Engineering
Location: Engineering Office Wing (EOW), Rm 548
Mailing Address:
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada
Courier Address:
3800 Finnerty Rd.
EOW Building, Room 548
Victoria, BC V8W 3P6
Canada
Telephone Number:.....250-721-8921
Fax Number: 250-721-6051
E-mail: mechgrad@me.uvic.ca
Website: http://www.me.uvic.ca/graduate/
Chair: V. Ismet Ugursal
E-mail: ugursal@me.uvic.ca
Phone: 250-721-8900
Graduate Adviser: Afzal Suleman
E-mail: suleman@me.uvic.ca
Phone: 250-721-6039
Graduate Secretary: Dorothy Burrows
E-mail: mechgrad@uvic.ca
Phone: 250-721-8921

Faculty Members and Areas of Research

Colin Bradley, PhD (Victoria), Professor
Automated Manufacturing, Optical Sensors, Industrial Machine Vision

Bradley J. Buckham, PhD (Victoria), Assistant Professor
Dynamics of Undersea Vehicles, Computational Dynamics Modeling, Kinematics

Nedjib Djilali, PEng , PhD (British Columbia), Professor
Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology

Zuomin Dong, PhD (New York State, Buffalo), Professor
Computer-Aided Design and Manufacturing, Intelligent Systems and Optimization, Fuel Cell Technology

Sadik Dost, PEng, PhD (Istanbul), Professor
Crystal Growth of Single Crystals, Transport Phenomena, Modelling

Rodney A. Herring, PhD (Birmingham), Associate Professor
Materials Processing, Electron Microscopy, Electron Holography, Confocal Holography

Peter Oshkai, PhD (Lehigh), Assistant Professor
Unsteady Flows, Flow-Acoustic Coupling, Microfluidics, Fuel Cell Technology, Free-Surface Flow Interaction with Submerged Structures, Vortex Systems in Shallow Water

Edward J. Park, PhD (Toronto), Assistant Professor
Active Structural Control, Robotics, Control Applications of Smart Materials and MEMS, Biomanipulation and Biomedical Engineering

Ronald P. Podhorodeski, PEng, PhD (Toronto), Professor
Manipulator Kinematics and Design, Robot Trajectory Planning, Assistance/Therapy Aids for the Physically Challenged, Mechanisms

James W. Provan, PEng, PhD (Colorado), Professor
Fatigue Crack Initiation, Stress Analysis, Fracture Mechanics, Fatigue Failure Mechanisms and Analysis, Reliability and Maintainability

Andrew M. Rowe, PhD (Victoria), Assistant Professor
Cryogenics, Energy Systems, Thermodynamics

David Sinton, PhD (Toronto), Assistant Professor
Microfluidics, Lab-on-chip technologies, Fluid Flow and Heat Transfer in Microstructures

Henning Struchtrup, Dr-Ing (Tech Univ Berlin), Associate Professor
Equilibrium and Non-Equilibrium Thermodynamics, Kinetic Theory of Gases, Transport Processes, Continuum Mechanics

Afzal Suleman, PhD (British Columbia), Associate Professor
Computational and Experimental Structural Dynamics, Multi-disciplinary Design Optimization, Fluid-Structure Interaction

V. Ismet Ugursal, PEng, PhD (Tech Univ of NS), Professor
Energy Conversion and Management, Building Energy Systems and Modelling

Geoffrey W. Vickers, PEng, PhD (Manchester), Professor
Computer-Aided Design and Advanced Manufacturing

Joanne L. Wegner, PEng, PhD (Alberta), Associate Professor
Nonlinear Elastic Wave Propagation, Polymers, Numerical Analysis

Peter M. Wild, PhD (Victoria), Associate Professor
Renewable Energy Systems, Mechatronic Systems, Piezoelectric Sensors, Finite Element Analysis

Degrees and Specializations Offered

MEng, MASc, and PhD in Mechanical Engineering.

Facilities

The Department of Mechanical Engineering together with the associated Institute for Integrated Energy Systems (IESVic) and the Centre for Advanced Materials Technology (CAMTEC) has excellent research facilities. These include extensive computational hardware and software, an advanced manufacturing laboratory with a four axis machine centre, a two axis lathe, a coordinate measuring machine, a comprehensive robotics and vision technology laboratory, a versatile material testing machine, crystal growth and characterization facilities, a spray research apparatus, a water channel with laser Doppler velocimetry, a cryofuels laboratory, an adaptive optics laboratory, and a transportation fuel cell systems laboratory. The laboratories are well equipped with state-of-the-art measuring equipment.

Financial Support

Normally MASc and PhD students are provided with financial support from faculty research funds. Graduate support can also be provided through various sources such as teaching assistantships, University of Victoria Fellowships and NSERC Postgraduate Scholarships (PGS). Refer to the Faculty of Graduate Studies website at <http://www.uvic.ca/grad/add/fund/fund.htm> for additional funding information.

Admission Requirements

General

Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Department of Mechanical Engineering is 575 on the paper-based test or 233 on the computer-based test. Even with passing TOEFL scores, students may be required to take English language courses in addition to their other course work.

On-line applications may be submitted by following the links from <http://www.uvic.ca/grad/add/fund/fund.htm>. If unable to successfully submit an application on-line, domestic and international application forms may be downloaded from the web at: <http://web.uvic.ca/grar/forms.html> and should be sent directly to Graduate Admissions and Records Office when completed. Graduate Admissions and Records is the official depository for all applicant documentation.

Additional information about graduate studies in the Department of Mechanical Engineering is available at: <http://www.me.uvic.ca/graduate/index.htm>.

Admission To Master's Programs

Applicants will normally hold an undergraduate degree in Mechanical Engineering. The minimum requirement for admission to the MEng or MASc is a B+ (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work.

Admission to the PhD Program

The minimum requirement for admission to the doctoral program is a master's degree in science or engineering. In exceptional cases, a student registered for a master's degree in the Department of Mechanical Engineering may be allowed to transfer to the doctoral program without completing the master's program.

Deadlines

Entry points to the Department are September, January and May. International applications received after the University's deadlines may be accepted by the Department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

Program Requirements

Master of Engineering – Non-Thesis Option

The MEng program is designed to provide students with an opportunity to strengthen and extend the knowledge they have gained at the undergraduate level. All MEng students will be under the supervision of a member of the Department's graduate faculty.

Course Requirements

The program consists of a minimum of 18 units, normally with not less than 12 units of graduate course work and a MENG Project Report (MECH 598).

Required course work is subject to the approval of the Department.

Other Requirements

The program of study is determined by the supervisory committee in consultation with the student.

Final Project

The project (MECH 598) for the MEng program is normally not greater than 6 units. The topic of the project is subject to the approval of the Department.

The work leading to the project must be performed under the direction of an academic supervisor who is a member of the Department's graduate faculty. A detailed description of the project will be presented in a formal report written by the student.

Each student's program is subject to the approval of the Department.

Oral Examination

MEng students will be required to defend their completed project in a final oral examination which is open to the public.

Program Length

The program length for MEng is guided by time limits established by the Faculty of Graduate Studies.

Master of Applied Science - Thesis Option

The work leading to the degree of MASc provides an opportunity for the student to pursue advanced studies and to carry out research or undertake creative design in a field of mechanical engineering under the supervision of a member of the Department's graduate faculty.

Course Requirements

The program consists of a minimum of 18 units, normally with not less than 9 units of graduate course work and a thesis (MECH 599).

Required course work is subject to the approval of the Department.

Other Requirements

The program allows for a maximum of two Directed Studies courses (MECH 590), of which only one may be directly related to the thesis topic.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

All MASc students are required to give a seminar (MECH 595) on their thesis research during the second year of the program. The seminar has no unit value.

Thesis

The thesis (MECH 599) for the MASc program is typically equivalent to 9 units. The topic of the thesis is subject to the approval of the Department.

Oral Examination

MASc students will be required to defend their completed thesis in a final oral examination which is open to the public.

Program Length

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering MASc students are expected to complete program requirements within 24 months. Normally, financial support will not be continued beyond this time limit.

Doctor of Philosophy

The objective of the PhD program is the accomplishment of independent and original research work leading to significant advancement of knowledge in the field of mechanical engineering. All PhD students will be under the supervision of a member of the Department's graduate faculty.

Course Requirements

The program for a student with a master's degree is a minimum of 33 units, normally with not less than 6 units of approved course work and a dissertation (MECH 699).

A student transferring from a master's program to the doctoral program is required to complete a program of at least 45 units. This program includes a minimum of 18 units of approved courses and a dissertation (MECH 699). For those students transferring from a master's program, credit will normally be given for courses already completed.

Required course work is subject to the approval of the Department.

Comprehensive Exams

Department of Mechanical Engineering does not normally require comprehensive examinations.

Candidacy

Within 18 months of registration, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. The PhD student is required to pass an oral candidacy exam before their supervisory committee. The supervisory committee will question the candidate to determine that the candidate has the appropriate background knowledge and skills to undertake the proposed dissertation project, and that the project is likely to lead to results suitable for a PhD dissertation.

Other Requirements

Candidates who hold a master's degree from a university outside Canada or the United States will normally be required to complete at least 9 units of courses.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

The program allows for a maximum of one Directed Studies course (MECH 590).

The program of study is determined by the supervisory committee in consultation with the student.

Normally, all PhD students are required to give two seminars (MECH 695) on their thesis research within 16 months and 34 months of registration. These seminars have no unit value.

Dissertation

The dissertation (MECH 699) for the PhD program is typically equivalent to 27 units. The topic of the dissertation is subject to the approval of the Department.

Oral Examination

PhD candidates will be required to defend their completed dissertation in a final oral examination which is open to the public.

Program Length

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering PhD students are expected to complete program requirements within 36 months. Normally, financial support will not be continued beyond this time limit.

Co-Operative Option

The Department participates in the Co-operative Education Program of the Faculty of Graduate Studies. Under this program, an MEng or MASc student normally spends the first year of the program on course work. The second year is spent working at a paid research-related position in either industry or government. During the third and subsequent years, the student alternates between the University and the place of work to complete the research and write and defend the thesis.

Under exceptional circumstances, when it is quite evident that the industrial work periods form an essential and integral part of a student's thesis project, a PhD student may participate in the co-operative graduate program.

Participation in the co-operative program requires:

1. acceptance of the student by a suitable sponsoring organization
2. the organization's agreement to allow the publication of the student's research findings in the open literature

As an integral part of the graduate program, students are normally required to undertake teaching or research assistantships within the Department.

School of Music

General Information

Contact Information

School of Music
Location: MacLaurin Building, Rm B102
Mailing Address:
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
MacLaurin Building B102
Victoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-7903
Fax Number: 250-721-6597
E-mail: musi@finearts.uvic.ca
Website: http://www.finearts.uvic.ca/music/
Director: Dr. Gerald King
E-mail: musdir@finearts.uvic.ca
Phone: 250-721-7901
Graduate Adviser: Alexandra Pohran Dawkins
E-mail: apohran@uvic.ca
Phone: 250-721-7922
Graduate Secretary: Linda Sheldon
E-mail: musi@finearts.uvic.ca
Phone: 250-721-7902

Faculty Members and Areas of Research

Dániel Péter Biró, PhD (Princeton)
Composition, music theory, ethnomusicology

Christopher Butterfield, MA (SUNY, Stony Brook)
Composition, theory

John A. Celona, PhD (Calif, San Diego)
Composition, theory

Michelle Fillion, PhD (Cornell)
Musicology, music theory

Kurt Kellan (Indiana)
Horn, chamber music

Gerald King, EdD (Brigham Young)
Conducting, Wind Symphony, music education

Patricia Kostek, MM (Michigan State)
Clarinet, woodwind techniques

Harald M. Krebs, PhD (Yale)
Music theory (tonal and rhythmic structure in 19th- and early 20th-century music)

Susan Lewis Hammond, PhD (Princeton)
Music history, musicology

Bruce More, DMA (Yale)
Theory, conducting, Chamber Singers

Alexandra Pohran Dawkins, BMus (Toronto)
Oboe, chamber music

Lanny R. Pollet, MMus (Victoria)
Flute, chamber music, orchestration

Louis D. Ranger, BMus (Juilliard)
Trumpet, brass chamber music

Arthur Rowe, MMus (Indiana)
Piano

W. Andrew Schloss, PhD (Stanford)
Electronic and computer music, musical acoustics, ethnomusicology

Bruce Vogt, MMus (Toronto)
Piano

Degrees and Specializations Offered

The School of Music of the University of Victoria offers programs leading to the degrees of Master of Music in Performance and in Composition, Master of Arts in Musicology and in Musicology with Performance, and Doctor of Philosophy in Musicology.

Facilities

The School of Music is housed in its own building, completed in 1978. It contains 40 practice rooms plus larger rehearsal rooms and teaching studios. It also contains the Phillip T. Young Recital Hall with superb acoustics, where all solo and chamber music performances are held. The School's large ensembles (Orchestra, Chorus, Wind Symphony) rehearse in the 1300-seat Farquhar Auditorium at the University Centre. Both halls have fully professional digital recording facilities. Students are encouraged to participate in School of Music performance groups, such as the University Chorus, Chamber Singers, Sonic Lab, Orchestra, Wind Symphony, and chamber ensembles. String chamber ensembles are coached by members of the Lafayette String Quartet, in residence at the School of Music.

The McPherson Library has one of the major music collections in Canada, with over 60,500 volumes of scores and books in the Music and Audio Department and 275 serial subscriptions. There are also over 48,000 sound recordings in the library, spanning the recording age from 78 rpm to compact disc. Excellent listening equipment is available. Graduate student carrels are located in the Library, adjacent to the open stacks.

The computer music studios in the School of Music have extensive facilities for digital audio, MIDI, music production, composition and editing. There are two studios and one editing suite. Pro Tools, Max/MSP, Sibelius, Finale and other software are available in several locations. Panasonic SV3700 and Tascam DA30 DAT machines, several Mackie mixing consoles, Mackie HR824 self-powered monitors, Yamaha Pro-Mix 01 digital mixing console, Yamaha TG77 synthesizer, Roland weighted MIDI keyboard controller, IVL pitchrider, Yamaha G50 pitch tracker and other MIDI gear are found in the studios. A vintage Buchla synthesizer is available in one of the studios.

In the Phillip T. Young Recital Hall, there is an additional workstation running the Sonic Solutions CD editing and mastering system with Dynaudio near-field monitors. Microphones include Schoeps, Neumann, AKG, Shure, and Crown PZM. In addition to the studios within the School, the Laboratory for Extended Media (LEM), which is open to all students enrolled in Fine Arts courses, provides audio-processing resources, digital video and image processing facilities.

Financial Support

The University of Victoria offers a limited number of Graduate Fellowships of $13,500 or $15,000 for 12 months (for master's and PhD students of high academic standing, respectively). Teaching Assistantships of $2,000–$6,000 are available to full-time students in exchange for help with aspects of the academic curriculum in the School, such as keyboard harmony labs, chamber music coaching, recording, directing the listening tutorials of the introductory music history courses, or otherwise assisting with music history and theory courses.

Admission Requirements

General

The School of Music gives priority in admissions considerations to students intending to register on a full-time basis.

Applicants to the master's programs must hold a BMus or BA in music from a recognized university, with at least a B+ or 6.0 average in the work performed in the last two years (or last 30 units) of undergraduate study.

All applicants should submit a one-to-two-page statement outlining their background, their goals as a musician and/or scholar, and their reasons for wishing to pursue their degree at the University of Victoria.

Students admitted to a master's program, and holding a Bachelor's degree from a university other than the University of Victoria, will be required to write a theory placement examination, involving the analysis of compositions from various style periods. The examination will be administered early in September, before classes begin. While the results of the examination will not affect the student's admission into the program, they will determine whether the student must take undergraduate theory courses. Theory courses numbered below 300 cannot be counted toward the course requirements of a master's degree.

Admission To Master's Programs

MA in Musicology

In addition to the standard admission forms, applicants to the Musicology programs should submit two examples of their work in the field of music history, including an honours paper or senior thesis if available.

All Musicology students are required to demonstrate a good reading knowledge of German and French. Reading knowledge of an alternate foreign language may be substituted if necessary to the candidate's intended field of specialization. The applicant's present level of ability in these languages should be indicated in the admission statement.

MA in Musicology with Performance

This program is intended for Musicology students who are proficient performers and who wish to continue serious study of their instrument while pursuing musicological research. Applicants for this program are required to submit two written examples of their work in the field of music history as described under the MA in Musicology, and either arrange for an audition or submit a tape as described under the admissions process for the MMus in Performance.

The language requirements are identical to those for the MA in Musicology.

MMus in Composition

Applicants for admission to the MMus in Composition program should submit, in addition to the regular admission forms, copies of scores and CDs or tapes of their recent work in composition.

MMus in Performance

Acceptance to the MMus in Performance requires specialization at an advanced level in a specific performance medium (e.g., violin, piano, voice). Applicants are encouraged to audition in person. If this is not possible, applicants may submit a high quality, unedited CD recording of at least thirty minutes duration, with repertoire selected as specified for live audition; in addition, these applicants are also encouraged to send a videotape or DVD as well. Please contact the Graduate Adviser by January 15 in order to make the necessary audition arrangements. Internal candidates may either audition in person or use their BMus graduating recital as their audition, provided that the recital takes place before March 15.

Admission to the PhD Program

Applicants to the PhD Program in Musicology must hold the master's degree in musicology, music history or music theory, or its equivalent, from a recognized university. They must also demonstrate potential for a career in musicology or music scholarship, and have a primary research interest compatible with the areas of specialization of the university's regular faculty.

A good reading knowledge of German, and French or Italian, is required of all applicants to this program. In addition, a reading knowledge of another foreign language may be required, if necessary to the candidate's intended field of specialization. Applicants should submit documentation of their ability in these languages with their applications (e.g., an official memo stating that language examinations were successfully completed). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation prospectus begins.

Applicants are requested to submit two examples of written work, including the master's thesis or the equivalent if available, as well as a personal statement of research interests and professional goals that must demonstrate the suitability of our program to those goals.

Students holding an MA in Musicology or Musicology with Performance from the University of Victoria are encouraged to apply to other PhD programs to enhance their exposure to diverse professional environments.

Deadlines

Applications with supporting materials should be received by **January 15** for domestic applicants or by **December 15** for international applicants. Later applications will be considered if space is available; however, this is highly unlikely for applications received after March 15. Those applying after **February 15** cannot be considered for a University fellowship

Program Requirements

The student's work is guided by the Supervisory Committee (see the Faculty of Graduate Studies Guidelines). The supervisor chairs the committee. For Composition or Performance candidates, the supervisor is the student's major teacher; for candidates in Musicology, the academic supervisor is the person responsible for the guidance of the thesis. The function of the supervisory committee is to assist the graduate student in all facets of the program whenever necessary; to supervise the preparation of the thesis, composition or recital; to act as the core for the examin-

ing committee; and, generally, to supervise the student's progress in the program.

Transfer credits for courses towards the master's and doctoral programs taken at other universities will be accepted only in exceptional circumstances. Transfer students should note that the Faculty of Graduate Studies will require them to pay the same number of fee installments for the degree as other students.

A student registered in the master's program may take up to 3.0 units of undergraduate courses at the 300 level or above; undergraduate credits must be approved by the academic supervisor and relevant to the student's program of study.

The Graduate Adviser administers the graduate program and is the faculty member responsible to the School of Music Director for the administration of graduate studies in the School of Music. The School of Music Graduate Secretary is a valuable source of information about the graduate programs.

In addition to the requirements listed below, graduate students are encouraged to take an active part in the performing groups and musical life of the University, and to participate in the Graduate Colloquium.

MA in Musicology –Thesis Option

The MA in Musicology is an integrated program involving music criticism, analysis, and applied theory as well as cultural and historical study. It offers students close mentoring leading to the development of skills appropriate to a career in musicology.

All Musicology students are required to demonstrate a good reading knowledge of German and French. In addition, a reading knowledge of other foreign languages may be required if necessary to the candidate's intended field of specialization. For master's students, the language exams constitute part of the written comprehensive examinations, usually taken at the end of the first year of the program.

Course Requirements

Bibliography (MUS 503).....1.5
Selected Problems in Theory and Analysis (MUS 500).....1.5
Graduate Forum in Musicology (MUS 533).....1.5
Thesis Proposal (MUS 589).....1.5
MA Thesis (MUS 599).....3.0

6 units of the following Musicology Seminars:

Topics in Musicology Before 1750 (MUS 530)..... 1.5
Topics in Musicology After 1750 (MUS 531).....1.5
Comparative Topics in Musicology (MUS 532)..... 1.5

and a minimum of 3.0 units of electives, chosen in conjunction with the academic supervisor from the following*:

MUS 500, 501, 502, 504, 506, 507, 530, 531, 532, 561, 580, 581, 590.....3.0

Total:.....18.0

** Student may also select courses in other disciplines appropriate to the student's research interests. Students are encouraged to select these electives to create a secondary area of concentration in music theory, performance, composition, ethnomusicology, or an area outside music relevant to their thesis work.*

Thesis

A substantial thesis is required of all students in the MA in Musicology. The thesis project consists of MUS 589 (Thesis Proposal) and MUS 599 (M.A. Thesis), followed by an oral defense.

The Thesis Proposal is submitted to the academic supervisor at the beginning of the second year in the program. The proposal should address the following issues in approximately 12-15 pages:

1. introduction (choice of topic, its scope and parameters, and a statement of thesis)
2. literature review
3. proposed methodology (source material and how it will be examined)
4. draft table of contents
5. annotated bibliography of major sources

Other Requirements

These include the language requirement, the first-year review, and the oral comprehensive examination. In addition, students are expected to participate in Musicological Explorations, the graduate student journal in musicology and theory.

Language Requirement

Candidates are required to pass exams in two foreign languages relevant to their area of scholarly interest (typically German and French). Courses taken to fulfill this requirement are remedial. Students should discuss the administration and scheduling of this exam with their academic supervisor. At least one of the exams should be completed by the end of the first year in the program, and the second no later than the beginning of the student's fifth semester in residence.

First-year Review

By May 15 of the first year of study, candidates will submit a writing portfolio containing two samples of graduate work, proposed field topics for the comprehensive examinations, proposed subject of the thesis, and a report on the status of the required language examinations. The musicology faculty will review the portfolio and provide comment on the candidate's progress in the program by May 31. At that time the student will also receive the faculty recommendation for School of Music primary and secondary adviser for the thesis work.

Oral Comprehensive Examination

Full-time students are required to pass a comprehensive oral examination by December of their second year. The exam is designed to prepare students for doctoral work and teaching at the post-secondary level. In consultation with their academic supervisor, candidates develop a total of five topics of inquiry that address a range of approaches to musicology, theory, and analysis. The selection of these research areas generally takes place in the Spring semester of the student's first year, in the context of Music 533: Graduate Forum in Musicology. One of these topics is generally complementary to the student's projected thesis work, while the four remaining topics are expected to represent a variety of historical periods and genres or issues that have not been addressed in his/her coursework and research experience.

Preparation for the Comprehensive Orals involves critical reading, listening and repertoire building, and evaluation of current research in each area; the student is expected to:

1. prepare a formal bibliography of the most important "classic" and recent scholarship on each topic: this bibliography represents the student's reading list for each area
2. prepare a repertoire list consisting of a representative sampling of musical literature related to each area, including (where relevant) editions consulted and/or performances selected: this list represents the student's required listening for each area
3. write a 2-3-page summary of the present state of research in each area
4. submit this material to the student's academic supervisor one month before the scheduled Oral Comprehensive

On the basis of the above, the musicology faculty will select three of the student's topics, and prepare a question related to each, which will be presented to the student two weeks before the oral examination. The Oral Comprehensive Examination will be adjudicated by the members of the Musicology faculty, with the student's academic supervisor as chair, and will normally last about 90 minutes. The student will be requested to speak on the three pre-selected questions for about an hour. The remaining time will be devoted to discussion of issues elicited by the research summaries of all five topics, as well as additional questions related to them. Unsuccessful exams may be repeated, once, no later than three months after the first test.

MA in Musicology with Performance –Thesis Option

This program is intended for musicology students who are proficient performers and who wish to continue serious study of their instrument. The program is modeled on the MA in Musicology, but reduces the seminar requirement in order to accommodate performance activities.

The language requirements are the same as those for students in the Musicology program, as are the written comprehensive examinations. Students are required to give a lecture-recital, which forms the basis for the written thesis and for the oral defense.

Students who already hold the MMus in Performance or the MA in Musicology are not eligible for this degree.

Course Requirements

Individual Tuition, taken each year (MUS 540).....1
Bibliography (MUS 503).....1.5
Graduate Forum in Musicology (MUS 533).....1.5
Selected Problems in Theory and Analysis (MUS 500).....1.5
OR an additional 1.5 units of MUS 530, 531, or 532.....1.5
Performance Practices (MUS 504).....1.5
*Ensembles, taken each year (MUS 580).....1.0

OR

*Chamber Music, taken each year (MUS 581).....1.0

Lecture-Recital (MUS 596).....1.5
Thesis Proposal (MUS 589).....1.5
Thesis (MUS 599) 3.0

1.5 units of the following:

Topics in Musicology
Before 1750 (MUS 530).....1.5
Topics in Musicology
After 1750 (MUS 531) 1.5
Comparative Topics in
Musicology (MUS 532) 1.5

and a minimum of 1.5 units of electives selected from the following:

MUS 500, 501, 502, 506, 507, 530,
531, 532, 561, 590 .....1.5

Total:.....19.0

**Depending upon the student's instrument and upon the needs of the School, the student will be assigned to either MUS 580 or 581 in any given year.*

Other Requirements

The Language Requirement, First-Year Review, Oral Comprehensive Examination, and Thesis requirements are identical to those of the M.A. in Musicology (see above).

Additional requirements are:

- First-year Jury: A jury examination in performance must be taken in April of the first year of study.
- Lecture-Recital (MUS 596): Students are required to give a lecture-recital, which usually forms a basis for the written thesis and for the oral defense.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

MMus in Composition – Non-Thesis Option

The program includes private instruction in composition, and courses in musicology and theory. Opportunities are available to work in the School's electronic music studio and to take part in solo and ensemble performance.

Course Requirements

Seminar in Composition,
taken each year (MUS 561) .....1.5 or 3
Individual Instruction, taken
in first year (MUS 555) 3
Graduating Composition(s), taken
in second year (MUS 598B).....3
Selected Problems in Theory
and Analysis, taken each year (MUS 500) 1.5
Bibliography, taken in
first year (MUS 503).....1.5

1.5 units of the following:

Topics in Musicology
Before 1750 (MUS 530).....1.5
Topics in Musicology
After 1750 (MUS 531) 1.5
Comparative Topics in
Musicology (MUS 532) 1.5

and a minimum of 3.0 units of electives selected from the following:

MUS 501, 502, 504, 506, 507, 530,
531, 532, 580, 581, 590 .....3.0

Total:.....18.0

Final Project

Candidates for the degree are required to complete one or more extensive original compositions (MUS 598B). These works will normally be performed during the final year of graduate study.

The candidate will also submit an analysis paper in addition to the graduating composition. The candidate's academic supervisor will approve the topic of the analysis paper and the graduating composition.

Final Examination

An oral examination will be administered by the supervisory committee a short time after the performance of the candidate's graduating composition(s). The student is required to demonstrate knowledge of the repertoire and major trends of contemporary music composition. Procedures and guidelines are available from the graduate adviser.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

MMus in Performance – Non-Thesis Option

The candidate's individual program is designed to further growth as a soloist and ensemble participant; in addition to performance-related courses, the program includes study in related areas, such as conducting, performance practices and music history.

Course Requirements

MUS 580 – Ensembles,
taken each year.....1
MUS 581 – Chamber Music,
taken each year.....1
MUS 545 – Major Instrument Study,
taken each year.....4
MUS 598A – Degree Recital.....1.5
MUS 503 – Bibliography,
taken in first year.....1.5

and a minimum of 3.0 units of electives selected from the following:

MUS 500, 501, 502, 504*, 506, 507,
530, 531, 532, 588, 590 .....1.5

Total:.....18.0

** note that one of the electives will normally be MUS 504 (Performance Practices)*

Final Project

All candidates will perform a final graduating recital (MUS 598A), followed by an oral examination.

Other Requirements

All graduate performance majors are expected to participate in ensembles where appropriate, as determined by the Head of Performance and the student's applied music teacher, in each year of their residency. Placement in large and small ensembles will be made according to the student's needs and the needs of the School.

In order to qualify for MUS 545 (Individual Tuition, 4 units), the performance major must be registered as a full-time student, taking a minimum of 9 units of course work within an eight-month period.

Final Examination

An oral examination approximately one hour in duration will be administered by the student's supervisory committee approximately a week after the student's graduating recital and will constitute part of the graduating requirements. The student is expected to demonstrate knowledge of solo and chamber music repertoire for his/her instrument or voice. Procedures and guidelines are available from the graduate adviser.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

PhD in Musicology

The PhD program in Musicology is small and selective, offering advanced students the opportunity for intensive directed research in the areas of expertise of its faculty. It emphasizes professional training in research and scholarship. Given the current character of the discipline, the program encourages interdisciplinary work linking scholarship in music with related humanistic fields relevant to the student's area of research.

Course Requirements

The School requires a minimum of 12 units of course work, usually taken during the first three semesters of study, the successful completion of candidacy examinations, and the writing and defense of the dissertation. Courses will be chosen in consultation with the student's academic supervisor and the supervisory committee.

Normally, the course work consists of 6.0 units drawn from the following:

Topics in Musicology
Before 1750 (MUS 530).....1.5
Topics in Musicology
After 1750 (MUS 531) 1.5
Comparative Topics in
Musicology (MUS 532) 1.5
Graduate Forum in
Musicology (MUS 533) 1.5

and **an additional 6.0 units of electives** in music and other areas relevant to the student's research as determined in consultation with the student's supervisory committee. These may include a maximum of 3.0 units of undergraduate courses at the 300 level or above in a department outside the School of Music, if relevant to the student's area of specialization. With the exception of MUS 421 (Special Topics in Musicology), no credit will be given for undergraduate courses taken in the School of Music.

In addition, students will register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The Dissertation is prepared in conjunction with MUS 699 (PhD Dissertation) on successful completion of the candidacy exams and after the approval of the prospectus (MUS 689). Between 20 and 30 units of credit are awarded for the dissertation.

Comprehensive Examinations

These are taken upon completion of the course work in the PhD program (normally at the end of the first three semesters of full-time studies in the program, and definitely not beyond the second year), and before registration in MUS 699 (PhD Dissertation). The candidacy examinations consist of written and oral components.

The written examination deals primarily with the student's broadly defined area of concentration, including representative musical repertoire, the present state of research in the field, and the cultural and intellectual context of the period. The student will select eight topics related to his/her area of concentration, representing a diversity of disciplinary approaches. The purpose of these topics is to ensure that the student has the knowledge base necessary for completion of the dissertation. The student will also select two additional field topics in music outside the area of concentration, identified and recommended by the advisory committee in conjunction with the first-year review (see below). The student will submit the ten proposed topics to the musicology faculty in the first-year review portfolio.

After approval of the topics, the student will:

1. prepare a formal bibliography of the most important "classic" and recent scholarship on each topic; this bibliography represents the student's reading list for each area
2. prepare a list of a representative sampling of musical repertoire related to each area
3. develop a mature grasp of the major musical issues and a critical perspective on the major research related to each topic
4. formulate a question related to each topic
5. submit the bibliographies, repertoire lists, and proposed questions to the academic supervisor no less than four weeks before the scheduled oral examination

Members of the student's supervisory committee will select three of the questions, emending them as deemed appropriate, and the candidate will have two weeks to write an essay of at least 2000 words in length on each of them.

The oral examination is taken in the presence of the student's supervisory committee, and is open to all School of Music teaching faculty. The examination will consist of a discussion of the three essays and the musical repertoire related to them; additional questions related to the remaining field topics and repertoire will follow. The duration of the examination is approximately two hours.

In case of failure in one portion of the candidacy examinations, the candidate may retake that portion. The requirements must be fulfilled within the calendar year and no sooner than six weeks after the original examination.

Candidacy

The student progresses to candidacy on completion of the comprehensive examinations and demonstration of competency in the required languages.

Other Requirements

By May 15 of the first year of study, students will submit a portfolio in order to demonstrate satisfactory progress toward the degree and in preparation for the comprehensive examinations. This portfolio should contain two samples of work completed in the course of the first-year graduate seminars, a listing of the proposed area of research concentration and the eight proposed field topics in that area for the comprehensive examinations. In addition, the student in consultation with the academic supervisor will propose two additional topics outside the student's area of concentration in which the student has not yet conducted research, and representing two contrasting historical periods, genres, or approaches to the field. The portfolio should also include a list of the proposed supervisory committee for the dissertation work. Preparation of the first-year portfolio may be completed in conjunction with the Graduate Forum in Musicology (MUS 533) in the spring semester of the first year. The musicology faculty will review the portfolio and provide comment on the candidate's progress in the program, supervisory committee, and the proposed comprehensive topics by May 31.

Dissertation

The student must register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The prospectus is to be at least 20 pages in length, and should include:

1. a detailed summary of the topic and thesis
2. a description of the state of research in the chosen field of study, including specific references to existing published studies, their scope and limitations
3. a statement of the research problem(s) upon which the dissertation is to focus, and a summary of the proposed plan of study
4. a description of the state of the primary source materials and their immediate availability
5. a select but comprehensive bibliography of directly relevant scholarship

The prospectus is submitted for approval to all members of the student's advisory committee.

The student normally registers in MUS 699 upon the successful completion of the comprehensive exams and after the approval of the prospectus (MUS 689). The PhD dissertation must be an original contribution to knowledge.

Oral Examination

The dissertation is subject to an oral defense conducted by the supervisory committee and additional examiners, and open to the School of Music community.

Program Length

The PhD requires a minimum of three years of study, including three terms of course work (a minimum of 12 units beyond the master's degree), the successful completion of candidacy examinations, and the writing and defense of the dissertation. All requirements must be completed within seven years (84 months) from the time of first registration in the doctoral program.

Nursing

General Information

Contact Information

School of Nursing
Location: HSD Building, Rm A402
Mailing Address:
School of Nursing
P.O. Box 1700
Victoria, BC V8W 2Y2
Canada
Courier Address:
School of Nursing
HSD Bldg., Room A402
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7954
Fax Number: 250-721-6231
E-mail: dwalton@uvic.ca
Website: http://web.uvic.ca/nurs
Chair: Dr. Mary Ellen Purkis
E-mail: mepurkis@uvic.ca
Phone: 250-721-7953
Graduate Adviser: Dr. Marjorie McIntyre
E-mail: mcintyre@uvic.ca
Phone: 250-472-5283
Graduate Adviser: Dr. Deborah Northrup
E-mail: dnorthru@uvic.ca
Phone: 250-472-4609
Graduate Adviser: Dr. Mary Ellen Purkis
Email: mepurkis@uvic.ca
Phone: 250-721-7953
Graduate Secretary: Shelley Lietaer
E-mail: slietaer@uvic.ca
Phone: 250-721-8994

Faculty Members and Areas of Research

Elizabeth Banister, PhD (Victoria)
Women's developmental changes and health issues with an emphasis on experiences of young women and women at midlife; interpretive inquiry

Anne Bruce, PhD (British Columbia)
End of life care; contemplative practices in health promotion; mindfulness meditation; volunteerism in hospice care; interpretive inquiry

Isobel Dawson, PhD (Toronto)
Health promotion-education; health care delivery; programme planning-implementation and evaluation

Gweneth A. Doane, PhD (Victoria)
Family and women's health; health promotion; nursing practice education; multidisciplinary practice; family counselling

Elaine Gallagher, PhD (Simon Fraser)
Health of older persons; evaluation research; social support/stress

Lucia Gamroth, PhD (Oregon Health Sciences)
Gerontology; long term care systems; program planning; community development

Virginia Hayes, PhD (California)
The impact of children's chronic conditions on family members and families; family-as-unit research; family centred care; program evaluation; qualitative methods

Marcia Hills, PhD (Victoria)
Health promotion; curriculum development; family health; participatory action research; international health

Marjorie MacDonald, PhD (British Columbia)
Health promotion; community/public health; adolescent health; social and health policy; health program evaluation; advanced nursing practice; primary health care; qualitative research

Janice McCormick, PhD (British Columbia)
Culture of health care; chronic illness; nephrology nursing practice; nursing care of children; qualitative research

Carol McDonald, PhD (Calgary)
The socio-political context of women's health, in particular the experiences of underserved groups such as older women and lesbian women; feminist hermeneutics and interpretive inquiry

Marjorie McIntyre, PhD (Colorado)
Philosophical/historical issues in nursing; feminist critique of women's healthcare practices; hermeneutics

P. Jane Milliken, PhD (Alberta)
Social causes and consequences of illness, mental health; telehealth; aging; grounded theory

Anita Molzahn, PhD (Alberta)
Social psychology of health and illness; quality of life

Deborah Northrup, PhD (Texas)
Nursing theory based research; research methodologies congruent with human science perspective; exploration of lived experience such as time passing, suffering, facing the unknown

Mary Ellen Purkis, PhD (Edinburgh)
Social accomplishment of nursing practice; effects of contemporary health care discourses (health promotion and self care) on nurses' practices; ethnography and discourse analysis

Patricia Rodney, PhD (British Columbia)
Philosophy of nursing science; feminist theory; health care ethics; nurses' enactment of their moral agency

Rita Schreiber, DNS (State University of New York)
Women's mental health; depression; psychiatric-mental health nursing; professional misconduct; advanced nursing practice; grounded theory

Laurene Sheilds, PhD (Oregon)
Community health promotion practices; women's health; participatory practice; critical and feminist research methodologies

Vicki Smye, PhD (British Columbia)
Aboriginal (mental) health; health policy and mental health; and moral agency and decision-making.

Kellie Stajduhar, PhD (British Columbia)
Palliative and end of life care; Family Caregiving; Home Care; HIV/AIDS; Oncology; Vulnerable and marginalized populations; Gerontology; Health services research; Qualitative and quantitative research methods; Mixed method study design; Collaborative, participatory research.

Rosalie Starzomski, PhD (British Columbia)
Health care ethics; health policy; nephrology; organ transplantation; implications of genetic testing

Janet Storch, PhD (Alberta)
Health care ethics; nursing ethics; bioethics; health administration; health policy; profession and occupations

Colleen Varcoe, PhD (British Columbia)
Research utilization; violence against women; elder abuse; racialization; poverty and health; cross cultural nursing; participatory action research; ethnography; post-colonial and feminist methods

Lynne Young, PhD (British Columbia)
Family influence on individual response to heart-health initiatives; critical qualitative methodology conducted with research programmes that include quantitative approaches

Degrees and Specializations Offered

The School of Nursing offers a number of graduate education opportunities. Students may enroll in one of three options through the School of Nursing directly:

- The Master of Nursing, Policy and Practice, on campus
- The Master of Nursing, Advanced Nursing Practice: Advanced Practice Leadership option (APL), by distributed learning
- The Master of Nursing, Advanced Nursing Practice: Nurse Practitioner option (NP), by distributed learning

Nurses with a strong interest in health and social service policy can enroll through the Faculty of Human and Social Development for a Master of Arts through the Studies in Policy and Practice in Health and Social Services Program (see page 89).

Financial Support

The UVic School of Nursing administers a number of awards to students enrolled in nursing graduate programs at the University of Victoria. Detailed information on these awards and application procedures is available from the UVic School of Nursing website: <http://web.uvic.ca/nurs>. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

Nursing Practice Requirements

Nursing practice experiences in health agencies may be essential components of the nursing program. Students must arrange their own transportation. Any costs related to travel or accommodation involving nursing practice experiences are the responsibility of the individual student.

Criminal Record Reviews

While not a requirement for admission, most practice agencies require the completion of a Criminal Record Review/Check prior to accepting the student's placement in the agency. Any costs related to this are the responsibility of the individual student. Students who do not complete the Criminal Record Review are usually unable to obtain a practice placement.

Students in BC have a Criminal Record Review completed with their RNABC registration. Students undertaking practice experiences in a jurisdiction outside BC are responsible to ensure they have a Criminal Record Review or equivalent if required by their practice experience agency.

Applicants or students with criminal convictions are advised to contact the appropriate registered nurses' association with regard to specific questions involving criminal convictions and ability to register as a nurse in the jurisdiction in which they are undertaking their practice experience.

Health Insurance Coverage

All students must maintain basic and extended health care coverage throughout the duration of the program.

Immunizations and Current Basic Life Support Certificate

Many agencies require proof of current immunizations and basic life support certification. All costs and responsibilities associated with these are the responsibility of the individual student.

Oath of Confidentiality

Some agencies may require students to take an Oath of Confidentiality.

Regulations Related to Active Practising Registration

In addition to the above requirements, all students must have active practising registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Periodically, information provided by students will be checked. Please note that students studying outside of BC are required to submit verification of active practising registration to the School of Nursing annually. Students studying in the US must also provide proof of current malpractice insurance, annually, for the duration of the program.

Professional Conduct and Student Progression

All students in the School of Nursing must follow the Faculty of Human and Social Development's Guidelines for Professional Conduct (see *UVic's Undergraduate Calendar*) and are subject to the provisions of the Canadian Nurses' Association Code of Ethics, and the Registered Nurses' Association of BC Standards of Practice (or the equivalent in the province/territory/ state in which the student practises). In addition to the above, the following School of Nursing practice regulations apply:

i) Where a student is enrolled in a Nursing Practice Course and there are reasonable grounds to believe that the conduct or lack of competence of a student enrolled in a nursing practice course has adversely affected, or may adversely affect, those associated with the practice placement including:
   - clients and/or their families
   - student peers, or
   - health care professionals or others in health related fields liaising with the UVic School of Nursing

OR The student has breached the HSD Faculty Guidelines for Professional Conduct, the Canadian Nurses Association Code of Ethics or the Registered Nurses Association of BC Standards of Practice (or the provincial/territorial or state equivalent where the student's

practicum is located), the course instructor may then:

a) restrict activities of the student in the course in such manner as the instructor deems appropriate and/or
b) suspend the student's continued participation in the course prior to the course end date, and/or
c) assign a failing grade (grade F or N) to the student's performance in the course and report the failure to the Graduate Education Committee.

ii) The School of Nursing Graduate Education Committee will review a student's enrollment in a nursing practice course (including review of practice appraisals) and/or the nursing degree program where:

a) a failing grade (grade of F or N) has been assigned to the student's performance in a course,
b) a report has been received that a student has breached the HSD Faculty Guidelines for Professional Conduct, the Canadian Nurses Association Code of Ethics or the Registered Nurses Association of BC Standards of Practice (or the provincial/territorial or state equivalent where the student's practicum is located).

After receiving a written request from the student and giving the student an opportunity to be heard by telephone conference call, or in person, the Graduate Education Committee may permit a student to retake a course in which a student has been assigned a failing grade (with or without additional requirements/ conditions), OR require the student to withdraw from the graduate program in which the student is enrolled.

Code of Ethics and Standards of Practice

All students must adhere to the Canadian Nurses' Association (CNA) Code of Ethics and to the Standards of Practice (or equivalent) of the Registered Nurses' Association in the jurisdiction in which they are undertaking their practice experience. Students who fail to adhere to these principles may be required to withdraw from the program. Please refer to "Regulations Concerning Practica" in *UVic's Undergraduate Calendar* and "Professional Conduct and Student Progression" on the previous page.

Admission Requirements

General

Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office and the School of Nursing website: <http://www.uvic.ca/nurs>. Each applicant will be assessed individually by the School of Nursing.

Admission To Master's Programs

Applicants must usually hold an undergraduate degree in nursing. Usually a B+ average (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work is a minimum requirement for admission. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units. Students must provide official verification of active practising registration as a Registered Nurse (or the equivalent in the jurisdiction[s] in which the student is taking the program). Active practising registration must be maintained for the duration of the program. Students registered in the Nurse Practitioner option of the Advanced Nursing Practice program who reside outside British Columbia may be required to become licensed with the Registered Nurses' Association of B.C. (RNABC) prior to writing the B.C. nurse practitioner licensure examination. A minimum of two years of relevant practice experience is usually required.

Applicants must meet all of the admission requirements of the Faculty of Graduate Studies including submitting academic transcripts, letters of recommendation and application forms. In addition, applicants must submit a curriculum vitae outlining complete work and education history, and an employer's reference. A personal statement of intent related to the program is required. Students whose first language is not English require an acceptable score on an approved English language competency test (see English Competency Requirement, page 15).

Applicants approved by the Faculty of Graduate Studies to take courses as non-degree graduate students may seek permission to register in graduate level courses in the Faculty of Human and Social Development, including the School of Nursing. Permission to register is not guaranteed and is considered on a case-by-case basis as resources permit, pending instructor approval. Permission to take courses as a non-degree graduate student in the Faculty of Human and Social Development is not an offer of admission to any School of Nursing or Faculty of Human and Social Development graduate program, nor does it facilitate admission or unduly advantage applicants.

All students entering a graduate program in Nursing must have access to the Internet, e-mail and the World Wide Web for the duration of the program.

These programs admit part-time students; however, preference will be given to full-time applicants. Students must complete program requirements within five years of admission to the program.

Initial enquiries regarding the graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office and the School of Nursing website: <http://www.uvic.ca/nurs>. Each applicant will be assessed individually by the School of Nursing.

Deadlines

The application deadline is December 1 of each year for all MN options. Completed applications and supporting documents must be available for consideration by the School of Nursing on, or prior to, these dates.

Program Requirements

All students must achieve a GPA of at least 5.0 (B) for every session in which they are registered. Students with a sessional or cumulative average below 5.0 will not be allowed to register in the next session until their academic performance has been reviewed by the Graduate Education Committee and continuation in the Faculty is approved by the Dean of Graduate Studies.

Usually, all students registered in any nursing practice course must pass each course before proceeding further through the program. Students may, with permission of the Graduate Education Committee, repeat a failed nursing practice course and will be placed on academic probation for the remainder of the program. The privilege to repeat a failed nursing practice course is allowed only once in the program. (See also "Professional Conduct and Student Progression," below).

Master of Nursing, Advanced Nursing Practice: Advanced Practice Leadership Option – by Distributed Learning (Thesis Option)

The Master of Nursing degree in Advanced Nursing Practice, Advanced Practice Leadership (APL) option, offered by the University of Victoria School of Nursing, is a practice oriented, theory-based degree intended to prepare nurses for a wide variety of advanced practice roles.

Graduates of the program will be leaders, role models and educators fulfilling various advanced practice roles in a wide range of settings, including acute care, community, long-term care and primary health care.

Course Requirements

Students are required to complete 21 units of study for the Thesis option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs. For detailed information on Transfer Credit, see Course Credit section under Faculty Academic Regulations for the Faculty of Graduate Studies (see page 21).

Thesis Option (21.0 units):

Required Core ANP courses (7.5 units)

NURA 511 (1.5)	Advanced Nursing Knowledge
NURA 512 (1.5)	Experiences of Health, Illness and Healing
NURA 513 (1.5)	The Context of Health and Health Care
NURA 514 (1.5)	Nursing Ethics for Leadership and Practice
NURA 515 (1.5)	Research and Evaluation

Required ANP Concentration courses (6.0 units)

NURA 516 (1.5)	Health Assessment and Intervention in Advanced Nursing Practice
NURA 517 (1.5)	Nursing Praxis I: Population and Setting of Practice
NURA 518 (3.0)	Nursing Praxis II: Population and Setting of Practice

One of the following research courses (1.5 units)

NURA 501 (1.5)	Post-Positivist Research Meth-

ods in Nursing
NURA 502 (1.5) Critical Methods of Inquiry
NURA 503 (1.5) Interpretive Methods in Nursing

Thesis (6.0 units)
NURA 599 (6.0) Thesis

Program Length

The process of thesis completion is dependent upon your research topic, type of research you are undertaking, time available, paid work and family commitments. If you are studying full-time, you will normally complete the entire program (including the thesis) within three years. All students, whether part-time or full-time have five years to complete the degree.

Master of Nursing, Advanced Nursing Practice: Advanced Practice Leadership Option – by Distributed Learning (Non-Thesis Option)

Course Requirements

Students are required to complete 18 units of study for the Practice Project option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs. For detailed information on Transfer Credit, see Course Credit section (page 25) under Faculty Academic Regulations for the Faculty of Graduate Studies.

Practice Project Option (18.0 units):

Required Core ANP courses (7.5 units)
NURA 511 (1.5) Advanced Nursing Knowledge
NURA 512 (1.5) Experiences of Health, Illness and Healing
NURA 513 (1.5) The Context of Health and Health Care
NURA 514 (1.5) Nursing Ethics for Leadership and Practice
NURA 515 (1.5) Research and Evaluation

Required ANP Concentration courses (6.0 units)
NURA 516 (1.5) Health Assessment and Intervention in Advanced Nursing Practice
NURA 517 (1.5) Nursing Praxis I: Population and Setting of Practice
NURA 518 (3.0) Nursing Praxis II: Population and Setting of Practice

Elective (1.5 units)
Elective (chosen in consultation with Graduate Adviser or designate)

Practice Project (3.0 units)
NURA 598 (3.0) Practice Project

Master of Nursing (Policy and Practice) – On Campus (Thesis option)

Offered in collaboration with Studies in Policy and Practice in Health and Social Services Program (SPP), the Policy and Practice degree focuses on the development of leadership skills through a critical examination of policy as it impacts on practice.

The program builds on students' own knowledge as experienced practitioners to develop the qualities of curiosity, reflection and analysis in examining problems. Courses are designed to enable students to address the current impact of policy, organizational and professional changes within the context of contemporary nursing practice. The program is currently offered on campus. Students take courses taught by Nursing faculty as well as courses taught by faculty in the Studies in Policy and Practice program, our interdisciplinary partners.

Course Requirements

For the Master of Nursing (Policy and Practice) degree, students are required to complete 18 units of study in the thesis option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs. For detailed information on Transfer Credit, see Course Credit section (page 25) under Faculty Academic Regulations for the Faculty of Graduate Studies.

Thesis Option (18.0 units):

Required Core ANP courses (6.0 units)
NURP 520 (1.5) Advanced Nursing Knowledge
NURA 521 (1.5) Experiences of Health, Illness and Healing
NURA 522 (1.5) The Context of Health and Health Care
NURA 524 (1.5) Nursing Ethics for Leadership and Practice

Required SPP courses (4.5 units)
SPP 501 (1.5) Organizational Context of Practice
SPP 510 (1.5) Policy Context of Practice
SPP 560 (1.5) Communities, Politics and Social Change

Elective (1.5 units)
Elective (chosen in consultation with Graduate Adviser or designate)

Thesis (6.0 units)
NURP 599 (6.0) Thesis

Master of Nursing (Policy and Practice) – On Campus (Non-Thesis option)

Course Requirements

For the Master of Nursing (Policy and Practice) degree, students are required to complete 18 units of study in the non-thesis option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students' particular academic needs. For detailed information on Transfer Credit, see Course Credit section (page 25) under Faculty Academic Regulations for the Faculty of Graduate Studies.

Non-Thesis Option (18.0 units):

Required Core ANP courses (6.0 units)
NURP 520 (1.5) The Discipline of Nursing
NURP 521 (1.5) Knowledge Development for a Practice Profession
NURP 522 (1.5) Research: Human Experience and Professional Practice
NURP 524 (1.5) Nursing Practice: Knowledge in Action

Required SPP courses (4.5 units)
SPP 501 (1.5) Organizational Context of Practice
SPP 510 (1.5) Policy Context of Practice
SPP 560 (1.5) Communities, Politics and Social Change

Electives (4.5 units)
Electives (chosen in consultation with Graduate Adviser or designate)

Practice Project (3.0 units)
NURP 598 (3.0) Practice Project

Master of Nursing, Advanced Nursing Practice: Nurse Practitioner Option – by Distributed Learning (Non-Thesis Option)

The Master of Nursing degree in Advanced Nursing Practice, Nurse Practitioner (NP) option, offered by the University of Victoria School of Nursing, is a practice oriented, theory-based degree that prepares nurses to qualify as family nurse practitioners in British Columbia. Graduates of the program will be expert practitioners, leaders and role models in a wide range of primary health care settings.

Course Requirements

Students are required to complete 25.5 units of study, including two condensed on-site components (usually two weeks in length) and a 440-hour (4.5 unit) internships.

Required Core NP courses (7.5 units)
NURA 511 (1.5) Advanced Nursing Knowledge
NURA 512 (1.5) Experiences of Health, Illness and Healing
NURA 513 (1.5) The Context of Health and Health Care
NURA 514 (1.5) Nursing Ethics for Leadership and Practice
NURA 515 (1.5) Research and Evaluation

Required NP courses (12.0 units)
NUNP 531 (1.5) Body and Mind in Health and Illness
NUNP 532 (1.5) Pharmacological Interventions in Health and Illness
NUNP 533 (3.0) Advanced Assessment and Diagnostic Reasoning in Health and Illness (requires two-week onsite component)
NUNP 534 (3.0) Integrated Primary Health Care Theory and Practice I
NUNP 535 (3.0) Integrated Primary Health Care Theory and Practice II (requires two-week onsite component)

Internship (4.5 units)
NUNP 537 (4.5) Family Nurse Practitioner Internship

Evaluation Practicum (1.5 units)
NUNP 598 (1.5) Evaluation Practicum

Evaluation Practicum

Nurse practitioners must be expert in practice, program, and policy evaluation. The evaluation practicum will give students the opportunity to engage in a systematic evaluation of an element of their NP practice. The evaluation will be practical as well as conceptual, and will be developed and implemented in tandem with the NP option coursework, particularly the practice courses.

Pacific and Asian Studies

General Information

Contact Information

Department of Pacific and Asian Studies
Location: Clearihue, Rm C205
Mailing Address:
PO Box 3045, Stn CSC
Victoria, BC V8W 3P4
Canada
Courier Address:
Clearihue, C205
3800 Finnerty, Ring Road
University of Victoria
Telephone Number:.....250-721-7477
Fax Number: 250-721-7219
E-mail: paciasia@uvic.ca
Website: http://web.uvic.ca/pacificasia
Chair: Michael H. Bodden
E-mail: mbodden@uvic.ca
Phone: 250-721-6272
Graduate Adviser: R. Christopher Morgan
E-mail: rcmorgan@uvic.ca
Phone: 250-721-7474
Graduate Secretary: Joanne Denton
E-mail: paciasia@uvic.ca
Phone: 250-721-7477

Faculty Members and Areas of Research

Michael H. Bodden, PhD (Wisconsin, Madison)
Indonesian-Malay language; Southeast Asian literature, theatre, and popular culture.

Daniel J. Bryant, PhD (British Columbia)
Pre-modern Chinese poetry; textual criticism.

Leslie Butt, PhD (McGill)
West Papua; medical anthropology; gender, sexuality and reproduction; state/indigenous relations.

Beng-Lan Goh, PhD (Monash)
Malaysia-Southeast Asia; ethnic, class, and religious identities; knowledge, power and postcolonial subjectivities; cultural modernity and nationalism.

Timothy Iles, PhD (Toronto)
Japanese cinema and contemporary fiction.

Richard King, PhD (British Columbia)
Modern and contemporary Chinese fiction and popular culture.

Vivian Pui Yin Lee, PhD (British Columbia)
Modern Chinese literature; Chinese cinema; post-colonial literature.

R. Christopher Morgan, PhD (Australian National)
Oceania; indigenous economies; trade and exchange; commoditization; land tenure; clan and class structures; ethnography and world history.

Hiroko Noro, PhD (Toronto)
Japanese; sociolinguistics; second language pedagogy; language and ethnic identity.

M. Cody Poulton, PhD (Toronto)
Meiji era/contemporary literature; contemporary theatre; traditional Japanese poetics/ theatre.

Yuen-fong Woon, PhD (British Columbia)
Rural South China; Asian Canadian Studies; migration studies.

Adjunct Faculty Member and Areas of Research

Jordan Paper, PhD (Wisconsin, Madison)
East Asian Studies, Chinese religious traditions.

Degrees and Specializations Offered

MA

Students may define their program of study by choosing to concentrate on (1) the Area Studies Stream (the social, cultural, historical, political and economic aspects of China, Japan, Oceania, or Southeast Asia); or (2) the Literary and Textual Studies Stream (the literary, artistic and cultural forms of China, Japan or Southeast Asia). Both streams emphasize the contemporary period and take an interdisciplinary approach to learning and research.

Facilities

The University of Victoria is building, within the University's McPherson Library, a suitable collection of materials on the Asia-Pacific region. The department also makes every effort to provide students who require it modest funding for a research visit to the more extensive Asia-Pacific collections available in the University of British Columbia libraries in Vancouver. The University of Victoria is the home of the Centre for Asia-Pacific Initiatives and the Centre for the Study of Religion and Society, which offer Fellowships and other programs and assistance to Pacific and Asian Studies graduate students with research plans corresponding to these Centres' respective mandates.

The University's Humanities Computing and Media Centre and its CALL (Computer Assisted Language Learning) Facility are also excellent resources for students delving into studies and research in Pacific and Asian languages, linguistics, and computer assisted learning.

Financial Support

The Department awards one Graduate Fellowship per year to one incoming student, or divides it between two students. This Fellowship is tenable for a maximum of two years and is awarded competitively based on record of past academic achievement. The Department also offers a number of smaller Scholarships to eligible students. In addition, qualified students will be assigned whenever possible to Teaching Assistantships and Language Lab Assistantships. Pacific and Asian Studies can guarantee no minimum amount of support, but makes every effort to provide some form of assistance to all its graduate students. In recent years, most students have received between CAN$3,000 and CAN$10,000. All eligible students are encouraged to apply for funding from federal, provincial and external sources, including SSHRC MA fellowships.

Admission Requirements

Admission To Master's Programs

Candidates for admission to the MA program should have a minimum B+ average in their last two years of undergraduate study and preferably have obtained their undergraduate degree in Asian Studies or a disciplinary field with significant Asia/Pacific-related course work. International students whose native language is not English must also include results from the Test of English as a Foreign Language or equivalent, with a minimum score of 575 (written) or 233 (computer-based).

Deadlines

Applicants from outside Canada must submit their application and all necessary materials by December 15. The deadline for domestic applicants is January 15.

Program Requirements

The Department of Pacific and Asian Studies offers graduate programs leading to the degree of Master of Arts. The MA includes course work and the writing of a thesis or major research paper.

Students may choose either a Long Thesis option or a Short Thesis option. Both options require 15 units of work.

Master's – Long Thesis Option

This program requires 6 units of course work and a 9-unit thesis.

Program Requirements

Normally students must complete the following 1.5 unit courses for the Area Studies Stream: PAAS 500, 520, 550 and 590. Normally, students must complete the following 1.5 unit courses for the Literary and Textual Studies Stream: PAAS 501, 521, 550 and 590.

Other Requirements

In the case of students whose research topic requires them to use original language materials, supervisors may require additional language courses or a period of study overseas either before admission or during the course of the program.

Thesis

In this program, students write a thesis (PAAS 599) of 90–120 pages.

Oral Examination

There will be a final oral examination of the thesis, ideally occurring towards the end of the second year of the student's program.

Program Length

No later than January 31 of the first year of study, the student will have formed her/his supervisory committee in consultation with the student's supervisor.

No later than October 15th of the second year of study, the student will submit his/her thesis proposal to all members of the supervisory committee.

Master's – Short Thesis Option

This program requires 9 units of course work and a 6-unit thesis.

Course Requirements

Normally students must complete the following 1.5 unit courses for the Area Studies Stream: PAAS 500, 520, 550 and 590. Normally, students must complete the following 1.5 unit courses for the Literary and Textual Studies Stream: PAAS 501, 521, 550 and 590. Students may also select from among the following electives: PAAS 580 or PAAS 590 (taught by faculty member other than supervisor). Students may also take one under-

graduate course numbered 300 or higher for graduate credit (subject to approval by the Graduate Adviser). Additional courses may be taken from other departments, up to a maximum of 3 units, selected in consultation with the Graduate Adviser and the student's supervisor, and with permission of the other departments.

Other Requirements

In the case of students whose research topic requires them to use original language materials, supervisors may require additional language courses or a period of study overseas either before admission or during the course of the program.

Thesis

In this program, students write a thesis (PAAS 599) of 70–90 pages.

Oral Examination

There will be a final oral examination of the thesis, ideally occurring towards the end of the second year of the student's program.

Program Length

No later than January 31 of the first year of study, the student will have formed her/his supervisory committee in consultation with the student's supervisor.

No later than October 15th of the second year of study, the student will submit his/her thesis proposal to all members of the supervisory committee.

Philosophy

General Information

The University of Victoria offers a program of study leading to the degree of Master of Arts in Philosophy.

The program has particular strengths in Aesthetics, Applied Ethics, Feminist Philosophy, History of Philosophy, Metaphilosophy, Political Philosophy, Philosophy of Religion, Philosophy of Science, Philosophy of Mind, and Philosophy of Language. Applications are particularly welcomed from students interested in these areas. Normally, applicants will have a strong undergraduate degree in Philosophy.

Contact Information

Department of Philosophy
Location: Clearihue, Rm B334
Mailing Address:
PO Box 3045 STN CSC
Victoria, BC V8W 3P4
Canada
Courier Address:
Clearihue Building B334
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7512
Fax Number: 250-721-7511
E-mail: philweb@uvic.ca
Website: http://web.uvic.ca/philosophy
Chair: Dr. James O. Young
E-mail: joy@uvic.ca
Phone: 250-721-7509
Graduate Adviser: Jeffrey E. Foss
E-mail: jefffoss@uvic.ca
Phone: 250-721-7513
Graduate Secretary: Liz Wick
E-mail: philweb@uvic.ca
Phone: 250-721-7512

Faculty Members and Areas of Research

Conrad Brunk, PhD (Northwestern)
Applied ethics, environmental philosophy, philosophy of religion

Jeffrey E. Foss, PhD (Western Ontario)
Philosophy of science, philosophy of mind, philosophical psychology

Cindy L. Holder, PhD (Arizona)
Social and political philosophy, philosophy of law, feminist philosophy

Eike-Henner W. Kluge, PhD (Michigan)
Medical ethics, medieval philosophy, information ethics

Taneli Kukkonen, PhD (Helsinki)
Aristotelian Tradition, Islamic philosophy, ancient philosophy, philosophy of religion

Monika Langer, PhD (Toronto)
European philosophy, existentialism, history of philosophy and social/political issues

Colin Macleod, PhD (Cornell)
Contemporary political philosophy, ethics, and philosophy of law

Charles G. Morgan, PhD (Johns Hopkins)
Philosophy of science, logic

David Scott, PhD (Reading)
Early modern philosophy, history of philosophy

James Tully, PhD (Cambridge)
Political philosophy, history of political philosophy, contemporary political philosophy

Scott Woodcock, PhD (Toronto)
Ethics, philosophy of biology

James O. Young, PhD (Boston)
Philosophy of language, aesthetics and metaphysics

Jan Zwicky, PhD (Toronto)
History of ideas, metaphilosophy and ancient Greek philosophy

Degrees and Specializations Offered

The Department of Philosophy offers a program of graduate study leading to the degree of Master of Arts. Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy.

Facilities

The University library holds around 25,000 Philosophy volumes. Currently we have 79 active journal subscriptions, including print and online subscriptions. These holdings are supplemented by the collection of the Department's reading room.

Financial Support

Entering students receive financial packages up to $13,500 tenable for two years, subject to satisfactory performance. Students must apply by February 1st to be considered for a University Graduate Fellowship. Financial assistance may be available for RAs, TAs, and scholarships subject to Department funding. All eligible students are encouraged to apply for funding from provincial, federal and other external sources.

Admission Requirements

Admission to the Master's Program

The Department of Philosophy normally accepts students for September entry only.

In addition to the admission requirements of the Faculty of Graduate Studies, the Department of Philosophy also requires a copy of the application form, a short sample of written work (about 10 pages) and a statement of the student's philosophical interests by February 1st.

Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy. Students must have a minimum B+ average of the final 30 units of credit (or equivalent) of their Bachelor's degree. The Department requires a minimum score of 580 on the standard TOEFL test for applicants whose native language is not English.

Deadlines

A copy of the application form sent to Graduate Admissions and Records, a short sample of written work (about 10 pages) and a statement of the student's philosophical interests must be received in the Department of Philosophy by February 1st.

Program Requirements

Master's Program

Course Requirements

9 units of course work. When appropriate for a student's program of research, up to 3 units of this course work may be taken in departments other than the Department of Philosophy.

Thesis

Thesis of 9 units (PHIL 599).

Oral Examination

Required.

Program Length

Two years.

Physical Education

General Information

The School of Physical Education is an academic department within the Faculty of Education at the University of Victoria. Our mission is to advance knowledge and to prepare professionals in the area of physical activity and health through teaching, research and service. Prospective graduate students can find further information about our School and our programs on our website: <http://www.educ.uvic.ca/phed/>.

Contact Information

School of Physical Education
Location: McKinnon Building, Rm 120
Mailing Address:
School of Physical Education
University of Victoria
PO Box 3015 STN CSC
Victoria, BC V8W 3P1
Canada
Courier Address:
School of Physical Education
University of Victoria

Rm 120, McKinnon Bldg
3800 Finnerty Rd.,
Victoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-8373
Fax Number: 250-721-6601
E-mail: physed@uvic.ca
Website: http://www.educ.uvic.ca/phed/
Director: Dr. Douglas R. Nichols
Email: dnichols@uvic.ca
Phone: .....(250) 721-8376
Graduate Secretary: Norma Alison
Email: nalison@uvic.ca
Phone: .....(250) 721-6682

Faculty Members and Areas of Research

Frederick I. Bell, EdD (North Carolina-Greensboro)
Teaching effectiveness in physical education, motor skill development, field-based teacher education, games playing

David Docherty, PhD (Oregon)
Neuromuscular responses and adaptations to resistance training; bona fide occupational fitness testing

Catherine A. Gaul, PhD (Victoria)
Pediatric exercise physiology (children and youth); women and exercise; role of exercise in recovery from cancer; bona fide occupational fitness standards

Sandra L. Gibbons, PhD (Oregon)
Moral development through sport/physical education, gender equity in physical education, affective domain in physical education, teaching effectiveness

Timothy F. Hopper, PhD (Alberta)
Action research, teacher education in physical education, personal construct psychology, social constructivism and teaching, qualitative research software, field-based teacher education

Bruce L. Howe, PhD (Oregon)
Motives for participation in sport/exercise, mental techniques for sport performance, stress control in sport, effective coaching

Lara L. Lauzon, PhD (Victoria)
Teacher wellness, organizational and workplace wellness, leadership, active health, and media and body image

Patti-Jean Naylor, PhD (Victoria)
Population health, socio-ecological approaches to health promotion and chronic disease prevention, health and exercise psychology

Douglas R. Nichols, PhD (Oregon)
Outdoor recreation and leisure for special populations, recreation administration, environmental interpretation

Ryan E. Rhodes, PhD (Alberta)
Behavioural medicine, personality and social-cognitive theories of health behaviour, exercise oncology, research methods, measurement, and statistics

Viviene A. Temple, PhD (RMIT)
Physical activity for people with disabilities and disadvantaged groups; inclusive pedagogy; electronic portfolios.

Geraldine H. Van Gyn, PhD (Alberta)
Skill acquisition and practice characteristics, cognitive factors in skilled behaviour

Howard A. Wenger, PhD (Alberta)
Physiological and performance adaptations to acute and chronic maximal exercise, application of physiological principles to elite sport

S. Joan Wharf Higgins, PhD (British Columbia)
Community-based recreation and health; exercise epidemiology; health promotion policy and practice; qualitative research design and methodology; social marketing; determinants of population health

Lynneth A. Wolski, PhD (British Columbia)
Exercise hematology and immunology, occupational physiology, development of pre-employment physical abilities tests, children and exercise, exercise prescription

E. Paul Zehr, PhD (Alberta)
Neural control of human movement, neural mechanisms of interlimb coordination, reflex control of rhythmic movement, neuromuscular plasticity, motor recovery after neurotrama, mechanisms underlying motor skill acquisition in developmental delay, rehabilitation

Degrees and Specilizations Offered

The School of Physical Education offers master's programs leading to the following degrees:

- MA Physical Education
- MA Leisure Service Administration
- MA Kinesiology
- MEd Coaching Studies (Cooperative Education)
- MSc Kinesiology

Facilities

McKinnon Building: classrooms, undergraduate anatomy and physiology teaching labs; human physiology research lab, gymnasiums, pool, dance studio, resource centre

MacLaurin Building: rehabilitation neuroscience lab, behavioural medicine lab

Financial Support

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The School of Physical Education cannot guarantee funding although it is our intention that all graduate students in the first two years of their programs could receive some financial support. This may come in several ways.

University Fellowships

Students who have an A- (7.0 on the UVic grading scale) may qualify for a University Fellowship valued at approximately $12,000.

Sessional Lecturers/Laboratory Instructors/Academic Assistants

These unionized positions are advertised on the notice board near the Physical Education General Office and listed on the Physical Education website: http://www.educ.uvic.ca/phed/> under the heading "Employment Opportunities."

Research Assistants

Individual faculty members with external research grants may employ graduate students as research assistants. The details about these appointments (salary, hours, etc.) are worked out between the individual graduate student and the faculty member.

Graduate Tuition Fellowships (GTFs)

Students who are employed in positions as described above may receive up to $3,000 subsidy per annum from the Faculty of Graduate Studies. This is under the jurisdiction of the Graduate Adviser, who applies for supplements after all appointments are confirmed.

Students should be aware that partial funding for graduate students from employment for the School and GTF supplements is not guaranteed and will likely conclude after two years as a master's student (the expected time for completion). Those students who are not on Fellowship, can anticipate approximately $6,000 per year depending on their involvement in the School. It is not sufficient to pay all living expenses. Students are also advised that the School has very little opportunity to fund students during the Summer Session (Apr-Aug).

Admission Requirements

General

Potential applicants may contact the Graduate Adviser of the School of Physical Education for application information. However, to pursue formal admission, the student must complete the application package provided by Graduate Admissions and Records.

Admission To Master's Programs

In addition to the requirements required by the Faculty of Graduate Studies, admission to the master's graduate programs in the School of Physical Education requires an undergraduate degree in physical education or related field. Applicants to the MA and MSc programs should state their specific area of research interest, include a brief statement of academic and career goals, and identify a faculty member as a possible supervisor. MEd Coaching Studies applicants should include a resume of their coaching experience and certification levels.

Deadlines

Applications may be received at any time but see specific deadline below. Early application is appreciated.

February 15:

- For applicants to the School of Physical Education MSc or MA who are seeking admission the following September.
- For applicants to the School of Physical Education MEd Coaching Studies degree who are seeking admission the following July.

Program Requirements

Master of Arts or Science in Kinesiology (MA or MSc) – Thesis Option

These programs are predicated on the "Inquiry Approach", allowing students to examine issues and questions related to the specific subdiscipline areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A thesis, subject to oral examination, is required.

Program Requirements: Total = 18 units

PE 573 .....3.0
Two of: PE 580, 581, 582, 583 or 584 .....3.0

Complementary course(s) in research techniques.....1.5-3.0
Electives.....3.0-6.0
Thesis (PE 599) 4.5-6.0

Program Length
Two years.

Master of Arts in Physical Education (MA) – Thesis Option
This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies. Course work provides the knowledge and skills to complete a required thesis, which is subject to an oral examination.

Program requirements: Total = 18 units
ED-D 560 and 562 .....3.0
PE 573 .....3.0
Electives 6.0-7.5
Thesis (PE 599) 4.5-6.0

Program Length
Two years.

Master of Education in Coaching Studies (MEd) – Non-Thesis Option
This degree provides students with a program of studies with a particular focus on coaching science. This is a summer-based program and is largely course-based. Twelve units of required courses are completed during July /August over two consecutive summers. An additional three units of elective courses must be completed and may be taken off campus. Students also complete two four-month cooperative work terms, a comprehensive exam and a project. It is also possible to complete some of the National Coaching Certification Program (NCCP) level 4/5 tasks during the MEd CS program, which is coordinated through the National Coaching Institute British Columbia (NCI).

Program Requirements: Total = 18 units + 2 work terms (4 units)
PE 570, 572, 574, 575, 576, 577, 578, & 579 .....12.0
Electives (to be determined) 3.0
Comprehensive Examination (PE 597) 0.0
Project (PE 598).....3.0
Cooperative Work Term (PE 801).....2.0
Cooperative Work Term (PE 802).....2.0

Program Length
Two years inclusive of two four-month cooperative education work terms.

Master of Arts in Leisure Service Administration (MALSA) – Thesis OR Non-Thesis Options
This degree is a program of study focusing on administration and management of recreation and leisure service organizations. A major project and comprehensive examination OR a thesis subject to oral examination, are required.

Program requirements
Ed-D 560.....1.5
PE 561, 562, 563, 573, & 574.....7.5
PE 590 (topics to be determined) 4.5-6.0
either:
PE 597 and PE 598 .....3.0
or:
PE 599 .....4.5
Total.....18

Oral Examination
Only with thesis (PE 599) option.

Program Length
Two years.

Co-Operative Education
Co-operative education is offered as an option to each of the graduate programs in Physical Education with the prior written agreement of the student's faculty supervisor. Co-operative education is a mandatory component of the MEd Coaching Studies program.

Physics and Astronomy

General Information

Contact Information
Department of Physics and Astronomy
Location: Elliott Building, Rm 101
Mailing Address:
Department of Physics and Astronomy
University of Victoria
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada
Courier Address:
Department of Physics and Astronomy
University of Victoria
3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7700
Fax Number: 250-721-7715
E-mail: office@phys.uvic.ca
Website: http://www.phys.uvic.ca/
Chair: Dr. J. Michael Roney
E-mail: chair@phys.uvic.ca
Phone:.....250-721-7698
Graduate Adviser: Dr. Chris Pritchet
E-mail: pritchet@uvic.ca
Phone:.....250-721-7744
Graduate Secretary: Rosemary Barlow
E-mail: barlowr@uvic.ca
Phone:.....250-721-7700

Faculty Members and Areas of Research
William Ansbacher, PhD (Otago)
Medical Physics
Alan Astbury, PhD (Liverpool)
Experimental nuclear and particle physics
Arif Babul, PhD (Princeton)
Astronomy and astrophysics
Wayne A. Beckham, PhD (Adelaide)
Medical Physics
George A. Beer, PhD (Saskatchewan)
Experimental nuclear and particle physics
Byoung-Chul Choi, PhD (Freie Universität Berlin)
Condensed matter physics
Fred. I. Cooperstock, PhD (Brown)
General relativity and astrophysics
David Crampton, PhD (Toronto)
Astronomy and astrophysics
Harry W. Dosso, PhD (British Columbia)
Geomagnetism
Sara L. Ellison, PhD (Cambridge)
Astronomy and astrophysics
Harold W. Fearing, PhD (Stanford)
Medium energy and particle physics
Christopher J.R. Garrett, PhD (Cambridge)
Ocean physics
Ann C. Gower, PhD (Cambridge)
Astronomy and astrophysics
F. David A. Hartwick, PhD (Toronto)
Astronomy and astrophysics
Hendrik Hoekstra, PhD (Groningen)
Astronomy and astrophysics
Robert E. Horita, PhD (British Columbia)
Geomagnetism and space physics
Werner Israel, PhD (Trinity)
Theoretical astrophysics
Andrew I. Jirasek, PhD (UBC)
Medical physics
Doug Johnstone, PhD (University of California, Berkeley)
Astronomy and astrophysics
Dean Karlen, PhD (Stanford)
Experimental particle physics
Richard K. Keeler, PhD (British Columbia)
Experimental nuclear and particle physics
Robert V. Kowalewski, PhD (Cornell)
Experimental particle physics
Michel Lefebvre, PhD (Cambridge)
Experimental particle physics
Robert McPherson, PhD (Princeton)
Experimental nuclear and particle physics
Julio Navarro, PhD (Universidad Nacional de Cordoba)
Astronomy and astrophysics
Arthur Olin, PhD (Harvard)
Experimental nuclear and particle physics
Charles E. Picciotto, PhD (California)
Theoretical nuclear and particle physics
Antoniu I. Popescu, PhD (Kentucky)
Medical Physics
Maxim Pospelov, PhD (Budker)
Theoretical particle physics and cosmology
Christopher J. Pritchet, PhD (Toronto)
Astronomy and astrophysics
J. Michael Roney, PhD (Carleton)
Experimental nuclear and particle physics
Thomas J. Ruth, PhD (Clark)
Medical Physics
Colin D. Scarfe, PhD (Cambridge)
Astronomy and astrophysics
Randall J. Sobie, PhD (Toronto)
Experimental nuclear and particle physics
Geoffrey M. Steeves, PhD (Alta)
Condensed matter physics
Peter Stetson, PhD (Yale)
Astronomy and astrophysics
Don A. VandenBerg, PhD (Australian National University)
Astronomy and astrophysics
Kimberley A. Venn, PhD (Texas-Austin)
Astronomy and astrophysics
Jean-Pierre Véran, PhD (École Nationale Supérieure des Télécommunications - Paris)
Astronomy and astrophysics

Arthur Watton, PhD (McMaster)
Nuclear magnetic resonance in solids and liquids

John T. Weaver, PhD (Saskatchewan)
Geomagnetism

Derek M. Wells, PhD (Clemson)
Medical Physics

Jon P. Willis, PhD (Cambridge)
Astronomy and astrophysics

Sergei F. Zavgorodni, PhD (Tomsk, USSR)
Medical Physics

Degrees and Specializations Offered

The Department of Physics and Astronomy offers programs of study and research leading to the degrees of Master of Science and Doctor of Philosophy.

Both the MSc and PhD degrees in Physics and Astronomy require a basic knowledge respectively of Physics or Astronomy, in addition to a depth of knowledge in the field of specialization.

Areas of Study

Astronomy and Astrophysics: Faculty research interests include galaxy formation and evolution, clusters of galaxies, large-scale structure, computational astrophysics, galactic structure, stellar structure and evolution, stellar atmospheres, gravitational lensing, binary/multiple stars, and astrometry of comets and asteroids. The Astronomy Group benefits from close relations with the nearby Herzberg Institute of Astrophysics, its staff, telescopes (1.2m and 1.8m), and instrumentation. Faculty and students also have access to Canadian facilities such as the Canada-France-Hawaii 3.6m Telescope, the James Clerk Maxwell mm/submm Telescope, and the Gemini twin 8m telescopes.

Condensed Matter Physics: Condensed Matter Physics is the study of materials and their properties. The main focus at the University of Victoria is on nanoscale physics, in which the physical properties of magnetic, semiconductor and superconducting materials are studied on the nanometer range, that is, a bit larger than the size of individual atoms. Nanoscale physics is a new and rapidly developing field that encompasses both fundamental studies and applications. Current research activities include ultrafast magnetic imaging using modern femtosecond laser techniques, in-situ studies of magnetic properties of both thin film and nanostructured magnetic materials, computational magnetic microscopy, semiconductor spintronics and quantum information, dynamics of superconducting materials on nanometer length scales, and time-resolved and spin-polarized scanning tunneling microscopy.

Experimental Particle Physics: The particle physics group is engaged in research at facilities around the world and, as one of the designers and builders of the TRIUMF facility in Vancouver, it also collaborates closely with TRIUMF physicists. The group's activities include the analysis of data collected with the OPAL experiment at CERN; detector operation and data analysis of the BABAR experiment at SLAC; detector construction and physics studies for the ATLAS experiment at CERN; detector research and development projects associated with future e+e- linear colliders and neutrino beamlines; and development and deployment of grid computing.

Medical Physics: Application of radiation (photons and electrons) to treatment and diagnosis. Radioisotope - diagnosis and PET studies. Work is carried out in conjunction with the Vancouver Island Cancer Centre of the BC Cancer Agency in Victoria and the life science program at TRIUMF in Vancouver.

Ocean Physics and Geophysics: Research is conducted in the Department and also in association with the School of Earth and Ocean Sciences at UVic and at the nearby Institute of Ocean Sciences, the Pacific Geoscience Centre, and the Canadian Centre for Climate Modelling and Analysis. Current ocean physics activities include observational and theoretical studies of ocean mixing, air-sea interaction, estuarine circulation, breaking waves and bubble clouds, and the investigation of many topics related to the analysis and modelling of interannual variability of the earth's climate. The program includes applications to programs of societal concern as well as basic research.

Theoretical Physics: Current research areas include general relativity; gravitational collapse; inflationary cosmology; quantum and classical black hole physics; electroweak solitons; extended Planck scale; energy localization; relativistic astrophysics; statistical quantum field theory; phenomenological studies of rare particle decays and neutrino properties.

Facilities

Close contact is maintained with the Herzberg Institute of Astrophysics (including the Dominion Astrophysical Observatory and the Dominion Radio Astrophysical Observatory), the Pacific Geoscience Centre, and the Institute of Ocean Sciences. The University of Victoria belongs to a consortium of universities which operates the meson facility TRIUMF.

Admission Requirements

Normally, applicants to the Department of Physics and Astronomy who completed their undergraduate degree at a non-Canadian university should take the Graduate Record Examination (GRE), General and Subject exams, and submit the results to the Graduate Admissions and Records Office. Applicants whose native language is not English should, in addition to the GRE, write the Test of English as a Foreign Language (TOEFL) and submit the scores to the Faculty of Graduate Studies (see page 15 for Faculty requirements) together with their application forms and GRE results. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

Admission To Master's Programs (Physics and Astronomy)

UVic Honours degree in Physics or Astronomy or equivalent. Students admitted to the master's program, but with backgrounds judged to be less than that of a UVic Honours degree (e.g., a Major degree), are normally required to take additional undergraduate courses in Physics, Astronomy and Mathematics to satisfy the stated prerequisite.

Admission to the Master's Program (Ocean Physics)

BSc Physics, Physics and Mathematics, Physics and Geology, Geophysics, or equivalent.

Admission To PhD Programs (Physics and Astronomy)

The equivalent of an Honours Physics or Astronomy degree.

Admission to the PhD Program (Ocean Physics)

MSc Physics, Geophysics or equivalent.

Program Requirements

Graduate students must maintain a cumulative GPA of at least 5.0 (B), with no individual grade below B-, for all required course work. Grades of C+ or lower are considered unsatisfactory for required courses. Such grades shall be reviewed by the student's supervisory committee, and a recommendation made to the Department Graduate Committee.

(Note: Required courses are those specified by the supervisory committee for the student's program. The student may elect to take additional courses, and these will be identified on the student's transcript as electives.)

A student registered in a graduate program in the Department is normally required to work as a laboratory instructor and/or a research assistant as an integral part of a degree program.

A student registered in a graduate program in the Department is required to register in, and attend, either PHYS 560 or ASTR 560 throughout their period of registration.

The thesis requirement for advanced degrees (PHYS 599 or PHYS 699) applies to all students in the Department, both Physics and Astronomy.

Master's – Thesis Option (Physics)

Program Requirements

A minimum of 3 graduate Physics courses with at least one chosen from the core courses PHYS 500, 502, 505, 510 .....9.0
Additional courses as required 3.0
Thesis 6.0
Final oral examination
Total (minimum) 18.0

Master's –Thesis Option (Astronomy)

Program Requirements

A minimum of 6 units chosen from Physics and/or Astronomy graduate courses 6.0
A minimum 3 additional units, as required 3.0
Thesis 6.0
Final oral examination
Total (minimum) 15.0

Master's –Thesis Option (Ocean Physics)

Program Requirements

Normally a minimum of 6 graduate course units (at least one course chosen from PHYS 500, 502, 505, 510) 6.0
Additional undergraduate or graduate courses as required (minimum) 3.0
(A student who has not previously taken PHYS 426 or its equivalent would normally take it as part of this requirement.)

Students (admitted to the master's program) not having at least one 1.5 unit senior undergraduate course in each of Electromagnetic Theory and Modern Physics are normally required to complete these courses in addition to the above requirement.

Thesis (normally 6 units).....6.0

Satisfactory completion of the final oral examination

Total (minimum) 15.0

PhD (Physics)

Program Requirements

1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 15 (of which at least 12 must be graduate) and including at least two of the core courses (PHYS 500, 502, 505, 510), or their equivalent.
2. Dissertation (normally 30 units).
3. Satisfactory completion of a candidacy examination.
4. Final oral examination.

PhD (Astronomy)

Program Requirements

1. Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 12 (of which at least 9 must be graduate).
2. Dissertation (normally 30 units).
3. Satisfactory completion of a candidacy examination.
4. Final oral examination.

PhD (Ocean Physics)

Program Requirements

1. The MSc course requirements
2. Additional graduate courses (as required by the supervisory committee) to bring the total of graduate course units beyond the BSc level to at least 12, of which at least 9 units must be graduate
3. Dissertation (normally 30 units)
4. Satisfactory completion of the Candidacy examination
5. Satisfactory completion of the final oral examination

Co-Operative Education

The Department participates in the Co-operative Education Program in the Faculty of Graduate Studies, and by individual arrangement Physics graduate students may participate in a Co-operative Education program as described in the Faculty of Graduate Studies section of this calendar (see page 29).

Further information may be obtained from the Chair of the Physics and Astronomy Department Graduate Committee.

Political Science

General Information

Contact Information

Department of Political Science
Location: Cornett, Rm A323
Mailing Address:
PO Box 3050 STN CSC
Victoria, BC V8W 3P5
Canada
Courier Address:
3800 Finnerty
Cornett A323
Victoria, BC V8W 3P5
Canada
Telephone Number:.....250-721-7486
Fax Number: 250-721-7485
E-mail: poligrad@uvic.ca
Website:
http://web.uvic.ca/polisci/graduate/index.htm
Chair: Dr. Colin Bennett
E-mail: chairpol@uvic.ca
Phone: 250-721-7495
Graduate Adviser: Dr Warren Magnusson (until September 15th, 2005)
Dr. Avigail Eisenberg (beginning September 15th, 2005)
E-mail: gradpol@uvic.ca
Phone: 250-472-5466
Graduate Secretary: Marilyn Arsenault
E-mail: poligrad@uvic.ca
Phone: 250-721-7486

Faculty Members and Areas of Research

Colin J. Bennett, PhD (Illinois)
Comparative politics and public policy (advanced industrial countries); American government and politics; information and communications policy

Claire Cutler, PhD (British Columbia)
International relations theory; international law and organization; private international trade law; international political economy; dispute resolution

Radhika Desai, PhD (Queen's)
Comparative politics (advanced industrial and developing), capitalist development and underdevelopment, political parties, political economy, theories of culture, South Asia, Asia, Africa, Britain and Europe

Avigail Eisenberg, PhD (Queen's)
Democratic theory including pluralism, feminism and minority rights; Canadian politics including constitutional law and politics, minority groups, human rights and civil liberties

Matt James, PhD (British Columbia)
Canadian constitutionalism and citizenship, Canadian politics, social movements, prestige, political theory

Arthur Kroker, PhD (McMaster)
Technology, culture and theory; contemporary French and German political theory; Canadian political and social thought; ethics and biotechnology

Warren Magnusson, DPhil (Oxford)
Contemporary social and political thought; governmentality and politics; the local and the global; the political economy of the urban; urbanism as a way of life

Norman J. Ruff, PhD (McGill)
B.C. provincial politics and public policy; federalism; comparative electoral systems and political representation

Oliver Schmidtke, PhD (European Univ. Inst., Florence)
Citizenship and Immigration; identity politics; comparative politics; xenophobia and racism; European integration

James H. Tully, PhD (Queen's)
Political philosophy; history of political philosophy; contemporary political philosophy; Canadian political theory; constitutional theory

Amy C. Verdun, PhD (European University Institute, Florence)
European integration studies; monetary integration; European integration theory; European comparative politics; international political economy; international relations

R. B. J. (Rob) Walker, PhD (Queen's)
Contemporary social and political thought; theories of discourse, ideology and culture; philosophy of social science; international political theory; concepts of space and time in political thought; modernity/postmodernity

Michael C. Webb, PhD (Stanford)
International political economy; globalization and governance; Canadian foreign policy

Jeremy Wilson, PhD (British Columbia)
British Columbia politics and government; BC environmental and natural resources policy; Canadian public policy; global environmental issues (climate change, biodiversity loss); migratory bird policy

Guoguang Wu, PhD (Princeton)
Comparative politics (developing, authoritarian, and communist countries), liberalization and democratization, East Asian politics, China, Hong Kong, Taiwan, Asia-Pacific international relations, Chinese political thought

Feng Xu, PhD (York)
Chinese politics, comparative politics (East Asia); gender politics (especially East Asia); migration and citizenship; national and diaspora identities; policy ideas, translation theory and global hegemony

Degrees and Specializations Offered

The Department of Political Science offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy.

A concentration in Cultural, Social and Political Thought (CSPT) is open to selected students in the MA or PhD programs in Political Science, English, History or Sociology. Students seeking admission to CSPT must make a separate application to the Program Director. Admission is subject to the written approval of the Director, who acts on advice of the interdisciplinary CSPT admissions committee. Only students who already have been accepted into an MA or PhD program in Political Science, English, History or Sociology may be admitted to CSPT.

In general, CSPT students must meet the core graduating requirements of their own department, as well as the specific requirements of the CSPT Program. The requirements for the program in the Departments of English, History and Sociology differ from those in Political Science.

Admission Requirements

General

Applicants for admission whose first language is not English, who are not holding a recognized degree from a country where English is an official language, or who have resided in Canada or other English-speaking countries for less than three consecutive years immediately prior to the session applied for, must take the Test of English as a Foreign Language (TOEFL) and achieve a minimum score of 600 (paper test) or 250 (computer-based test).

Admission to the Master's Program

The MA program is open to students with at least a B+ (6.5) average in their last two years of study leading to a degree. Applicants with insufficient preparation in political science may be required to complete additional course work. Normally this will entail a non-degree undergraduate unclassified year.

Admission to the PhD Program

The PhD program is open to students with research interests in contemporary political theory, transnational politics and global political economy, democratic constitutionalism, comparative public policy and governance, and cultural, social and political thought. To be considered for admission to the PhD program in the Department of Political Science, normally a student will have completed a master's degree (or equivalent) from a recognized academic institution and attained a minimum grade point average of A- in all Political Science graduate courses, have good letters of reference, present a clear statement of research interests and submit an example of scholarly work.

Concentration in Cultural, Social and Political Thought (CSPT)

The interdisciplinary graduate program is open to selected students in the MA or PhD programs in Politcial Science, English, History or Sociology. Students seeking admission to CSPT must make a separate application to the Program Director. Admission is subject to written approval of the Director, who acts on advice of the interdisciplinary CSPT admission committee. Only students who have been accepted into an MA in English, History or Sociology or PhD in Political Science may be admitted to CSPT.

Program Requirements

Master's – Thesis Option

Candidates are required to complete 15 units, in accordance with the following program:

Course Requirements

All MA students are required to complete 6 units of course work. At least 3 of these units must be taken from among POLI 507, 508, 509, 516 and 540. 1.5 units may be taken from undergraduate courses at the 300 or 400 level, from directed reading courses (POLI 590) or from graduate courses offered by another department.

Students who have been accepted as MA candidates in this Department and who subsequently participate in the British Columbia Legislative Internship Program may obtain 3 units of credit upon completion of a comprehensive intern research report (POLI 580) for submission to an examination committee made up of two members of the Department. Students enrolled in the Legislative Internship Program may not include undergraduate courses for credit in their 15-unit requirement.

In general, CSPT students must meet the core graduating requirements of their own department, as well as the specific requirements of the CSPT Program. In Political Science, a CSPT MA student must complete at least 7.5 units of course work, consisting of (a) Poli 509, (b) two other graduate seminars in Political Science, including at least one of Poli 507, 508, 516, and 540, and (c) 3 units of CSPT 500.

Thesis

All students are required to submit a thesis worth 9 units of credit. Full-time students intending to complete their degree in one year are required to have a thesis proposal approved by their supervisory committee by May 15th of the first academic year in the program. Students will not be permitted to register for a second year of study unless they have submitted a thesis proposal to the members of their supervisory committee no later than the August 31st preceding their second winter session. If a thesis proposal is not approved by the student's supervisory committee before October 15th of the second winter session, the student will be asked to withdraw from the program.

A Political Science (CSPT) student's MA thesis must meet the requirements of both the CSPT Program and the Department of Political Science. The topic must be within the field of cultural, social and political thought. At least two members of the examining committee must be drawn from the participating faculty of the CSPT Program.

Program Length

The program is designed to enable full-time students to complete the requirements for the MA degree within 12 months of their first registration.

PhD Program

PhD candidates are required to complete 37.5 units in accordance with the following program:

Course Requirements

All PhD students are required to complete five 1.5 unit graduate courses beyond the MA degree. One (but no more than two of these courses) should be taken outside the Department of Political Science. Students are required to take two field courses (from Poli 607, Poli 608, Poli 609, Poli 616, Poli 640, CSPT 601) in each of those areas in which they will be taking comprehensive examinations. PhD students may be required to complete an additional course in methodology at the request of the supervisory committee. Students will be required to participate in a non-credit "Professional Development Seminar."

In general, CSPT students must meet the core graduating requirements of their own department, as well as the specific requirements of the CSPT Program. A CSPT PhD student must complete at least 7.5 units of course work, consisting of (a) Poli 609, (b) CSPT 601, (c) two other graduate courses in Political Science, and (d) one other graduate course in CSPT or a related subject approved by the CSPT Program Director.

Unit Values

Field Courses	3.0
Thematic Courses or Directed Readings	4.5
Dissertation	30.0
Total	**37.5**

Comprehensive Exams

Students will take candidacy examinations in two of the following fields, offered by the Department of Political Science: Canadian Politics, Comparative Politics, International Relations and Political Theory. Students may substitute one of these examinations for an interdisciplinary examination in Comparative Public Policy and Governance or Cultural, Social and Political Thought (CSPT). A Political Science (CSPT) PhD student must pass the CSPT candidacy examination.

Dissertation

Within three to six months after passing the candidacy examinations, students are required to complete and defend a dissertation proposal before their supervisory committee. The proposal and oral defense must be considered satisfactory before the student may proceed to the dissertation. All students are required to submit and defend a dissertation worth 30 units of credit.

A Political Science (CSPT) student's PhD thesis must meet the requirements of both the CSPT Program and the Department of Political Science. The topic must be within the field of cultural, social and political thought. At least two members of the examining committee must be drawn from the participating faculty of the CSPT Program.

Co-Operative Education

Full-time Political Science MA students have an opportunity to participate in graduate co-operative education by integrating two alternating work terms of four months' duration each into their degree program. Application for this option must be made by the second week of the student's first Fall term in the MA program. See "General Regulations: Graduate Co-op," page 29.

Psychology

General Information

The Department of Psychology offers programs leading to the degrees of Master of Science and Doctor of Philosophy. We offer training to the PhD degree in four areas of specialization: Clinical Psychology (with specialization in Neuropsychology or Life-Span Development), Cognitive Psychology, Experimental Neuropsychology, and Life-Span Development. In addition, individual programs of study to the PhD degree may be designed according to the interests of individual students and faculty members in areas such as Environmental Psychology, Experimental and Applied Behaviour Analysis, Research Methods, and Social Psychology. The clinical training pro-

gram is fully accredited by both the Canadian and American Psychological Associations.

The program is designed to provide students with:

- knowledge and training in their area of specialization
- the skills necessary to conduct and communicate the results of new research and to work co-operatively with others in a research environment; and
- opportunities to gain practical experiences in various aspects of professional psychology.

The PhD involves at least two years of study beyond the master's degree, of which at least one entire Winter Session must be as a full-time student.

For more information, please see our website.

Contact Information

Department of Psychology
Location: Cornett A234
Mailing Address:
Psychology
University of Victoria
PO Box 3050, STN CSC
Victoria, BC V8W 3P5
Canada
Courier Address:
Psychology
University of Victoria
Cornett Building A234
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7525
Fax Number: 250-721-8929
E-mail: ptaylor@uvic.ca
Website: http://web.uvic.ca/psyc
Chair: Dr. Catherine Mateer
E-mail: psychair@uvic.ca
Phone: 250-721-7524
Graduate Adviser: please see our website for most current information
Graduate Secretary: Paul Taylor
E-mail: ptaylor@uvic.ca
Phone: 250-721-6109

Faculty Members and Areas of Research

C. A. Elizabeth Brimacombe, PhD (Iowa State)
Eyewitness testimony, social psychology, social cognition

Daniel N. Bub, PhD (Rochester)
Normal object identification, category-specific agnosia, semantic memory, face recognition

Catherine L. Costigan, PhD (Michigan)
Clinical psychology, children and adolescents, families, immigration, culture/ethnicity, children with disabilities

Marion F. Ehrenberg, PhD (Simon Fraser)
Clinical psychology, parenting and adjustment in divorcing families, professional issues in child custody and access

Robert Gifford, PhD (Simon Fraser)
Environmental, social-personality

Bram Goldwater, PhD (Bowling Green)
Experimental and applied behaviour analysis, educational technology, rapid discrimination training and generalization

Roger E. Graves, PhD (Massachusetts Institute of Technology)
Clinical and experimental neuropsychology: visual and auditory perception and localization, executive function, psychometrics

Jennifer Hill Karrer, PhD (Tennessee)
Experimental Neuropsychology, Infant Brain Development

Clay B. Holroyd, PhD (U. of Illinois at Urbana-Champaign)
Neurobiological mechanisms of cognitive control; error detection and correction

David F. Hultsch, PhD (Syracuse)
Adult development and aging, memory and cognition

Michael A. Hunter, PhD (Simon Fraser)
Multivariate methods, theory of parametric vs. nonparametric statistical inference

Helena Kadlec, PhD (Purdue)
Quantitative methods, visual perception and psychophysics, mathematical models

Kimberly A. Kerns, PhD (Chicago Medical School)
Pediatric neuropsychology, clinical psychology, attention and memory disorders

Christopher E. Lalonde, PhD (British Columbia)
Social-cognitive development in childhood, children's theories of mind, identity development, cultural influences on development

Bonnie J. Leadbeater, PhD (Columbia)
Developmental psychopathology, depression, teen parenting, problem behaviours, victimization and injury prevention

D. Stephen Lindsay, PhD (Princeton)
Memory and cognition, subjective phenomenology of cognition, eyewitness memory

Michael E. J. Masson, PhD (Colorado)
Cognitive psychology, memory, language comprehension, object identification, skill acquisition and computational models

Catherine A. Mateer, PhD (Western Ontario)
Clinical neuropsychology, cognitive rehabilitation, memory, attention and executive function, brain injury

Ulrich Mueller, PhD (Temple)
Development of executive function, social-communicative development, role of language in social-cognitive development, history of developmental psychology

Marsha G. Runtz, PhD (Manitoba)
Clinical psychology, child maltreatment, family violence, women's health

Ronald W. Skelton, PhD (British Columbia)
Cognitive neuroscience, spatial cognition, recovery from brain injury, outcome measurement

Timothy Stockwell, PhD (London, UK)
Prevention of alcohol and other drug-related harm, alcohol and other drug policy, measurement of alcohol consumption and related harms

Esther H. Strauss, PhD (Toronto)
Neuropsychology, neuropsychological assessment, age-related disorders

James W. Tanaka, PhD (Oregon, Eugene)
Face recognition, expert object recognition, human electrophysiology, autism

Holly Tuokko, PhD (University of Victoria)
Clinical neuropsychology, clinical aging, cognitive decline, competence, mental health

Naznin Virji-Babul, PhD (Western Ontario)
Motor control, motor learning, postural control, Down Syndrome, developmental disabilities

Degrees and Specializations Offered

- Master of Science in Clinical Psychology
- Master of Science in Psychology
- Doctor of Philosophy in Clinical Psychology
- Doctor of Philosophy in Psychology

Facilities

Our department has the following facilities for training and research.

- Psychology Clinic
- The Brain Cognition Laboratory
- The Human Interaction Lab

Financial Support

All applicants are considered for University fellowships, but there are many more qualified applicants than there are awards. A limited number of teaching assistantships is available from the Department during the Winter and Summer sessions. Some faculty members employ students as research assistants. All eligible students are encouraged to apply for funding from provincial (e.g., BCHRF), federal (e.g., NSERC, SSHRC) and external (e.g., Alzheimer's Society) agencies.

The Psychology Department strives hard to provide at least some financial assistance to all graduate students in the programs. These are typically in the form of teaching and research assistantships. University of Victoria Fellowships and awards are available on a competitive basis. For a summary of various sources of support available to graduate students in Psychology, please see <http://web.uvic.ca/psyc/grad/grad-rules/Appendix_C.htm>. Specific programs (e.g., cognitive) have financial "packages" for graduate students. For the most up-to-date information, please see our website. All eligible graduate students are expected to apply for funding from provincial, federal and other external sources during their tenure in the graduate program.

Admission Requirements

General

An undergraduate degree in psychology or its equivalent with at least a B+ (6.0 GPA) average in the last two years leading to the degree is recommended. Applicants should have taken at least one course in applied statistics and courses in major areas of psychology such as learning/cognition, physiological/neuropsychology, and social/personality/abnormal psychology. Students whose first language is not English must take the Test of English as a Foreign Language and receive a score of at least 600 on the paper-based test or 250 on the computer-based test.

Graduate Record Examination

Under typical circumstances, applicants must provide scores from the General Test (verbal, quantitative, and analytical writing sections) of the Graduate Record Examination (GRE) unless an exemption is sought and approved by the department Graduate Executive committee. No specific cut-off scores are used to determine acceptability.

Personal Letter

Applicant must also provide a personal letter that:

1. identifies the primary area of specialization desired
2. describes areas of research interest
3. names at least two faculty members with whom the applicant wishes to work
4. gives details of current activity (e.g., courses in progress)
5. indicates whether financial support will be required

Admission requires that a faculty supervisor is available.

Clinical Applicants

Applicants intending to pursue clinical training with specialization in neuropsychology or life-span development must declare their intent at the time of application under Field of Study. Such applicants will then be reviewed by the admissions committee for the clinical program based on:

1. background, interest and experience
2. competitiveness of transcripts with other applicants for clinical training
3. a personal interview focusing on interests and suitability for clinical training

The academic progress and clinical aptitude of students admitted to clinical training will be reviewed annually.

Deadline

Applications are due at the Faculty of Graduate Studies by the first working day in January. Students should keep in mind that substantial lead time is required to register for and take the GRE (and, if required, the TOEFL) in time for results to be received within the deadline. For students applying to the Clinical Life-Span or Clinical Neuropsychology programs, all documents, including GRE scores, MUST be received by the application deadline. For students not applying to the Clinical Life-Span or Clinical Neuropsychology programs, application documents (e.g., GRE scores) received after the application deadline MAY be considered, but this is not guaranteed.

The Department of Psychology makes every effort to communicate offers of admission by April 1st.

Program Requirements

All degrees require that students satisfy the Psychology Department's breadth requirement, called **Undergraduate Competence Requirement** (UCR). Students will be asked to demonstrate competence in the areas listed above (under Admission Requirements – General) by the end of the first year of graduate studies. Competence may be demonstrated in various ways such as enrolling in undergraduate courses or more typically by course challenge.

Master of Science in Clinical Psychology

Course Requirements

PSYC 502: Research Apprenticeship (3.0 units)

Graduate-level statistics (PSYC 532, PSYC 533)

Clinical Courses

PSYC 545A, PSYC 581, PSYC 582, PSYC 583, PSYC 584, PSYC 585, PSYC 589

Required Courses for the Neuropsychology Track

PSYC 540, PSYC 541, PSYC 545B, PSYC 548

Required Courses for the Life-Span Development Track

PSYC 561*, Two of PSYC 562, 563 or 568*

** If offered during the first or second year of student's master's training.*

Thesis

A thesis (PSYC 599) is required for all master's degree programs. The thesis should be based on original research in an established research area (typically in their supervisor's field). Prior to conducting the research, students are expected to orally present a proposal of their thesis to their supervisory committee.

Oral Examination

An oral exam of the completed thesis must be satisfactorily passed.

Program Length

Students should expect to complete all degree requirements in two years of full-time study.

Master of Science in Psychology

Course Requirements

PSYC 502: Research Apprenticeship (minimum 1.5 units)

Graduate-level statistics (PSYC 532, PSYC 533)

Required Courses for the Cognitive Track

PSYC 575, PSYC 576A, B, C, or D (3.0 units); A minimum of 1.5 units of PSYC 504; and PSYC 577 each winter session in residence

Required Courses for the Experimental Neuropsychology Track

PSYC 540 (1.5 units); PSYC 550 (1.5 units); 3.0 units of electives (e.g., PSYC 551, 575, 576A, B, C, or D)

Required Courses for the Life-Span Development Track

PSYC 561 (1.5 units); PSYC 562 (1.5 units); PSYC 563 (1.5 units)

Thesis

A thesis (PSYC 599) is required for all master's degree programs. The thesis should be based on original research in an established research area (typically in their supervisor's field). Prior to conducting the research, students are expected to orally present a proposal of their thesis to their supervisory committee.

Oral Examination

An oral exam of the completed thesis must be satisfactorily passed.

Program Length

Students should expect to complete all degree requirements in two years of full-time study.

Doctor of Philosophy in Clinical Psychology

Course Requirements

In addition to the MSc requirements:

Statistics, Methods, & Research Apprenticeships

Two of Graduate level Statistical/Methods courses, and PSYC 512, PSYC 612.

Clinical Courses

PSYC 586A; Two of PSYC 588, 590, 593, 594; One of PSYC 587, 591, 594 or 604

Clinical Practica & Internship

PSYC 503, PSYC 505, PSYC 603, PSYC 606

Required Courses for the Neuropsychology Track

PSYC 541, PSYC 543, PSYC 546A, PSYC 546B; One of PSYC 547, 548

Required Courses for the Life-Span Development Track

PSYC 586B; Two of PSYC 565, 566, 567 or 569; Other Life-Span courses required at the MSc level that were not offered by the department during the student's 2-year MSc program.

Candidacy

Clinical Candidacy Exams and depending on speciality, either a Neuropsychology Specialty and/or Life-Span Development Candidacy Exams.

Dissertation

A dissertation is required for all doctoral degree programs. A dissertation must be based on original research and should be of publishable quality. Prior to conducting the research, students are expected to orally present a proposal of their dissertation to their supervisory committee. The completed dissertation must be satisfactorily defended at an oral exam.

Program Length

Students should expect to complete all degree requirements in five to six years beyond the MSc, and one year longer for students who completed their master's training at another institution.

Doctor of Philosophy in Psychology

Course Requirements

In addition to the MSc requirements:

Graduate-level statistics or methods (two courses)

Required Courses for the Cognitive Track

At least one of PSYC 576A, B, C, or D (1.5 units); A minimum of 1.5 units of PSYC 602; A minimum of 1.5 units of PSYC 604; PSYC 577 each Winter session in residence

Electives approved by the student's supervisory committee.

Required Courses for the Experimental Neuropsychology Track

PSYC 543 (1.5 units); At least one of PSYC 518 or 541

Electives approved by the student's supervisory committee (12.0 units; may include PSYC 602).

Required Courses for the Life-Span Development Track

PSYC 568 (1.5 units); PSYC 564 (1.5 units); PSYC 565 or 566 (1.5 units)

Electives approved by student's supervisory committee.

Dissertation

A dissertation is required for all doctoral degree programs. A dissertation must be based on original research and should be of publishable quality. Prior to conducting the research, students are expected to orally present a proposal of their dissertation to their supervisory committee. The completed dissertation must be satisfactorily defended at an oral exam.

Program Length

Students should expect to complete all degree requirements in two to three years of full-time study beyond the MSc.

Public Administration

General Information

Contact Information

School of Public Administration
Location: Human and Social Development Building, Rm A302
Mailing Address:
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
3rd floor, HSD Building
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-8055
Fax Number: 250-721-8849
E-mail: padm@uvic.ca
Website: http://publicadmin.uvic.ca
Chair: Evert A. Lindquist
E-mail: padirect@uvic.ca
Phone: 250-721-8084
Graduate Adviser: John Langford
E-mail: jlangfor@uvic.ca
Phone: 250-721-8057
Graduate Secretary: Judy Selina
E-mail: jselina@uvic.ca
Phone: 250-721-6448

Faculty Members and Areas of Research

Herman Bakvis, PhD (UBC)
Intergovernmental relations, government structure and organization, political parties and interest groups

Emmanuel Brunet-Jailly, PhD (U Western Ontario)
Local government and politics, cross border regions, comparative urban politics

Frank Cassidy, PhD (Stanford)
Aboriginal self government and land claims, public sector management, administrative ethics, adult education and public policy

J. Barton Cunningham, PhD (Southern California)
Quality of working life, organizational theory, decision making, stress and motivation, entrepreneurship

Lynda Gagné, PhD (UBC)
Child care policy, children outcomes, social programs, applied econometrics and microeconomics

John Langford, PhD (McGill)
Canadian politics and government, machinery of government, administrative ethics

Evert A. Lindquist, PhD (California, Berkeley)
Machinery of government and policy-making, policy communities and networks, and the role of think tanks

James N. MacGregor, PhD (Victoria)
Organizational behaviour, human information processing

James C. McDavid, PhD (Indiana)
Program Evaluation, performance management, and local government service delivery

Pierre-Olivier Pineau, PhD (Montreal)
Electricity market reforms, energy policy, regulated markets, game theory, decision making and rationality

Rebecca N. Warburton, PhD (London)
Health economics, economic evaluation, evidence based management

Degrees and Specializations Offered

MPA

MPA/LLB

Facilities

The administrative office of the School of Public Administration is located in Room A302, Human and Social Development Building. MPA students have a designated computer lab room in Room A359. Student's final management reports (ADMN 598) are archived within the administrative office of the School of Public Administration.

Financial Support

The Co-Operative Education Program for the on campus, full-time students is a unique opportunity to not only gain experience but fund your studies. After each of the first three academic terms, participants experience a four month, paid work term which helps defray the costs of tuition.

A number of awards, scholarships and bursaries are available to full time students from SPA and UVic. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <http://www.uvic.ca/grad/add/fund/fund.htm>, or through their office in the University Centre. Information on bursaries and scholarships can be had at the UVic Student Awards & Financial Aid Office located in the University Centre, or through their website at <http://web.uvic.ca/safa/>. In addition, the provincial and federal governments each offer student loans to full time candidates who meet the requirements.

If you are working full-time and studying part-time, it is unlikely that you could qualify for student financial assistance, or for UVic or SPA awards, bursaries or scholarships. However, we find that the employers of many of our online-students are willing to financially support their employee's professional development by providing reimbursement for tuition and, in some cases, reimbursement for texts and instructional materials.

Teaching and research assistance-ships are available to both online and on campus MPA students, generally after the first term of core courses have been completed. Students are encouraged to inquire directly through professors, or to apply to postings that are advertised in emails via the school's listserv.

Admission Requirements

General

Admission To Master's Programs

Applications for admissions are first received by the Faculty of Graduate Studies Graduate Admissions office. The Admission's officers evaluate the applicant's transcripts to determine admissibility to the program. After this determination, the application is forwarded to the School of Public Administration for review by the department's Admissions Committee. The Admissions Committee is comprised of faculty, administrators and students. The Admissions Committee assesses an applicant's ability to successfully complete the MPA program. Admission decisions are based on an evaluation of the "Letter of Intent", the Academic Assessment forms (included within the application package) or non-academic letters of reference, the applicant's academic record, applicable test scores and experience (paid or voluntary). The admission process is competitive; therefore ensure all your documentation is complete and that all points in the Admission Check List have been satisfied.

Admission requirements and procedures for the on campus MPA and the MPA-Online are identical. Students must:

- Have an undergraduate degree with a minimum B average (70-74%) in the last two undergraduate years.
- Fill out the Faculty of Graduate Studies application form (available by downloading the application form through the Faculty of Graduate Studies at: <http://web.uvic.ca/grar/website/forms/forms.html>) including the two Assessment Reports from academic referees. If it has been more than 5 years since you last attended a post-secondary institution we recommend that you include 3 Assessment Reports from current or former employers in place of academic referees. To strengthen your application, we recommend that your referees attach a Letter of Reference in addition to the Assessment Report. Applicants may also apply online at: <http://www.pas.bc.ca/>.
- Include a professional résumé.
- Include a Letter of Intent describing why you are seeking an MPA, how it fits into your career plans and how it reflects your personal values and goals.

Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses). Generally, applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results for the GMAT.

International Applications

The office of Graduate Admissions and Records provides a step by step application guide including application forms for international students, available at: <http://web.uvic.ca/grar/website/international/international.html>.

International students whose first language is not English are required to provide test results for TOEFL. They are also required to submit official results for the GMAT. The minimum score for TOEFL is 610/255. While we do not set minimum acceptable scores for the GMAT, scores over 550/3.5 are preferred.

Deadlines

- December 15 for International Students
- February 15. For University Fellowships, all applicants with a first class (A minus) average over the last two years of their undergraduate and graduate course work, as applicable, and

whose applications are COMPLETE BY FEBRUARY 15 are automatically considered for these awards.
- March 15 for Canadian applicants

Program Requirements

MPA

The campus-based MPA and the MPA-Online have exactly the same course requirements: Nine required core courses supplemented by four electives.

At the end of their program, all MPA students choose between an Advanced Management or Policy Report (ADMN 598), or a thesis (ADMN 599).

Optional Areas of Concentration

Students with a particular area of interest may pursue a concentration by focusing on that area in their elective courses and if possible, in a co-op placement and their management report or thesis. In collaboration with other programs, the School has developed six areas of concentration:

- Cultural Heritage
- Dispute Resolution
- Indigenous Governance
- Information Management
- Local Governance
- Public Sector Economics and Finance

Students may also design their own area of concentration in areas such as: Policy Analysis, Program Evaluation, Governance, and Organization and Human Resource Management. Not all of the concentration options will be available to online students. The Concentration option is described on the School of Public Administration website at: <http://publicadmin.uvic.ca/mpa/concent.htm>.

There are two ways concentrations can be developed:

Option ONE: Standing Areas of Concentration

Students may choose from these areas of concentration, which have been developed in collaboration with other programs. Normally, students will choose from the specific courses noted below and complete an ADMN 598 Management Report or ADMN 599 thesis related to the area of concentration.

- Cultural Heritage: Students must complete three courses from the HA 488 and/or HA 489 series of museum studies and heritage conservation courses offered through the Cultural Resource Management Program in the Department of History in Art, selected in consultation with their graduate supervisor.
- Dispute Resolution: Students must take either: all three Master of Arts in Dispute Resolution (MADR) foundation courses (DR 501, 502, and 503); or any two of these courses and a third DR 500-level elective course.
- Indigenous Governance: Students must complete at least three courses from the IGOV program, ADMN 470 (with an appropriate topic) and other relevant courses offered by the School of Public Administration or other departments' relevant courses in Aboriginal policy and governance.
- Information Management: Students must complete at least one of ADMN 524 (Serving Citizens: Managing Information and Engagement), 477 (Strategic Planning and Project Management) or 407 (Managing Service Delivery); and complete POLI 456 (The Politics of Information); COM 331 (Introduction to Management Information Systems) and, if in the Co-operative Education Program, at least one IT co-op work term.
- Local Governance: Students must take ADMN 423 (Local Government in British Columbia) and either ADMN 445 (Urban and Regional Economics) or ADMN 452 (Local Government Law) and one other local government elective course, and, if in the Co-operative Education Program, secure at least one placement related to local or municipal governance.
- Public Sector Economics and Finance: Students must complete 4.5 units from ADMN 503, 537, 544 or one other elective in the area of Economics or Finance, or relevant topic courses offered by the Economics Department (300-level courses or above) or Faculty of Business (MBA courses), and one or more co-op terms using economic or financial skills.
  1. Non-thesis requirements for Public Sector Economic Area of Concentration: ADMN 503 (or ECON 325) and ADMN 544 (or ECON 416), plus one more ECON (300 or higher level) or ADMN 537. Students with undergraduate credits in public finance and/or cost-benefit analysis will be required to select suitable ECON replacements for ADMN 503 and/or ADMN 544.
  2. Thesis requirements for Public Sector Economic Area of Concentration: ADMN 503 (or ECON 325) and ADMN 544 (or ECON 416), plus a 300-level or higher course in econometrics, to be selected in consultation with the thesis supervisor. Students with undergraduate credits in public finance and/or cost-benefit analysis will be required to select suitable ECON replacements for ADMN 503 and/or ADMN 544.

Option TWO: Self-Identified Areas of Concentration

Students may develop other areas of concentration in consultation with the Graduate Adviser. Proposed areas of concentration include but are not limited to: Policy Analysis, Program Evaluation, Governance, and Organization and Human Resource Management. The School of Public Administration continues to develop additional areas of concentration as resources and interests emerge.

Program Length

The full-time campus-based program can be completed in just over 2 years. The part time MPA-Online program can be completed in less than 3 years.

The On-Campus MPA

The on campus MPA program is organized into four academic terms reinforced by 3 cooperative work terms.

Year One: Term 1 (Fall Term, Sept – Dec)

ADMN 504 (1.5)	Public Sector Governance
ADMN 502A (1.5)	Research Design: Critical Appraisal of Information
ADMN 507 (1.5)	Public Sector Leadership: Teams, Self and Organization
ADMN 509 (1.5)	Public Sector Economics and Budgeting (Note: There is a pre-course requirement requiring study before commencing classes).
ADMN 551 (1.5)	Administrative Law & Federalism
ADMN 516 (0)	Writing in the Public Sector

Co-op Work Term 1 (Spring Term, Jan – Apr)

Term 2 (Summer Term, May – Aug)

ADMN 556 (1.5)	The Public Policy Process
ADMN 502B (1.5)	Statistical Analysis
ADMN 512 (1.5)	Financial Management, Accountability and Performance Measurement

And select one course elective offered by the School of Public Administration or area of concentration of electives.

Year Two: Co-op Work Term II, Fall Term, Sept - Dec

Term 3 (Spring Term, Jan – Apr)

Select 3 course electives from: ADMN 503, 531, 520, 523, 524, 530, 531, 537, 544, 548, 553 or, with permission upper level (400) undergraduate courses through the Diploma program or other academic programs.

Co-op Work Term III Summer Term, May – Aug

Year Three: Term 4 (Fall Term, Sept – Dec)

ADMN 598 (4.5)	Advanced Management or Policy Report
or ADMN 599 (6.0)	Thesis

Program Length

The full-time campus-based program can be completed in just over 2 years.

MPA – Online Program

The School offers courses to MPA-Online students in all three academic terms. MPA-Online students are generally advised to take two courses per term.

Year One: Term 1 (Fall Term, Sept – Dec)

ADMN 504 (1.5)	Public Sector Governance
ADMN 502A (1.5)	Research Design: Critical Appraisal of Information
ADMN 516 (0)	Writing in the Public Sector

(Note: ADMN 516 is delivered as a tutorial for students who require additional writing support. Before commencing the MPA program in the fall, students will write an ADMN 516 Course Challenge Exam. Students who pass the Challenge Exam with a grade of B or better should be ready to undertake all required writing assignments within their courses. Students who do not pass the Challenge Exam will receive individualized tutorial sessions as part of their first term of studies.

Term 2 (Spring Term, Jan – Apr)

ADMN 507 (1.5)	Public Sector Leadership: Teams, Self and Organization
ADMN 509 (1.5)	Public Sector Economics and Budgeting (Note: There is a pre-course study requirement for ADMN 509).

Term 3 (Summer Term, May – Aug)

ADMN 502B (1.5)	Statistical Analysis
ADMN 551 (1.5)	Administrative Law & Federalism

Year Two: Fall Term, Sept – Dec

ADMN 512 (1.5) Financial Management, Accountability and Performance Measurement

ADMN 556 (1.5) The Public Policy Process

Spring Term, Jan – Apr

Select two electives from: ADMN 520, 523, 530, 537, 544, 548, 553 or, with permission upper level (400) undergraduate courses through the Diploma program or other academic programs.

Summer Term, May – Aug

Select two electives from: ADMN 503, 531, 524, 577 or, with permission upper level (400) undergraduate courses through the Diploma program or other academic programs.

Year Three: Term 4 (Fall Term, Sept – Dec)

ADMN 598 (4.5) Advanced Management or Policy Report

or ADMN 599 (6.0) Thesis

Students may do a master's thesis (ADMN 599) instead of an Advanced Management or Policy Report (ADMN 598) to complete their MPA requirements.

Program Length

The part-time MPA-Online program can be completed in less than 3 years.

MPA – Thesis Option

Thesis

Students may do a master's thesis (ADMN 599) instead of an advanced management or policy report (ADMN 598) to complete their MPA requirements. Because ADMN 599 is 6.0 units while ADMN 598 is 4.5 units, thesis students may take one fewer elective (three instead of four) to complete their MPA program. More detailed information on the thesis option requirements is included on the School of Public Administration website: <http://publicadmin.uvic.ca/mpa/599/599option.htm>.

ADMN 599: Master's Thesis (6.0 units)

The Master's Thesis option is expected to be a substantial contribution to the knowledge in the field of Public Administration. An MPA thesis will demonstrate a student's mastery of a substantive body of scholarly or practice literature, as well as using appropriate and academically defensible methodologies to analyze research questions, test hypotheses or contribute new theoretical knowledge. Individual students will work with an academic supervisor in the School of Public Administration. Students who elect to undertake the thesis option may take one (1.5 unit) less course electives. More detailed information on the thesis option requirements is included on the School of Public Administration website.

Oral Examination

The thesis is defended in an oral examination, and the minimum Committee shall consist of the supervisor, a second member from within the School and an external member from the University of Victoria, together with a Chair and an external examiner appointed by the Faculty of Graduate Studies from outside the department. All members of the committee must be members of the Faculty of Graduate Studies.

For "Guidelines for Oral Examinations" please go to the following website: <http://web.uvic.ca/grar/website/continuing/oralguidelines.html>.

MPA – Non-Thesis Option

Final Project

ADMN 598: Advanced Management or Policy Report (4.5 units)

The Advanced Management or Policy Report is expected to be a substantial analysis of a management, policy or program problem for a client in the non-profit or public sector. Students have the choice of working individually or in teams of up to three persons. Team-based Management Reports must be designed and written so that each team member's contributions are clearly indicated. The ADMN 598 Report is prepared in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. Normally the academic supervisor is a member of the School faculty and is also a member of the Faculty of Graduate Studies. More detailed information about the Management Report requirement is included in the School's website.

Final Examination

The Management Report is defended in an oral examination, and the minimum Committee consists of the academic supervisor, the client, a second reader from the School of Public Administration and a Chair representing the Faculty of Graduate Studies. More detailed information about the Management Report requirement is included in the School's website.

Concurrent LLB/MPA Program

In partnership with the Faculty of Law, SPA offers a concurrent LLB/MPA graduate program, for students wishing to pursue concurrent degrees. Students who apply and are accepted into both the Faculty of Law LLB and the School of Public Administration MPA programs may earn both degrees concurrently with modified requirements for each. Undertaken separately, the two degrees normally require five years of study, whereas the concurrent degrees may be completed in four years. The first year of the concurrent program is devoted entirely to the first year law curriculum. The second year of the program requires the completion of the required core public administration courses offered in the fall and summer terms. These courses can be done in combination with law courses if the student wishes. The remaining two years entail the completion of all other law and public administration course requirements. Students may reduce the time in the program by enrolling in some MPA courses during their second or third Summer Terms. Alternatively, students may participate in the Co-operative Education program. For information about the Faculty of Graduate Studies' rules governing the combined MPA/LLB degree program, see Registration in Concurrent Degree Programs, page 19. Further information on the program may be obtained from either the School of Public Administration or the Faculty of Law.

Co-Operative Education

Co-operative education is a pedagogy that integrates classroom and workplace learning. The Co-operative education program in the MPA program provides on campus students with the opportunity to apply and test their classroom knowledge in productive working environments. Students who successfully complete three work terms and satisfy the academic requirements of the MPA degree program offered by the School of Public Administration will receive a notation to this effect on their transcript at graduation. As there is a presumption that on campus students will participate in the co-op program, the School does not offer core courses to on campus students in the January term. Students are expected to participate fully in the placement process.

Prospective students are encouraged to familiarize themselves with the Public Administration Co-op policy document, available on the website <http://mycoop.coop.uvic.ca/spacoop/>, and the General Regulations for Graduate Co-op, page 29.

Social Work

General Information

Mission Statement

The emerging vision of the School of Social Work in both its undergraduate and graduate programs commits us to social justice and anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our educational mission within the Master of Social Work Program is to prepare social workers skilled in critical self-reflection and with an advanced analytic understanding of the social, cultural, political and practical implications of their work. In particular, we emphasize structural, feminist, First Nations and anti-oppressive analysis within a context of interdisciplinary work in an effort to link policy to practice.

Contact Information

Department of Social Work
Location: Human and Social Development Building, room B302
Mailing Address:
School of Social Work
University of Victoria
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
Human & Social Development Building, room B302
University of Victoria
Ring Road
Victoria, BC V8W 2Y2
Canada
Telephone Number:.....250-721-8036
Fax Number: 250-721-6228
E-mail: socw@uvic.ca
Website: http://web.uvic.ca/socw/
Chair: Dr. Leslie Brown
E-mail: lbrown@uvic.ca
Phone: 250-721-6275
Graduate Adviser: Dr. Donna Jeffery
E-mail: donnaj@uvic.ca
Phone: 250-721-8037
Graduate Secretary: Barbara Egan
E-mail: began@uvic.ca
Phone: 250-721-8204

Faculty Members and Areas of Research

Andrew Armitage, PhD (Bristol)
Family policy, social policy towards aboriginal peoples, social service administration

Leslie Brown, PhD (Victoria)
Aboriginal government, feminist research, community education, teaching and learning issues

Marilyn Callahan, PhD (Bristol) (Emeritus)
Child welfare, employment equity, gender discrimination

Xiaobei Chen, PhD (Toronto)
Child welfare policy, child protection, adoption, social policy, historical and comparative studies of social services and social policy

Jacquie Green, MPA (Victoria)
First Nations issues and child welfare policy and practice

Barbara Herringer, PhD (Victoria)
Methodology; women's health; HIV/AIDS issues; child welfare issues; marginalization

Donna Jeffery, PhD (OISE–Toronto)
Critical race theory, anti-racist education, and social work education; critical pedagogy; issues of professional identity; social work history; poststructural feminist scholarship, qualitative research methodologies

Patricia MacKenzie, PhD (Edinburgh)
Health promotion, interdisciplinary practice, disability; rural issues; aging; gay, lesbian, bisexual, transgendered issues; social work practice in health care settings; qualitative research methods

Cheryl Moir-van Iersel, MSW (British Columbia)
Feminist practice, working across difference, group work practice

Mehmoona Moosa-Mitha, MSW (McGill)
Citizenship rights of children and marginalized communities, child welfare policy and practice, anti-racist, feminist theory

Marge Reitsma-Street, PhD (Toronto)
Policy, research methodologies and community change; poverty, inequality, unpaid work and community organizing; juvenile justice and correctional polices; community action research methodology

Robina Thomas, MSW (Victoria)
Residential schools, First Nations social work education, story telling and oral history

David Turner, LLB (Sheffield), DipSW (Oxford)
Social Work and law, politics and ideology; community development; social justice issues; advocacy, conflict-resolution, practice in human rights, child welfare and youth justice

Barbara Whittington, MSW (British Columbia)
Transformative learning, family practice, sexual harassment, mediation

Degrees and Specializations Offered

The School of Social Work offers a graduate program leading to the degree of Master of Social Work. The program is designed to provide graduate students with the opportunity to reflect on their practice experience in the context of the School's mission statement and to develop critical skills and their application to practice and/or research. A special cohort of students was admitted to the MSW program in 2004 in collaboration with the Cowichan tribes.

Specific objectives of the MSW degree include:

- building on students' own knowledge as experienced practitioners
- analyzing and critiquing social work theory
- contributing to the building and application of new social work theory, critical and anti-oppressive practice
- building skills in research and critical inquiry
- addressing the current impact of policy, organizational and professional changes
- cultivating the opportunity to work in interprofessional contexts
- acknowledging Aboriginal ways of knowing, and building mechanisms to foster Aboriginal research and practice
- cultivating skills in working across differences of gender, age, race, ethnicity, class, ability and sexual orientation
- promoting leadership and the distinctive contribution that social work can make to policy and practice in the human services

The MSW degree is offered through a combination of social work studies and research (provided by the School of Social Work) and in collaboration with the Studies in Policy and Practice master's program. Students are advised to begin their MSW program by taking SOCW 501, 510, 512, 516 and 560. SOCW 510, 512, 516 and 560 are taught on an interdisciplinary basis, in co-operation with the Studies in Policy and Practice Program. All students must complete a thesis or a social work practicum and research project under the supervision of a faculty member of the School of Social Work, unless an alternate is approved by the Director. General student policies can be found on the online MSW Handbook available at the School of Social Work website <http://web.uvic.ca/socw/mswhandbook.htm>.

Admission Requirements

General

Initial inquiries regarding graduate studies in social work should be addressed to the Graduate Adviser. Application forms and supporting documents can be obtained from the office of the Dean of Graduate Studies. Completed applications and supporting documents must be available for consideration by the School and faculty on, or prior to, the deadline date.

Admission to the Master's Program

A BSW degree with a B+ (6.0) average is a minimum requirement for admission to the program. In addition, all candidates must have at least two years of post-baccalaureate professional experience. (Equivalencies to this practice requirement may be considered.) It is recommended that students have or make up background knowledge of Canadian government and policy.

Deadline

The closing date for applications is December 1.

Graduate Course Prior to Admission

Students not admitted to the MSW degree may be permitted to take up to 3.0 units of graduate Social Work courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Adviser.

Program Requirements

Master's – Thesis Option

The MSW degree requires a minimum of 18 units.

Course Requirements

SOCW 501 (1.5)	Debates, Ideas and Discourses in Social Work (formerly HSD 541)
SOCW 510 (1.5)	Policy Context of Practice (formerly half of HSD 510)
SOCW 512 (1.5)	Knowledge and Inquiry in Health and Social Services (formerly HSD 520)
SOCW 516 (1.5)	Research Methodologies in the Human Services (formerly HSD 516)
SOCW 560 (1.5)	Community Politics and Social Change (formerly the other half of HSD 510)

Thesis

SOCW 599 (6.0) Thesis

Other Requirements

At least 1.5 units of Social Work elective courses selected from courses at the 400 or 500 levels, and 3.0 units of general graduate elective courses, subject to the approval of the School. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

Elective Courses:

SOCW 500 (1.5)	Promoting Professional and Community Learning (formerly HSD 503)
SOCW 503 (1.5)	The Social Construction of Health, Illness, and Aging (formerly HSD 505)
SOCW 504 (1.5)	Community Development in Health and Social Services (formerly HSD 540)
SOCW 505 (1.5)	Child Welfare Seminar
SOCW 518 (1.5)	Making Other/making Self: Race and the Production of Knowledge
SOCW 580 (1.5 or 3.0)	Special Topics in Social Work and Social Welfare
SOCW 590 (1.5 or 3.0)	Directed Studies

Program Length

Normally, full-time students require a minimum of two years to complete the MSW degree.

Master's – Non-Thesis Option

Course Requirements

SOCW 501 (1.5)	Debates, Ideas and Discourses in Social Work (formerly HSD 541)
SOCW 510 (1.5)	Policy Context of Practice (formerly half of HSD 510)
SOCW 512 (1.5)	Knowledge and Inquiry in Health and Social Services (formerly HSD 520)
SOCW 516 (1.5)	Research Methodologies in the Human Services (formerly HSD 516)
SOCW 560 (1.5)	Community Politics and Social Change (formerly the other half of HSD 510)

Final Project

SOCW 506 (3.0) Practicum

And either

SOCW 596 (3.0) Team Graduating Research Report/Project

Or

SOCW 598 (3.0) Individual Graduating Research Project

Other Requirements

At least 1.5 units of Social Work elective courses selected from courses at the 400 or 500 levels, and 3.0 units of general graduate elective courses, subject to the approval of the School. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

Elective Courses:

SOCW 500 (1.5) Promoting Professional and Community Learning (formerly HSD 503)

SOCW 503 (1.5) The Social Construction of Health, Illness, and Aging (formerly HSD 505)

SOCW 504 (1.5) Community Development in Health and Social Services (formerly HSD 540)

SOCW 505 (1.5) Child Welfare Seminar

SOCW 518 (1.5) Making Other/making Self: Race and the Production of Knowledge

SOCW 580 (1.5 or 3.0) Special Topics in Social Work and Social Welfare

SOCW 590 (1.5 or 3.0) Directed Studies

Program Length

Normally, full-time students require a minimum of two years to complete the MSW degree.

Sociology

General Information

Contact Information

Department of Sociology
Location: Cornett, A333
Mailing Address:
P.O. Box 3050
Victoria, BC V8W 3P5
Canada
Courier Address:
Cornett Building A333
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7572
Fax Number: 250-721-6217
E-mail: soci@uvic.ca
Website: www.uvic.ca/soci
Chair: Douglas Baer
E-mail: baer@uvic.ca
Phone: 250-721-7581
Graduate Adviser: William Carroll
E-mail: wcarroll@uvic.ca
Phone: 250-721-7573
Graduate Secretary: Carole Rains
E-mail: crains@uvic.ca
Phone: 250-472-4949

Faculty Members and Areas of Research

Douglas Baer, PhD (Waterloo)
Social inequality; political sociology; quantitative methods; voluntary associations

P. Morgan Baker, PhD (Minnesota)
Social psychology; theory; group dynamics, social gerontology

Cecilia M. Benoit, PhD (Toronto)
Gender; work, occupations & professions; comparative social welfare systems; health; marginalization & stigma; social policy

William K. Carroll, PhD (York)
Political economy; social movements; Marxism and post-Marxism, social theory

Neena L. Chappell, PhD (McMaster)
Aging, health and social policy

Aaron H. Devor, PhD (Washington)
Sex, gender and sexuality

C. David Gartrell, PhD (Harvard)
Networks; social psychology; theory; methods and statistics; religion

Helga K. Hallgrimsdottir, PhD (Western Ontario)
Social movements; historical sociology

Sean P. Hier, PhD (McMaster)
Race and racism; surveillance; moral regulation and moral panic; intellectual inclusion; media; social theory; risk sociology; socio-legal studies

Karen M. Kobayashi, PhD (Simon Fraser)
Aging; family; health; ethnicity and immigrant status; research methods

Martha McMahon, PhD (McMaster)
Symbolic interaction; feminism; environment and ecological feminism; local food; motherhood

Richard L. Ogmundson, PhD (Michigan)
Stratification; political sociology; elites

Margaret J. Penning, PhD (Alberta)
Aging; health and health care

Vahabzadeh, Peyman, PhD (Simon Fraser)
Classical and contemporary social and political theory, phenomenology, Gramscian theory, social movements, exile and immigration studies, justice, sociology of literature, Iranian studies

Zheng Wu, PhD (Western Ontario)
Demography; family; aging; health; quantitative methods

Emeritus Faculty

Robert B. Hagedorn, PhD (Texas-Austin)
Formal organization; social psychology; social change; theory

R. Alan Hedley, PhD (Oregon)
Social change and development; sociology of work and technology; comparative cultures; research methodology

T. Rennie Warburton, PhD (London School of Economics)
Religion; class relations and ideology; racism and ethnicity

Adjunct Faculty

Francis Adu-Febiri, PhD (UBC)
Racialization and ethnicity; workplace diversity; tourism

B. Singh Bolaria, PhD (Washington State)
Social inequality; labour migrations; immigration policy; health and illness

Thomas K. Burch, PhD (Princeton)
Demography; family; theory

James C. Hackler, PhD (Washington)
Deviance; social control; criminology and delinquency

Ken Hatt, PhD (Alberta)
Crime and delinquency; ethnic and aboriginal relations; formal organizations; development and ecological sociology

Mikael Jansson, PhD (Western Ontario)
Demography; marginalization; youth; personal service work

Rhonda J.V. Montgomery, PhD (Minnesota)
Aging and adult development; Family Relations; Health Care Delivery

Dorothy E. Smith, PhD (UC, Berkeley)
Social organization of knowledge; political economy of gender

Degrees and Specializations Offered

M.A. in Sociology.

Admission Requirements

Admission To Master's Programs

Preference will be given to students with a B+ (6.0) average or better. All incoming graduate students must fulfil the requirements expected of undergraduate Honours students in this Department.

Deadlines

- Financial support: 15 February
- North American: 31 May (for Sept. entry)
- Overseas: 15 December (for Sept. entry)

Program Requirements

Master's

The Department offers two programs leading to the MA degree. Normally, students will declare their intentions of pursuing one or the other option by the end of April of their first year in the graduate program.

The programs leading to the Master of Arts degree in Sociology, while containing a core of theory and method, are designed to provide flexibility for students as well as to reflect the diversity which characterizes the discipline. Individual programs beyond the core are designed to fit students' interests and to supplement areas in which they may require additional work, insofar as faculty resources and specializations permit.

Normally, work as a research assistant or teaching assistant is an integral part of the master's program in Sociology.

Students are urged to consult the most recent edition of A Guide to Graduate Studies in Sociology, which may be obtained at the Departmental Office and on our website. The Guide provides further details of the program and specifies additional requirements for program completion.

Master's – Thesis Option

This program involves 9 units of course work and a 6-unit thesis, with at least 12 of the 15 units drawn from Sociology listings in the Calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Soci-

ology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write a thesis (SOCI 599) for which they will receive 6 units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 500) and method (two of SOCI 510, 511, 515).

In addition, normally students must complete at least one of the following: SOCI 525, 545, 555, 556, 565, 575, 585 or CSPT 500 (if taught by a member of the Sociology Department). These courses are designed to facilitate the range of interests displayed by traditional and contemporary sociological inquiry. The range of such interests is illustrated by the current areas of interest declared by the Sociology faculty.

Course Requirements

Problems in Sociological Theory (SOCI 500) 1.5
Thesis (SOCI 599) 6.0

Two of the following:

Research Design (SOCI 511)....1.5
Quantitative Methods (SOCI 510)....1.5
Qualitative Research Methods (SOCI 515)....1.5

At least one of the following:

Gender, Power and Social Justice (SOCI 525)....1.5
Sociology of Health (SOCI 545)....1.5
Globalization (SOCI 555) 1.5
Social Inequality (SOCI 556) 1.5
Social Justice (SOCI 565)....1.5
Self, Identity and Society (SOCI 575) 1.5
Seminar on Aging (SOCI 585) 1.5
Cultural, Social & Political Thought (CSPT 500) 1.5

Oral Examination

Students in the Thesis option will be supervised by a committee consisting of their academic supervisor and two other members (at least one of whom must be from outside the Department), and will undergo an oral examination upon completion of their Thesis.

Program Length

The Department expects full-time students to spend two years completing the master's degree.

Master's – Non-Thesis Option

This program involves 12 units of course work and a 3-unit Extended Essay, with at least 9 of the 15 units drawn from Sociology listings in the Calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write an Extended Essay (SOCI 598) for which they receive 3 units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 500) and method (two of SOCI 510, 511, 515). In addition, students must complete at least two of the following: SOCI 545, 555, 565, 575, 585 or CSPT 500 (if taught by a member of the Sociology department).

Additional courses may be taken from other departments, up to a maximum of 4.5 units, selected in consultation with the Graduate Adviser and the student's supervisor, and with permission of the other departments.

Students in the non-thesis program will be supervised by a committee consisting of their academic supervisor and one other Department member and will undergo an oral examination upon completion of their Extended Essay.

Course Requirements

Problems in Sociological Theory (SOCI 500) 1.5
Extended Essay (SOCI 598) 3.0

Two of the following:

Research Design (SOCI 511)....1.5
Quantitative Methods (SOCI 510)....1.5
Qualitative Research Methods (SOCI 515)....1.5

At least two of the following:

Sociology of Health (SOCI 545)....1.5
Globalization (SOCI 555) 1.5
Social Justice (SOCI 565)....1.5
Self, Identity and Society (SOCI 575) 1.5
Seminar on Aging (SOCI 585) 1.5
Cultural, Social & Political Thought (CSPT 500)....1.5

Final Project

In this program, students write an Extended Essay (SOCI 598) for which they receive 3 units of credit.

Final Examination

Students in the non-thesis program will be supervised by a committee consisting of their academic supervisor and one other Department member and will undergo an oral examination upon completion of their Extended Essay.

Program Length

The Department expects full-time students to spend two years completing the master's degree.

Concentration in Cultural, Social and Political Thought (CSPT)

This program is open to selected students in Sociology, English, History and Political Science. Students must meet the core graduating requirements of the individual departments.

The Graduate Adviser in each department should be consulted for details. To complete the CSPT program in Sociology a student must complete the 15 units of requirements for an MA in Sociology (including a thesis for SOCI 599 in the field of CSPT), including at least 3 units of CSPT 500. See the course listings for descriptions of CSPT 500 and CSPT 590.

Admission to the program in CSPT is subject to the written approval of the Program Director. Applicants must already have been accepted for the MA program in Sociology.

The requirements for the program in the Departments of English, History and Political Science differ from those in Sociology.

Co-Operative Education

The Co-operative Education option within the MA program provides for some Sociology students to obtain relevant work experience while completing their degree requirements. Students who successfully complete (what will normally be) two work terms and satisfy the academic requirements of the MA program offered by the Department of Sociology will receive a notation to this effect on their transcripts at graduation. Prior work experience is not accepted for work term credit.

Applications for admission to the Co-operative Program should be submitted not later than the second week of the student's first term in the MA program. Normally work term placements will not be considered for those students who have not successfully completed SOCI 500 and 511 by the time their work term placement is expected to begin. The Co-operative Education option is only available to full-time students; part-time students may apply for admission on the understanding that they will be required to change to full-time status for the remainder of their program.

Studies in Policy and Practice

General Information

Studies in Policy and Practice (SPP) is an innovative interdisciplinary MA graduate program of critical studies for those involved in activism, human services, and community work. The program provides graduates with a strong grounding in crtical analysis for developing practice-based careers and pursuing advanced degrees in interdisciplinary studies and other disciplines.

In a unique combination of analytic and methodological skills, courses and thesis work facilitate an understanding of the social, cultural and political contexts of policy and practice. Objectives focus on bringing together critical interpretations of policy, critical analysis of experience and practice, and critical theories of society and polity in innovative ways – all to the effect social change.

Applicants are advised that the degree of MN (Policy and Practice) and MSW are offered in collaboration with this program. Information on the Nursing and Social Work master's programs is available under the respective school's entry in this section of the Calendar.

Further information about the Studies in Policy and Practice Program can be found on their web page at <http://www.uvic.ca/spp>.

Contact Information

Studies in Policy and Practice Program
Faculty of Human and Social Development
Location: HSD Building, Rm A102
Mailing Address:
Studies in Policy and Practice
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
Studies in Policy and Practice
University of Victoria
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number:....250-721-8204
Fax Number: 250-721-7067
Website: http://web.uvic.ca/spp
Graduate Adviser: Dr. Pamela Moss
Email: pamelam@uvic.ca
Phone: 250-721-6297

Program Assistant: Barbara Egan
E-mail: began@uvic.ca
Phone: 250-721-8204
Program Assistant: Heather Keenan
E-mail: hpkeenan@uvic.ca
Phone: 250-472-4912

Faculty Members and Areas of Research

Susan Boyd, PhD (Simon Fraser)
Women in conflict with the law; drug law and policy, reproductive autonomy; research methodologies

Pamela Moss, PhD (McMaster)
Body politics; feminist research and theory; theory and praxis; women, space and identity; illness and disability

Michael J. Prince, PhD (Exeter)
Retirement income policy; public policy formation and implementation; public budgeting and resource allocation

Marge Reitsma-Street, PhD (Toronto)
Poverty, unpaid work and wealth; community development; young offenders; activist research

Katherine Teghtsoonian, PhD (Stanford)
Women's policy agencies; neoliberalism and public policy; gender mainstreaming initiatives

Degree and Specializations Offered

Students completing this program will receive a Master of Arts.

Facilities

SPP Graduate Students share a large office with a telephone and two computers. Students also have access to a computer lab open seven days per week.

Financial Support

The Faculty of Graduate Studies awards a University Graduate Fellowship in the amount of $13,600 for the student entering a program with the highest grade point average. SPP has the option of splitting this Fellowship equally between two students. SPP Students are eligible for several awards for which they need to apply. Also, some funds are available to support students in the program, in the form of Graduate Tuition Fellowships.

Admission Requirements

Admission to the Master's Program

SPP applicants must have a bachelor's degree in a relevant discipline and two years of relevant work experience. Usually, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement for admission to the program. The program usually requires applicants to have or to make up an undergraduate course in research methods. Students also need to have or make up background knowledge of Canadian government and policy.

In addition to transcripts, letters of recommendation and application forms required by the Faculty of Graduate Studies, the Studies in Policy and Practice Program requires applicants to provide a resume, a personal statement of interests including a rationale for application, and a brief biography.

Deadlines

The closing date for applications is December 1st.

Program Requirements

Master's – Thesis Option

Students are required to complete 9.0 units of coursework (four required, plus the non-credit SPP 550 – Advanced Thesis Seminar course; and two electives) and a 6.0 thesis, for a total of 15.0 units.

Course Requirements

SPP 510 (1.5)	Policy Context of Practice
SPP 516 (1.5)	Research Methodologies
SPP 519 (1.5)	Theory for Policy and Practice
SPP 550 (0.0)	Advanced Thesis Seminar
SPP 560 (1.5)	Communities, Politics and Social Change
SPP 599 (6.0)	Thesis
SPP 699 (var)	Dissertation

Electives Courses (Please note: not all Electives are offered every year)

SPP 501 (1.5)	Organizational Context of Practice
SPP 520 (1.5)	Advanced Methodology Seminar
SPP 521 (1.5)	Practice of Action-Oriented Research
SPP 530 (1.5)	Advanced Policy and Practice Seminar
SPP 580 (1.5 or 3.0)	Special Topics
SPP 590 (1.5 or 3.0)	Directed Studies

or any other senior undergraduate course approved by the student's supervisor and the SPP graduate adviser

Thesis

The thesis is to be approximately 100 pages that describes the research methodology, conceptual framework, data collection and analysis, discussion of findings and conclusions. Prior to starting their thesis, students will need to complete and have approved by their supervisory committee, a proposal of approximately 25 pages.

Program Length

Full-time students are expected to complete the program in three years or less. Part time students are given five years to complete the program.

Co-Operative Education

SPP offers a Co-operative Education option for students entering the program. Co-operative Education provides students with relevant work experience, either for building a career or making the transition to a different career. The Co-op option consists of two four-month work terms. The first placement begins after the student has completed two terms of coursework. At least one academic term has to be completed between placements. Prior work experience and continuing part- or full-time employment are not accepted for work term credit. Students completing two work terms and satisfying SPP academic requirements for the MA degree program will graduate with a Co-op designation on their transcript. See the Graduate Co-operative Education Entry in the Graduate Studies Calendar section of the Calendar. Students are advised that a Co-operative Education program fee is charged for each work term.

Theatre

General Information

The Philosophy of the Theatre Department is that the theatre should be studied in all its aspects and that it is best approached through a curriculum that leads to performance. Through all courses and productions, students are encouraged to focus on fundamental creative, interpretive, performative and technical skills as they study the historical, contemporary and educational theories and practices of the theatre arts.

Since theatre is a public art, the majority of our work is presented to the public. Our production format includes a mainstage season of shows, plus a spring festival of new and innovative work co-produced with the Department of Writing.

For more information please consult our website: <http://finearts.uvic.ca/theatre/>.

Contact Information

Department of Theatre
Location: Phoenix Building
Mailing Address:
University of Victoria, Theatre Department
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
University of Victoria, Theatre Department
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada
Telephone Number:.....250-721-7991
Fax Number: 250-721-6596
E-mail: bdillon@finearts.uvic.ca
Website: http://finearts.uvic.ca/theatre/
Chair: Brian Richmond
E-mail: brichmon@finearts.uvic.ca
Phone: 250-721-8591
Graduate Adviser: Allan Stichbury
E-mail: astichbu@finearts.uvic.ca
Phone: 250-721-8007
Graduate Secretary: Barbara Dillon
E-mail: bdillon@finearts.uvic.ca
Phone: 250-721-7991

Faculty Members and Areas of Research

Brian Richmond, MA (Toronto), Chair
Directing, dramaturgy, acting

Linda Hardy, MA (Toronto)
Acting, voice and speech for the stage, 19th century British theatre, directing

Giles W. Hogya, PhD (Northwestern)
Lighting and set design, directing, children's theatre

Mary Kerr, BFA (Manitoba)
Stage design (costume and set), Canadian theatre, dance, ballet, opera, musical theatre, film, television and special events design

Scott Malcolm, MFA (York)
Stage movement, acting

Allan Stichbury, BFA (Alberta)
Stage design (scenic, costumes and lighting), Canadian theatre

Anthony Vickery, PhD (Victoria)
Theatre History, especially melodrama and British and North American Theatre of the 19th and early 20th centuries

Jennifer Wise, PhD (Toronto)
Theatre history, especially Ancient Greece and the 18th century, theories of acting, opera

Jan Wood, BFA (Alberta)
Acting, voice

Adjunct, Emeritus and Visiting Faculty

Juliana Saxton, BA (Toronto)
Applied theatre.

Degrees and Specializations Offered

The Department offers the following graduate programs:

- MA in Theatre History
- MFA in Directing
- MFA in Design/Production

Facilities

The Phoenix Building is recognized as one of the most innovative and complete production/teaching facilities in Canada. In keeping with the academic philosophy of the teaching program, the Phoenix Building is designed and built around three distinct theatre architectural models, a thrust, a proscenium and a black box studio. Each space is provided with equipment designed to give students, actors, technicians and designers the opportunity to take part in many types of theatre: historic, modern, and experimental. Surrounding these performance spaces are fully equipped support areas: a design studio, scene, costume and properties workshops. In addition, there are rehearsal areas, makeup and dressing rooms, a movement studio, storage areas for props, scenery and costumes and of course classrooms.

In addition, the Department of Theatre has a good working relationship with the professional community, and educational theatres on Vancouver Island, providing opportunities for graduate students to do various types of practical work off-campus when time permits.

Financial Support

A few graduate students receive University of Victoria Fellowships (currently valued at approximately $13,500 over 12 months), which are awarded annually by the Faculty of Graduate Studies. The primary requirement for a fellowship is a minimum GPA average of 7.0 (UVic scale = approximately an A- average of 80%) in each of the last two undergraduate years and every graduate year.

A limited number of assistantships (TA) are also available from the department for qualified students. The usual level of assistantships is $3,000 per term, which can be matched by the Faculty of Graduate Studies for a total of $6,000 per term or $12,000 per year. Numerous other awards are administered through The Faculty of Graduate Studies. Details can be found on the Faculty of Graduate Studies website: <http://www.uvic.ca/grad>.

Admission Requirements

General

In addition to the documentation required by the Faculty of Graduate Studies (see page 14), the Department of Theatre also requires applicants for admission to any of the graduate programs to send a letter to the Theatre Department Graduate Adviser with a statement of purpose and a detailed résumé of their educational background, theatre experience, and teaching experience, if applicable.

Applicants must have completed appropriate undergraduate theatre courses.

References should come from theatre professors and/or recognized theatre professionals.

In addition to satisfying the general requirements for admission to the Faculty of Graduate Studies (please see the UVic Calendar), applicants must be approved by the Department of Theatre; a minimum GPA of B+, or 75% is required for admission.

All applicants are judged on a competitive basis and admission is limited. Not all students who meet the minimum requirements will be admitted.

Normally we accept applications only for September enrollment.

Admission to the MA in Theatre History

Applicants must possess either a general knowledge of Western theatre history, from the Greeks to the present, or a strong background in dramatic literature. Applicants must also be familiar with the practicalities of theatre production: design, direction, and performance.

Normally all admissions are conditional upon a diagnostic examination in theatre history.

Admission to the MFA in Directing

One student is admitted to the MFA program in Directing every two years. The competition is rigorous and a student should not apply unless he/she has an undergraduate degree with a major in theatre and a minimum GPA of B+. The applicant should also have a strong background in dramatic literature and dramatic theory as well as substantial practical experience in acting and directing. MFA in Directing applicants must have a knowledge at the BFA level of Directing, Acting, Theatre History, Lighting, Costume and Scene Design. A candidate's knowledge may be assessed by a diagnostic examination.

Admission to the MFA in Design

In addition to the above general requirements, MFA in Design applicants will be required to submit a portfolio.

Applicants must have a basic knowledge and some experience in design of scenery, costume and lighting. They should also possess at least a survey knowledge of Western Theatre History and an acquaintance with the art of Directing. A candidate's knowledge may be assessed by a diagnostic examination.

Deadlines

If applicants wish to be considered for a University of Victoria Fellowship, their applications must be complete by December 31 of the year prior to entry into the graduate program.

All applications must be submitted on forms available from Graduate Studies by February 1.

Program Requirements

Master of Arts

All candidates are required to complete a minimum of 12 units of graduate course work (as described in the separate entries below) and an MA thesis of 6 units.

MA students are also encouraged to work in Departmental productions.

Each student will be assigned a faculty supervisor who will assist the student in the development of the final project.

MA in Theatre History – Thesis Option

Course Requirements

Theatre History (including THEA 500).....6.0
Courses to be chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be taken at the 300/400 level) 6.0
MA Thesis (THEA 599).....6.0

Thesis

The candidate will submit the thesis and orally defend it as part of the requirements of the Faculty of Graduate Studies.

Program Length

The residency requirement is one year. The expected completion time is 2 years.

MA in Theatre History – Non-Thesis Option

Course Requirements

Theatre History (including THEA 500).....7.5
MA Essay (THEA 597) 4.5

Final Project (MA Essay)

Under the direction of the faculty supervisor, the candidate will prepare, orally defend during examination and submit a paper suitable for presentation at a recognized scholarly conference or a refereed academic journal.

Under special circumstances, the faculty supervisor may approve a student's request to pursue an MA thesis program. Information is available from the Graduate Adviser.

Program Length

The residency requirement is one year. The expected completion time is 2 years.

Master of Fine Arts

Applicants must have practical theatre experience and may be required to take a diagnostic examination. Any deficiencies will represent additional requirements for the student and must be eliminated before the student may enroll in the graduate level courses in that area. All courses must be taken at the graduate level unless otherwise specified. Candidates may be required to write comprehensive examinations before proceeding to the practicum.

Each student will be assigned a faculty supervisor who will assist the student in the development of the thesis or practicum.

MFA in Directing – Non-Thesis Option

MFA Directing students will direct a number of short projects and at least one full-length play before graduation.

A practicum production is required along with a practicum report.

Members of the performance faculty supervise all projects and productions.

Course Requirements

Methods and Materials of Theatre Research (THEA 500).....1.5
Directing and Advanced Directing (other than THEA 515).....6.0
Design and Production (THEA 508, 509, 510, 520, 521, 522).....3.0
Theatre History (THEA 501, 502, 503, 504, 516).....1.5
MFA Practicum (THEA 598).....6.0

Final Project THEA 598, MFA Practicum

A production to be decided upon in consultation with the student's supervisor and the Department's graduate faculty.

Oral Examination

An oral defense of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defense must occur within two months of the close of the production.

Other requirements

If a written comprehensive examination is required, it must be passed prior to commencing work on the practicum production. The comprehensive examination will emphasize the practical areas of the theatre but may include Theatre History.

Program Length

Normally 2 calendar years of residency.

MFA in Design/Production – Non-Thesis Option

Candidates develop their knowledge and skills in three major fields of design for the theatre: scenery, costume and lighting. Practical application of theoretical knowledge and learned skills is particularly emphasized. Normally candidates provide designs for a number of departmental productions, specializing in one area of design, with a minor specialization in a second area.

Course Requirements

Methods and Materials of Theatre Research (THEA 500).....1.5
Design and Production (THEA 508, 509, 510, 511, 520, 521, 522).....12.0
Approved Theatre or related discipline (may be at the 300/400 level).....1.5
MFA Practicum (THEA 598).....6.0

Final Project THEA 598, MFA Practicum

A production to be decided upon in consultation with the student's supervisor and the Department's graduate faculty.

Oral Examination

An oral defense of the practicum production is part of the requirements of the Faculty of Graduate Studies. Normally this defense must occur within two months of the close of the production.

Other requirements

A written comprehensive examination may be required. If required, it must be written no later than the spring term of the second year and prior to commencing work on the practicum production.

Program Length

Normally 2 calendar years of residency.

Visual Arts

General Information

Contact Information

Department of Visual Arts
Location: Visual Arts Building, room 244
Mailing Address:
Graduate Adviser
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Courier Address:
Visual Arts Building, room 244
Visual Arts Department
University of Victoria
3800 Finnerty Road
Victoria BC V8P 5C2
Telephone Number:.....250-721-8011
Fax Number: 250-721-6595
E-mail: vart@uvic.ca
Website: http://www.finearts.uvic.ca/visualarts/
Chair: Daniel Laskarin
E-mail: laskarin@finearts.uvic.ca
Phone: 250-721-8011
Graduate Adviser: Steve Gibson
E-mail: sgibson@finearts.uvic.ca
Phone: 250-721-8017
Graduate Secretary: Nedra Tremblay
E-mail: ntrembla@finearts.uvic.ca
Phone: 250-721-8011

Faculty Members and Areas of Research

Vikky Alexander, BFA (NSCAD)
Photography
Lynda Gammon, MFA (York)
Drawing, sculpture
Steven Gibson, PhD (SUNY at Buffalo)
Digital media
Daniel Laskarin, MFA (UCLA)
Sculpture
Luanne Martineau, MFA (UBC)
Art theory and curatorial studies
Sandra Meigs, MA (Dalhousie)
Painting, drawing
Lucy Pullen, MFA (Tyler School of Art, Temple University)
Sculpture
Ho Tam, MFA (Bard College)
Video
Robert Youds, MFA (York)
Painting

Degrees and Specializations Offered

MFA

Financial Support

Normally, work as a research assistant or teaching assistant is available to students in the graduate program.

Admission Requirements

General

The MFA program is centred around the major areas: Drawing, Painting, Sculpture, Photography and Digital Multimedia. In the tradition of contemporary practice, members of the Department also recognize and encourage work that does not fit singularly into the above categories.

Admission To Master's Program

Applicants to the MFA program must submit a folio of work, preferably in the form of slides. Additionally, a Statement of Intent describing the applicant's conceptual approach to art-making is required. Applicants should also state why they are applying to the University of Victoria MFA program.

As MFA positions are limited, applications will be reviewed in a competitive context. Students who have not previously completed the equivalent of 12 units of Art History, 6 of which must be at the 300 or 400 level, will be required to take the necessary additional courses at the University of Victoria before the granting of the MFA.

Students with a BFA from the University of Victoria will be encouraged to seek their master's degree elsewhere.

Deadlines

Note: Applicants wishing to be considered for fellowships must have completed applications in the Graduate Admissions and Records Office by February 15. All other applications must be completed by the end of February.

Program Requirements

Master's Non-Thesis Option

Course Requirements

Notwithstanding the Art History requirement, a student must complete the following courses:

one two-year sequence: ART 500 and 501, or ART 511 and 512, or ART 521 and 522, or ART 541 and 542, or ART 551 and 552; in addition to ART 570, 580, 581 and 598.

Final Project

ART 501, 512, 522, 542 and 552 will culminate in a solo exhibition, normally at the end of the second year of study. This final exhibition (ART 598) will be the major source of evaluation for the student's attainment of the MFA, and will therefore form the basis of the final oral examination.

Other Requirements

At the end of the first year students will present an exhibition of their own work which will be evaluated by faculty members in the Department in order to determine the advisability of a student continuing to the second year. Students will be expected to meet on a regular basis with their faculty supervisor(s) for constructive critiques and seminars dealing with their work.

Program Length

The normal length of time for the completion of the MFA is two years of full-time study, with degree requirements being completed in the spring of the second year. A student may be advised, or permitted upon Departmental recommendation, to delay the final exhibition for a period of not more than twelve months.

Research

S. Martin Taylor, BA (Bristol), MA, PhD (UBC), Vice-President, Research

Richard K. Keeler, BSc (McGill), MSc, PhD (UBC), Associate Vice-President, Research

The Office of the Vice-President, Research (through the Office of Research Services) assists the University research community in obtaining funding from external agencies and administers research, conference and travel funds through internal support programs. The Office is also responsible for the regulation of research activities through the Animal Care Committee and the Human Research Ethics Board. The Office operates the Animal Care Units and the Aquatic Research Facility following the Guidelines of the Canadian Council on Animal Care. Grants facilitation assistance in applications for research grants and contracts includes identifying potential funding agencies, providing information on application procedures and advising on the preparation of proposals. Assistance with negotiating research contracts and agreements is provided in the Office. For industry contract research proposals, the Office of the Vice-President, Research works in close collaboration with the Innovation Development Corporation.

In addition, the Vice-President, Research oversees the activities of the interdisciplinary research centres.

British Columbia Institute for Co-operative Studies

Ian MacPherson, BA (Assumption U of Windsor), MA, PhD (W Ont), Professor

The Institute is committed to defining and establishing Co-operative Studies as an important field of inquiry within the University and the community. It has a particular interest in understanding how the co-operative model functions within different kinds of contexts; how it can be further utilized in meeting economic and social needs; and how it can empower people and communities in controlling the forces that shape their lives.

Working with individuals, co-operatives, governments and other research organizations, the Institute is developing a rich resource base on Co-operative Studies in books and periodicals within the McPherson Library and in archival collections on its own premises.

The Institute collaborates with the Division of Continuing Studies, governments and the co-operative sector to ensure the information gathered on the resource base and the research activities fostered by the Institute are made readily available to the public, especially to people interested in developing co-operatives, and researchers and students in academic institutions. It does so by assisting in the offering of courses in Co-operative Studies, the publication of reports, papers and books, and the holding of special seminars and conferences.

To support its commitment to reaching as many people as possible both within and outside British Columbia, the Institute maintains an extensive website devoted to a wide range of co-operative issues and themes, including resource information, case studies and reports, a galleria portraying stories of the co-operative movement, and an international registry that invites individuals who work in the field of co-operative research to share their research interests.

Centre for Addictions Research of B.C.

Tim Stockwell, PhD (University of London), Director

The Centre for Addictions Research of B.C. was formally established at the University of Victoria in 2003, through a gift from the B.C. Addiction Foundation. The mission of the Centre is to build nationally and internationally recognized networks of researchers and practitioners that foster research from a population health perspective. The aim of this research is advancement of knowledge of addictions and the effective prevention and treatment of addictions.

A key component of the Centre's operations is its partnerships with the other three major universities in B.C.: the University of British Columbia, Simon Fraser University and the University of Northern British Columbia. The Centre's work builds on the research strengths of the University of Victoria and the partner universities in B.C. which include expertise in the biomedical causes of addictions, the social cultural dimensions of addictions particularly related to youth and aboriginal health, and health service delivery to remote populations. The Centre also seeks ongoing partnerships with community agencies and government.

The constitutive principles of the Centre include commitments to utilizing the interest from the endowment, along with significant contributions from University of Victoria and other sources, to promote excellence in research and knowledge transfer, responding to the need for:

- interdisciplinary approaches to the prevention and treatment of addictions with a population health focus as the main perspective;
- research on cultural and social determinants that influence the etiology, prevention and treatment of addictions (e.g., specific to rural or urban environments, and school or work as health promotion sites);
- prevention and health service delivery strategies relevant for populations marginalized and frequently stigmatized by poverty, ethnicity, gender orientation, or occupation, particularly youth and aboriginal persons;
- evaluation of and support for best practices for the prevention and treatment of addictions;
- collaborations with knowledge users, including service providers, policy makers and the public in the identification of research priorities and in the dissemination of research-based knowledge;
- life-span perspectives that see the prevention of youth addictions as the cornerstone for healthy decisions across the lifespan.

Web: www.carbc.uvic.ca

E-mail: carbc@uvic.ca

Centre for Advanced Materials and Related Technology (CAMTEC)

The Centre for Advanced Materials and Related Technology (CAMTEC) at the University of Victoria is a research centre committed to interdisciplinary work on advanced materials and technology. The scope of this work covers a wide spectrum of research in theoretical and applied areas. CAMTEC coordinates related research among the Departments of Biology, Chemistry, Electrical and Computer Engineering, Mechanical Engineering and Physics. CAMTEC members work in close association with scientists and engineers from the private and public sectors to ensure technology transfer to industry.

The Centre's key research areas and areas of application include: crystal growth of semiconductors, dielectric materials characterization, magnetic and superconductive materials and their applications, microscopy and nanoprobes, microwave and optical applications of advanced materials, advanced composites, alloys, and ceramics, integrated circuit technology, infrared detectors, microsensors for environmental and medical applications, opto-electronic and microelectronic devices, piezoelectric actuators, and chemical sensors, with recent emphasis being in nanostructures and nanotechnology.

The Centre stimulates the development of new equipment and facilities on campus and also attracts graduate students and visiting scientists interested in advanced materials. As an interdisciplinary centre, CAMTEC has an impressive array of equipment and facilities at its disposal. The knowledge and experience gained from the research into advanced materials at CAMTEC is disseminated throughout the University, to the private and public sectors, and to other Canadian universities and institutions. The Centre accomplishes this through scientific publications, conferences, workshops and seminars, as well as through courses offered by the members.

E-mail: CAMTEC@engr.uvic.ca

Telephone: (250) 721-6631

Centre for Asia-Pacific Initiatives (CAPI)

Richard King, MA (Cantab), PhD (Brit Col), Director

Andrew Harding, MA (Oxford), LLM (NUS), PhD (Monash), Chair in Asia-Pacific Legal Relations

Joseph Kess, BSc (Georgetown), MA, PhD (Hawaii), Japan Program Chair

Guoguang Wu, MA, PhD (Princeton), China Program Chair

Helen Lansdowne, MA (UVic), Assistant Director

Heidi Tyedmers, MA (UVic), Program Officer

The purpose of the Centre is to conduct and support the University of Victoria's Asia Pacific research and related initiatives, and to encourage the development of the University's Asia-Pacific programs and resources. The Centre's current research interests include: Southeast Asian law and development, Japan and Asia-Pacific relations, and China and Asia-Pacific relations. Associates and Research Fellows who share research interests are attached to the Centre. Linkages are established with other units on campus for purposes of collaborative research, as well as with individuals and institutions across Canada and in the Asia-Pacific. In addition to the research activities undertaken by CAPI, a wider role is taken on campus in disseminating information through conferences, workshops, symposiums and publications. The Centre manages an internship program that offers 8-month internships in the Asia-Pacific region for recent graduates. The Centre is not a teaching unit, and the faculty associated with the Centre teach in their respective departments or faculties.

Centre for Asia-Pacific Initiatives
Room 131, Anne and Murray Fraser Building
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC Canada V8W 2Y2
Tel.: (250) 721-7020; Fax: (250) 721-3107

Centre for Biomedical Research

Ben F. Koop, BS, MS (Texas Tech), PhD (Wayne St), PDF (Caltech), Director

The Centre for Biomedical Research employs a multidisciplinary approach, with an emphasis on genetics, molecular biology and biotechnology, to promote interdisciplinary basic, translational and clinical biomedical research. Areas of expertise include genetic disease, environmental mutation, human genetics, molecular and developmental biology, cancer, genomics and evolution.

The Centre is a collaborative group of scientists and clinicians investigating genetic disease, the impact of environmental factors, cancer and genome research.

Co-operating University departments include Biology, Biochemistry and Microbiology, Computer Science, Anthropology, Integrated Energy Systems (IESVIC), the Centre for Studies in Religion and Society, and the Environmental Studies Program. Research is done in collaboration with the BC Cancer Agency, Department of Fisheries and Oceans, BC Ministry of Environment, private companies and local hospitals. Graduate students wishing to take part in the work of the Centre must be registered with an appropriate University department. Personnel from the Centre and co-operating agencies participate in giving appropriate course work. Both master's and doctoral work can be conducted through the Centre.

The Centre is financially supported through contributions from the University, granting councils, contract work, and donations from individuals, foundations and business. For further information, contact the Centre at 472-4067 or visit the Centre's website at: <web.uvic.ca/cbr>.

Centre for Community Health Promotion Research

Marcia Hills, RN, PhD, Director

The Centre for Community Health Promotion Research at the University of Victoria is engaged in multidisciplinary research to investigate the complex interrelatedness of the broad determinants of health, their impact on health, and systemic changes required to promote health, particularly at the community level. Researchers at the Centre direct their efforts at facilitating change within communities and health systems provincially, nationally and internationally by linking policy, practice and research.

The vision of the Centre is to create equitable conditions for health through research, practice and education. The Centre utilizes a multidisciplinary partnership research approach, particularly community-based research as a catalyst for health and social change. The Centre is applying to become a World Health Organization (WHO) Collaborating Centre, which will greatly enhance the Centre's international collaborative network to support activities that promote the WHO's mandate for international health work.

The Centre for Community Health Promotion Research:

- provides a supportive environment for multidisciplinary health research based on the broad determinants of health;
- creates infrastructure at the University of Victoria for collaborative community health research;
- maximizes opportunities to influence knowledge generation and exchange in order to build linkages between health research, policy and practice;
- uses a participatory framework that includes communities, researchers, policy/decision makers, practitioners and students;
- is responsive to community identified health issues;
- provides professional and educational development opportunities for students (graduate and undergraduate), researchers, health practitioners, government policy makers, academics and the public; and
- advances excellence in partnership research for health and social change.

Current Canadian Institutes for Health Research (CIHR) funded projects include: Transforming Primary Health Care from Rhetoric to Practice: Collaborative Action for Health and Social Change; In From the Margins: Collaborative Action to Improve Access to Appropriate Health Services; and Assessing the Effectiveness of the Assets for Health and Development Program.

Researchers at the Centre are involved in the following programs of research: Primary Health Care and Public Health Renewal, Health Promotion Effectiveness, Assets for Health and Development, Non-Profit Community Agencies, Literacy and Health, Women's Health, Youth Health Promotion and School Health, Aboriginal People's Health, Rural and Remote Health and International Health.

E-mail: chpc@uvic.ca

Centre for Earth and Ocean Research

Ross Chapman, BSc (McM), PhD (UBC), Director

The mission of the Centre for Earth and Ocean Research (CEOR) is to facilitate opportunities and partnerships in earth and ocean research and development at the University of Victoria. The Centre works closely with other University departments (both science and non-science) and outside agencies to facilitate interdisciplinary research. Outside agencies include the Institute of Ocean Sciences (Fisheries and Oceans, Canada); Pacific Geoscience Centre (Natural Resources Canada); and the Canadian Centre for Climate Modelling and Analysis (Environment Canada). As part of its role in the promotion of earth, ocean and atmospheric research, CEOR hosts a seminar series and research workshops to which CEOR's broad membership and other interested individuals are invited.

CEOR also administers several research facilities and large research projects: the Canadian Marine Acoustic Remote Sensing (C-MARS) facility; the Canadian Consortium for Ocean Drilling (CCOD); and the west coast portion of the Coasts Under Stress Project (CUS), for example.

Research topics which can be pursued under the auspices of this Centre include: geophysics and geology, both terrestrial and marine; physical, chemical, geological and biological oceanography; underwater acoustics; atmospheric and oceanic modelling and climate change.

Centre for Forest Biology

Barbara J. Hawkins, BSF(UBC), PhD (Cant), Department of Biology, Director

The purpose of the Centre is to carry out fundamental and applied research and to train graduate students and postdoctoral fellows in Forest Biology, emphasizing the adaptation of trees and their interactions with the environment. Faculty members collaborate and work in close association with scientists from Forestry Canada at the Pacific Forestry Centre (PFC) and the B.C. Ministry of Forests (MOF) Research Branch. Also, associations with the forest industry and forest industry laboratories are maintained in order to ensure maximum technology transfer. The knowledge generated is disseminated through scientific publications, conferences, lectures and through the diverse academic courses offered by the Centre.

Research topics which can be pursued under the auspices of this Centre include: conifer embryogenesis; plant stress physiology, water relations and gas exchange; plant and fungal molecular biology; plant-pest interactions; microbial ecology; and carbon sequestration by forests and soils.

Cooperating University departments are: Biology and Biochemistry and Microbiology. Graduate students wishing to take part in the work of the Centre register with an appropriate University Department, but may conduct a large part of their thesis research working with personnel and equipment of a cooperating agency. Personnel from the agencies participate in giving appropriate course work. Both master's and doctoral work can be conducted through the Centre.

Centre for Global Studies

Gordon S. Smith, BA (McGill), PhD (MIT), Director

Barry Carin, Hons BA (McGill), PhD (Brown), Associate Director

The Centre for Global Studies (CFGS) is engaged in research and public awareness that promotes informed policy responses to the challenges of global governance, security and sustainability. CFGS is a unique "centre of centres," creating a dynamic, multidisciplinary environment. Currently there are:

- three divisions
  - Globalization and Governance
  - Technology and International Development
  - Environment and Security;
- two institutes
  - International Institute for Child Rights and Development (IICRD)
  - Canadian Institute for Climate Studies (CICS); and
- several associates and affiliations, such as
  - International Women's Rights Project
  - Canadian Consortium on Human Security (CCHS) Human Security Fellowship Program.

The Centre is strongly committed to public awareness and outreach to both the academic and public communities, allowing CFGS members to share their collective knowledge and promote debate on important issues and events.

The breadth of the Centre's activities provides employment and volunteer opportunities for several students and interns each year.

CFGS was established in 1998 through the generosity of local community donors. The Centre continues by enhancing its already extensive network of international research and funding partners, with whom it collaborates on a project-to-project basis.

For more information, please visit our site at www.globalcentres.org.

Centre for Studies in Religion and Society

Conrad Brunk, BA, MA, PhD (Northwestern), Director

Murdith McLean, BA (Alberta), MA (Birmingham), DPhil (Oxford), Associate Director Programming

The Centre for Studies in Religion and Society was established at the University of Victoria in 1991 to foster the scholarly study of religion in relation to any and all aspects of society and culture, both contemporary and historical. The primary aim is to promote dialogue between religion and other aspects of human experience, especially concerning questions of human values, knowledge and technology. The Centre has a fundamental commitment to pluralism and will pursue a broad range of research interests not limited to any specific time, place, religion, or culture. It embodies the understanding that religious traditions continue to be formative of human reality and experience, and are the proper object of creative, rigorous inquiry, whether from a disciplinary or an interdisciplinary perspective.

The Centre encourages participation from scientists, social scientists, humanists, and academics in professional schools; it addresses some of the major questions facing society by bringing together academics from a variety of disciplines; it seeks to bridge the gap between university and community by promoting dialogue between academics and the lay public.

The Centre pursues these objectives through research fellowships, interdisciplinary research, lectures, seminars, conferences, publications, library acquisitions and other academic activities. For further information, visit our website at <www.csrs.uvic.ca> or e-mail the Centre at csrs@uvic.ca.

Centre for Youth and Society

Bonnie J. Leadbeater, BSc, MAEd (Ottawa), PhD (Columbia), Co-Director

Ted J. Riecken, BA, MEd (Sask), EdD (Brit Col), Co-Director

The Centre for Youth and Society was formally established at the University of Victoria in the spring of 2002, after several years of collaborative activity involving professors from the Faculties of Social Sciences, Education and Human and Social Development in partnership with representatives of youth-serving agencies from the Greater Victoria region.

The mission of the Centre for Youth and Society is to promote the well-being of youth from diverse social, economic and ethnic backgrounds in evolving societal circumstances. The Centre strives to identify the concerns of youth themselves and of society as a whole so that programs, research and training priorities are responsive to those concerns. The establishment of the Centre enables the university community to foster effective relationships with youth and members of the wider community who work with them in order to co-operatively generate and disseminate knowledge concerning the strengths, challenges, opportunities and problems of youth.

The specific goals of the Centre are to:

- advance research on adolescent health and development
- train specialists in research, education and health care of adolescents
- disseminate research-based information about youth and their communities
- advocate for youth with policy-makers and governing bodies

Several faculty members of the Centre are working together with community partners on the interdisciplinary Community Alliances for Health Research (CAHR) project funded by the Canadian Institutes for Health Research until 2006. This project "Healthy Youth in a Healthy Society" is addressing ways in which to prevent youth injuries. Other areas of research include youth health, recreation, maturity, social competence, community-youth involvement, victimization, bullying and depression.

Website: http://www.youth.society.uvic.ca

E-mail: ysr@uvic.ca

Centre on Aging

David F. Hultsch, BA (Lycoming Coll), MA, PhD (Syr), (Lansdowne Professor of Psychology), Director

Research Areas: cognitive and personality development in adulthood and aging, assessment of dementia, longitudinal methods

Neena L. Chappell, BA (Car), MA, PhD (McM), FRSC, CRC, (Professor, Sociology), Professor

Research Areas: health care, social policy, informal and formal support, aging and ethnicity, utilization of services

Holly Tuokko, BA(Hons), MA (Lakehead), PhD (UVic), R Psych, (Professor, Psychology), Professor

Research Areas: mental health and aging, competency, end-of-life decision-making, geriatric assessment, dementia

Margaret Penning, BA (Win), MA (Man), PhD (Alta), (Associate Professor, Sociology), Associate Professor

Research Areas: chronic illness and disability among older adults, social support and well-being, informal and formal care

Denise Cloutier-Fisher, BA (Calg), MA, PhD (Guelph), (Assistant Professor, Geography), Assistant Professor

Research Areas: individual and population health, long-term care restructuring, coping skills, health system performance and integrated service delivery, project and program evaluation, family dynamics: mental health and substance abuse

Patrick McGowan, BA, MSW, PhD (UBC), (Assistant Professor, Social Sciences), Assistant Professor

Research Areas: chronic conditions, quality of life and self-help or self-management, individual and population health, participatory research, aboriginal health, coping skills, health system performance and integrated service delivery, project and program evaluation

Kelli I. Stajduhar, BSN (UVic), MSN, PhD (UBC), (Assistant Professor, Nursing), Assistant Professor

Research Areas: palliative care; family caregiving; HIV/AIDS; vulnerable and marginalized populations; home care; cancer; mixed method research; qualitative and quantitative research

Tom Ackerley, Survey Research Centre Manager

Julie Shaver, BA, MA (UVic), Research Coordinator

Lindsay Cassie, Secretary

Kerri Bates, Project Administrator

Lois Edgar, BA (Alta), Administrative Coordinator

Anita Jessop, Project Secretary

Phyllis McGee, BA (York), MEd, EdD (Toronto), Research Associate

The Centre on Aging is a multidisciplinary research centre established to advance knowledge throughout the life course with an emphasis on aging. The Centre conducts and facilitates applied and basic research in the social and behavioural sciences, health care and service delivery. Examples of research the Centre promotes: needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools and social policy research.

Research conducted at the Centre on Aging is undertaken in collaboration with the community, government, and academics across a wide variety of disciplines. Centre researchers are drawn from many faculties, departments, and schools, including Anthropology, Child and Youth Care, Economics, Geography, Human and Social Development, Health and Information Science, Law, Nursing, Physical Education, Public Administration, Philosophy, Psychology, Social Work and Sociology.

The Survey Research Centre (SRC) is the Centre's new "state-of-the-practice" facility. It has workstations employing up-to-date computer-assisted telephone interviewing (CATI) software and web-based questionnaires. The SRC assists with research by using random digit dialing (RDD) methods or targeted lists provided by clients. The SRC is also equipped with notebook computers for face-to-face interviews or other field research.

Dialogue with community partners is an important aspect of the Centre's mandate. Knowledge generated as a result of research is distributed through academic publications, seminars, lectures, conferences, and Centre publications.

The Centre is financially supported through contributions from the University, granting councils, contract work, and donations from individuals, foundations, and business. For further information, contact the Centre at 721-6369 or visit the Centre's website at: <www.coag.uvic.ca>.

Institute for Dispute Resolution

Maureen Maloney, LLB (Warwick), LLM (Toronto), Director

Tara Ney, BA Hons, MADR (UVic), PhD (Southampton), R. Psych, Adjus

The Institute for Dispute Resolution is an interdisciplinary centre at the University of Victoria focused on public policy dispute resolution research, education, professional training and community development. The Institute also acts as a resource service, not only for UVic students and faculty, but for government departments, non-governmental organizations, community groups, professionals and others interested in improving dispute resolution processes or in applying alternative dispute resolution (ADR) techniques to their practical problems.

The Institute works collaboratively with a range of faculties and departments at the University of Victoria and maintains strong links to the dispute resolution community external to the University.

The Institute's diverse research program has examined disputes in both public and private settings, including those involving land use and development, the environment, and the community. The Institute has also researched issues relating to the resolution of complex, multi-party public policy disputes, disputes involving First Nations, the institutionalization of ADR procedures, the relationship between culture and conflict, and the nature of power in dispute resolution, and has been involved in dispute resolution education and consultation nationally and internationally.

The Institute administers an intedisciplinary graduate program in public sector dispute resolution. An interdisciplinary Master of Arts in Dispute Resolution is offered through the Faculty of Human and Social Development. Professional development workshops are also offered in cooperation with the Division of Continuing Studies.

The Institute receives support from the University, external research funding and contract work.

Institute for Integrated Energy Systems (IESVic)

Ned Djilali, BSc (Hatfield Polytechnic), MS (Imperial Coll, London), PhD (Brit Col), PEng, Director (on sabbatical leave from September 2004–August 2005)

Peter Wild, BASc (UBC), PhD (UVic), Acting Director (until August 31, 2005)

Lawrence Pitt, BSc, MSc (Alberta), PhD (U of Vic), Research Coordinator

The Institute for Integrated Energy Systems at the University of Victoria (IESVic) promotes feasible paths to sustainable energy systems. Founded in 1989, IESVic conducts original research to develop key technologies for sustainable energy systems and actively promotes the development of sensible, clean energy alternatives.

Our specific areas of expertise are fuel cells, cryofuels, energy systems analysis and energy policy development.

Our Activities:

- **Research:** We are committed to developing new technologies to make sustainable energy systems feasible. We also undertake research to investigate the effects that the choice of particular energy systems technologies can have on the world.
- **Service:** We will collaborate with any other organization that shares our vision. In particular, we work with industrial partners to provide access to specialized knowledge and equipment, and with government partners to support policy and decision making processes.
- **Communication:** We promote energy systems education at all levels, formally and informally, to convince the world of the critical need for new and sustainable energy systems.

IESVic is a multidisciplinary research institute with participation from Engineering, Chemistry, Biology and Economics. A fuel cell systems laboratory with hydrogen production and fuel cell testing equipment is available for research use. This lab is designed primarily for prototyping and testing new fuel cell designs. IESVic makes extensive use of students at both the undergraduate and graduate levels to assist with research, and IESVic members frequently participate in supervising students whose interests are non-technical but still related to issues surrounding the development of sustainable energy systems.

Laboratory for Automation, Communication and Information Systems Research (LACIR)

Colin Bradley, BASc (UBC), MS (Heriot-Watt), PhD (UVic), Director

Founded at the University in 1987, LACIR exists to promote research in information, communication and automation systems. Its main role is to act as a liaison for the B.C. Innovation Council (BCIC), promoting BCIC funding programs at UVic.

LACIR is an on-campus, cross-disciplinary research centre. University members include over 80 faculty and staff engaged in robotics, microelectronics, communication and information research, and represent the diverse fields of chemistry, computer science, engineering, geography, health informatics, linguistics, music, philosophy, physics and earth and ocean sciences. Specific research areas include software systems and software engineering, artificial intelligence, VLSI, robotic controls, signal processing, CAD/CAM, speech synthesis, energy systems modelling, and adaptive optics.

LACIR encourages collaborative research among its members, and with industry, government and other BC universities. Research results and new technology can be transferred to industry for commercial development. LACIR also promotes education in advanced systems.

As well as working with BCIC, LACIR is a member of the Vancouver Island Advanced Technology Centre. VIATeC monitors the needs and supports the development of local high tech industries, distributes information, and provides networking opportunities.

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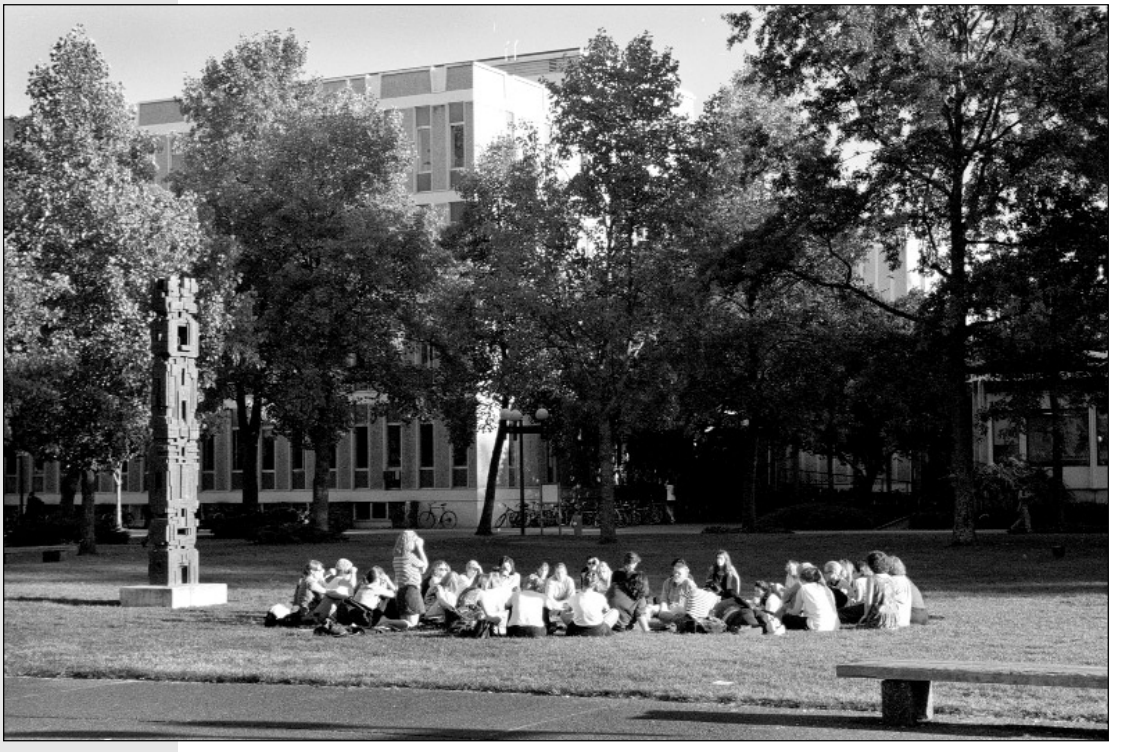
Courses of Instruction



This section presents the descriptions of all courses offered at the University of Victoria. Courses are listed in alphabetical order by course abbreviation (BIOL, EDUC). The course abbreviations for all courses offered within each faculty are listed on page 113. A list of the course abbreviations and their corresponding subject areas is presented on page 114.

Please note that not all courses listed are necessarily offered every year; students should consult the department or faculty concerned, or the Undergraduate Registration Guide and Timetable, for an official listing of the courses that will be offered in a given session. Registration and current timetable information is also available on the web at <http://www.uvic.ca/timetable>.

Courses by Faculty

Faculty of Business

MBA	Master's of Business Administration	

Faculty of Education

ED-D	Educational Psychology and Leadership Studies	Department of Educational Psychology and Leadership Studies
ED-P	Secondary Teacher Education	
EDCI	Curriculum and Instruction Studies	Department of Curriculum and Instruction
PE	Physical Education Instruction	School of Physical Education

Faculty of Engineering

CSC	Computer Science	Department of Computer Science
ELEC	Electrical Engineering	Department of Electrical and Computer Engineering
MECH	Mechanical Engineering	Department of Mechanical Engineering
SENG	Software Engineering	Software Engineering

Faculty of Fine Arts

ART	Visual Arts	Department of Visual Arts
HA	History in Art	Department of History in Art
MUS	Music	School of Music
THEA	Theatre	Department of Theatre

Faculty of Graduate Studies

GS	Graduate Studies By Special Arrangement	

Faculty of Human and Social Development

ADMN	Public Administration	School of Public Administration
CYC	Child and Youth Care	School of Child and Youth Care
DR	Dispute Resolution	Interdisciplinary Master of Arts in Dispute Resolution
HINF	Health Information Science	School of Health Information Science
HSD	Human and Social Development	Interdisciplinary Courses
IGOV	Indigenous Governance	Indigenous Governments Certificate Program and MA in Indigenous Governance
NUNP	Advanced Nursing Practice: Nurse Practitioner Option	School of Nursing
NURA	Advanced Nursing Practice	School of Nursing
NURP	Nursing Policy and Practice	School of Nursing
NURS	Nursing	School of Nursing
SOCW	Social Work	School of Social Work
SPP	Studies in Policy and Practice	

Faculty of Humanities

ENGL	English	Department of English
FREN	French	Department of French
GER	German	Department of Germanic and Russian Studies
GRS	Greek and Roman Studies	Department of Greek and Roman Studies
HIST	History	Department of History
ITAL	Italian	Department of Hispanic and Italian Studies
LING	Linguistics	Department of Linguistics
PAAS	Pacific and Asian Studies	Department of Pacific and Asian Studies
PHIL	Philosophy	Department of Philosophy
SPAN	Spanish	Department of Hispanic and Italian Studies

Faculty of Law

LAW	Law	

Faculty of Science

ASTR	Astronomy	Department of Physics and Astronomy
BIOC	Biochemistry	Department of Biochemistry and Microbiology
BIOL	Biology	Department of Biology
CHEM	Chemistry	Department of Chemistry
EOS	Earth and Ocean Sciences	School of Earth and Ocean Sciences
FORB	Forest Biology	Department of Biology
MATH	Mathematics	Department of Mathematics and Statistics
MICR	Microbiology	Department of Biochemistry and Microbiology
MRNE	Marine Science	Department of Biology
PHYS	Physics	Department of Physics and Astronomy
STAT	Statistics	Department of Mathematics and Statistics

Faculty of Social Sciences

ANTH	Anthropology	Department of Anthropology
CSPT	Cultural, Social and Political Thought	Department of Political Science
ECON	Economics	Department of Economics
GEOG	Geography	Department of Geography
POLI	Political Science	Department of Political Science
PSYC	Psychology	Department of Psychology
SOCI	Sociology	Department of Sociology

Courses By Subject Area

Advanced Nursing Practice ..... NURA
Faculty of Human and Social Development

Advanced Nursing Practice: Nurse Practitioner Option ..... NUNP
Faculty of Human and Social Development

Anthropology ..... ANTH
Faculty of Social Sciences

Astronomy ..... ASTR
Faculty of Science

Biochemistry ..... BIOC
Faculty of Science

Biology ..... BIOL
Faculty of Science

Chemistry ..... CHEM
Faculty of Science

Child and Youth Care ..... CYC
Faculty of Human and Social Development

Computer Science ..... CSC
Faculty of Engineering

Cultural, Social and Political Thought ..... CSPT
Faculty of Social Sciences

Curriculum and Instruction Studies ..... EDCI
Faculty of Education

Dispute Resolution ..... DR
Faculty of Human and Social Development

Earth and Ocean Sciences ..... EOS
Faculty of Science

Economics ..... ECON
Faculty of Social Sciences

Educational Psychology and Leadership Studies ..... ED-D
Faculty of Education

Electrical Engineering ..... ELEC
Faculty of Engineering

English ..... ENGL
Faculty of Humanities

Forest Biology ..... FORB
Faculty of Science

French ..... FREN
Faculty of Humanities

Geography ..... GEOG
Faculty of Social Sciences

German ..... GER
Faculty of Humanities

Graduate Studies By Special Arrangement ..... GS
Faculty of Graduate Studies

Greek and Roman Studies ..... GRS
Faculty of Humanities

Health Information Science ..... HINF
Faculty of Human and Social Development

History ..... HIST
Faculty of Humanities

History in Art ..... HA
Faculty of Fine Arts

Human and Social Development ..... HSD
Faculty of Human and Social Development

Indigenous Governance ..... IGOV
Faculty of Human and Social Development

Italian ..... ITAL
Faculty of Humanities

Law ..... LAW
Faculty of Law

Linguistics ..... LING
Faculty of Humanities

Marine Science ..... MRNE
Faculty of Science

Master's of Business Administration ..... MBA
Faculty of Business

Mathematics ..... MATH
Faculty of Science

Mechanical Engineering ..... MECH
Faculty of Engineering

Microbiology ..... MICR
Faculty of Science

Music ..... MUS
Faculty of Fine Arts

Nursing ..... NURS
Faculty of Human and Social Development

Nursing Policy and Practice ..... NURP
Faculty of Human and Social Development

Pacific and Asian Studies ..... PAAS
Faculty of Humanities

Philosophy ..... PHIL
Faculty of Humanities

Physical Education Instruction ..... PE
Faculty of Education

Physics ..... PHYS
Faculty of Science

Political Science ..... POLI
Faculty of Social Sciences

Psychology ..... PSYC
Faculty of Social Sciences

Public Administration ..... ADMN
Faculty of Human and Social Development

Secondary Teacher Education ..... ED-P
Faculty of Education

Social Work ..... SOCW
Faculty of Human and Social Development

Sociology ..... SOCI
Faculty of Social Sciences

Software Engineering ..... SENG
Faculty of Engineering

Spanish ..... SPAN
Faculty of Humanities

Statistics ..... STAT
Faculty of Science

Studies in Policy and Practice ..... SPP
Faculty of Human and Social Development

Theatre ..... THEA
Faculty of Fine Arts

Visual Arts ..... ART
Faculty of Fine Arts

How to Use the Course Listings

Course Abbreviation and Number

Courses are listed alphabetically by course abbreviation of up to four letters (e.g., ANTH for Anthropology) and course number (e.g., 100). Three numbers are used for course number plus a letter as appropriate. The first number indicates the year level (5 and 6 for graduate level, 7 for Education Professional Year and 8 for co-op work terms). See page 114 for the subject area corresponding to the course abbreviation.

See page 113 for a list of courses offered by each faculty and page 114 for a list of course abbreviations.

Units of Credit

This figure is the number of units of credit assigned to each course. Some courses are listed with a range of units (1.5-3) or with the notation "to be determined." Further information on the unit value of the course will usually be found in the course description. Students may also contact the department or faculty offering the course for information on variable credit courses.

Cross-listed Courses

The same course may be offered by two different departments. Such courses are listed twice, once under each department course abbreviation. Students may obtain credit for the course from either department, but not both.

SAMP 501 Units: **1.5** Hours: **3-0-1**
Sample Course Name
Also: **CD500**
Formerly: **SAMP 500A and 500B**
This sample course description illustrates the notations commonly found in the course descriptions. Not all course descriptions include all the information shown in this sample. For clarification on any information presented in a course description, contact the department or faculty offering the course.

Course descriptions may also include sub-courses offered under the same course number.

Note: *Up-to-date information is available from Department offices and from the Graduate Registration Guide and Timetable, which is published every year in June by Graduate Admissions and Records.*

Prerequisites: *Admission to UVic*
Grading: *INP/COM, N or F*

Hours of Instruction

The numbers refer to the hours of instruction per week:

- first digit: hours assigned for lectures or seminars
- second digit: hours assigned for laboratory or practical sessions
- third digit: hours assigned to tutorials

Former Course Abbreviation and Number

If a course was previously offered at UVic under another abbreviation and number, the former abbreviation and number are shown here.

Prerequisites and Corequisites

Prerequisites are courses or other requirements that must be completed before a student may register in a course. Corequisites are courses or other requirements that must be completed at the same time as a specific course.

Grading

Courses that are not graded using standard letter grades will include the alternative classifications for evaluation. See page 24 for an explanation of grading abbreviations

Course descriptions do not include information on when courses will be offered. That information is available online at <www.uvic.ca/timetable>.

ADMN

Public Administration

School of Public Administration

Faculty of Human and Social Development

**Subject to Senate Approval*

ADMN 502A Units: **1.5**
Research Design: Critical Appraisal of Information
Understanding how research is structured and conducted is a vital skill in the public sector. This course introduces students to essential skills and components of the research process, weaknesses and strengths. Key issues in research ethics and design are explored including: research and data validity, measurement, qualitative methods, sampling, survey research techniques, questionnaire design, research design, measures of central tendency, dispersion, correlation and computer-based analyses.

ADMN 502B Units: **1.5**
Statistical Analysis
Policy analysis and management require an understanding of how statistical data analysis is performed, and how to interpret the results. Building on knowledge acquired in ADMN 502A, this course further explores issues in statistical analysis as well as standard tools including: inferential statistics, parameter estimation issues in the context of public opinion polling and related survey research paradigms, statistical testing applied to data collected from survey research, correlational studies, and experimental and quasi-experimental research designs.
Prerequisites: *502A or permission of the instructor.*

ADMN 503 Units: **1.5**
Economic Policy Analysis
Building on knowledge acquired in ADMN 509, this course applies economic theory and methods to public sector topics. Key issues are explored, including: rationales for and problems with government intervention in the economy (including market failures, externalities, and public goods), economic evaluation, taxation, income distribution, discrimination, environmental economics, natural resources, health care, welfare and labour markets.
Prerequisites: *509, or equivalent, or permission of the instructor.*

ADMN 504 Units: **1.5**
Public Sector Governance
This is a foundation course that helps students to build and refine their understanding of Canadian public sector governance. The focus is on key governance institutions and processes, the efforts being made to reform them and the theories lying behind those efforts. Specifically, the course will examine reforms in areas such as service delivery, regulation, policy making, budgeting, citizen engagement, federal-provincial relations, public sector ethics and accountability.

ADMN 507 Units: **1.5**
Public Sector Leadership: Teams, Self and Organization
An understanding of team dynamics and of personal capacity in a team environment, are vital to public sector work. This course introduces students to the internal and external challenges they may face in the work environment, and arms them with the skills and strategies necessary to analyze, motivate and manage human resources in public sector organizations.

ADMN 509 Units: **1.5**
Public Sector Economics and Budgeting
Economics play an integral role to a functioning public sector and this course provides the necessary foundation to understand a number of key economic principles including: supply and demand, market efficiency and market failure, externalities, public goods, public choice, optimal taxation, national income accounting, unemployment, Canadian government budgeting and intergovernmental fiscal relations, monetary and fiscal policy, and international trade.

ADMN 512 Units: **1.5**
Financial Management, Accountability and Performance Measurement
This course gives students a financial management base, covering such topics as budgets, making financial decisions, understanding performance reports and reading financial statements. Course materials are focused on the needs of public and non-profit organizations. Students will also be introduced to the role and importance of non-financial accountability and performance measures, and their success in the evaluation of management, programs and services.

ADMN 516 Units: **0**
Writing in the Public Sector
Public sector managers are expected to possess polished written and oral presentation skills. This course guides students through advanced skills in written and oral presentation of material for public sector analysis and decision making, including briefing notes, discussion papers, Cabinet memoranda, Treasury Board submissions and inter/ intra ministry correspondence.
Note: *ADMN 516 is delivered as a tutorial for students who require additional writing support. Before commencing the MPA program, you will be requested to write an ADMN 516 Course Challenge Exam.*
Grading: *INC, COM, F, N*

ADMN 520 Units: **1.5**
Managing Complex Policy Issues
This course takes students through a full cycle on a current policy issue. Students are required to formulate proposals and submit recommendations for policy responses, including assessment of requirements for Inter-agency, inter-governmental and public consultation, and proposals for dealing with questions of implementation, organizational innovation, delivery, compliance and enforcement.
Prerequisites: *ADMN 504 is recommended.*

ADMN 523 Units: **1-3, normally 1.5**
Special Topics in Public Sector Management
This course provides a unique chance to study selected topics drawn from the current literature in Public Sector Management or related fields. ADMN 523 provides an excellent opportunity to explore the academic theory underpinning current public sector functions.
Note: *May be taken more than once for credit in different topics.*

ADMN 524 Units: **1.5**
Serving Citizens: Managing Information and Engagement
Public sector institutions must manage a vast range of information, and this course introduces learners to key concepts and procedures for designing and managing effective information systems. The roll of the Web and the relevant issues of security, access and citizen engagement to e-government are also covered.
Note: *Credit will not be given for both 524 and 424.*

ADMN 530 Units: **1.5**
Increasing Organizational Effectiveness: Working with Consultants
This course is an introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations.
Prerequisites: *ADMN 504 and 507 recommended.*

ADMN 531 Units: **1.5**
Strategic Human Resource Management
This course is intended to explore the vital role of human capital in organizations. Strategic human resource management focuses on the alignment of the organization's strategic objectives with its human capital. You will learn how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimizes organizational performance. This course will also assist you in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.
Prerequisites: *ADMN 507 recommended*

ADMN 537 Units: **1.5**
Program Evaluation and Performance Measurement
This course focuses on program evaluation and performance measurement in public and non-profit organizations. Emphasis is placed on acquiring skills needed to model programs, measure key constructs, select appropriate research designs, and conduct both quantitative and qualitative program evaluations. Issues involved in designing and implementing program performance measurement systems are introduced.
Note: *Credit will not be given for both ADMN 437 and ADMN 537*
Prerequisites: *ADMN 502A and 502B or permission of the instructor.*

ADMN 544 Units: **1.5**
Economic Evaluation of Public Sector Projects
A practical introduction to the theory and methods of economic evaluation, including cost-benefit analysis, cost-effectiveness analysis, and cost-utility analysis, with emphasis on public sector applications.
Prerequisites: *502A, 502B, and 509; or permission of the instructor.*

ADMN 548 Units: **1-3, normally 1.5**
Special Topics in Public Policy
A study of selected special topics in Public Policy drawn from the current literature in Public Administration or related fields.
Note: *May be taken more than once for credit in different topics.*

ADMN 551 Units: **1.5**
Formerly: **551A and 551B**
Administrative Law and Federalism
This course examines the constitutional and administrative principles that underlie the Canadian federal state in comparative perspective with the United States, Great Britain and France. Students develop a critical understanding of (1) the legal principles under which they will operate as public sector decision makers, (2) the characteristics of the Canadian federal system, (3) the Canadian administrative tribunal system and (4) the influence of International Public Law Regime and tribunal decisions on the activities of the Canadian state.
Note: *Credit will not be given for both 551 and either 551A or 551B.*

ADMN 553 Units: **1.5**
Understanding Cities
Cities are a basic building block to society, and offer an interesting opportunity to study political, social

and economic issues. In this course, students examine European and North American/Canadian cities using academic and government resources to analyze and compare their various aspects.

ADMN 554 Units: **1.5**
Responsible Public Management
This course is designed to give students the opportunity to: understand the value dimensions of public management; reflect upon and enhance their own ethical reasoning skills; critically examine existing behavioural standards and guidelines for public managers; work with colleagues to establish what actions would be morally defensible in real administrative and policy making situations; and consider what steps can be taken to enhance responsible public management.
Note: *Credit will not be given for both ADMN 554 and ADMN 422*

ADMN 556 Units: **1.5**
The Public Policy Process
This course focuses on the theory and practice of public policy, emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. It is designed to give you the opportunity to develop a thorough understanding of public policy and the dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of a globalized political environment and addresses the involvement of key players such as the courts, media, and interest groups.
Prerequisites: *ADMN 504 and ADMN 509 recommended.*

ADMN 577 Units: **1.5**
Strategic Planning and Project Management
This course is designed to examine the concepts and practice of strategic planning and project management. You will learn how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. In addition, you will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. You will become familiar with the key compenents of project management including definition of the project, its scope and life cycle, the maintenance of quality control, scheduling, critical path analysis and the management of human resources involved in project management.
Note: *Credit will not be given for both 577 and either 477 or 411.*

ADMN 590 Units: **1-3, normally 1.5**
Directed Studies
Note: *May be taken more than once for credit in different topics with permission of the Director. Pro forma required.*

ADMN 598 Units: **4.5**
Advanced Management or Policy Report
The Advanced Management or Policy Report is expected to be a substantial analysis of a management, policy or program problem for a client in the non-profit or public sector. The ADMN 598 Report is prepared in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. The Management Report is defended in an oral examination. For more information, please refer to the School of Public Administration website.
Grading: *INP, COM, N or F*

ADMN 599 Units: **6**
Master's Thesis
The Master's Thesis option is expected to be a substantial contribution to the knowledge in the field of Public Administration. An MPA Thesis will demonstrate a student's mastery of a substantive body of scholarly or practice literature as well as using appropriate and academically defensible methodologies to analyze research questions, test hypotheses or contribute new theoretical knowledge. For more information, please refer to the School of Public Administration website.
Grading: *INP, COM, N or F*

ANTH

Anthropology
Department of Anthropology
Faculty of Social Sciences

ANTH 500 Units: **1.5**
Seminar in Anthropological Theory
Note: *Students must consult the Department before enrolling in this course.*

ANTH 501 Units: **1.5**
Seminar in Social and Cultural Anthropology

ANTH 510 Units: **1.5**
Selected Topics in Social and Cultural Anthropology
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:

510A - Social Organization
510B - Economic Anthropology
510C - Political Anthropology
510D - Anthropology of Religion
510E - Symbolic Anthropology
510F - Cultural Ecology
510G - Cultural Change
510H - Medical Anthropology

Note: *Students must consult the Department before enrolling in this course.*

ANTH 516 Units: **1.5**
Seminar in Anthropological Research Methods
An advanced consideration of the assumptions which lie behind various approaches to conducting research in anthropology.

ANTH 530 Units: **1.5**
Ethnology of Selected Areas
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:

530A - North America
530B - Circum-Polar Region
530C - Middle America
530D - South America
530E - Oceania
530F - Northeast Asia
530G - Southeast Asia
530H - Sub-Saharan Africa
530J - Pacific Northwest
530K - South Asia

Note: *Students must consult the Department before enrolling in this course.*

ANTH 540 Units: **1.5**
Seminar in Archaeology and Culture History

ANTH 542 Units: **1.5**
Archaeology of a Selected Area
Note: *Students must consult the Department before enrolling in this course.*

ANTH 550 Units: **1.5**
Seminar in Physical Anthropology

ANTH 552 Units: **1.5**
Selected Topics in Physical Anthropology
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:

552A - Applied Topics in Osteological Methods
552B - Soft Part Methods in Population Variation
552C - Anthropometry and Disease
552D - Primatology

Note: *Students must consult the Department before enrolling in this course.*

ANTH 561 Units: **1.5**
Selected Topics in Linguistic Anthropology

ANTH 590 Units: **1.5-3**
Directed Studies
Note: *Students must consult the Department before enrolling in this course.*

ANTH 598 Units: **1.5**
Comprehensive Examinations
Grading: *INP, COM, N or F*

ANTH 599 Units: **6**
Thesis
Grading: *INP, COM, N or F*

ART

Visual Arts
Department of Visual Arts
Faculty of Fine Arts

ART 500 Units: **9**
First Year Drawing

ART 501 Units: **9**
Second Year Drawing

ART 511 Units: **9**
First Year Painting

ART 512 Units: **9**
Second Year Painting

ART 521 Units: **9**
First Year Sculpture

ART 522 Units: **9**
Second Year Sculpture

ART 541 Units: **9**
First Year Photography

ART 542 Units: **9**
Second Year Photography

ART 551 Units: **9**
First Year Digital Media

ART 552 Units: **9**
Second Year Digital Media

ART 570 Units: **3**
Independent Study
This is an independent study course normally taken during the semester between the student's first and second year.

ART 580 Units: **6**
First Year Seminar

ART 581 Units: **6**
Second Year Seminar

The graduate seminar meets weekly, serving as a forum for active investigation of contemporary art practices as they pertain to student and faculty research areas. The seminar also serves as an occasional forum for visiting artists and critics. Students are expected to make presentations based on their work and research, to participate actively in discussion and to demonstrate their critical and analytical abilities in dealing with the material presented.

ART 598 Units: **0**
MFA Degree Exhibition
This final exhibition will be the major source of evaluation for the student's attainment of the MFA and should be regarded as the equivalent of the scholarly thesis of an academic discipline. The degree exhibition will be evaluated by the student's committee which will submit its decision to the Department for approval. Graduating students will speak to their work and answer questions from the examining committee. The committee may ask questions about the cultural, social and theoretical relations apparent in the student's work. Students are required to provide documentation of their graduating exhibition which will be on file in the Department. This documentation will take the form of slides, photographs, videotapes or other forms appropriate to the student's production.
Grading: *INP, COM, N, or F*

ASTR

Astronomy
Department of Physics and Astronomy
Faculty of Science

ASTR 500 Units: **1.5 or 3**
Stellar Atmospheres

ASTR 501 Units: **1.5 or 3**
Stellar Structure and Evolution

ASTR 502 Units: **1.5 or 3**
Binary and Variable Stars

ASTR 503 Units: **1.5 or 3**
The Interstellar Medium

ASTR 504 Units: **1.5 or 3**
Galactic Structure

ASTR 505 Units: **1.5 or 3**
Galaxies

ASTR 506 Units: **1.5 or 3**
Stellar Populations

ASTR 507 Units: **1.5 or 3**
Stellar Dynamics

ASTR 508 Units: **1.5 or 3**
Cosmology

ASTR 511 Units: **1.5 or 3**
Advanced Topics in Astronomy
Note: *May be taken more than once for credit.*

ASTR 512 Units: **1.5 or 3**
Astronomical Instrumentation

ASTR 560 Units: **0**
Seminar
Grading: *INP, COM, N or F*

ASTR 580 Units: **1-3**
Directed Studies
Note: *May be taken more than once for credit. Pro forma required.*

BIOC

Biochemistry
Department of Biochemistry and Microbiology
Faculty of Science

BIOC 501 Units: **1.5**
Gene Expression in Eukaryotes
An advanced study of gene expression in eukaryotes. Topics will include: supramolecular organization of chromatin, gene structure, eukaryotic transcription, transcriptional regulation and post-transcriptional processing. Students will be required to write an advanced research paper as part of the course evaluation.
Prerequisites: *300A and 300B, or 300 and CHEM 213, or permission of the Department.*

BIOC 503 Units: **1.5**
Lipids and Membranes
The molecular properties of the various classes of lipids and glycolipids, as well as their biosynthesis and regulation, will be considered. The supramolecular structure, function and assembly of biological membranes will constitute the major content of the course. The course will consist of formal lectures in addition to required reading and brief seminars by the students. Students will be required to write an advanced research paper as part of the course evaluation.
Note: *Credit will be granted for only one of 503, 403.*
Prerequisites: *300A and 300B, or 300; or permission of the Department.*

BIOC 504 Units: **1.5**
Proteins
Detailed examination of protein structure emphasizing techniques for isolation, characterization, chemical modification and synthesis of proteins and peptides. The course will consist of formal lectures in addition to required readings and brief seminars by the students. Students will be required to write an advanced research paper as part of the course evaluation.
Note: *Credit will be granted for only one of 504, 404.*
Prerequisites: *300A and 300B, or 300; or permission of the Department.*

BIOC 520 Units: **1.5**
Structure of Nucleic Acids and Gene Expression
An in-depth consideration of recent advances in the biology and physico-chemical properties of nucleic acids. The regulation of gene expression in prokaryotes and eukaryotes will be discussed.

BIOC 521 Units: **1.5**
Biological Membranes
An advanced study of the properties and functions of biological membranes. Areas of emphasis will include membrane syntheses and assembly, complex membrane systems involved in bioenergetics, molecular transport, signal transduction, and protein secretion.

BIOC 522 Units: **1.5**
Protein Structure and Function
An in-depth consideration of recent advances in protein structure-function relationships from both a chemical and physical perspective. The course will consist of formal lectures in addition to required readings and written presentations by students on selected topics.
Prerequisites: *404, 504 or equivalent courses.*

BIOC 524 Units: **1.5**
Also: **FORB 524**
Plant Molecular Biology
The following topics will be addressed: organization and expression of plant and chloroplast genomes, regulation of plant gene expression by light and physiochemical stress, molecular basis of plant hormone action, tissue and organ specific gene expression, molecular genetic approaches to key processes in plants such as nitrogen fixation, photosynthesis, storage protein synthesis, plant viruses and transposable elements, vectors for genetic engineering of plant tissue.
Prerequisites: *BIOL 230, 336, BIOC 300A and 300B, or 300.*

BIOC 525 Units: **1.5**
Topics in Biochemistry
Selected topics in biochemistry as presented by members of the Faculty.

BIOC 570 Units: **1-3**
Directed Studies in Biochemistry
A wide range of biochemical topics will be available for assignments. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.
Note: *May be taken more than once for credit in different topics. Pro forma required.*

BIOC 580 Units: **0**
Seminar
Attendance and participation are required. Formal presentation of a major research topic in biochemistry other than the student's own research will be required.
Grading: *INP, COM, N or F*

BIOC 599 Units: **to be determined**
MSc Thesis: Biochemistry
Grading: *INP, COM, N or F*

BIOC 680 Units: **0**
Advanced Research Seminar
Attendance and participation are required. Formal presentation of thesis research in biochemistry and critical discussion of other research seminars.
Prerequisites: *580 or permission of the Department.*
Grading: *INP, COM, N or F*

BIOC 699 Units: **to be determined**
PhD Dissertation: Biochemistry
Grading: *INP, COM, N or F*

BIOL

Biology
Department of Biology
Faculty of Science

BIOL 500 Units: **1.5**
Selected Topics in the History and Philosophy of Biology
An epistemological introduction to the history of biological ideas, and creative scientific methodology. Brief introductory readings preface weekly evening tutorials in the first term. Evaluation is based upon student oral and written presentations on a wide range of historical and philosophical topics pertaining to biology.

BIOL 501 Units: **1.5**
Principles of Genome Analysis
A series of lectures and seminars providing an overview of the structure and organization of viral, prokaryotic and eukaryotic genomes. Construction of genetic maps, the nature of repetitive DNAs and how various types of DNA sequences can be used for research in diverse disciplines such as biotechnology,

medicine, forestry, agriculture, ecology, and evolution. Students will prepare written reports and give oral presentations on selected topics.

BIOL 509A Units: **1.5**
Neurobiology Seminar
One hour/week seminar on topics in current research in neurobiology.

BIOL 509B Units: **1.5**
Neurobiology Lecture
See BIOL 409A

BIOL 509C Units: **1.5**
Neurobiology Laboratory
See BIOL 409B

BIOL 510 Units: **3**
Advanced Topics in Ichthyology

BIOL 512 Units: **1.5**
Advanced Benthos Ecology

BIOL 513 Units: **1-3**
Topics in Developmental Biology

BIOL 514 Units: **1.5**
Advanced Zooplankton Ecology

BIOL 515 Units: **1.5**
Ecology Seminar

BIOL 516 Units: **1.5**
Neuroethology

BIOL 518 Units: **1.5**
Electron Microscopy
An introduction to the principles and basic techniques of electron microscopy emphasizing common preparative methods for transmission and scanning electron microscopy. A final report illustrated by the student's electron photomicrographs is required.
Note: *Enrollment is restricted to 3 students per term.*
Prerequisites: *344 or 417 or equivalent, and permission of the Electron Microscopy Supervisor.*

BIOL 519 Units: **1.5**
Advanced Electron Microscopy

BIOL 520 Units: **1.5**
Techniques in Molecular Biology
This course is intended to provide participants with an intensive overview of molecular biological techniques with both theoretical background and "hands-on" experience. Techniques such as restriction endonuclease analysis; agarose, polyacrylamide, and pulsed field gel electrophoresis; molecular cloning; Southern blot analysis; mRNA extraction and Northern blot analysis; expression vectors; and polymerase chain reaction will be performed.

BIOL 521 Units: **1.5**
Advanced Topics in Marine and/or Freshwater Algae

BIOL 522 Units: **1.5**
Sensory Biology
Examination of how sensory systems guide the behaviour of animals. A survey of sensory systems will include: anatomical, electrophysiological and behavioral descriptions of the evolution and functional properties of sensory systems, and integrative processing. Case history examples will elucidate the importance of interactions between sensory processing and behavior. Research papers and seminar presentations will be emphasized.
Prerequisites: *365; 409A is recommended.*

BIOL 524 Units: **1.5**
Anthropod Diversity and Conservation
Insects and their relatives tend to dominate terrestrial and freshwater ecosystems and contribute significantly to biodiversity. Studies of invertebrates are now included in all assessments of forest biodiversity. This course will provide an opportunity for students to develop, organize and participate in long-term forest anthropod biodiversity research projects.

BIOL 525 Units: **1.5** Hours: **3-0**
Ecological and Evolutionary Physiology
A series of lectures and seminars examining several subjects of current interest in the ecological and evolutionary physiology of animals and plants. Interdisciplinary approaches to questions of organisms adaptions and interactions with their environment are to be emphasized. Students will prepare a critical analysis of a subject for presentation orally and in a written report.

BIOL 526 Units: **1.5**
Topics in Biological Ultrastructure

BIOL 527 Units: **1-3**
Advanced Topics in Cell Biology

BIOL 530 Units: **1.5**
Principles of Taxonomy

BIOL 532 Units: **1.5**
Topics in Endocrinology
See BIOL 432

BIOL 535 Units: **1.5** Hours: **3-0**
Formerly: **555**
Topics in Evolutionary Biology
A lecture and discussion course dealing with the processes of evolution. Topics vary, and may include one or more of the following: microevolutionary and macroevolutionary processes, speciation mechanisms, phylogeny reconstruction, molecular evolution, genetic basis of morphological change. Areas of current controversy will be explored.
Prerequisites: *230 and 455 or equivalent.*

BIOL 536 Units: **1.5**
Human Molecular Genetics
An advanced study of the supramolecular organization, structures and functions of the human genome, and their implications in genetic diseases, including cancer. Topics will include current advances in the human genome project, DNA footprinting, animal models of diseases, molecular pathology and gene therapies.

BIOL 538 Units: **1.5**
Topics in Microbial Ecology
See BIOL 438.

BIOL 540 Units: **1.5** Hours: **3-0**
Molecular Epidemiology
Lectures will cover the principles of epidemiology from a molecular perspective. Students will make oral presentations on a chosen human gene to establish a modern view of human population genetics based upon molecular data.
Note: *Offered in second term of odd-numbered years.*

BIOL 541 Units: **1.5** Hours: **3-0**
The Molecular Basis of Mutation
Lectures and student reports on assigned topics will concentrate on the various pathways that create mutation including errors of replication, endogenous DNA damage and environmental assault. The nature of DNA damage and DNA repair will be considered.
Note: *Offered in second term of even-numbered years.*

BIOL 543 Units: **1.5**
Critical Evaluation of Emerging Ecological Issues
Students will review controversial and current topics in ecology. A list of topics will be provided that cover freshwater, marine and terrestrial ecology. Students will be required to select two topics, at least one of which is outside their own area of research. Each student will submit thorough bibliographic searches, make two oral presentations covering the critical analysis of each topic, and actively participate during the oral presentations of the other students.

BIOL 544 Units: **1.5**
Molecular Evolution
An advanced study of the evolution of genomes and macromolecules. Topics include: genome projects, mechanisms, patterns and consequences of molecular change, gene and species evolution, population genetics, polymorphism and disease prebiotic evolution and the evolution of life. Students will be expected to do considerable outside reading from books and journals. Class will involve lectures, discussion and individual presentations.

BIOL 549 Units: **1-6**
Individual Study
549A - Evolution
549B - Ecology
549C - Physiology
549D - Cell Biology
549E - Molecular Biology
Note: *May be taken more than once in any of the above areas under the appropriate faculty member. Pro forma required.*

BIOL 550 Units: **1-6**
Directed Studies
550A - Evolution
550B - Ecology
550C - Physiology
550D - Cell Biology
550E - Molecular Biology
Note: *May be taken more than once in any of the above areas under the appropriate faculty member. Pro forma required.*

BIOL 555 Units: **1.5**
Advanced Evolutionary Biology

BIOL 560 Units: **1**
Graduate Seminar
Required of all graduate students every year of their degree program except by Departmental permission. Shall be treated, in its grading, as the thesis or the dissertation and shall be given one unit of credit upon completion.
Grading: *INP, COM, N or F*

BIOL 563 Units: **1.5**
Also: **STAT 563**
Topics in Applied Statistics
Survival analysis, generalized linear models, multivariate normal models, resampling methods, nonparametric and robust methods, meta-analysis, miscellaneous techniques.
Note: *Joint with STAT 563.*

BIOL 599 Units: **to be determined**
Thesis
Grading: *INP, COM, N or F*

BIOL 699 Units: **to be determined**
PhD Dissertation
Courses listed below are offered irregularly as lectures or seminars in a specialized area. Students

should consult with their supervisor or the Graduate Adviser on the availability of such courses. For some of these courses, students may be asked to complete the requirements for a senior undergraduate course as well as additional assignments.

Grading: *INP, COM, N or F*

CHEM

Chemistry

Department of Chemistry

Faculty of Science

CHEM 509 Units: **1**
Seminar
Grading: *INP, COM, N or F*

CHEM 510 Units: **1.5**
Instrumentation

CHEM 511 Units: **1.5**
Topics in Instrumental Analysis

CHEM 523 Units: **1.5**
Organometallic Chemistry

CHEM 525 Units: **1.5**
Advanced Transition Metal Chemistry

CHEM 526 Units: **1.5**
Topics in Advanced Inorganic Chemistry
Note: *Pro forma required. May be taken more than once for credit.*

CHEM 527 Units: **1.5**
Advanced Main Group Chemistry

CHEM 533 Units: **1.5**
Organic Synthesis

CHEM 536 Units: **1.5**
Organic Photochemistry / Reactive Intermediates

CHEM 538 Units: **1.5**
Supramolecular Chemistry

CHEM 547 Units: **1.5**
Reaction Dynamics and Spectroscopy

CHEM 550 Units: **1.5**
Chemical Applications of Group Theory

CHEM 555 Units: **1.5**
Statistical Thermodynamics

CHEM 556 Units: **1.5**
Topics in Advanced Physical Chemistry
Note: *Pro forma required. May be taken more than once for credit.*

CHEM 577 Units: **1.5**
Computational Chemistry

CHEM 590 Units: **1-3**
Directed Studies
Note: *Pro forma required. May be taken more than once for credit.*

CHEM 599 Units: **12**
MSc Thesis
Grading: *INP, COM, N or F*

CHEM 633 Units: **1.5**
Topics in Advanced Organic Chemistry
Note: *Pro forma required. May be taken more than once for credit.*

CHEM 634 Units: **1.5**
Physical Organic Chemistry

CHEM 645 Units: **1.5**
Advanced Electrochemistry

CHEM 646 Units: **1.5**
Surface Science

CHEM 647 Units: **1.5**
Materials Science

CHEM 670 Units: **1.5**
Property-directed Synthesis Discussion
Note: *May be taken more than once for credit.*

CHEM 680 Units: **1.5**
Reactivity, Dynamics and Spectroscopy Discussion
Note: *May be taken more than once for credit.*

CHEM 699 Units: **33**
PhD Dissertation
Grading: *INP, COM, N or F*

CSC

Computer Science

Department of Computer Science

Faculty of Engineering

CSC 505 Units: **1.5**
Computer Graphics
This course provides students with a solid background in interactive, generative graphics techniques and hands-on experience programming a modern high resolution, raster display workstation. The course covers the hardware and software structures of modern workstations, raster algorithms and data structures (Bresenham's line and circle algorithms, polygon clipping, region filling, colour), transformations (two- and three-dimensional translation, scaling, and rotation as matrix operations), viewing and representation of three-dimensional shapes, approximation of curves and shapes, hidden line and hidden surface elimination algorithms.

CSC 520 Units: **1.5**
Analysis of Algorithms
General techniques for designing and analysing algorithms; an in-depth examination of several problems and algorithms with respect to their time and space requirements; advanced data structures; sorting and searching; graph algorithms; geometric algorithms; backtracking; NP complete problems; approximation algorithms.

CSC 521 Units: **1.5**
Parallel Algorithms and Architectures
The course studies: algorithms for massively parallel, SIMD machines; particular kinds of architectures, for example: grids, butterflies, hypercubes, as well as abstract models, for example: the PRAM; simulations of one architecture by another; how to map problems of unlimited size onto a machine of fixed size; elements of parallel complexity theory that can indicate what kind of problems can benefit from parallelisation.

CSC 522 Units: **1.5**
Graph Algorithms
The course includes a detailed study, from the algorithmic point of view of some tractable and intractable graph problems. Tractable problems covered include: path problems, spanning trees, network flows, matchings, planarity testing.

The theory of NP completeness is reviewed and applied to graph problems which are apparently intractable, e.g. the clique, independent set, vertex cover, Hamiltonian circuit, Travelling Salesman and colouring problems. Approximation and probabilistic solutions to the intractable problems are discussed.

Models of randomized and parallel computation and their associated complexity classes are outlined and examples of these kinds of algorithms for some graph problems are examined.

CSC 523 Units: **1.5**
Randomized Algorithms
Basic techniques in design and analysis of randomized algorithms: moments and deviations, Markov chains and random walks, martingales, and algebraic techniques. Other topics include: the probabilistic method, random structures, and complexity. Applications are selected from: parallel algorithm, routing networks, combinatorial optimization, data structure, approximate solutions to intractable problems, cryptography, pattern matching, and computational geometry.

CSC 524 Units: **1.5**
Computational Complexity
The course covers elements of the theory of computational complexity. Topics covered include: the distinction between tractable and intractable problems; definition of computational models and complexity classes; techniques for comparing the complexity of problems; the classes P (deterministic polynomial time); and NP (nondeterministic polynomial time); P and NP completeness; Auxiliary Pushdown Automata; Alternating Turing Machines; the polynomial time hierarchy; the classes Polynomial Space and Logarithm Space; probalistic complexity classes; models of parallel computation; can all problems in P be effectively parallelized? Randomized parallel computation.

CSC 526 Units: **1.5**
Computational Geometry
This introductory course covers algorithms and data structures which are used to solve geometrical problems. Topics include geometric searching, convex polygons and hulls, Voronoi diagrams, plane sweep algorithms, promity, and intersections. Application areas which are discussed include computer graphics, VLSI design and graph theory.

CSC 528 Units: **1.5**
Combinatorial Algorithms
This course is concerned with the interfaces between combinatorics and Computer Science. Algorithms and data structures that are used to manipulate, generate, and randomly select combinatorial objects are studied. Such objects include sets, permutations, combinations, trees, graphs. Methods for analyzing combinatorial algorithms such as recurrence relations, asymptotics, and amortized complexity are presented.

CSC 530 Units: **1.5**
Advanced Compiler Construction
This course presents an in-depth study of recent developments in the theory and practice of compiler construction. The major topics include: program flow analysis, code optimization, attribute grammars, automatic code generation methods, and incremental compilers.

CSC 534 Units: **1.5**
Dataflow Computation
This course is concerned with both software and hardware aspects of the dataflow approach to computation. We will examine various machine architectures and the corresponding dataflow languages. Special attention will be given to software engineering issues, and the students will have access to an interpreter for the dataflow language LUCID.

CSC 536 Units: **1.5**
Advanced Programming Languages
This course examines the principles underlying modern programming languages. Topics presented include: functional programming, type systems, polymorphism, higher order objects, modularity, and models of concurrency.

CSC 540 Units: **1.5**
Numerical Analysis: I
Numerical Linear algebra. Topics include: Gaussian elimination and its variants; sparse positive definite linear systems; sensitivity of linear systems; condition and stability; orthogonal matrices and least squares; eigenvalues and eigenvectors; the QR algorithm; the singular value decomposition.

CSC 541 Units: **1.5**
Numerical Analysis: II
This course consists of a thorough discussion of a topic selected from the following areas:

541A - Approximation theory
541B - The numerical solution of differential equations
541C - Numerical quadrature
541D - Optimization

Note: *May be taken more than once for credit in different topics.*

CSC 545 Units: **1.5**
Operations Research: I
This course is primarily concerned with linear programming and its applications. Topics discussed include the following: the simplex method, the revised simplex method, computer implementation of linear programming, duality, dual simplex and primal dual algorithms, parametric analysis and postoptimality analysis.

Applications are selected from: the transportation problem, the assignment problem, blending problems, inventory problems, activity analysis, game theory and network analysis.

CSC 546 Units: **1.5**
Operations Research: II
This course provides an introduction to model design using queuing theory and simulation techniques. Topics covered include a brief introduction to queuing theory, basic ideas in simulation, random number generators, sampling, critical event and time slice methods, organization of a simulation study, and basic concepts of simulation programming.

CSC 550 Units: **1.5** Hours: **3-3**
Computer Communications and Networks: I
This course introduces concepts in computer communications and networks. Topics include: layered network architecture, packet switching networks, local area networks, protocol design and verification, network security, and applications in distributed computing.

CSC 551 Units: **1.5**
Computer Communications and Networks: II
Selected topics in computer communications and networks including: origins of computer networking, connection-based and connectionless communication, the Internet, layers above the transport level, recent developments in communications including the impact of new media and related protocols. The course emphasizes the evolution of communications concepts from first inception to present form and considers future directions for research and development in communications.

CSC 552 Units: **1.5**
Advanced Switching Theory
This course covers a selection of topics in switching theory and their application to the design of digital systems. The emphasis is on techniques suited to computer aided design (CAD). Topics to be covered are selected from: formal aspects of switching theory; spectral logic; combinational and sequential circuit synthesis; algorithmic state machines; and the software aspects of hardware design such as hardware description languages.

CSC 554 Units: **1.5**
Fault Tolerant Computing
In this course, issues of fault tolerant computing are discussed, ranging from the choice of fault tolerant architectures, to expert systems for the design and test of integrated circuits. Topics include: design and test of defect free integrated circuits, fault modelling, built in self test, data compression, error correcting codes, simulation software/hardware, fault tolerant system design, CAD tools for design for testability.

CSC 556 Units: **1.5**
VLSI Design Algorithms
This course covers algorithmic aspects of the design and application of VLSI circuits and systems. Topics to be covered are selected from: the fundamental components of CAD tools for VLSI design progressing from simple geometric layout packages through to silicon compilation; languages for the description of VLSI systems; simulation at the circuit, switch, functional and behavioural levels; VLSI architectural issues including systolic arrays. Fundamental design principles of VLSI systems are covered.

CSC 558 Units: **1.5**
Multiple Valued Logic and Switching Theory
This course gives an introduction to the area of multiple valued logic as an alternative to conventional binary logic. Topics will include: representation of multiple valued functions; simplification and minimization techniques; synthesis and design of multiple valued circuits; multiple valued arithmetic units; multiple valued simulation.

CSC 560 Units: **1.5** Hours: **3-3**
Design and Analysis of Real-time Systems
Fundamental issues in the design of real-time operating systems and application software. Typical topics include: hard real-time scheduling, interrupt driven systems, process communication and synchronization, language requirements for real-time systems, decomposition of real-time requirements into process model, and case studies. A project involving design, implementation and testing of a real-time executive and real-time application software will also be included.

Note: *Not open to students registered in or with credit in 460.*

CSC 561 Units: **1.5**
Multimedia Systems
Introduction to multimedia systems and applications. Topics include multimedia system design issues, representation, processing and retrieval of temporal and non-temporal media types, compression techniques, JPEG and MPEG encoding, multimedia system architecture, operating systems, networking, quality of service and database system issues, object-oriented multimedia programming, user interface, virtual worlds.

CSC 562 Units: **1.5**
Distributed Computing
This course deals with recent developments and advanced research topics in the area of distributed computing. Topics include: distributed operating systems, interprocess communications, remote procedure calls, network transparency, file server, execution location, and failure transparency, fault tolerant distributed systems, process replication, load balancing, task migration and performance issues, interconnection strategies, network configurations, problem decomposition, distributed updating of multiple copies, global object addressing, centralized and decentralized control mechanisms, reliability and the reconnection problem, and finally case studies of some of the more significant distributed systems.

CSC 563 Units: **1.5**
Data Compression
Principles and concepts of lossless and lossy data compression methods, beginning with basic concepts of Information Theory, and covering Huffman codes, dictionary-based compression methods, Ziv-Lempel methods, arithmetic coding, context modelling methods, transform-based compression methods based on discrete cosines and wavelets, and fractal compression; standard compression methods including JBIG, JPEG, and MPEG.

CSC 566 Units: **1.5**
Advanced Software Engineering
The goal of Software Engineering is the construction of complex, maintainable software at reasonable cost. This course provides the opportunity to gain software engineering experience in a controlled environment. Methods for software specification and design are emphasized. Additional topics may include design for change, configuration management, and software tools.

CSC 576 Units: **1.5**
Topics in Software Development and Evolution
Offered as CSC 576A, 576B, 576C, 576D.
Note: *May be taken more than once for credit in different topics.*

CSC 577 Units: **1.5**
Topics in Software Management
Offered as CSC 577A, 577B, 577C, 577D.
Note: *May be taken more than once for credit in different topics.*

CSC 578 Units: **1.5**
Topics in Software Applications
Offered as CSC 578A, 578B, 578C, 578D.
Note: *May be taken more than once for credit in different topics.*

CSC 581 Units: **1.5**
Topics in Artificial Intelligence
Offered as CSC 581A, 581B, 581C, 581D.
Note: *May be taken more than once for credit in different topics.*

CSC 582 Units: **1.5**
Topics in Theoretical Computer Science
Offered as CSC 582A, 582B, 582C, 582D.
Note: *May be taken more than once for credit in different topics.*

CSC 583 Units: **1.5**
Topics in Programming Languages
Offered as CSC 583A, 583B, 583C, 583D.
Note: *May be taken more than once for credit in different topics.*

CSC 584 Units: **1.5**
Topics in Numerical Analysis and Operations Research
Offered as CSC 584A, 584B, 584C, 584D.
Note: *May be taken more than once for credit in different topics.*

CSC 585 Units: **1.5**
Topics in Hardware and Computer Architecture
Offered as CSC 585A, 585B, 585C, 585D.

Note: *May be taken more than once for credit in different topics.*

CSC 586 Units: **1.5**
Topics in Computer Systems and Software
Offered as CSC 586A, 586B, 586C, 586D, 586E, 586F.
Note: *May be taken more than once for credit in different topics.*

CSC 589 Units: **1.5**
General Topics in Computer Science
Offered as CSC 589A, 589B, 589C, 589D.
Note: *May be taken more than once for credit in different topics.*

CSC 591 Units: **1.5**
Directed Studies
Individual studies under the direct supervision of a faculty member. The content and evaluation must be approved by the Department.
Note: *May be taken more than once for credit in different topics.*

CSC 595 Units: **1.5**
Seminar
Grading: *INP, COM, N or F*

CSC 598 Units: **3**
Master's Project
Grading: *INP, COM, N or F*

CSC 599 Units: **6**
Master's Thesis
Grading: *INP, COM, N or F*

CSC 699 Units: **33**
PhD Dissertation
Grading: *INP, COM, N or F*

CSPT

Cultural, Social and Political Thought

Department of Political Science
Faculty of Social Sciences

CSPT 500 Units: **1.5** Hours: **3-0**
Topics in Cultural, Social and Political Thought
An interdisciplinary seminar on topics such as language and social theory, tradition and modernity, democracy and freedom, global order and disorder, structuralism and post-structuralism, feminism and Marxism.
Note: *Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit. Open to MA or PhD students in Social Sciences or Humanities with permission of the Director of the Program.*

CSPT 501 Units: **1.5** Hours: **3-0**
Contemporary Cultural Social and Political Thought: I
An exploration of contemporary themes and issues in cultural, social and political thought. The emphasis will be on relating currents of thought in various disciplines to one another and exploring twentieth and twenty-first century thinkers whose influence has transcended cultural and disciplinary boundaries.

CSPT 590 Units: **1.5 or 3**
Directed Readings
Individual study, under the direction of a participating faculty member, of a topic or topics in cultural, social and political thought.
Note: *A student in the Program may substitute POLI 590 or SOCI 590 for CSPT 590, with permission of the Director of the program. May be taken more than once for credit in different topics.*

CSPT 601 Units: **1.5** Hours: **3-0**
Contemporary Cultural Social and Political Thought: II
A continuation of CSPT 501, this seminar is designed for students proceeding to a doctoral candidacy examination in Cultural Social and Political Thought. The focus will be on themes and thinkers important to contemporary cultural social and political thought but as yet unfamiliar to the students participating in the seminar.

CYC

Child and Youth Care

School of Child and Youth Care
Faculty of Human and Social Development

CYC 541 Units: **1.5**
Historical and Contemporary Theoretical Perspectives in Child and Youth Care
This course focuses on an exploration of historical and contemporary perspectives in child and youth care, including selected works of international pioneers across a range of child and youth care areas of practice. The theoretical and applied elements of the child and youth care perspective will be examined in relation to direct practice. Significant issues and trends will be investigated. All analyses will include critiques informed by cross-cultural and gender sensitive perspectives.

CYC 543 Units: **1.5**
Qualitative Research Methods in Child and Youth Care
This course provides an overview of approaches to qualitative research which are applicable to child and youth care practice. Students will learn about the underlying assumptions of qualitative research design and will practice techniques for collecting and analyzing qualitative data.

CYC 545 Units: **1.5**
Quantitative Research Methods in Child and Youth Care
Students will be expected to learn and be able to apply the techniques of quantitative research methodology to the field of child and youth care. Topics covered will include: research design and problem formulation, sampling, measurement and scaling, research ethics, and data analysis.

CYC 546 Units: **1.5**
Human Change Processes: From Theory to Practice
The framework for exploring human change processes will grow out of questions like the following: What is change? How does change occur? What kinds of change strategies are more effective than others? Students will pursue their research and practice interests by examining and reflecting on the current literature on invididual, family, community, and global change.

CYC 547 Units: **1.5**
Professional Leadership in Child and Youth Care
Aspects of professional leadership, including ethical practice, teams and teamwork, change management and managing transitions, diversity and cultural competence, transformational learning, learning organizations and environments, strategic thinking and participative management will be explored with special emphasis on the multidisciplinary evolution and transformation of child and youth care settings and programs.

CYC 549 Units: **1.5**
Models and Strategies For Child and Youth Care Intervention
Child and youth care models and strategies for applied work with children, youth and their families in a variety of settings will be explored. These will include integrated approaches to assessment, intervention and evaluation suitable for front-line work in the client's life space.

CYC 551 Units: **1.5**
Ensuring Quality in Child and Youth Care Programs
This course will explore what we know about creating quality programs for children, youth and their families. Recent advances in defining quality, creating client-centred standards, assessing outcomes, developing self-renewing organizations, and involving families and communities will be examined from a child and youth care practice perspective.

CYC 553 Units: **1.5**
Practicum in Child and Youth Care
Students are required to work in an applied program for children, youth and their families with supervision in order to develop their professional skills to an advanced level of competency. In some settings, this may take the form of a clinical internship. Regular contact with the course instructor and consultations between the student, placement supervisor and instructor will be required.
Students will be required to complete 165 hours.
Grading: *INP, COM, N or F*

CYC 561 Units: **1.5 or 3**
Special Topics in Child and Youth Care Theory
This course will explore specialized areas of theoretical interest in the field of Child and Youth Care.
Note: *Topics will vary. May be taken more than once for credit in different topics.*

CYC 562 Units: **1.5 or 3**
Special Topics in Child and Youth Care Intervention
Students will learn models of intervention in child and youth care which are specific to their area of specialization.
Note: *Topics will vary. May be taken more than once for credit in different topics.*

CYC 563 Units: **1.5 or 3**
Specialized Practicum in Child and Youth Care
In consultation with a faculty adviser, students will select a special setting for advanced work and training. In some settings, this may take the form of a clinical internship. Students will work under supervision and will consult regularly with both the practicum supervisor and faculty course instructor. Students may be required to complete a specialized theory or intervention course in their area of focus prior to undertaking the specialized practicum.
Students are required to complete 165 hours.
Prerequisites: *553.*
Grading: *INP, COM, N or F*

CYC 564 Units: **1.5**
Special Topics in Child and Youth Care Research
This is a variable content course that is focused on research in selected areas of Child and Youth Care. Topics will vary and students may take the course more than once for credit provided that the topics are different.

CYC 565 Units: **1.5**
Child and Adolescent Development in Context
This course provides a holistic and contextualized perspective on child and adolescent development

highlighting the importance of culture and context to human development. Recent publications highlighting non-western perspectives on human and social development will constitute a significant part of the course.

CYC 566 Units: **1.5**
Implementing the UN Convention on the Rights of the Child
This course examines the history of the Convention on the Rights of the Child, its relation to other human rights frameworks, and its use as an advocacy tool by professionals working with children and youth. Students will synthesize and apply this information through practice involving children, youth, and families. Examples of the application of the Convention on the Rights of the Child in various cultures and countries will be used to build advocacy strategies at the individual and system level.

CYC 567 Units: **1.5**
Program Design and Development in Child and Youth Care
This course will engage learners in the processes of program planning drawing upon relevant research and theory. Learners will examine the iterative cycle of planning and delivering programs in the field of child and youth care and apply and advance their skills in the formulation of goals and objectives, acquiring and managing resources, forming partnerships, conducting feasibility analyses, overseeing delivery, and establishing the basis for evaluating programs.

CYC 568 Units: **1.5**
Program Evaluation and Policy in Child and Youth Care
Drawing on knowledge and skills in program design and development, learners will learn to utilize program and personnel evaluative practices and explore strategies for ensuring transfer from program delivery and outcomes to policy formulation and development.

CYC 569 Units: **1.5**
Human and Organizational Change
This course will explore theories and case studies relating to the nature of change at various levels of personal and organization functioning. Developmental, therapeutic and transformational change will be examined in the contexts of the evolving national and international systems of governmental and non-governmental child, youth and family services. Strategies and dynamics related to selected topics such as the management of change, the use of teams and teamwork, program development, project management and leadership will be addressed.

CYC 571 Units: **1.5**
Youth Substance Use: Perspectives on Theory, Research and Practice
Contemporary theoretical perspectives on youth substance use will be critiqued and students will apply research strategies used to identify prevalence and risk factors associated with youth substance use patterns, and assess effectiveness of prevention and intervention approaches. A critical review of current approaches to prevention and treatment will be undertaken to increase awareness of the limitations and strengths of these interventions and their abilities to address child and youth care needs.

CYC 580 Units: **1.5**
Child and Youth Care in the Context of International Development
This course presents an historical perspective on the relationship among various constructions and understandings of children and their identified needs, and the policies, initiatives and priorities of various governmental and non-governmental organizations and programs. The characteristics of these initiatives as they have been operationalized within specific regions and countries will be examined. Participants are expected to identify an initiative and a country or region of interest and develop a case study for presentation.

CYC 582 Units: **1.5**
Children's Survival, Health, and Development in Ecocultural Context
Learners will explore the diversity of settings, goals, opprotunities and challenges for children's survival and development. It will also expand learner's knowledge of proximal and distal determinants of children's health, in local, national and international contexts using a bio-ecocultural model. Learners will explore multiple interacting factors shaping how childhood is conceptualized, how children are cared for, and the importance of working with communities to develop actions to promote child survival and optimal development.
Prerequisites: *Advanced child development course work, e.g., 2 upper-level undergraduate child development courses or 1 graduate-level child development course.*

CYC 590 Units: **1.5 or 3**
Directed Studies in Child and Youth Care
This course involves individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and School of Child and Youth Care graduate adviser prior to registering in the course.
Note: *May be taken more than once for credit in different topics.*

CYC 598 Units: **variable credit**
Applied Research Project
Students will undertake an applied research project which could, for example, include: (1) program development, (2) program needs assessment, (3) development of an assessment tool/protocol for clients, (4) evaluation of an existing program, (5) cost/benefit analysis of program models, or (6) secondary analysis of existing agency data. The research project should be developed in consultation with the student's supervisory committee.

CYC 599 Units: **6.0**
Thesis
The thesis entails specialized research on a topic chosen in consultation with the student's supervisory committee. The thesis should be an original piece of research that would be suitable for publication in a professional journal or presentation at a professional meeting.

CYC 641 Units: **3.0**
Generating Knowledge in Child and Youth Care
The course will extend learner's understanding of methodologies used to conduct social inquiry and how decisions about methodology affect knowledge outcomes and influence policy and practice. The focus will be the interplay of epistemology, ontology and methodology and the significance of cultural context, social location and the ethics of research. Learners will deepen their understanding and creative capacities to generate knowledge and methods, and strengthen the research foundations for theory and practice in CYC.

CYC 643 Units: **1.5**
Qualitative Research in Child and Youth Care
This course will provide opportunities for learners to apply research practices commonly used in qualitative research. Examples of such competencies may include, description, interpretation, and analysis found in methodologies such as grounded theory, critical theory, ethnography, phenomenology, and narrative research.
Prerequisites: *3.0 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.*

CYC 645 Units: **1.5**
Qualitative Research in Child and Youth Care
Students will be exposed to an in-depth exploration and application of specific quantitative methods for studying issues related to child and youth care. Examples of possible foci include secondary analyses, quantitative approaches when working with small sample sizes, research on clinical practice, and program evaluation.
Prerequisites: *3.0 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.*

CYC 671 Units: **1.5**
Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
This course uses a problem-based approach to learning that situates concepts and theories within issues related to children, youth, and families. the course will utilize existing child and youth care research in relation to the challenges of practice and policy in various settings and cultural locations.
Prerequisites: *Generating Knowledge in Child and Youth Care.*

CYC 680 Units: **1.5 or 3.0**
Doctoral Seminar in Child and Youth Care
This course will build a collegial environment to support doctoral students in the midst of their inquiry and research process by providing opportunities for participating in collaborative inquiry, for presenting and critiquing work in progress and for engaging in discourse with experienced practitioners engaged in the practice of research. Students will engage in a practice of writing and re-writing to develop their inquiry.
Note: *May be taken more than once for credit to a maximum of six units.*
Prerequisites: *Enrollment in a doctoral program.*

CYC 682 Units: **1.5**
Internship in Child and Youth Care Research
Learners may be involved in an ongoing research project in CYC or a closely related field in which they will play an active role in some aspect(s) of conducting the research. Learners will be expected to spend a minimum of 10 hours per week in the practicum and to meet with a faculty supervisor on a regular basis for a minimum of 150 hours.
Note: *Learners may not be paid for work on this research project during the time that they are undertaking the practicum course for university credit.*

CYC 699 Units: **18-21**
PhD Dissertation

DR

Dispute Resolution

Interdisciplinary Master of Arts in Dispute Resolution

Faculty of Human and Social Development

DR 501 Units: **1.5**
Conflict Analysis and Resolution: Basic Concepts and Skills in Dispute Resolution
Encourages participants to analyze, characterize and objectify conflict and to imagine and apply appropriate dispute resolution methodologies and approaches to a wide array of conflicts. Subjective elements of conflict including context, culture, relationship and values are studied. Alternative Dispute

Resolution is approached from a theoretical, procedural and skill perspective requiring critical assessment from participants. Conflict addressing modalities of negotiation and mediation are emphasized. Examples are drawn from environmental, domestic, Aboriginal, commercial, legal, multi-party and public policy contexts.

DR 502 Units: **1.5**
Conflict, Culture and Diversity
Cross-cultural conflicts involve navigating among diverse identities, meanings and ever-changing perceptions. In this course, we will use experiential education and dialogue to explore processes, capacities and tools to bridge cultural conflicts that draw on multiple intelligences. We will develop fluency with ways of naming, framing and taming conflict across cultural contexts; and fluency with culture as it animates and offers creative ways through conflict. Participants will apply theory and research to interpersonal, intercommunal and international conflicts.
Prerequisites: *None; however, DR 501 or equivalent background courses in dispute resolution recommended.*

DR 503 Units: **1.5**
Public Policy, Law and Dispute Resolution
The course examines a range of contemporary issues of governance. It focuses on the interaction of legislative, judicial, and administrative institutions and processes as they respond to such pressures as the demand for enhanced representation; public participation and direct democracy; access to justice and alternative dispute resolution; aboriginal self government; fiscal restraint; public accountability and ethics.

DR 507 Units: **1.5**
Dispute Resolution and International Human Rights
Examines the extent to which international law serves as an effective vehicle for the protection of human rights. Explores the nature of civil and political rights and social and economic rights, the rights of women, of indigenous people and ethnic and cultural minorities, and the relationship between human rights and development. Examines several institutional issues, particularly the forms of dispute resolution and institutional mechanisms including the United Nations system.

DR 508 Units: **1.5**
Dispute Resolution and Indigenous Peoples
Explores the theory and practice of negotiation and mediation within the context of public issues and disputes involving indigenous peoples. Includes a comparative examination of perspectives on negotiation of dominant society and indigenous peoples in Canadian and other settings. A critical approach is taken to the application of dominant society models of negotiation and mediation to conflict situations involving indigenous people, including the examination of historical factors, dynamics of power and cross-cultural factors.
Prerequisites: *501 and 502 or permission of the Graduate Adviser.*

DR 510 Units: **1.5-3**
Special Topics
From time to time, the program offers courses that are special topics under the course code DR 510. Prerequisites will be established for each course.
Note: *Students may take 510 more than once with the permission of the Graduate Adviser.*
Prerequisites: *Determined in consultation with the Graduate Adviser.*

DR 590 Units: **1.5-3**
Directed Studies
Individual studies under the supervision of a faculty member, with permission of the Graduate Adviser.
Note: *May be taken more than once for credit in different topics.*

DR 598 Units: **4.5**
Master's Project
The non-thesis option requires students to complete a major project in consultation with the academic supervisor and the Graduate Adviser. The project is expected to be a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Adviser. It will have a practical application and is generally prepared in consultation with a client, as well as the academic supervisor. A written project report will be prepared and submitted to an oral examination committee.
Grading: *INP, COM, INC, or F*

DR 599 Units: **7.5**
Thesis
The thesis option requires original research on a topic chosen in consultation with the student's academic supervisor and the Graduate Adviser.
Grading: *INP, COM, INC, or F*

ECON

Economics

Department of Economics
Faculty of Social Sciences

ECON 500 Units: **1.5**
Microeconomic Analysis
An introduction to consumer demand, production and market organization. Topics covered will generally include: consumer demand; duality; choice under uncertainty; intertemporal choice; measuring welfare change; the competitive firm; the two sector model; properties of competitive equilibrium; market structure; and externalities.

ECON 501 Units: **1.5**
Macroeconomic Analysis
An introduction to macroeconomic analysis. Long-run growth, business cycles, trade, and fiscal policy are analyzed using dynamic general equilibrium models. Classical and Keynesian models are used to examine inflation, unemployment, the open economy, and monetary policy. Limitations and extensions of the models are discussed and developed.

ECON 502 Units: **1.5**
History and Method of Economics
Seminar in selected issues in the history and methodology of economics. Topics may range over the work of particular authors or schools, the problems of theory selection, and the philosophy of science as applied to economics.

ECON 505A Units: **1.5**
Formerly: **half of 504**
The Theory of International Trade
A study of international production and exchange. The topics covered include: the nature and source of the gains from trade; the determinants of international production and comparative advantage; international factor mobility and transnational production; the implications of market imperfections; trade and growth. Particular attention is given to the generality of theoretical propositions and their empirical applications.
Prerequisites: *500 or 405A or equivalent.*

ECON 505B Units: **1.5**
Formerly: **half of 505**
Theory of Trade Policy
An examination of selected contributions to the theory of tariffs and other trade restrictions, and an analysis of trade policy for developed and developing countries.
Prerequisites: *500 or 405A or equivalent.*

ECON 506 Units: **1.5**
Monetary Theory and Policy
The examination of selected contributions to contemporary monetary theory and policy, and their relationship to macroeconomics.

ECON 510 Units: **1.5**
Industrial Organization and Public Policy
This course provides a framework in which to examine policy issues with respect to industrial competition and regulation. The course begins with the firm and its relation to the market, and then examines issues relating to market structure and regulation. Topics may include: durable goods monopoly; price discrimination; product differentiation; product quality; advertising; predatory pricing; mergers; and the natural monopoly.

ECON 512 Units: **1.5**
Urban Economics
Theory and policy of the urban economy. Topics include the macroeconomics of urban growth, stagnation and decline; the neoclassical theory of the urban economy; the economics of housing, land use, intraurban location and urban environmental quality.

ECON 513 Units: **1.5**
Regional Economic Development
Selected analytical approaches to regional economic development. Topics include theories of location and growth, techniques of analysis and assessment of policy alternatives.

ECON 515 Units: **1.5**
Labour Economics
Introduction to contemporary empirical and applied theoretical research into labour markets. Topics may include: labour supply; labour demand; human capital; discrimination; labour market dynamics; unemployment; and behaviour of the household.

ECON 516 Units: **1.5**
Cost-Benefit Analysis
Methods of cost-benefit analysis with applications to public policy. The course develops a normative foundation for policy analysis, addressing issues of efficiency and wealth redistribution together with the techniques of cost-benefit analysis. The course focuses on contemporary Canadian policy issues.

ECON 517 Units: **1.5**
The Economics of Canadian Health Care
Analysis of the structure, function and performance of the medical market with emphasis on physician and hospital services.

ECON 518 Units: **1.5**
Economic Analysis of Law and Crime
Intensive investigation of efficiency aspects of accident, property, contract and criminal law; theoretical and empirical analysis of criminal behaviour and of the criminal justice system.

ECON 520 Units: **1.5**
Economic Development
This course is concerned with the processes and problems of development in the economies of the Developing World. Topics may include: theories of economic development; poverty and inequality; gender and development; nutrition and food policies; agricultural and rural development; employment and migration.

ECON 521 Units: **1.5**
Economic History
Seminar in selected topics in economic history including the approach and contributions of "the new economic history," theories of long-run economic growth, history and analysis of long-run economic growth in selected countries, and new work in the literature.

ECON 522 Units: **1.5**
Advanced Topics on the Japanese Economy
This course will cover advanced topics in economics relevant to the economic development and contemporary functioning of the Japanese economy. The themes are theories of the Japanese firm, trade, industrial organization, human resources and education, government policy, technological progress and research and development.

ECON 525 Units: **1.5**
Public Finance and Fiscal Policy
Seminar in selected topics in fiscal policy and public finance including the incidence and effects of taxation, government expenditure programs and public debt operations.

ECON 527 Units: **1.5**
Managerial Economics
The application of economic principles and methodologies to the decision-making process within the organization under conditions of certainty and uncertainty. Topics include pricing decisions, product strategy, capital budgeting.

ECON 529 Units: **1.5**
Economics of Finance
The basic theory of finance under uncertainty. Topics include expected utility maximization, state preference theory, analysis of capital asset pricing, and option pricing.

ECON 530 Units: **1.5**
Economics of Natural Resources
Seminar in the economics of natural resources including a survey of relevant theoretical literature and selected topics covering problems of resource industries.

ECON 531 Units: **1.5**
Environmental Economics
An introduction to environmental economics and policy. The course develops a normative foundation for policy analysis, addressing issues of efficiency, intergenerational equity and sustainability. A range of policy regimes are covered, including command-and-control regulation, market-based instruments, and legal liability, with applications to a variety of domestic and international environmental issues.

ECON 540B Units: **1.5**
General Equilibrium and Welfare Economics
Selected topics in general equilibrium theory and welfare economics.

ECON 545 Units: **1.5**
Econometric Analysis
This course covers the basics of estimation and hypothesis testing in the classical linear regression model, with empirical exercises using actual economic data. Topics typically covered include: testing and imposing linear restrictions; dummy variables; specification error; multicollinearity; measurement error; serial correlation; heteroskedasticity; panel data; simultaneity; and an introduction to time-series analysis.

ECON 546 Units: **1.5**
Themes in Econometrics
A thematic presentation of the principal themes in econometric interference, such as Maximum Likelihood, Instrumental Variables, Method of Moments, Bayesian inference, Likelihood Ratio, Wald, and Lagrange Multiplier tests. A discussion of Nonparametric and Semiparametric inference, asymptotic distribution theory and Monte Carlo simulation methods. Application of these methods in empirical projects.

ECON 547 Units: **1.5**
Time-Series Econometrics
Advanced time-series theory and its application. Topics may include: non-stationarity tests, and their extension to allow for structural breaks; stochastic seasonality; multiple unit roots; single-equation and systems approaches to cointegration for annual and seasonal data; and construction and estimation of error-correction models.

ECON 548 Units: **1.5**
Applied Econometric Modelling
This course explores a range of practical estimation and testing issues in the context of different types of econometric models, and their uses in policy analysis and forecasting. Applications include systems of demand equations, frontier production models, latent variable models, rational expectation models, VAR models, and simultaneous systems.

ECON 549 Units: **1.5**
Computational Methods in Economics and Econometrics
An introduction to numerical methods and their application in economics and econometrics. Topics will typically include: iterative fixed point methods, methods for solving problems of nonlinear equations, methods for solving initial value problems and boundary value problems, methods for solving static and dynamic optimization problems, Monte Carlo methods, resampling techniques, and Gibbs sampling.

ECON 550 Units: **1.5**
Formerly: **540A**
Game Theory in Economics
This course provides a game theoretic perspective on interactions between economic agents, covering a variety of game-theoretic modelling techniques and their applications. Topics will generally include: normal and extensive form games; Nash equilibrium and refinements; repeated and sequential games; learning and evolution in games; the Nash bargaining solution; and co-operative games.
Note: *Not open to students with credit in 540A.*

ECON 551 Units: **1.5**
Formerly: **540C**
Information and Incentives
This course covers the economics of information and the incentive problems that arise from asymmetric information. The course uses the principal-agent framework to examine the key issues of moral hazard, adverse selection and mechanism design, illustrated in the context of applications drawn from a variety of areas, including industrial organization, public economics, and labour.
Note: *Not open to students with credit in 540C.*

ECON 552 Units: **1.5**
Macroeconomic Issues
This course covers contemporary macroecomic issues, using advanced modelling techniques. Topics may include: search and matching theory; unemployment; endogenous innovation; worker displacement due to technological change; the macroeconomic implications of imperfect competition; international macroeconomics; multiple equilibria; coordination; stability; inflation; and finance issues.

ECON 565 Units: **1.5**
The Econometrics of Cross-Section Data
An overview of the models, estimation techniques and tests used when analyzing cross-section data. The methods studied are particularly applicable to labour and health economics and industrial organization. Theory and empirical applications are covered. Topics may include binary and multinomial logit and probit models, limited dependent variable models, count data and duration analysis.

ECON 570 Units: **1.5**
Advanced Topics in Industrial Organization
A seminar covering contemporary topics in industrial organization.

ECON 571 Units: **1.5**
Advanced Topics in Labour Economics
This course applies economic theory to the study of labour market institutions. Topics covered may include: discrimination; human capital theory; the theory of contracts; efficiency wages; internal labour markets, hierarchies, and team production; search and mobility; and unions.

ECON 572 Units: **1.5**
Advanced Topics in Environmental and Resource Economics
A seminar covering contemporary topics in environmental and resource economics and policy.

ECON 573 Units: **1.5**
Economic Growth
An examination of determinants of long-run growth rates and income levels in different economies. Topics will typically include: neoclassical, multisectoral, and endogenous growth theories; tests of these theories, and their policy implications. Other topics may include the effects of social security, endogenous population growth, public education, research and development, resource and environmental issues, and the international flows of capital, labour and knowledge.

ECON 575 Units: **1.5**
Advanced Topics in Econometrics
Advanced topics in econometric theory and practice. Topics may include: recent developments in time-series analysis; estimation and testing with panel data; the use of nonparametric and semiparametric techniques; limited and qualitative dependent variables models; modelling financial data; switching-regimes models; specification analysis and model selection; and applications of Bayesian inference.

ECON 595 Units: **1.5**
Directed Studies in Economics
Individual titles will be assigned to each lettered section A-Z.
Note: *Pro forma required.*

ECON 598 Units: **3**
Extended Essay
Grading: *INP, COM, N or F*

ECON 599 Units: **4.5**
Thesis
Grading: *INP, COM, N or F*

ECON 698 Units: **3**
Research Seminar
This course is concerned with research methods and strategies. Students attend one of the Department seminar series, and write reports on a selection of the papers presented. Students complete the course requirements when they develop a dissertation topic and present their own research in a Department seminar. Students must enroll in this course no later

than the first Winter Session term following their admission to full candidacy.
Grading: *INP, COM, N or F*

ECON 699 Units: **21**
Dissertation
Grading: *INP, COM, N or F*

ED-D

Educational Psychology and Leadership Studies

Department of Educational Psychology and Leadership Studies

Faculty of Education

ED-D 500 Units: **1.5**
Learning Principles
A survey of the literature on commonly stated principles of instrumental and classical conditioning, generalization, transfer, and retention.

ED-D 501 Units: **1.5**
Theory of Measurement
An elaboration of the principles and theories of educational and psychological measurement with particular emphasis on interpretation of test reviews, applications to test development, and the design of research studies.

ED-D 502 Units: **1.5**
Seminar in Educational Evaluation
Advanced topics in educational evaluation including: curriculum evaluation, teacher evaluation, grading and reporting.

ED-D 503 Units: **1.5**
Curriculum Evaluation
An examination of the issues, practices, and models of curriculum evaluation at the institutional and classroom levels.

ED-D 504 Units: **1.5**
Psychology of Conceptual Learning
An analysis of the problems, methods, theoretical formulations, and experimental evidence in contemporary concept learning research.

ED-D 505 Units: **1.5**
Basic Concepts in Human Development
A survey of a number of well known schools and theorists in human development. Topics relating to cognitive, personality, and moral development are stressed. Student needs and interests are important in determining course content.

ED-D 506 Units: **1.5**
Selected Topics in Human Development
Recent theory and research in a number of specific areas of human development. This course constitutes a closer and more detailed study of certain of the broader areas dealt with in 505.

ED-D 507 Units: **1.5**
Psychology of Individual Differences
A focus on intellectual, emotional, physical and cultural differences between individuals. Emphasis is given on how individuals differ, causation theories, and implications for education.

ED-D 508 Units: **1.5**
Theories of Learning
A survey of psychological interpretations of learning, comparing modern Behaviourist and Cognitive approaches; historical perspective also given.

ED-D 509 Units: **1.5**
Psychology of Classroom Learning
An in-depth analysis of selected issues in classroom learning. The effects of student and teacher characteristics, pedagogical methodologies, and evaluational strategies on student learning are the major interest areas.

ED-D 510 Units: **1.5**
Psychology of Group Differences
Analysis of group differences in human abilities including historical background, classification and measurement methodology, correlates and educational implications.

ED-D 512 Units: **1.5**
Measurement in the Affective Domain
Problems in selecting objectives in the affective domain; constructing instruments to assess interests, attitudes, appreciations and values.

ED-D 513 Units: **1.5**
Assessment of School-related Abilities
Advanced study of the theory, purposes, limits and interpretation of individually administered tests and other assessment procedures used in schools. Includes tests of ability, achievement and language.
Prerequisites: *337 or equivalent.*

ED-D 515 Units: **1.5**
Advanced Assessment of Learning Disabilities
An individualized course for graduate students specializing in assessment. Supervised observation and analysis of the intellectual, emotional, and educational problems of children with learning difficulties.
Prerequisites: *402, 415, or permission of the instructor.*

ED-D 516 Units: **1.5**
Advanced Remediation of Learning Disabilities
An individualized course for graduate students specializing in the remediation of learning problems associated with physical, language, intellectual, emotional, and perceptual dysfunction. Observation, practice, and seminar discussion will be involved.
Prerequisites: *515 or permission of the instructor.*

ED-D 517 Units: **1.5 or 3**
Practica in Counselling
517A - Prepracticum in Counselling
517B - Initial Practicum in Counselling
517C - Advanced Practicum in Counselling
Formerly: **517C - L or N**
517M - Practicum in Skill Training for Helpers and Educators
Note: *517C may be taken more than once for credit. Prior to registration, a student must obtain permission from the instructor and from the chair of his or her supervisory committee.*
Grading: *INP, COM, N or F*

ED-D 518 Units: **1.5**
Seminar in Counselling Psychology
Origin, development and data bases for counselling. Core elements in counselling. The life cycle, developmental needs and counselling. Contemporary counselling approaches.

ED-D 519 Units: **1.5**
Advanced Seminars in Counselling Psychology
519A - Child and Adolescent Development and Counselling
A study of issues and counselling interventions with children and adolescents. Topics include developmental context; identity; assessment; counsellor roles; consultation with teachers, other professionals and parents or guardians; family issues; career/educational planning; and individual and group interventions.
519B - Research in Counselling
Introduction to various modes of qualitative inquiry; identification of aspects of counselling which are suited to examination by qualitative research methods. Methodologies such as action research, narrative analysis and case study will be examined.
519C - Professional Issues in Counselling
An examination of professional, ethical, and legal issues related to practice and research in counselling. Personal beliefs, values, and biases will be examined, as well as the professional codes and literature of the discipline.
519D - Creative Arts Therapy
The study and practice of creative and artistic approaches to counselling. Specific focus may include counselling using art, movement, writing, play, drama, and bibliotherapy.
519E - Cognitive-Behavioural Approaches in Counselling
The study and practice of cognitive-behavioural counselling strategies for helping individuals meet their emotional, cognitive and behavioural goals. May include self-control strategies such as relaxation training, systematic desensitization, cognitive restructuring, problem solving, stress inoculation, and modeling.
519F - Human Science Counselling
The study of how three streams of human science (existentialism, phenomenology, and constructivist psychology) can contribute to counselling practice and research. Seminar methods may include autobiographical writing and reflective discourse. The roles of counsellor and client as co-constructors are analyzed and practiced.
519G - Relationship Counselling
The study and practice of counselling methods designed to repair, build, and enhance relationships. Potential clients include couples, family members, teachers-pupils, and co-workers. Organized around, but not limited to, the Bernard Guerney model of relationship enhancement.
519H - Career Development and Counselling Across the Life Span
Lifespan and career development as a dynamic, holistic, life-long enterprise. Theories and techniques are explored from a developmental perspective. Career development assessment, selecting, implementing and evaluating interventions for focus populations, the practice of career counselling, and issues in work settings are major areas of focus.
519J - Peer Helping
Examines the use of peers in the helping/learning process. Topics include history, theory and research. Provision will be made for skill building and training experience.
519K - Consultation in Education and Counselling
Examines the provision of information, support and skill development to those who provide direct services in schools and the community. Skill practice included.
519L - Group Counselling
The conceptualization and practice of group counselling and therapy. Leadership skills will be examined. Particular attention will be given to leadership skills and exploring the foundation and application of experiential learning in groups.
519M - Gestalt Counselling
An exploration of the theoretical foundations, philosophical assumptions, and skills of Gestalt coun-

selling, including dream work, role-playing, and group and individual techniques.

519N - Diversity, Culture and Counselling

Designed for students who desire to work with a diverse and multicultural clientele in a counselling or other capacity that requires cultural competencies. Specific emphasis will be on developing awareness, knowledge and strategies for effective intercultural communication with visible minorities, refugees, foreign students, immigrants, different sexual orientations, and those with bicultural and bilingual backgrounds.

Note: *May be taken once for credit in each of the areas listed above; 1.5 units each.*

ED-D 520 Units: **1.5 or 3**
Educational Research Apprenticeship

This course is intended to provide experience for students in conducting research, prior to designing and implementing their own thesis studies. Examples might include collaboration with other students in a joint research effort, replicating earlier studies, or carrying out research principally conceptualized by, and supervised by, an individual professor.

Note: *May be taken more than once for credit with approval of the student's supervisory committee.*

ED-D 521 Units: **1.5 or 3**
Theory and Practice in Family Counselling

This course explores theoretical approaches and intervention strategies related to family counselling. Through discussion, experiential activities, and role playing, students will become familiar with current concepts and techniques.

Prerequisites: *517A or permission of the instructor.*

ED-D 531 Units: **3**
Formerly: **ED-B 531**
Concepts and Theory of Organization

Critical examination of the classical, modern, and emerging literature of administrative studies in the organizational context, with emphasis on philosophy of leadership, decision making processes, power and authority, leadership studies, and contemporary issues and perspectives.

Note: *Not open to students with credit in ED-B 531.*

ED-D 532 Units: **1.5 or 3**
Formerly: **ED-B 532**
Educational Program Leadership

A functional examination of the dimensions of educational program leadership; policy, program design, implementation, monitoring, evaluation, and communication; with emphasis on the roles of individuals and groups with designated responsibility for programs.

Note: *Not open to students with credit in ED-B 532.*

ED-D 533 Units: **1.5 or 3**
Formerly: **ED-B 533**
Critical Determinants of Leadership Practice

533A - Politics in Organizations

An examination of politics in educational and related organizations: concepts of influence, authority, power, and control; frameworks for analyzing and understanding politics and policy; actors and agendas; interest and pressure groups; conflict and conflict resolution; the interface of leadership and politics; implications for governance and administrative practice.

Note: Not open to students with credit in ED-B 533A.

533B - Education and the Law

A study of the legal foundations of education in Canada, the legal basis for the organization and administration of education, education law and policy and their implication for practice.

Note: Not open to students with credit in ED-B 533B.

533D - Leadership

An examination of general leadership theories, leadership styles, and leadership effectiveness models as they apply to educational administrators.

Note: Not open to students with credit in ED-B 533D.

Note: *May be taken once for credit in each of the areas listed above.*

ED-D 534 Units: **1.5 or 3**
Formerly: **ED-B 534**
Organizational Analysis and Development

A review of strategies for change and development in educational organizations, with special attention to survey research, action research, organizational diagnosis, team building, and overcoming organizational resistance.

Note: *Not open to students with credit in ED-B 534.*

ED-D 535 Units: **1.5 or 3**
Formerly: **ED-B 535**
Comparative Perspectives on Organizational Leadership

535A - Regional Comparisons

Comparative studies of educational administration and systems in Canada and selected foreign countries.

Note: Not open to students with credit in ED-B 535A.

535B - Institutional Comparisons

Selected cross-organizational studies in public, military, hospital, and commercial administration.

Note: Not open to students with credit in ED-B 535B.

Note: *May be taken once for credit in each of the areas listed above.*

ED-D 536 Units: **1.5 or 3**
Formerly: **ED-B 536**
Philosophy of Leadership

An examination of the relevant interaction of philosophy and leadership, with a view to clarifying philosophical concepts and theories and their application to the analysis, by individuals in leadership positions, of their own and others' actions.

Note: *Not open to students with credit in ED-B 536.*

ED-D 537 Units: **1.5 or 3**
Formerly: **ED-B 537**
Functions and Processes of Leadership

537A - Educational Change

An analysis of change theory and the processes associated with change in education, with a view to assisting school leaders to facilitate reforms.

Note: Not open to students with credit in *ED-B 537A.*

537B - Decision Making

A study of the factors affecting, and processes involved in, effective decision making by educational administrators.

Note: Not open to students with credit in *ED-B 537B.*

537D - Instructional Supervision

Through an analysis of literature in leadership, communication, change and activation, as well as through an analysis of classroom observation techniques, the development of rational organizational patterns of supervision for educational administrators.

Note: Not open to students with credit in *ED-B 537D.*

537E - Personnel

An examination of the personnel functions within educational institutions, with emphasis upon effective personnel policies, recruitment and selection, placement, professional development, promotion and performance evaluation.

Note: Not open to students with credit in *ED-B 537E.*

537F - Policy Making

An analysis of the nature of policy development and policy execution at provincial and school district levels, and the implications for educational administrators.

Note: Not open to students with credit in *ED-B 537F.*

537G - The Principalship

Analysis of the roles and functions of the school principal, with emphasis upon educational leadership, understanding the breadth and diversity of the position, legal status, designated administrative and managerial responsibilities, and contemporary challenges.

Note: Not open to students with credit in *ED-B 537G.*

537H - Educational Planning

A review of the concepts, approaches and actual practice of educational planning of both macro and micro levels of activity. New features of planning will be examined for improving the design or policies and the operational procedures of educational organizations.

Note: Not open to students with credit in *ED-B 537H.*

537J - Educational Finance

An analysis of the funding of public education, with emphasis upon general principles of finance, governmental structures, taxation procedures, resource allocation, and budgetary practices, with a specific focus on the British Columbia scene.

Note: Not open to students with credit in *ED-B 537J.*

Note: *May be taken once for credit in each of the areas listed above.*

ED-D 560 Units: **1.5**
Statistical Methods in Education

Probability theory; sampling theory; estimation; tests of hypotheses; correlation and regression; t-tests; analysis of variance; nonparametric statistics; introduction to computer applications.

ED-D 561 Units: **1.5**
Methods in Educational Research

The role of research in education; selecting the problem; reviewing the literature; research hypotheses; problems in measurement; sources of invalidity; models and designs in research; writing research proposals; communicating the results of research.

ED-D 562 Units: **1.5**
Advanced Statistical Methods in Education

Applied multiple linear regression; factor analysis; discriminant function analysis; canonical correlation; multivariate analysis of variance; advanced computer data processing.

Prerequisites: *560 or equivalent.*

ED-D 567 Units: **1.5**
Single Case Research

This course is designed to provide students with an understanding of single case and case study research designs and experience in critically evaluating research that has been conducted using these methodologies. Topics considered will include single case experimental designs, case study techniques, article and human subject application preparation, reliability and validity considerations, data evaluation

procedures, and the critical review of the application of the various designs discussed.

ED-D 568 Units: **1.5**
Formerly: **ED-D 566A**
Seminar in Special Education: Program, Practices and Policies
A consideration of historical perspectives and present trends in Special Education theory and practice. Topics considered include the context of special education, economic and legislative issues, families, classification and other assessment issues, teaching practices, social competency, early intervention, quality of life, and ethical and policy issues.
Note: *Not open to students with credit in ED-D 566A.*

ED-D 569 Units: **1.5**
Formerly: **ED-D 566B**
Seminar in Special Education: Current Issues, Research, and Applications
A consideration of present trends and other topical issues affecting individuals with special educational needs. Students select from a wide array of topics to determine course content. Examples include health related issues, behavior management, multiculturalism, juvenile offenders, school leavers and repeaters, death and loss, abuse and violence, technological shifts, links to the community, and personal preparation.
Note: *Not open to students with credit in ED-D 566B.*

ED-D 590 Units: **to be determined**
Special Problems - Educational Psychology and Leadership Studies
Note: *May be taken more than once for credit in different topics. The student must obtain consent of the chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.*

ED-D 591 Units: **1.5 or 3**
Selected Topics in Education
This is a variable content course.
Note: *May be taken more than once for credit in different topics.*

ED-D 597 Units: **0**
Comprehensive Examination - Educational Psychology and Leadership Studies
A required element of all MEd programs. Typically held within one month of completion of all course work. Examination format may be either written or oral, as decided upon by the program supervisor in consultation with the candidate. Areas of examination and examiners are established by each program area (counselling, educational psychology, special education, leadership studies).
Grading: *INP, COM, N or F*

ED-D 598 Units: **to be determined**
Project - Educational Psychology and Leadership Studies
Evidence of independent research work in the form of a project, extended paper(s), work report, etc., as determined within the Department. Planned and carried out with a project supervisor.
Grading: *INP, COM, N or F*

ED-D 599 Units: **to be determined**
Thesis - Educational Psychology and Leadership Studies
Grading: *INP, COM, N or F*

ED-D 617 Units: **to be determined**
Internship in Counselling Psychology
Field work and advanced practical experience under supervision for doctoral candidates specializing in counselling psychology.
Note: *May be taken more than once for credit with approval of the student's supervisory committee.*
Grading: *INP, COM, N or F*

ED-D 618 Units: **to be determined**
Doctoral Seminars in Counselling Psychology
The doctoral seminars are organized around professional studies in counselling; counselling theory and techniques; group procedures and processes; areas of critical life choice; professional identification; ethics; and research in counselling. The seminars may be taken more than once for credit, providing the course content is different from that previously taken, by doctoral candidates upon consultation with the student's supervisory committee. The specific content of each area will be designated prior to registration.

ED-D 660 Units: **3**
Proseminar in Educational Psychology
A seminar for doctoral-level students designed to provide an understanding of current approaches to inquiry in the component areas of educational psychology: learning and development; special education; measurement, evaluation and computer applications; and counselling. Current issues and central concepts in each of these areas will also be considered. Attention is also given to guidelines for professional practice, such as ethical practices in research.

ED-D 690 Units: **to be determined**
Special Problems
Note: *May be taken more than once for credit in different topics. The student must obtain consent of the chair of the supervisory committee and the instructor offering the area of individual study prior to registering in 690. Pro forma is required for registration.*

ED-D 699 Units: **to be determined**
PhD Dissertation
Grading: *INP, COM, N or F*

ED-P

Secondary Teacher Education

Faculty of Education

Professional Studies

ED-P 780 Units: **1.5** Hours: **3-0**
Student Teaching Seminar Secondary
A series of seminars providing assistance in planning for practicum, discussion of topics of common concern for student teachers, and current issues related to instruction.
Grading: *INC, COM, N, or F*

ED-P 787 Units: **4.5**
Professional Year Elementary Seminar and Practicum
For students registered in the certification year, elementary program. Consists of a weekly seminar and school experience to be arranged by the School Experience Office. Initial school experiences will occur during the first week of the term.
Note: *Students will be denied the practicum experience if their preparatory work is considered unsatisfactory by the Director of Professional Studies.*
Grading: *INC, COM, N, F or INP*

ED-P 790 Units: **1.5** Hours: **3-0**
Secondary Teaching Skills Seminar
The study, performance and evaluation of teaching skills essential to teacher performance at the secondary level. Skills will be practised and evaluated through peer interaction.
Prerequisites: *Acceptance in the Secondary Post Degree Professional Program.*
Grading: *INC, COM, N or F*

ED-P 792 Units: **0.5** Hours: **1-0**
Secondary Career Seminar
Forum for discussion on teaching and general class management.
Prerequisites: *Acceptance in a Professional Year.*
Grading: *INC, COM, N or F*

ED-P 793 Units: **1.5** Hours: **1-0**
Secondary Internship Seminar
Seminar on teaching competencies. Topics will include teaching skills, classroom management, relationship of theory to practice, analysis of teaching, the teacher as a professional, and education community orientation.
Prerequisites: *Acceptance in a Professional Year.*
Grading: *INC, COM, N or F*

ED-P 798 Units: **3**
Student Teaching Practicum
Placement from January through April in one or more secondary schools for supervised teaching practice.
Prerequisites: *Successful completion of pre-practicum term.*
Grading: *INC, COM, N, F, or INP*

EDCI

Curriculum and Instruction Studies

Department of Curriculum and Instruction
Faculty of Education

EDCI 500 Units: **1.5**
Formerly: **ED-A 552**
Advanced Seminar in Music Education
Using the lenses of history, philosophy, psychology and sociology to study recent trends and issues in education and music education, and their impact on music curriculum.
Note: *Not open to students with credit in ED-A 552.*

EDCI 501 Units: **3**
Formerly: **ED-A 550**
Research and Evaluation in Music Education
Students are introduced to the various research methods used in music education. Evaluation in music education at all levels is included.
Note: *Not open to students with credit in ED-A 550.*

EDCI 502 Units: **1.5**
Formerly: **ED-A 502**
Computers in Music Education (Advanced)
Advanced applications of the use of computers in music education. MIDI-based technology and hands-on experience will be emphasized.
Note: *Not open to students with credit in ED-A 502.*

EDCI 503 Units: **2**
Formerly: **ED-A 520**
Jazz Arranging
Exposure to and experience with various arranging techniques, and participation in the jazz ensemble.
Note: *Not open to students with credit in ED-A 520.*

EDCI 504 Units: **2**
Formerly: **ED-A 521**
Jazz Repertoire Analysis and Rehearsal Techniques
A study of jazz performance techniques and literature, applications to education, and participation in the jazz ensemble.
Note: *Not open to students with credit in ED-A 521.*

EDCI 505 Units: **1.5**
Formerly: **EDCI 505A and 505B**
Curriculum in Music Education
Contemporary theory, research, trends and issues in school music curricula.
Note: *Not open to students with credit in ED-A 540, 541, EDCI 505A or 505B.*

EDCI 506 Units: **1.5**
Pedagogical Issues in Music Education
This is a variable content course focusing on contemporary approaches to music education. The topic will be listed each year.
Note: *May be taken more than once for credit in different topics.*

EDCI 507A Units: **1.5**
Musicianship I
A study of the elements of music and developing musicianship through singing, listening, composing, movement, playing and reflecting.

EDCI 507B Units: **1.5**
Musicianship II
Deepening musical understanding through production, perception and reflection in an in-depth project.

EDCI 508 Units: **1.5**
Advanced Instrumental Music
Advanced professional development for the practising instrumental music educator.
508A - Conducting I
508B - Conducting II
508C - Conducting III and Literature
Note: *Students may enroll in each of the areas listed above at 1.5 units each. 508A is prerequisite for 508B; 508B is prerequisite for 508C.*

EDCI 509 Units: **1.5**
Formerly: **ED-A 558A**
Development and Implementation of the Curriculum in Art
Application of relevant theories and models to the design and development of school curricula in art.
Note: *Not open to students with credit in ED-A 558A.*

EDCI 510 Units: **3** Hours: **3-0**
Formerly: **ED-A 570**
Research Issues and Studio Development in Art
Review of contemporary art education research issues; development of a teaching creed and proposal; studio exploration linked to current instructional practice.
Note: *Not open to students with credit in ED-A 570.*

EDCI 511 Units: **3** Hours: **3-0**
Formerly: **ED-A 571**
Research in Drawing and Studio Development
Review of literature on the development of drawing; analysis of theory and current teaching practices; an investigation of ideas and approaches through actual engagement in drawing.
Note: *Not open to students with credit in ED-A 571.*

EDCI 512 Units: **3**
Internet Use and Digital Imaging for Art Educators
Internet use for the art classroom and for research in art education; creating digital art.

EDCI 513 Units: **3**
Community Art Education
Issues related to community art programs that play a role in sociocultural development and raising awareness about aesthetics.

EDCI 515 Units: **1.5**
Formerly: **ED-B 515**
Advanced Techniques in Educational Technology
Examination of information technologies available to educators with emphasis on hypertext, Internet and multimedia design and production processes. Investigation of distance and virtual instructional systems and the technologies that support them.
Note: *Not open to students with credit in ED-B 515.*

EDCI 520 Units: **1.5 or 3**
Formerly: **ED-B 520**
Seminar in Philosophy of Education
An analysis of the theories of leading contemporary thinkers as they relate to basic values, purposes and problems in public education.
Note: *Not open to students with credit in ED-B 520.*

EDCI 521A Units: **1.5**
Formerly: **ED-B 521A**
Turning Points in Educational Thought to 1850
Historical examination of significant educational writings prior to 1850 and the social context in which they were written. Special emphasis on "classic" literatures that illuminate themes of educational change and that illustrate the close relationship between the character of society and the character of its educational institutions.
Note: *Not open to students with credit in ED-B 521A.*

EDCI 521B Units: **1.5**
Formerly: **ED-B 521B**
Turning Points in Educational Thought After 1850
Historical examination of significant educational writings after 1850 and the social context in which they were written. Special emphasis on modern and contemporary literatures that illuminate themes of school reform and educational change and that illustrate the close relationship between the character of society and the character of its educational institutions.
Note: *Not open to students with credit in ED-B 521B.*

EDCI 522 Units: **3**
Formerly: **ED-B 522**
Philosophy and Film
Critical analysis of film as a pedagogical tool. Philosophical issues in the analysis of film including science and value theory, knowledge and perspectivism, authenticity and social relations, and modern vs. post-modern views.
Note: *Not open to students with credit in ED-B 522.*

EDCI 523 Units: **1.5**
Diverse Voices and Visions in Education
This course examines diverse educational and cultural perspectives in education and ways of knowing not usually encompassed in other courses. Students will explore how these diverse perspectives shape, challenge, and enrich established educational methodologies.

EDCI 527 Units: **1.5**
Wind Literature
A study of concert band literature with an emphasis on score study.

EDCI 528 Units: **1.5**
Arranging and Orchestration
Applying knowledge of instrumentation and arranging in a variety of styles for instrumental ensembles.

EDCI 529 Units: **1.5**
Teaching Wind and Percussion Instruments
Advanced instrumental techniques for concert band instruments.

EDCI 531 Units: **1.5**
Formerly: **EDCI 531A and 531B**
Critical Discourses in Curriculum Studies
An exploration of the implications of modern thought and social trends on current concepts and practices of curriculum in formal and informal educational settings. The course invites students to reflect on their own educational concepts and practices and to imagine new possibilities.
Note: *Not open to students with credit in ED-B 555A, 555b, EDCI 531A or 531B.*

EDCI 532 Units: **1.5**
Formerly: **ED-B 556**
Emerging Trends and Topics in Curriculum Studies
An examination of recent publications, presentations and conference proceedings to identify and discuss emerging trends and topics in the field of curriculum studies.
Note: *Not open to students with credit in ED-B 556.*

EDCI 533 Units: **1.5**
Formerly: **ED-B 557**
Theory and Practice in Curriculum Design and Change
Description of traditional and alternative approaches to curriculum planning and implementation in terms of origins, underlying assumptions, utility in various settings, and effects. The course invites students to identify and characterize their own approaches to curriculum planning and implementation.
Note: *Not open to students with credit in ED-B 557.*

EDCI 540A Units: **1.5**
Formerly: **half of ED-B 540 or EDCI 540**
Research in Language and Literacy: Curriculum Development
A critical analysis of theories and research related to curriculum development and implementation in language and literacy.
Note: *Not open to students with credit in ED-B 540 or EDCI 540.*

EDCI 540B Units: **1.5**
Formerly: **half of ED-B 540 or EDCI 540**
Research in Language and Literacy: Theory into Practice
Review of key theorists and landmark research that have informed instructional practices in language and literacy.
Note: *Not open to students with credit in ED-B 540 or EDCI 540.*

EDCI 541 Units: **3**
Formerly: **ED-B 541**
Research in Curriculum and Instruction - Secondary English
Review of the literature; critical analysis of significant research; planning curriculum research at the secondary level.
Note: *Not open to students with credit in ED-B 541.*

EDCI 542A Units: **1.5**
Formerly: **half of ED-B 542 or EDCI 542**
Reading Processes in the School Curriculum: Research and Processes
This course examines and analyzes research and models of reading, and the processes of reading and reading development.
Note: *Not open to students with credit in ED-B 542 or EDCI 542.*

EDCI 542B Units: **1.5**
Formerly: **half of ED-B 542 or EDCI 542**
Reading Processes in the School Curriculum: Methods and Materials

This course examines and analyzes research on methods, strategies, and materials in the teaching and learning of reading which inform current classroom practice.

Note: *Not open to students with credit in ED-B 542 or EDCI 542.*

EDCI 543A Units: **1.5**
Formerly: **half of ED-B 543 or EDCI 543**
Language Processes in the School Curriculum: Oracy
An examination of processes through which competence in listening and speaking is developed. Course will include analysis of research, methods and materials relevant to oracy.

Note: *Not open to students with credit in ED-B 543 or EDCI 543.*

EDCI 543B Units: **1.5**
Formerly: **half of ED-B 543 or EDCI 543**
Language Processes in the School Curriculum: Writing and Representing
An examination of processes through which representational skills and competence in writing are developed. Course will include analysis of research, methods and materials relevant to instruction in composition.

Note: *Not open to students with credit in ED-B 543 or EDCI 543.*

EDCI 544 Units: **3**
Formerly: **ED-B 544**
Advanced Course in Remedial Reading
This course focuses on theoretical and practical issues in the causation, diagnosis, and remediation of reading difficulties as these are encountered in the school setting. Seminar discussions will centre on the research literature relevant to reading difficulties; the practical component will involve students in working in a clinical setting with children with reading problems.

Note: *Not open to students with credit in ED-B 544.*

Prerequisites: *ED-B 342/343, EDCI 348/351.*

EDCI 545 Units: **1.5**
Formerly: **ED-B 545**
The Reading Curriculum in the Secondary School: Theory and Practice
This course will focus on issues in the definition, development and function of secondary school developmental, corrective, and remedial reading programs. The course will also consider the role of the reading consultant in program implementation.

Note: *Not open to students with credit in ED-B 545.*

Prerequisites: *ED-B 342, 343C, 344, EDCI 348, 352.*

EDCI 546 Units: **1.5**
Formerly: **ED-B 546**
Interpretation and Analysis of Language Arts Research
A critical review of research methodologies used in the general area of language arts. Consideration of the appropriateness of specific methodologies to research in classroom problems.

Note: *Not open to students with credit in ED-B 546.*

EDCI 547 Units: **3**
Formerly: **ED-B 547**
Issues in English Education in the Secondary Grades
The extensive critical examination of issues in the learning and teaching of English in the secondary grades.

Note: *Not open to students with credit in ED-B 547.*

Pre- or corequisites: *ED-B 541, EDCI 541 or permission of the instructor.*

EDCI 548 Units: **1.5**
Formerly: **ED-B 558**
Development and Implementation of the Curriculum
Application of relevant theories and models to the design and development of school curricula in a specific area.

548A - Language
548B - Reading
548C - English

Notes: *- Students may enroll in more than one of the areas listed above at 1.5 units each.*
- Not open to students with credit in ED-B 558.

EDCI 550 Units: **1.5**
Formerly: **ED-B 550**
Seminar: Research in Early Childhood Education
Analysis, interpretation, and evaluation of selected research in early childhood education through study of its conceptual and methodological bases.

Note: *Not open to students with credit in ED-B 550.*

Prerequisites: *A minimum 1.5 units of graduate level early childhood education or permission of the Early Childhood Adviser.*

EDCI 551 Units: **1.5**
Formerly: **ED-B 551**
The Young Child in Today's Society
An exploration of topics related to young children (birth through age 9), and their education in the context of Canadian society. This course addresses several major questions, including: Who are today's young children? What are the issues and challenges facing Canadian children and families? How can early childhood programs address these challenges?

Note: *Not open to students with credit in ED-B 551.*

EDCI 552 Units: **1.5**
Formerly: **ED-B 552**
Contemporary Trends in Early Childhood Education
An examination of program innovations and adaptations designed to make early childhood education relevant and responsive to the expectations, challenges and needs of today's children and families. Typical topics include early intervention and outreach programs; parent involvement; multiculturalism and anti-bias curricula; the impact of technology and media; professionalism and advocacy.

Note: *Not open to students with credit in ED-B 552.*

EDCI 553 Units: **1.5**
Formerly: **ED-B 553**
International Early Childhood Education: Comparing Commonalities and Differences
Different countries approach the issues in educating young children in a rich variety of ways. This course examines, from a comparative perspective, common themes and recurrent issues affecting preschool, kindergarten, and primary-aged children in selected countries, with emphasis on the Pacific Rim.

Note: *Not open to students with credit in ED-B 553.*

EDCI 554 Units: **1.5**
Formerly: **ED-B 549**
Comparative Early Childhood Education: Curriculum, Context and Culture
Analysis and evaluation of approaches to curriculum, administration, and assessment in programs for preschool, kindergarten, and primary-aged children in cross-cultural contexts.

Note: *Not open to students with credit in ED-B 549.*

EDCI 555 Units: **1.5**
Formerly: **ED-B 548**
Program Development For Early Childhood
Current issues in planning, implementing, and evaluating early childhood programs for children 0-9 years. Topics will include examination of the implications of current conceptions of developmentally appropriate practice, child-centred and play-based curricula, and efforts at inclusion.

Note: *Not open to students with credit in ED-B 548.*

EDCI 559 Units: **3**
Formerly: **ED-B 559**
Adult Learning in the Organizational Setting
The purpose of this course is to assist individuals and organizations to conduct and utilize research in the design, development and delivery of educational programs and services for adult learners. The course will also contribute directly to the preparation and writing of graduate theses and projects that reflect research questions in adult education.

Note: *Not open to students with credit in ED-B 559.*

EDCI 560 Units: **1.5**
Formerly: **ED-B 516**
Teaching and Learning in Higher Education
This course prepares graduate students for teaching roles in post-secondary education. The focus is on understanding basic learning principles, approaches to instructional design, interpersonal skills in teaching, and the facilitation of learning. The course is intended for those with little or no formal preparation as educators.

Note: *Not open to students with credit in ED-B 516.*

Prerequisites: *Permission of the instructor.*

EDCI 570 Units: **1.5**
Formerly: **ED-E 540**
Research in Curriculum and Instruction in the Elementary Grades
Review of the literature; critical analysis of significant research; planning curriculum research at the elementary school level.

570A - Mathematics
570B - Science
570C - Social Studies

Notes: *- Students may enroll in more than one of the areas listed above at 1.5 units each.*
- Not open to students with credit in ED-E 540.

EDCI 571 Units: **1.5**
Formerly: **ED-E 541**
Research in Curriculum and Instruction in the Secondary Grades
Review of the literature; critical analysis of significant research; planning curriculum research at the secondary level.

571A - Mathematics
571B - Science
571C - Social Studies
571D - Geography
571E - History

Notes: *- Students may enroll in more than one of the areas listed above at 1.5 units each.*
- Not open to students with credit in ED-E 541.

EDCI 572 Units: **1.5**
Formerly: **ED-E 558**
Development and Implementation of the Curriculum in a Specific Area
Application of relevant theories and models to the design and development of school curricula in a specified area.

572A - Mathematics

572B - Science
572C - Social Studies
572D - Geography
572E - History

Notes: *- Students may enroll in more than one of the areas listed above at 1.5 units each.*
- Not open to students with credit in ED-E 558.

EDCI 573 Units: **1.5**
Formerly: **ED-E 584**
Mathematics Education For Exceptional Students
A compendium of diagnostic/assessment techniques in intervention/teaching strategies for the accommodation of students with special educational needs.
Note: *Not open to students with credit in ED-E 584.*
Prerequisites: *ED-E 484, EDCI 459 or permission of the instructor.*

EDCI 574 Units: **1.5**
Formerly: **ED-E 574**
Environmental Education Perspectives
This course will take a multi-disciplinary approach to explore goals for environmental and outdoor education; cultural differences in perceptions of community-environment relationships; the traditional ecological knowledge and wisdom of First Nations Peoples; current issues and trends; the research related to students' environmental knowledge, attitudes and values; teaching strategies; and assessment techniques. Selected field trips.
Note: *Not open to students with credit in ED-E 574.*

EDCI 575 Units: **1.5**
Formerly: **ED-E 546**
Global Education
This course explores critical global issues through the strands of environment, development, peace and human rights. Pedagogical concerns vary with student interests and include values education, teaching controversial issues, and dealing with children's despair about the future.
Note: *Not open to students with credit in ED-E 546.*

EDCI 577 Units: **1.5**
Language in Learning Mathematics Technology and Science
The small but growing literacy research base in science, mathematics and social studies clearly indicates that language is both a means and an end to contemporary content literacy. Contemporary literacy comprises the abilities and habits of mind to construct understanding, the big ideas of the disciplines, and the communications to inform and persuade other people about these big ideas. In this course print-based language components of science literacy, numerical literacy and the reading-learning-writing connections will be explored.

EDCI 578 Units: **1.5**
Science, Technology, Society and the Environment: Implications for Teaching
An exploration of the nature and relationships between science, technology, environment and society towards helping children find possibilities that ensure a continuing future for humankind. Topics include a critical examination of the way science is experienced in school science, expanding notions of technology and environment with students, and encouraging social responsibility with an STS(E) approach to science education.

EDCI 579 Units: **1.5**
Formerly: **ED-E 545**
Knowing and Learning in Everyday Contexts
This course is designed to look into the nature of knowing and learning in school and everyday settings and from a variety of perspectives. These perspectives include traditional information processing, Heideggerian cognitive science and artificial intelligence, anthropology, cognitive anthropology, sociology of scientific knowledge, ethnomethodology, and historical and philosophical approaches to the study of human knowing and learning. The course reflects recent developments in the understanding of knowing and learning in real-world (non-laboratory) settings.
Note: *Not open to students with credit in ED-E 545.*

EDCI 580 Units: **1.5**
Formerly: **ED-B 580**
Interpretive Inquiry
A basic introduction to various forms of human science research such as ethnography and phenomenology with special emphasis on the contribution of such approaches to professional practice.
Note: *Not open to students with credit in ED-B 580.*

EDCI 581 Units: **1.5**
Research Methodologies in Education
The purpose of this course is for students to become familiar with various approaches to research, especially those relevant to their inquiries with special emphasis on the intellectual, social , and cultural contexts and ethics of research.

EDCI 582 Units: **1.5**
Formerly: **ED-B 582**
Writing As Research
This seminar focuses on writing as a mode of inquiry, with particular emphasis on the practice of writing. The scope of the course includes all forms of interpretive inquiry, especially narrative, phenomenological, hermeneutic and autobiographical inquiry.
Note: *Not open to students with credit in ED-B 582.*

EDCI 583 Units: **1.5**
Researching with Aboriginal Peoples: Aboriginalizing Research
This course looks at research from a First Nations positioning. Aboriginal methodologies, practices and protocols are discussed to illustrate the importance to Aboriginal Peoples and their communities of having control over every aspect of research projects involving them. Students are encouraged to reflect on their own research projects so that their work is ethical, reciprocal and culturally respectful.

EDCI 590 Units: **to be determined**
Formerly: **ED-A, ED-B and ED-E 590**
Special Problems - Curriculum and Instruction
Note: *May be taken more than once for credit in different topics. The student must obtain consent of the chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.*

EDCI 591 Units: **1.5 or 3**
Formerly: **ED-A, ED-B and ED-E 591**
Selected Topics in Education
This is a variable content course.
Note: *May be taken more than once for credit in different topics.*

EDCI 597 Units: **0**
Formerly: **ED-A, ED-B and ED-E 597**
Comprehensive Examination - Curriculum and Instruction
Comprehensive examination which must be passed as required for individual Master of Education programs within the Faculty of Education.
Grading: *INP, COM, N or F*

EDCI 598 Units: **to be determined**
Formerly: **ED-A, ED-B and ED-E 598**
Project - Curriculum and Instruction
Grading: *INP, COM, N or F*

EDCI 599 Units: **to be determined**
Formerly: **ED-A, ED-B and ED-E 599**
Thesis - Curriculum and Instruction
Grading: *INP, COM, N or F*

EDCI 600 Units: **1.5**
Contemporary Discourses in Educational Studies
The purpose of this course is for students to engage in a critical examination of contemporary literature on fundamental educational concepts, research issues, and curriculum and instruction implications. Part of such discourse may address the cognitive, cultural, social and political determinants and underpinnings of these central issues.

EDCI 601 Units: **1.5**
Interdisciplinary Doctoral Seminar
The purpose of Doctoral Seminar is to create a community of scholars in which faculty and graduate students share and support each other's current research projects.
Note: *May be taken more than once for credit, to a maximum of 6 units.*
Prerequisites: *Enrollment in a doctoral program.*

EDCI 602 Units: **1.5**
Doctoral Seminar in Arts Education
Philosophical and sociological examinations of contemporary issues in arts education.

EDCI 603 Units: **1.5**
Doctoral Seminar in Curriculum Studies
The purpose of this seminar is to immerse students in a variety of discourses found in the field of Curriculum Studies, such as for example, political, cultural, feminist, post structural, historical, spiritual, philosophical, and aesthetic discourses, with attention to their constitutive effects. Course topics through which these effects might be studied might include issues of social justice and eco justice, multiple ways of knowing, expanded notions of technology, social relations of cultural reproduction in education, among others.

EDCI 632 Units: **1.5**
Critique of Emerging Trends and Topics in Curriculum Studies
An examination and theoretical critique of emerging trends and topics in the field of curriculum studies as they appear in recent publications, presentations, and conference proceedings.
Note: *Not open to students who have credit in EDCI 532*

EDCI 633 Units: **1.5**
Critical Discourses in Curriculum Design and Change
Identification, analysis and critique of current discourses of curriculum development, implementation, and change found in educational practice and in theoretical literature.
Note: *Not open to students who have credit in EDCI 533*

EDCI 642A Units: **1.5**
Formerly: **half of ED-B 642, EDCI 642**
Advanced Reading Processes: Research and Process
This course examines and analyzes research and models of reading, and the processes of reading and reading development.

Note: *Not open to students with credit in ED-B 642 or EDCI 642.*

Prerequisites: *ED-B 542, EDCI 542 or suitable equivalent.*

EDCI 642B Units: **1.5**
Formerly: **half of ED-B 642 or EDCI 642**
Advanced Reading Processes: Methods and Materials
This course examines and analyzes research on methods, strategies and materials in the teaching and learning of reading which inform current classroom practice.

Note: *Not open to students with credit in ED-B 642 or EDCI 642.*

Prerequisites: *ED-B 542, EDCI 542 or suitable equivalent.*

EDCI 643A Units: **1.5**
Formerly: **half of ED-B 643 or EDCI 643**
Advanced Language Processes: Oracy
An examination of processes through which competence is developed in listening and speaking. Course will include analysis of research, methods and materials relevant to oracy.

Note: *Not open to students with credit in ED-B 643 or EDCI 643.*

Prerequisites: *ED-B 543, EDCI 543 or suitable equivalent.*

EDCI 643B Units: **1.5**
Formerly: **half of ED-B 643 or EDCI 643**
Advanced Language Processes: Writing and Representing
An examination of processes through which representational skills and competence in writing are developed. Course will include analysis of research, methods and materials relevant to instruction in composition.

Note: *Not open to students with credit in ED-B 643 or EDCI 643.*

Prerequisites: *ED-B 543, EDCI 543 or suitable equivalent.*

EDCI 644 Units: **3**
Formerly: **ED-B 644**
Research Foundations For Remedial Reading
Critical review and analysis of research in diagnosis, correction and remediation of reading difficulties; criteria for appraising research findings; educational implications.

Note: *Not open to students with credit in ED-B 644.*

Prerequisites: *ED-B 442 or EDCI 446; and ED-B 544 or EDCI 544 or suitable equivalents.*

EDCI 647 Units: **3**
Formerly: **ED-B 647**
Advanced Course in Secondary English Education
Advanced study of the processes of learning English language and literature in the secondary grades.

Note: *Not open to students with credit in ED-B 647.*

Prerequisites: *ED-B 547, EDCI 547 or suitable equivalent.*

EDCI 649 Units: **3**
Formerly: **ED-B 649**
Doctoral Seminar in Language and Literacy
A seminar at the doctoral level to consider special problems in education and educational research. Seminars are organized around educational theory and practice in Language and Literacy.

Note: *Not open to students with credit in ED-B 649.*

EDCI 650 Units: **1.5**
Doctoral Seminar in Early Childhood Education
Doctoral seminar to consider analysis, interpretation, and evaluation of selected research in early childhood education; study of conceptual and methodological bases.

EDCI 672 Units: **1.5**
History and Philosophy of Mathematics, Science and Technology
Selected moments in the history of science, mathematics and technology, and aspects of the writings of philosophers such as Bacon, Pascal, Descartes, Popper, Kuhn, Franklin, Harding, Matthews, Maturana, and Varela provide a context for understanding current issues and possibilities for reform in school science, mathematics, and technology education.

EDCI 673 Units: **1.5**
Information and Communication Technologies in Environmental Education, Mathematics, and Science Instruction
This course will explore the changes information and communication technologies (ICT) have made on learning and instruction in environmental, mathematics and science education. Theoretical, classroom instruction, and research implications will be considered.

EDCI 681 Units: **1.5**
Advanced Research Methodologies
The purpose of the research component is to have students become familiar with and learn to distinguish among multiple research methodologies appropriate to specific research problems, questions, and contexts.

EDCI 690 Units: **1.5 or 3**
Formerly: **ED-B 690**
Individual Studies - Curriculum and Instruction
Under the direction of program supervisors, topics in the area of research interests of doctoral students will be examined, leading to the development of background material for a PhD dissertation.

Note: *May be taken more than once for credit in different topics. Pro forma is required for registration.*

Prerequisites: *Appropriate prerequisites to be determined in specific instances.*

EDCI 691 Units: **1.5 or 3**
Formerly: **ED-B 691**
Special Problems - Curriculum and Instruction
Issues pertaining to students' research interests and faculty expertise will be examined.

Note: *May be taken more than once for credit in different topics. Pro forma is required for registration.*

Prerequisites: *Appropriate prerequisites to be determined in specific instances.*

EDCI 699 Units: **to be determined**
Formerly: **ED-B 699**
PhD Dissertation - Curriculum and Instruction
Grading: *INP, COM, N or F*

Professional Studies

EDCI 706 Units: **1.5** Hours: **3-0**
Formerly: **ED-A 750**
Curriculum and Instruction in Secondary School Art

Note: *Credit will be granted for only one of 706, ED-A 750. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 716 Units: **1.5** Hours: **3-0**
Formerly: **ED-A 767**
Curriculum and Instruction in Secondary School Theatre

Note: *Credit will be granted for only one of 716, ED-A 767. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 746 Units: **1.5** Hours: **3-0**
Formerly: **ED-B 754**
Curriculum and Instruction in Secondary School French

Note: *Credit will be granted for only one of 746, ED-B 754. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 747 Units: **1.5** Hours: **3-0**
Formerly: **ED-B 753**
Curriculum and Instruction in Secondary School English

Note: *Credit will be granted for only one of 747, ED-B 753. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 748 Units: **3** Hours: **3-0**
Formerly: **ED-B 748**
Language and Literacy in the Elementary School (Primary or Intermediate Grade Emphasis)
A study of the elementary language arts curriculum emphasizing selection and application of materials, resources, and methods for teaching reading, writing, speaking, and listening.

Note: *Credit will be granted for only one of 748, ED-B 748.*

Prerequisites: *Acceptance in professional year.*

EDCI 749 Units: **1.5** Hours: **3-0**
Formerly: **ED-B 756**
General Methods of Second Language Teaching
This course offers students an opportunity to develop abilities in teaching and testing the language features (pronunciation, vocabulary, grammar and cultural component) and the language skills (listening, speaking, reading, writing) and to familiarize students with current second language teaching approaches through the study of representative materials and techniques. Emphasis on practical classroom problems of teaching second languages.

Note: *Credit will be granted for only one of 749, ED-B 756. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 756 Units: **2** Hours: **3-0**
Formerly: **ED-E 743**
Curriculum and Instruction in Mathematics in the Elementary School
An examination of the mathematics curriculum and instructional procedures for teaching mathematics: scope and sequence, objectives, classroom settings, teaching strategies, manipulative aids, learning activities, and evaluation procedures.

Note: *Credit will be granted for only one of 756, ED-E 743.*

Prerequisites: *Acceptance in professional year.*

EDCI 757 Units: **1.5** Hours: **3-0**
Formerly: **ED-E 761**
Curriculum and Instruction in Secondary School Mathematics
Note: *Credit will be granted for only one of 757, ED-E 761. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 761 Units: **1.5** Hours: **3-0**
Formerly: **ED-A 762**
Curriculum and Instruction in Secondary School Music
Note: *Credit will be granted for only one of 761, ED-A 762. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 766 Units: **2** Hours: **3-0**
Formerly: **ED-E 745**
Curriculum and Instruction in Elementary Science
A study of the curriculum organization and techniques of instruction in elementary science. The course will include consideration of both the content and strategies for teaching elementary science education.
Note: *Credit will be granted for only one of 766, ED-E 745.*
Prerequisites: *Acceptance in professional year.*

EDCI 767 Units: **1.5** Hours: **3-0**
Formerly: **ED-E 769**
Curriculum and Instruction in Secondary School Science
Notes: *- Credit will be granted for only one of 767, ED-E 769. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*
- Students with teaching areas in biology, chemistry, or physics will enroll in this course.

EDCI 771 Units: **2** Hours: **3-0**
Formerly: **ED-E 746**
Curriculum and Instruction in Elementary Social Studies
A study of the curriculum organization and techniques of instruction in elementary social studies. Examples are drawn from a variety of content areas: history, geography, anthropology, sociology, political science, economics and community services including health.
Note: *Credit will be granted for only one of 771, ED-E 746.*
Prerequisites: *Acceptance in professional year.*

EDCI 772 Units: **1.5** Hours: **3-0**
Formerly: **ED-E 755**
Curriculum and Instruction in Secondary School Geography
Note: *Credit will be granted for only one of 772, ED-E 755. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 773 Units: **1.5** Hours: **3-0**
Formerly: **ED-E 757**
Curriculum and Instruction in Secondary School Social Sciences
Note: *Credit will be granted for only one of 773, ED-E 757. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

EDCI 774 Units: **1.5** Hours: **3-0**
Formerly: **ED-E 758**
Curriculum and Instruction in Secondary School History
Note: *Credit will be granted for only one of 774, ED-E 758. Open to students who have completed the prescribed teaching area and are admitted to professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

ELEC

Electrical Engineering

Department of Electrical and Computer Engineering

Faculty of Engineering

ELEC 501 Units: **1.5**
Linear Systems
State space description of systems. Controllability, observability and minimality. Stability and the Lyapunov criterion. Linear state feedback, asymptotic observers and compensator design. Polynomial and matrix fraction descriptions.

ELEC 503 Units: **1.5**
Engineering Design by Optimization: I
The steepest descent and Newton methods for unconstrained optimization. Golden section, quadratic, cubic and inexact line searches. Conjugate and Quasi-Newton methods. The Fletcher-Reeves algorithm. Application to the design of circuits, control systems, filters, and mechanical systems using optimization techniques. Introduction to constrained optimization. Students are required to complete one project that applies some of the optimization techniques to be studied in the course to an engineering analysis or design problem.
Note: *Not open to students registered in or with credit in 403.*
Prerequisites: *310 and MECH 245 or equivalent.*

ELEC 504 Units: **1.5**
Random Signals
Review of random variables, moments and characteristic functions; random processes, noise models, stationarity, ergodicity, correlation and power spectrum, spectrum measurements; response of linear systems to random inputs, cross-spectral densities, narrow band noise; introduction to discrete time and space processes. Students are required to complete a project.
Note: *Not open for credit to students registered in or with credit in 400.*
Prerequisites: *310; STAT 254 or 260 or equivalent.*

ELEC 505 Units: **1.5**
Engineering Applications of Advanced Matrix Analysis Methods
SV, LU, QR, polar and other matrix decompositions. Eigen-Analysis of various dynamic systems. Spectral perturbation theory. Applications in digital signal processing, control systems and mechanical engineering. Computational considerations. Introduction to available numerical software.
Prerequisites: *MATH 133, 458 or equivalent.*

ELEC 509 Units: **1**
Seminar
Participation in a program of seminars. Required of all Master's students every year of their program as an addition to the normal program except by Departmental permission. One unit of credit shall be given upon completion.
Grading: *INP, COM or N*

ELEC 510 Units: **1.5**
Computer Communication Networks: I
Introduction to computer networking principles and engineering including remote access, wide-area networking, local area networks, network topology, communication hardware and software protocols, open-system-interconnection model, routing and flow control, performance, reliability, security, example networks. Students are required to complete a project.
Note: *Not open to students registered in or with credit in CENG 460.*
Prerequisites: *CSC 230 and ELEC 350 or equivalent.*

ELEC 511 Units: **1.5**
Error Control Coding Techniques in Communication
Communication channels and the coding problem. Important linear block codes (cyclic, Hamming, BCH and RS codes). Encoding and decoding with shift registers. Threshold decoding. Introduction to convolutional codes. Coding and system design considerations.

ELEC 512 Units: **1.5**
Digital Communications
Source and channel descriptions. Source digitization, entropy and the rate distortion tradeoff, lossless source codes (Huffman and run length codes), optimal and adaptive quantization. Digital modulation techniques, optimal coherent receivers, performance evaluation, the incoherent case. Special topics - case studies, fiber optics, satellite systems, mobile radio systems.

ELEC 513 Units: **1.5**
Data and Computer Communications
Analysis and design of computer communication networks. Queueing theory. Circuit, message and packet switching. Modems, multiplexors and concentrators. Network topologies. Routing and flow control. Multiple access techniques. Capacity calculations. Throughput/delay tradeoffs. Multilayer protocols and the OSI model. Survey of existing data networks, including local area networks. Packet radio and broadcast schemes.

ELEC 514 Units: **1.5**
Analysis and Design of Computer Communication Networks
Markov chains and techniques for studying their transient and steady-state behavior. Queuing theory and discrete time queues. Queuing models for media access, error control and traffic management protocols. Quality of service. Modeling of traffic and interarrival time. Self similar distributions and traffic. Analysis and design of switching fabrics. Switch design alternatives and performance modeling. Simulation of networks. Students are required to complete a project.
Note: *Not open to students registered in or with credit in CENG 461.*
Prerequisites: *STAT 254 or 260 or equivalent.*

ELEC 521 Units: **1.5**
Microwave and Millimeter Wave Engineering
Introduction to theory and technique of modern microwave and millimeter wave engineering. Propagation effects. Properties of various planar transmission lines at millimeter wave-length. Microwave and millimeter wave integrated circuits (mic's). CAD aspects

of mic's: filters, matching networks, directional couplers, nonreciprocal devices. Nonlinear devices.

Prerequisites: *404 and 454, or equivalent.*

ELEC 522 Units: **1.5**
Antennas and Propagation

Antenna and propagation fundamentals, Friis transmission formula, radar equation, Maxwell's equations for radiation problems, antenna parameters, simple radiators, array theory, mutual coupling, wire and broadband antennas, aperture radiators, scattering and diffraction, multipath propagation and fading, antenna measurement techniques, surface-wave and ionospheric propagation, microwave and millimeter-wave propagation. Students are required to complete a project.

Note: *Not open to students registered in or with credit in 453.*

Prerequisites: *340 or 404 or equivalent.*

ELEC 523 Units: **1.5**
Optical Communications

Light and electromagnetic waves, dielectric slab waveguide, step-index fiber, graded index fiber, effects of dispersion, phase velocity, attenuation, LED (principles), principles of lasers, semiconductor lasers, principles of semiconductor photodetectors, PIN photodiode, avalanche photodiode, electro-optic modulators, couplers, attenuators, isolaters, switches, fiber optic systems. Students will be required to complete a project.

Note: *Not open for credit to students registered in or with credit in 452.*

Prerequisites: *340 or equivalent.*

ELEC 531 Units: **1.5**
Digital Filters: I

Introduction of the digital filter as a discrete system. Discrete time transfer function. Time domain and frequency domain analysis. Structures for recursive and nonrecursive digital filters. Application of digital filters for the processing of continuous time signals. Solution of the approximation problem in recursive and nonrecursive filters. Quantization effects. The course includes a project in which a complete digital filter is designed.

Note: *Not open to students with credit in 458.*

Prerequisites: *360 or 408 or equivalent.*

ELEC 532 Units: **1.5**
Multidimensional Digital Signal Processing

Two- and multidimensional signals. Two-dimensional sampling. Multidimensional discrete Fourier transform. Design and implementation of two-dimensional systems. Stability of two-dimensional recursive filters and finite wordlength effects. Application in image processing, seismic signal processing and beamforming.

Prerequisites: *458 or equivalent.*

ELEC 533 Units: **1.5**
Design of Analog Filters

Introduction to analog signal processing. Characterization, properties, and analysis of analog filters. Butterworth, Chebyshev, and elliptic approximations. Introduction to the realization of LC one- and two-port circuits; Darlington's method. Active elements such as gyrators and generalized impedance converters, and their representation by singular elements. Design of high-performance, low-sensitivity active filters. The course includes a project in which a complete analog filter is designed.

Note: *Not open to students registered in or with credit in 408.*

Prerequisites: *310 and 380 or equivalent.*

ELEC 534 Units: **1.5**
Digital Signal Processing

Decimation and interpolation of discrete signals. Least-squares signal modeling. The LMS algorithm and application in adaptive interference cancellation and system identification. Basic multirate DSP systems. Polyphase representation and design of multirate systems. Application of multirate systems in signal compression and noise removal. Representation and digital processing of speech signals. Neural network and applications. Students are required to complete a project.

Note: *Not open to students registered in or with credit in 459.*

Prerequisites: *407 or equivalent.*

ELEC 535 Units: **1.5**
Pattern Recognition

Parallel and sequential recognition methods. Bayesian decision procedures, perceptrons, statistical and syntactic approaches, recognition grammars. Feature extraction and selection, scene analysis, and optical character recognition. Students are required to complete a project.

Note: *Not open to students registered in or with credit in 485.*

Prerequisites: *STAT 254 or 260 or equivalent.*

ELEC 542 Units: **1.5**
Analog Integrated Circuit Design

Review of IC technology, device models and feedback. Design of monolithic op amp, regulators, multipliers, oscillators, phase-locked loops and other nonlinear circuits. Study and design of filter circuits, switched-capacitor circuits, CCD and other sampled-data circuits. System applications of analog-digital LSI.

Prerequisites: *380 and 320 or equivalent.*

ELEC 543 Units: **1.5**
Digital VLSI Systems

Overview of VLSI technology. VLSI design methodology and design options. System design, simulation, and synthesis using hardware description languages (e.g. VHDL). Ad-hoc and structured design for testability techniques. System design examples from communications and computer arithmetic. CMOS circuit and logic design. Students are required to complete a project.

Note: *Not open to students registered in or with credit in CENG 441, 442 and 465.*

Prerequisites: *CENG 290 or CSC 355 or equivalent.*

ELEC 544 Units: **1.5**
Analog VLSI and Neural Systems

Review of basic electronics; model of the neuron and its signal propagation. Amplifiers, networks and analog VLSI circuits. Time-varying signals and transient effects. The axon: its operation and its equivalent circuit. Models of the visual system and the auditory system and their chip implementation. Tactile sensor arrays and motion sensor arrays and their networking. Optical sensor arrays and their signal transmission. Other devices and circuits relevant to neural networks.

Prerequisites: *310, 320 and 380 or equivalent.*

ELEC 553 Units: **1.5**
Introduction to Parallel and Cluster Computing

Overview of massively parallel and cluster computers. Processing models (shared memory versus message passing). Processes and threads. Standard algorithms utilizing parallelism. Matrix and vector operations. N-body problems, collective communications. Parallel application environments MPI and OpenMP. The course will include significant exposure to parallel applications including developing and coding of sample parallel codes. Students are required to complete a project.

Note: *Not open to students registered in or with credit in CENG 453.*

ELEC 561 Units: **1.5**
Microcomputer Architecture

This course will study the architecture of modern 32 bit microprocessor-based computers and modern signal processors. Topics covered will include packaging, performance, instructions, coprocessors, memory management, bus systems and multiprocessing.

Prerequisites: *CENG 355 or equivalent.*

ELEC 563 Units: **1.5**
Advanced Computer Architecture

Advances in computer architecture. Topics covered include advanced techniques in processor design: hazard detection and resolution, precise interrupts, superscalar, superpipeline, very long instruction word, multithreading; impact of VLSI; architectural performance analysis; high-level language machines; application-directed machines; stack architecture, systolic arrays, associative processors, operating system support and software-oriented architecture.

Prerequisites: *CENG 450 or equivalent.*

ELEC 564 Units: **1.5**
Neural Networks and Their Implementation

Biological inspiration, historical background, learning in neural nets (backpropagation, hebian, etc.), single- and multi-layer networks, associative memories, classification and clustering models, recurrent networks. Neural network technology, implementation software and hardware technologies, algorithm definitions, computational requirements, solution methods, parallel processing hardware. VLSI and optical implementations of neural networks.

Prerequisites: *CENG 420 or equivalent.*

ELEC 565 Units: **1.5**
Digital Electronics

Overview of integrated-circuit technology. Transistor-transistor logic. Emitter-coupled and current-mode logic. MOS logic. Mask-programmable ROM. RAM and EPROM technologies. Memory testing and error-correcting codes.

Prerequisites: *CENG 290 or equivalent.*

ELEC 566 Units: **1.5**
Computer Networks and Distributed Systems

Current topics in data switching and computer networking including asynchronous transfer mode (ATM), broadband integrated services digital network (B-ISDN), narrowband ISDN (N-ISDN) and the internet. Alternatives to ATM. Local area network emulation, switched ethernet. Frame relay and switched multi-megabit data service (SMDS). Applications to multi-media. Very large scale integration implementation.

Note: *Not open to students registered in or with credit in CSC 551.*

Prerequisites: *CENG 460 or CSC 450 or equivalent.*

ELEC 567 Units: **1.5**
Computer Security Engineering

With the recent development of open distributed systems such as the Internet and mobile communication devices, the design and implementation of reliable computer security systems becomes an important issue. This course presents available security models, services and mechanisms, and introduces the techniques used in the different steps of the development of secure systems. Topics include security risk analysis, security policies and models, access control models and mechanisms, information flow and interference controls, cryptographic algorithms and protocols and network security technologies such as intrusion detection and firewall systems.

ELEC 571 Units: **1.5**
Underwater Acoustic Systems
Propagation of acoustic plane waves in a homogeneous medium and its electrical equivalent model. Acoustic impedance. Pressure measurements and units. Acoustic transducers and equivalent circuits. Acoustic arrays, beam forming and beam steering. Sound transmission in the ocean. Ambient noise. Sonar equations. Performance analysis of active and passive sonar systems. Introduction to specialized acoustic systems.
Prerequisites: *300 and 260 or equivalent.*

ELEC 581 Units: **1.5**
Power Electronics
Characteristics of power semiconductor switching devices, e.g., silicon controlled rectifiers, bipolar and MOS power transistors, insulated gate bipolar transistors, gate-turn-off thyristors. Basic principles of phase controlled converters, dc to dc choppers, dc to ac inverters (square wave and pulse width modulated), switching power supplies, resonant converters. Applications to communication and computer power supplies, electric drives, induction heating, etc.

ELEC 582 Units: **1.5**
Electrical Drive Systems
Elements of drive systems, characterization of mechanical loads, requirements of electrical drive systems, dynamic equations and modelling of electrical machines, dc drives with various dc power sources, induction motor drives, ac controller, slip-energy recovery, constant air-gap flux, synchronous motor drives, permanent magnet motors, reluctance motors. Students are required to complete a project.
Note: *Not open to students registered in or with credit in ELEC 482.*
Prerequisites: *365 or 370 or equivalent.*

ELEC 586 Units: **1.5**
Wavelets and Multirate Signal Processing
Functional analysis and Fourier analysis; downsampling, upsampling, noble identities, polyphase representations of signals and filters, uniformly maximally decimated filter banks, and tree-structured filter banks; multiresolution approximations, wavelet systems, scaling and wavelet functions, and relationship between wavelets and filter banks; applications of wavelet systems in signal compression and noise reductions. Students will be required to complete a project.
Note: *Not open to students with credit in ELEC 486.*
Prerequisites: *310 or equivalent.*

ELEC 590 Units: **1.5**
Directed Study
A wide range of topics will be available for assignments. Topics will be restricted to recent advances. MASc students, registered after May 1995, can take two Directed Study courses for credit as part of their program. PhD students, registered after May 1995, can take one Directed Study course for credit when four courses are required for their program and two Directed Study courses when six courses are required for their program.
Note: *Pro Forma is required for registration. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 598 Units: **3**
MEng Project
Grading: *INP, COM, N or F*

ELEC 599 Units: **12**
MASc Thesis
Grading: *INP, COM, N or F*

ELEC 601 Units: **1.5**
Adaptive Control
Concepts of stochastic processes and stochastic models. Analysis of dynamic systems whose inputs are stochastic processes. Minimum variance strategies for discrete systems. Self-tuning regulators and other adaptive control schemes. Examples of adaptive control implementations.
Prerequisites: *460 or equivalent.*

ELEC 603 Units: **1.5**
Engineering Design by Optimization: II
Fundamentals of constrained optimization theory. Simplex methods for linear programming. Modem interior-point methods such as primal-dual path-following methods and Mehrotra's predictor-corrector algorithm for linear programming. Active-set methods and primal-dual interior-point methods for quadratic and convex programming. Semidefinite programming algorithms. Sequential quadratic programming and interior-point methods for nonconvex optimization. Implementation issues and current software packages for constrained optimization. Applications in digital signal processing, control, robotics, and communications.
Prerequisites: *403 or 503 or equivalent.*

ELEC 609 Units: **1**
Seminar
Participation in a program of seminars. Required of all Doctoral students every year of their program as an addition to the normal program except by Departmental permission. One unit of credit shall be given upon completion.
Grading: *INP, COM or N*

ELEC 613 Units: **1.5**
Spread Spectrum Communications
Review of basic concepts in digital communications and information theory. Direct sequence modulation and frequency hopping. Interference models. Signal acquisition. Anti-jam performance. Anti-fade performance. Coded systems. Code division multiple access. Implementation issues and applications.
Prerequisites: *350, 450, 511, 512 or equivalent.*

ELEC 619A Units: **1.5**
Selected Topics in Digital Communications
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 619B Units: **1.5**
Selected Topics in Computer Communications
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 619C Units: **1.5**
Selected Topics in Secure Communications
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 621 Units: **1.5**
Numerical Techniques in Electromagnetics
Introduction to theoretical principles, and applications of numerical techniques for solving electromagnetic field problems. Static and dynamic field problems in modern microwave and millimeter wave transmission media. Maxwell's equations and their principal solutions. Boundary and interface conditions. Finite difference and finite element method (FDM, FEM). Method of moments (MM). Spectral domain and mode matching techniques. Transmission line method (TLM).
Prerequisites: *521 or equivalent.*

ELEC 622 Units: **1.5**
Nonlinear Microwave Components
Linearity and nonlinearity, frequency generation, representation of two-port networks, travelling wave and transmission-line concepts, scattering matrix and chain scattering matrix, Smith chart, impedance matching networks, signal flow graphs, characteristics of microwave bipolar junction and field-effect transistors, microwave transistor amplifiers, noise, broadband and high-power design methods, microwave oscillators, millimeter-wave amplifiers and oscillators, diode mixers, FET mixers, millimeter-wave mixers.
Prerequisites: *454 or 521 or equivalent.*

ELEC 629 Units: **1.5**
Selected Topics in Microwaves, Millimeter Waves and Optical Engineering
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 631 Units: **1.5**
Digital Filters: II
Design of recursive and nonrecursive digital filters satisfying prescribed specifications. Design of recursive filters by optimization, Newton, quasi-Newton, and minimax algorithms, design of equalizers. Design of nonrecursive filters by optimization, Remez exchange algorithm, efficient search methods, application to the design of differentiators, Hilbert transformers, and multiband filters. Effects of coefficient and product quantization, signal scaling, minimization of roundoff noise, limit-cycle oscillations. Introduction to multirate signal processing.
Prerequisites: *458 or 531 or equivalent.*

ELEC 632 Units: **1.5**
Adaptive Filters
Applications overview. Echo cancellation, noise cancellation, equalization, speech coding, and spectral estimation using Transversal and Lattice filters. Minimum mean square error, gradient algorithm, block and recursive least squares.
Prerequisites: *310, 400, 408 or equivalent.*

ELEC 633 Units: **1.5**
Optimal Estimation
Random variables review. Estimation methods; maximum likelihood, minimum mean squared error, maximum a posteriori, conditional mean, minimum variance, orthogonality principle. State space system models. Kalman Filtering. Adaptive and nonlinear filtering.
Prerequisites: *504 or equivalent.*

ELEC 639A Units: **1.5**
Selected Topics in Digital Signal Processing
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 639B Units: **1.5**
Selected Topics in Image Processing
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 642 Units: **1.5**
Mapping DSP Algorithms Onto Processor Arrays
Parallel algorithms and their dependence. Applications to some common DSP algorithms. System timing using the scheduling vector. Projection of the dependence graph using a projection direction. The delay operator and z-transform techniques for mapping DSP algorithms onto processor arrays. Algebraic technique for mapping algorithms. The computation

domain. The dependence matrix of a variable. The scheduling and projection functions. Data broadcast and pipelining. Applications using common DSP algorithms.

Prerequisites: *CENG 465 or equivalent.*

ELEC 649A Units: **1.5**
Selected Topics in Electronic Circuits
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 649B Units: **1.5**
Selected Topics in VLSI Design
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 651 Units: **1.5**
Control Aspects in Robotics
Direct and inverse kinematics. Direct and inverse dynamics. Path planning. PID control and its robustness. Computer torque method. Resolved acceleration control. Differential geometric approach. Adaptive control as applied to manipulators. Hybrid force/position control. Robustness issues of various control algorithms. Computational considerations.

Prerequisites: *425 and 501 or equivalent.*

ELEC 659A Units: **1.5**
Selected Topics in Robotics
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 659B Units: **1.5**
Selected Topics in Automatic Control
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 661 Units: **1.5**
Introduction to Parallel Computer Systems
General formalism and description of parallel systems. Sequential and parallel execution. Synchronization. Principles of pipeline and vector processing. SIMD and MIMD machines. Multi-stage and computer interconnection networks. Routing (e-cube, hyperswitch, wormhole, virtual channels) and flow control in computer interconnection networks. Shared memory and multicomputer systems. Caches and cache coherence. Data flow systems (macro and micro data flow).

Prerequisites: *CENG 450 or equivalent.*

ELEC 669 Units: **1.5**
Selected Topics in Computer Engineering
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 679 Units: **1.5**
Selected Topics in Underwater Acoustic Systems
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 688 Units: **1.5**
Selected Topics in Electronics
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

ELEC 689 Units: **1.5**
Selected Topics in Power Electronics
Note: *Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.*

Prerequisites: *Permission of the instructor.*

ELEC 699 Units: **30-36**
PhD Dissertation
Grading: *INP, COM, N or F*

ENGL

English

Department of English

Faculty of Humanities

ENGL 500 Units: **1.5** Hours: **3-0**
Introduction to Bibliography and Methods of Research
This course seeks to introduce students to techniques of scholarly study and practice. The course will include introductions to bibliographical tools and terminology, to principles of editing and to various aspects of scholarly procedure: the use of manuscript materials, appropriate forms of citation and documentation, and the preparation of materials for publication.

Note: *This course is compulsory for all graduate students, except those who can show equivalent previous credit. The course will be evaluated on a pass/fail basis.*

Grading: *COM, N or F*

ENGL 502 Units: **1.5** Hours: **1.5-1.5**
Teaching Literature and Composition
A preparation for teaching English literature and composition at universities and colleges. Includes: 1) a seminar and 2) a practicum in which students acquire practical experience in classrooms both at the University of Victoria and Camosun College. Will cover a range of theoretical issues relating to teaching and learning as cultural activities such as: class, race and gender in the classroom; the politics, power dynamics and ethics of pedagogy; the influence of theory on pedagogical practice.

Note: *This course will be evaluated on a pass/fail basis. Seminar and practicum time are given equal weight; however, their proportion may vary from week to week and from term to term.*

Grading: *COM, N or F*

ENGL 503 Units: **1.5** Hours: **3-0**
Special Studies: I
This year:

Fall: Literary Computing

The computing humanist's approach to knowledge manifested in issues related to archival representation, interpretive theory and critical analysis, and knowledge transfer — modelled with computational techniques. With a focus on critical analysis, an examination of literary critical practices via computational processes that have potential to advance them; survey of related intellectual traditions; study of the centre of such approaches (the electronic text and electronic scholarly edition); exploration of the application to extant and emerging schools of literary criticism.

Spring: Literature and Natural Theology

An examination of natural theology in literature from the pre-Socratics to the present, with a pronounced focus on the seventeenth, eighteenth, nineteenth and twentieth centuries; authors to include Derham, Ray, Blake, Rousseau, Linnaeus, Sulzer, Darwin, Thoreau, Emerson, Pope, Paley, Goethe, Stevens, Dillard and Dewdney; possible topics to include problems of genre, nation, gender, theodicy, and autobiography.

ENGL 504 Units: **1.5** Hours: **3-0**
Special Studies: II

ENGL 505 Units: **1.5** Hours: **3-0**
Studies in Literary Theory: Area Course
This Year: Marxism and Psychoanalysis

Course on interplay between Marxist theories and Lacanian psychoanalysis. Main focus on ideology, with emphasis on tension between residual formalism and political claims in both theories. Jacques Derrida's deconstruction to be touched upon. Course culminates in discussion of Slavoj Zizek's *The Sublime Object of Ideology*.

ENGL 506 Units: **1.5** Hours: **3-0**
Studies in Literary Theory: Special Topic

ENGL 510 Units: **1.5** Hours: **3-0**
Studies in Old English Literature: Special Topic

ENGL 515 Units: **1.5** Hours: **3-0**
Studies in Middle English Literature: Area Course
This year: North of Chaucer: The Major Middle Scots Poets

A study of the major Middle Scots poets (Gavin Douglas, William Dunbar, Robert Henryson, and "James I"), both in relation to a chief inspiration, Geoffrey Chaucer, and in their own context. Examination of various genres of late medieval literature, including dream poems, beast fables, romance, and flyting. Discussion of questions of literary authority, inheritance, audience, orality, literacy, and intertextuality, the development of vernacular poetics ("English" and "Scots"), and the formation of national literatures.

ENGL 516 Units: **1.5** Hours: **3-0**
Studies in Middle English Literature: Special Topic

ENGL 520 Units: **1.5** Hours: **3-0**
Studies in Renaissance Literature: Area Course
This year: Representations of London in Early Modern English Literature

An investigation of the cultural work performed by literature and maps in London from 1560 to 1640. Readings in a variety of genres, including prose pamphlets, verse satire, chronicle, chorography, letters, pageants, and plays. Authors to include Jonson, Shakespeare, Stow, Dekker, Holinshed, and Middleton. Historical, rhetorical, and sociological approaches, drawing on theories of the everyday, rhetorics of spatial representation, and recent work on cartography.

ENGL 521 Units: **1.5** Hours: **3-0**
Studies in Renaissance Literature: Special Topic

ENGL 530 Units: **1.5** Hours: **3-0**
Studies in the Literature of the 17th Century: Area Course
This year: Poetry and Religious Culture in 17th Century England

A study of the relations between seventeenth-century poetry and early modern English religious culture(s). Topics to be analyzed include the rhetoric of religious desire; the gendering of God and the genders of devotion; the representation of saints; orthodoxy and transgression; religion and violence; politics of scriptural allusion and translation; the body in devotion; and more. Texts to be studied will include works by Shakespeare, Southwell, Lanyer, Donne, Marvell, Milton, Traherne, and others.

ENGL 531 Units: **1.5** Hours: **3-0**
Studies in the Literature of the 17th Century: Special Topic

ENGL 540 Units: **1.5** Hours: **3-0**
Studies in the Literature of the 18th Century: Area Course
This year: City, Sex, and Sin, 1660-1760

A study of selected poems, plays and novels by Dryden, Rochester, Behn, Gay, Montagu, Swift, Defoe,

Pope, Johnson and the Fieldings; special attention to the triumphs and trials of urban life, changes in the meanings of sexuality and perceptions of a rising torrent of sinfulness.

ENGL 541 Units: **1.5** Hours: **3-0**
Studies in the Literature of the 18th Century: Special Topic

ENGL 550 Units: **1.5** Hours: **3-0**
Studies in the Literature of the 19th Century: Area Course
This year: Victorian Media

Focuses on Victorian texts (fiction, autobiography, biography, social investigation, advocacy tracts, poetry) and their controversial production and/or reception in the periodical press. Authors will include Dickens, Martineau, Gaskell, Collins, Stevenson, Stead, Moore, and Wilde.

ENGL 551 Units: **1.5** Hours: **3-0**
Studies in the Literature of the 19th Century: Special Topic

ENGL 560 Units: **1.5** Hours: **3-0**
Studies in 20th-Century British and Irish Literature: Area Course

ENGL 561 Units: **1.5** Hours: **3-0**
Studies in 20th-Century British and Irish Literature: Special Topic
This year: Spectral Modernisms

Modernism: innovations in culture (spiritualism, feminism), technology (cinema, telegraph, radio), science (evolution, relativity, psychoanalysis), philosophy (existentialism, phenomenology), aesthetics (impressionism, post-impressionism, psychological novel, stream of consciousness), and literary history (modern gothic, anti-realism). The spectral as a privileged idiom for engaging these influences. An exploration of the relationships obtaining among the cultural, technological, geopolitical, scientific, philosophical conditions which allow the spectral to flourish. Readings in modernist literature; critical studies of the occult and spiritualism; contemporary theory.

ENGL 570 Units: **1.5** Hours: **3-0**
Studies in American Literature Pre-1914: Area Course

ENGL 571 Units: **1.5** Hours: **3-0**
Studies in American Literature 1914 to the Present: Area Course

ENGL 572 Units: **1.5** Hours: **3-0**
Studies in American Literature: Special Topic

ENGL 580 Units: **1.5** Hours: **3-0**
Studies in Commonwealth and Postcolonial Literatures: Area Course

ENGL 581 Units: **1.5** Hours: **3-0**
Studies in Commonwealth and Postcolonial Literatures: Special Topic

ENGL 585 Units: **1.5** Hours: **3-0**
Studies in Canadian Literature: Area Course

ENGL 586 Units: **1.5** Hours: **3-0**
Studies in Canadian Literature: Special Topic
This year: Re-Territorialising the Nation

An exploration of strategies for the territorialising of the nation in Canada, such as settlement, recreational travel, museum collecting and display, heritage designation, the concept of land title (including aboriginal title), and wildlife conservation and regulation. Readings from a variety of disciplines, including literary, historical, ethnographic and travel writing, environmental studies and law, focussing on strategies of *claiming* the landscape for Canada, from authors like Hearne, Seton, Morse, Moodie, Scott, Pauline Johnson, Tony Bennett, and Mary Louise Pratt.

ENGL 590 Units: **1.5** Hours: **3-0**
Directed Reading

ENGL 598 Units: **3**
Master's Essay
Students are required to complete a Master's Essay (not to exceed 6500 words) and a final oral examination based on that essay. In most cases, this essay will be a revised version of a paper written for one of the student's seminars.

Note: *Students who entered the program prior to September 2002 will be given the choice of completing either a Master's Essay or Conference Paper (see Department for details).*

Grading: *INP, COM, N or F*

ENGL 599 Units: **7.5**
MA Thesis
Grading: *INP, COM, N or F*

ENGL 698 Units: **6**
Candidacy Examination
Grading: *INP, COM, N or F*

ENGL 699 Units: **18-33**
PhD Dissertation
Grading: *INP, COM, N or F*

EOS

Earth and Ocean Sciences

School of Earth and Ocean Sciences

Faculty of Science

EOS 500 Units: **1.5**
Organic Geochemistry
This course tracks the fate of organic matter from its formation through its transformation and destruction during depositional, diagenetic (remineralization) and catagenic (petroleum generation) processes. The concepts and analytical techniques of water and interstitial fluid chemistry, geochemical biomarkers, stable isotope geochemistry and petroleum source rock geochemistry are examined.

EOS 503 Units: **1.5**
Global Biogeochemical Cycles
This course tracks the fate of organic matter from its formation (primary production) through its transformation and destruction during transport, depositional, and diagenetic remineralization processes. Global carbon, nitrogen, phosphorous, and sulphur cycles are discussed. Emphasis is placed on describing the fluxes of nutrients and other major compounds within soils, and the sedimentary and water columns, and across their interface.

EOS 504 Units: **1.5 or 3**
Selected Topics in Geochemistry
This course may repeat with a different content (offered as 504A, 504B, 504C and 504D). Topics will be selected in or will span the fields of solid earth, marine, atmospheric and planetary geochemistry. Examples include ocean biogeochemical processes, applications of geochemical tracers in oceanography and climate, principles of isotope geochemistry, hydrosphere-lithosphere reactions, and mantle-lithosphere exchange processes, discussion of geological controls on major and trace element and isotope signatures of coal, oil, carbonaceous shales, and environmental implications of use.

EOS 506 Units: **1.5**
Global Bioevents and the Paleobiological Record
Analysis of major global bioevents in the Phanerozoic paleobiologic record; causes and consequences of extinction bioevents; patterns of adaptive radiation; changes to the planetary biota in relation to continental drift, ocean chemistry and circulation, climate change, and bolide impacts.

EOS 508 Units: **1.5**
Marine Geology
A seminar course covering modern processes of marine geology, including depositional processes and diagenesis of marine sediments. The course will examine a range of depositional environments: fjord and coastal, shelf, slope, and oceanic; with consideration of the data obtained from DSDP and ODP drilling.

EOS 510 Units: **1.5**
Plate Tectonics: the Geological Record
An examination of the processes of plate tectonics as revealed by the geological record, including Precambrian evolution of cratons; rifts and passive margins; convergent margins and orogens; plate motions through time.

EOS 511 Units: **1.5**
Plate Tectonic Processes
An overview of plate tectonic regimes with emphasis on physical processes and geophysical aspects related to the evolution of the earth's plate system. The course will be organized primarily as seminars and discussions, supplemented by special lectures by faculty and adjuncts.

EOS 512 Units: **1.5**
Earth System Evolution
A seminar course that will meet to examine and discuss critically a selection of the most significant research publications of the past six months. The thematic thread will be secular change in regional and global scale terrestrial systems involving the earth, ocean, biota, atmosphere, and solar system. Change on geological time-scales will be emphasized, as revealed by geological, geochemical, geobiological and geophysical evidence. Background information and concepts will be provided by the instructor, but all those taking the course should be prepared to participate actively in discussing the publications.

Prerequisites: *EOS 410, 460, or their equivalents.*

EOS 516A Units: **1.5**
Ocean Acoustics I
This course provides an introduction to the ocean as an acoustic medium, sound sources in the ocean, ray theory, normal modes, reflection and refraction processes at ocean boundaries and discusses sound propagation in deep and shallow water. The basic concepts are applied to special topics such as parabolic equation propagation models, sound propagation in bubbly fluids and ambient noise models.

EOS 516B Units: **1.5**
Ocean Acoustics II
This course deals with theory and applications of ocean acoustic propagation modelling and acoustic signal processing. Propagation modelling topics to be considered include the normal-mode model including adiabatic and coupled modes and the ray-mode equivalence, and wave-number integration methods. Applications to acoustic interaction with the seabed, such as reflection from elastic media, are considered. Signal processing topics include the sonar equation, plane-wave beamforming techniques, and matched-field processing and inversion.

EOS 519 Units: **1.5**
Also: **PHYS 519A**
Selected Topics in Geophysics

EOS 520 Units: **1.5**
Formerly: **EOS 520A**
Geophysical Fluid Dynamics
This course will examine fluid motions in the atmosphere and ocean for which the earth's rotation cannot be ignored. Emphasis will be placed on flow instabilities, and their manifestation in the atmosphere and ocean. Topics will include general criteria for instability, shear instabilities, the Eady and Charney problems, convective instabilities, instabilities of the coupled atmosphere-ocean system, as well as the Lorenz problem.

EOS 523 Units: **1.5**
Seismology
Theoretical and practical aspects of seismic wave propagation, earthquake seismology, and processing and interpretation of reflection and refraction data.

EOS 525 Units: **1.5**
Research Frontiers in Earth and Ocean Science
This transdisciplinary Earth and Ocean Science course examines, in detail, global topics that are current, significant and which require input and integration across diverse disciplines. The specific topics of the course change annually and the subject is team-taught by several SEOS/UVic faculty members. Themes include: ice cores-ocean circulation-climate; extinctions-radiation-global bioevents; Eemian-Younger Dryas thermohaline circulation; atmospheric evolution-origin of life; mantle dynamics-plate tectonics-isotope records.
Note: *May be taken more than once for credit.*

EOS 526 Units: **1.5**
Inverse Theory in Earth and Ocean Sciences
Inverse theory and its applications in Earth and Ocean Sciences. Topics include non-uniqueness, general linear least-squares, singular-value decomposition, empirical orthogonal functions, regularization, linearization, and global inversion methods such as simulated annealing and genetic algorithms. Applications will be drawn from the research literature, and include topics such as inversion of geo-electromagnetic and seismic data, tomography, matched-field inversion, modal decomposition, and remote sensing.

EOS 530 Units: **1.5**
Waves in the Ocean
The physics and mathematical theories of surface gravity waves, internal waves, Rossby waves and other wave motions in the ocean are introduced, with an emphasis on general results that describe the effects on the waves of variable properties of the medium, and the back effects of the waves on the mean flow.

EOS 531 Units: **1.5**
Physical Oceanography
Physical properties of sea water, equation of state, gravitational stability, large-scale ocean currents, meridional distribution of salinity and temperature, surface heat budgets, water masses, estuary flows.

EOS 534 Units: **1.5**
Ocean Mixing Processes
The distribution of properties in the ocean and ocean circulation are greatly influenced by small scale processes that cannot be explicitly included in numerical models of the ocean. The physics and parameterization of processes such as breaking internal waves, double diffusion and boundary mixing are analyzed, with discussion of observational techniques as well as theories.

EOS 537 Units: **1.5**
Isotopes in Earth and Ocean Sciences
Basic principles controlling isotope distributions, including natural abundances, radiogenic decay, equilibrium and kinetic isotope effects. Applications of these principles in the fields of: 1) Earth history - global processes and chronology; 2) mineralization - diagenesis, categenesis; 3) hydrogeology and characterization of water and air masses; 4) biogeochemistry and biological fractionation of isotopes.
Note: *Credit will be granted for only one of 537, 430.*
Prerequisites: *240 or permission of the instructor.*

EOS 538 Units: **1.5**
Aqueous Geochemistry and the Environment
Major aspects of the global water cycle, sources, sinks of chemical elements present in aquatic systems, weathering reactions, solution geochemistry of oxic and anoxic environments in natural aquatic systems (rainwaters, ground waters, rivers, lakes, estuaries and oceans). Other topics include the application of natural and anthropogenic tracers to geochemical problems with aquatic systems.
Note: *Credit will not be given for both 425 and 538.*
Prerequisites: *Third-year Chemistry or permission of the instructor.*

EOS 540 Units: **1.5**
Hydrosphere-Lithosphere Reactions in Hydrogeology
The location, chemistry, age and migration of fluids in the Earth's crust and surficial deposits. Theory of groundwater flow, surface-groundwater interactions, changes in ground water quality, and isotope hydrogeology. Minor treatment of hydrogeology.
Note: *Credit will not be given for both 440 and 540.*
Prerequisites: *EOS 240, MATH 200 or 205 and MATH 201 or equivalents or permission of Instructor.*

EOS 550 Units: **1.5**
The Ocean-Atmosphere System
Studies of the earth's climate require an understanding of the intimate links between the ocean and atmosphere. Basic theories of the circulation of each are discussed and the physics of coupled models examined, with emphasis on simple intuition-building mathematical models as well as discussion of large computer models.

EOS 551 Units: **1.5**
Introductory Dynamic Meteorology
An introduction to the dynamics and thermodynamics of rotating atmospheres. Topics include: equations of motion, circulation theorems, geostrophy and quasi-geostrophy, boundary layer dynamics, waves in the atmosphere, barotropic and baroclinic instabilities, and the general circulation of the atmosphere.

EOS 552 Units: **1.5**
Numerical Methods in Atmospheric and Oceanic Modelling
Description of numerical models used to investigate the general circulation of the atmosphere and ocean. Specific topics to be discussed include finite differencing techniques; finite difference approximations; computational instability, accuracy and efficiency; Galerkin spectral and finite element techniques; numerical methods based on the primitive equations; special numerical considerations in the parameterization of physical processes.

EOS 553 Units: **1.5**
Carbon Cycle Dynamics
Studies of climate change require an understanding of the processes that maintain and alter the abundance of carbon dioxide in the atmosphere. Observations and theories about the global carbon cycle will be reviewed. Emphasis will be placed on understanding the processes that exchange carbon dioxide among the atmosphere-ocean-terrestrial system on season to millennial time scales. Techniques and data for developing and evaluating models are outlined, and existing models that attempt to explain the variations are examined to highlight their strengths and limitations.

EOS 554 Units: **1.5**
Formerly: **EOS 520B**
Atmospheric Dynamics
This course will examine theories explaining the large-scale dynamics of the atmosphere with an emphasis on those describing wave mean-flow interactions. Specific topics will include barotropic and baroclinic Rossby waves; wave propagation; the non-acceleration and Eliassen-Palm theorems.

EOS 560 Units: **1.5**
Time Series Analysis
Many data sets in the ocean and earth sciences arise from continuous sampling in either space or time. Analysis techniques are based on spectral (Fourier) decomposition, starting with univariate analysis and progressing to concepts such as frequency-domain empirical orthogonal functions. Techniques of statistical prediction are also outlined.

EOS 570 Units: **0**
Seminar
A program of seminars by internal and external speakers designed to provide discussion on topics beyond those covered in courses taken for credit. All SEOS graduate students are expected to attend the seminars.
Note: *Students entering the MSc program or new students in the PhD program must register in this course in their first fall and spring terms.*
Grading: *COM*

EOS 580 Units: **1 to 3**
Directed Studies
A course designed to enable students to pursue individual interests.
Note: *May be taken more than once for credit.*

EOS 599 Units: **to be determined***
MSc Thesis
The thesis or dissertation requirement for advanced degrees (599 or 699) applies to all students in the School.
**Normally 9 units*
Grading: *INP, COM, N or F*

EOS 699 Units: **to be determined**
PhD Dissertation
The thesis or dissertation requirement for advanced degrees (599 or 699) applies to all students in the School.
Grading: *INP, COM, N or F*

FORB

Forest Biology
Department of Biology
Faculty of Science

FORB 515 Units: **1.5**
Advanced Experimental Mycology
See BIOL 415B. An additional research paper or presentation is required.

FORB 523 Units: **1.5** Hours: **3-0**
Also: **MICR 523**
Molecular Biotechnology
This course is designed to provide an introduction to recent advances in molecular biotechnology. The

following topics will be addressed: recombinant DNA technology, genetic engineering; vectors for genetic transformation, direct gene transfer via liposomes, electroporations, microinjection of DNA, specific examples of transgenics, protein engineering; targeting, import and export of chimeric proteins in cells and organelles, monoclonal antibodies, antisense RNA, industrial enzyme production. This course will consist of formal lectures with written and oral presentations by the students on selected topics. Seminars will be presented by visiting speakers, and several faculty members will contribute to the course in their area of expertise.

Note: *Credit will not be given for both BIOC/MICRO 405, and FORB/BIOC 523.*

Prerequisites: *BIOL 230, BIOL 331A/B or BIOL 366.*

FORB 524 Units: **1.5** Hours: **3-0**
Also: **BIOC 524**
Plant Molecular Biology

The following topics will be addressed: organization and expression of plant and chloroplast genomes; regulation of plant gene expression by light and physiochemical stress, molecular basis of plant hormone action, tissue and organ specific gene expression, molecular genetic approaches to key processes in plants such as nitrogen fixation, photosynthesis, storage protein synthesis, plant viruses and transposable elements, vectors for genetic engineering of plant tissue.

Prerequisites: *BIOL 300, BIOC 300A and 300B, or 300, BIOL 331 A/B or BIOL 366.*

FORB 527 Units: **1.5**
Advanced Plant Biochemistry and Biochemical Ecology

See BIOL 458. An additional research paper or presentation is required.

FORB 528 Units: **1.5**
Advanced Plant Stress Physiology

See BIOL 453. An additional research paper or presentation is required.

FORB 538 Units: **1.5**
Topics in Microbial Ecology

See BIOL 438. A research paper on soil-plant microbial interactions is required.

FORB 549 Units: **1.5**
Individual Study in Forest Biology

549A - Tree Physiology
549B - Tree Molecular Biology
549C - Trees and Fungi
549D - Forest Soils
549E - Forest Ecology
549F - Forest Genetics

Note: *May be taken more than once in any of the above areas under the appropriate faculty member. Pro forma required.*

FORB 560 Units: **1.5**
Forest Biology Seminar

Student and guest seminars on selected topics in forest biology and forest biotechnology and regeneration. Required of all graduate students in forest biology every year of their degree program (except by Departmental permission) but will not count as part of their minimum graduate course requirement.

Grading: *INP, COM, N or F*

FORB 570 Units: **1.5**
Advanced Topics in Forest Biology

A series of lectures and seminars examining subjects of current interest that focus on the adaptations of trees and their interaction with the forest environment.

FREN

French

Department of French
Faculty of Humanities

FREN 500 Units: **.5** Hours: **1-0**
Introduction to Bibliography and Research Methods

A review of the use of bibliographical tools, forms of citation and documentation. Instruction in the preparation of materials for publication.

Note: *This course is compulsory for all first-year graduate students in the Literature option.*

FREN 502A Units: **1.5** Hours: **3-0**
Advanced Language Teaching: I

This seminar, intended for students in the MA (Teaching Emphasis Option) Program, will review various aspects of the French language in relation to the teaching and learning of French.

FREN 502B Units: **1.5** Hours: **3-0**
Advanced Language Teaching: II

Application of techniques and skills acquired in 502A to the teaching of the French language.

Prerequisites: *502A.*

FREN 503A Units: **1.5** Hours: **3-0**
Aspects of Québec Society

A study of Québec society. Particular attention will be paid to selected cultural and institutional aspects of the contemporary society.

FREN 503B Units: **1.5** Hours: **3-0**
Aspects of French Society

A study of French society. Particular attention will be paid to selected cultural and institutional aspects of contemporary society.

FREN 505A Units: **1.5** Hours: **3-0**
Literary Criticism and Methods: I

Structuralism and its legacies

Study of structuralism through the major works of the French Nouvelle Critique; the emergence of post-structuralism and deconstruction. Primary texts from Barthes, Genette, Foucault, Kristeva and Derrida. The approach will be both historical and critical.

FREN 505B Units: **1.5** Hours: **3-0**
Literary Criticism and Methods: II

Postmodernism and its legacies

Various aspects of postmodernism in literature: postmodernist revision of history; emphasis on metafiction and on intertextuality; blurring of genres; the use and abuse of myth; postmodern challenge to Christian liberal humanist ideologies; other major contemporary trends. These theories will be illustrated through analyses of Québécois novels.

FREN 508A Units: **1.5** Hours: **3-0**
Studies in Medieval Literature: I

The Invention of the French Novel in the 12th and 13th Centuries.

Study of novels and tales by Marie de France, Chrétien de Troyes, Béroul, and of other verse and prose narratives, in the original, and in their cultural and historical context.

FREN 508B Units: **1.5** Hours: **3-0**
Studies in Medieval Literature:II

French Women Writers of the Middle Ages.

Study of texts, in the original by Marie de France, Héloïse, and Christine de Pizan, who exemplify different ways of leaving a written legacy. Relation of these texts to cultural history of the period (12th to 15th centuries.)

FREN 509A Units: **1.5** Hours: **3-0**
Studies in Renaissance Literature and Thought: I

Humanism and Tolerance.

Study of philosophical, geographical and literary texts (Montaigne, Thévet, Léry, Pasquier), in the original describing the newly discovered Americas and the contemporaneous ordeals in French history (civil and religious wars.)

FREN 509B Units: **1.5** Hours: **3-0**
Studies in Renaissance Literature and Thought: II

French Women Writers of the Renaissance.

Study of the so-called "Querelle des femmes" in the 16th century (Marguerite of Navarre, Louise Labé, Nicole Estienne, Marguerite de Valois). Texts (in the original) will be linked to rhetorics, history and feminism.

FREN 510 Units: **1.5** Hours: **3-0**
Marriage and Family in Early Modern French Literature and Culture

Examination of texts produced in the sixteenth, seventeenth and eighteenth centuries which define marriage and family in the light of fundamental changes provoked by the Protestant Reformation, the Catholic Counter-Reformation, the reign of Louis XIV, and events leading up to the French Revolution.

FREN 511A Units: **1.5** Hours: **3-0**
Studies in 17th Century Literature: I

Seventeenth Century Tragedy

The evolution of the genre during its essential period of development in the early part of the century, followed by its culmination in the theatre of Corneille and Racine. Included are works not normally treated in the undergraduate curriculum.

FREN 511B Units: **1.5** Hours: **3-0**
Studies in 17th Century Literature: II

Seventeenth Century Comedy

The plays of Molière and his immediate predecessors. The many varieties of comic theatre will be considered, including farce, the burlesque, 17th century versions of classical comedy, "problem plays," and Molière's original contribution, *la comédie ballet*.

FREN 512A Units: **1.5** Hours: **3-0**
Studies in 18th Century Literature: I

Eighteenth Century Comedy

The evolution of comedy in the 18th century traced through study of characteristic works from the Comédie Française repertory and also of some works presented by popular theatres, such as the *foire*. Aspects of works not usually covered in the undergraduate curriculum.

FREN 512B Units: **1.5** Hours: **3-0**
Studies in 18th Century Literature: II

FREN 514A Units: **1.5** Hours: **3-0**
Studies in 19th Century Literature: I

The Goncourt Brothers and the Novel of the Working Class

The Goncourt brothers, forerunners of the naturalist movement, created a prototype for an entirely new kind of literature, the fiction dealing with the working class. This course will assess to what extent the novelists gave the "peuple" entry to the novel and will explore the perception of feminine mystique presented by the authors.

FREN 514B Units: **1.5** Hours: **3-0**
Studies in 19th Century Literature: II
Narrative Techniques in Short Fiction of the 19th Century

A short study of complex narratives in the mid-nineteenth century, concentrating on the nouvelle. The first half of the course will establish techniques of analysis, based on Barbey d'Aurevilly's *Les Diaboliques*. The second half will apply these techniques to other texts.

FREN 516B Units: **1.5** Hours: **3-0**
Studies in Mid 20th Century Literature: II
Vian in Context

Vian's emergence as an emblematic figure in France's post-war years: his inventiveness, elaborate and characteristic play on language, and radical attacks on old and worn-out institutions. Works by his contemporaries (Queneau, Prévert) will also be studied.

FREN 517C Units: **1.5** Hours: **3-0**
Studies in Late 20th Century Literature: III
French Theatre since 1950

The evolution of French Theatre from the Theatre of the Absurd onwards. Works by men and women dramatists such as Artaud, Beckett, Ionesco, Genet, Duras, Cixous and Vinaver. New concepts of theatrical expression and audience participation.

FREN 519A Units: **1.5** Hours: **3-0**
Children's Literature: I
Fairy Tales: Oral and Written Traditions

The origins and evolution of fairy tales with particular emphasis on contemporary tales and the re-evaluation of key figures such as fairies, witches and monsters. Theoretical framework will be based on studies by V. Propp, B. Bettelheim and M. Soriano.

FREN 519B Units: **1.5** Hours: **3-0**
Children's Literature: II

FREN 528 Units: **1.5** Hours: **3-0**
Linguistic Readings of Literary Texts
Stylistics applied to a great variety of short written texts, mostly literary: the norm in syntax and grammar, its limits, creative effects, nuances, genres, the different voices in a text. This course bridges the gap between literature and grammar.

FREN 571A Units: **1.5** Hours: **3-0**
Studies in French-Canadian and Québec Literature: I
Ferron, Polygraphe

The multifaceted work of Jacques Ferron, novelist, playwright, and *conteur*. Important works by Ferron read in the ideological context of the pre- and post-Referendum periods, and also as works of magical realism, presenting a characteristic blurring of the boundaries of real and unreal.

FREN 571B Units: **1.5** Hours: **3-0**
Formerly: **FREN 572A**
Studies in French-Canadian and Québec Literature: II
L'identitaire: History and Ideology

The study of the Québécois novel of the 20th century, with analyses of both traditional and contemporary texts. Contemporary literary theories will be applied to texts.

FREN 574 Units: **1.5** Hours: **3-0**
Studies in African and Caribbean Literature: I
Ideological and Stylistic Characteristics of African and Caribbean Literatures

A study of the ideological and stylistic features of texts by male and female writers. Critical assessment of the issues of marginalizations, alterity and the emergence of a literary canon in African and West Indian literatures.

FREN 575 Units: **1.5** Hours: **3-0**
Exoticism in French Literature
Exoticism in French Literature from Bernardin de Saint-Pierre to Marguerite Duras

Different facets and functions of exoticism in French literature from the late eighteenth century to the twentieth century, including writers such as Bernardin de Saint-Pierre, Chateaubriand, Loti, Segalen, Yourcenar and Duras.

FREN 580 Units: **1.5** Hours: **3-0**
Special Topics
An examination of topics in an emerging field or one not covered in regular offerings.
Note: *May be taken more than once for credit in different topics.*

FREN 590 Units: **1.5 or 3**
Directed Studies
A course designed to enable students to pursue individual interests.
Note: *May be taken more than once for credit. Pro Forma registration.*

FREN 598 Units: **3**
Reading List/Oral
A reading list compiled in consultation with advisers, a short critical paper, and an oral exam.
Grading: *INP, Com, N or F*

FREN 599 Units: **6**
Thesis/Oral
Thesis (topic to be selected in consultation with Graduate Committee as the development of course work) and oral examination.
Note: *Thesis option is by invitation of the Graduate Committee only.*
Grading: *INP, Com, N or F*

GEOG

Geography
Department of Geography
Faculty of Social Sciences

GEOG 500 Units: **1.5**
Formerly: **GEOG 500A and GEOG 500B**
Colloquium and Communication in Geography
A seminar course to develop students' capacity to present and participate in geographical discourse. Speakers from a broad range of research areas provide colloquium topics, supplemented by student presentations, culminating in the creation of a graduate research proposal.
Note: *Required core course.*
Grading: *INP, COM, N or F*

GEOG 522 Units: **1.5**
Geographical Enquiry
This course introduces students to the process of geographical research. Students will examine the literature, develop and support research hypotheses and construct a research design. The history and diversity of modern geography will be exposed through reading, discussion and presentations. Each course component will be used to develop the students' research proposal.
Note: *Required core course.*

GEOG 523 Units: **1.5**
Qualitative Methods in Geography
This course introduces commonly used qualitative research methods. Students are introduced to the schools of thought and theoretical foundations underlying the various qualitative methods, and are given an opportunity to critically review examples of applications focusing on results achieved, strengths, weaknesses and limitations.
Note: *Students are required to take either 523 or 524.*

GEOG 524 Units: **1.5**
Quantitative Methods in Geography
This course examines the use and interpretation of selected multivariate statistics. Practical exercises emphasize the problems that arise when test assumptions are violated.
Note: *Students are required to take either 524 or 523.*
Prerequisites: *An introductory level statistics course is required.*

GEOG 536 Units: **1.5**
Seminar in Human and Social Geography
An examination of theoretical issues and major research paradigms in human geography. Seminar theme will vary depending on faculty interest.
Note: *Credit will not be given for both 536 and 560.*

GEOG 537 Units: **1.5**
Seminar in Physical Geography
This course is for students intending to pursue selected research topics in biogeography, climatology, hydrology, geomorphology and soil science. Course content will vary annually, depending on graduate and faculty research interests. Seminars, faculty and guest lecturers and individual research projects will be utilized.
Note: *Credit will not be given for both 537 and 525.*

GEOG 538 Units: **1.5**
Seminar in Geomatics
This course identifies and reviews knowledge and influential thought that have shaped and advanced the science of geomatics and associated technology through time. Students are introduced to the contemporary knowledge in geomatics, areas of application, unresolved questions and the present and future research agenda. The course includes presentations by guest lecturers, readings and literature reviews.

GEOG 539 Units: **1.5**
Seminar in Resource Management
A team-taught seminar dealing with resources management areas currently (or recently) being researched by members of the Department. Topics will include: problem formulation, conceptual/literature background, fieldwork/data issues, analytical approaches and results/interpretation.
Note: *Credit will not be given for both 539 and 552.*

GEOG 546 Units: **1.5**
Advanced Topics in Human and Social Geography
An examination of contemporary theoretical issues and competing research paradigms in human geography. Seminar theme will vary depending on faculty interest.
Note: *Not offered on a regular basis. May be taken more than once for credit in different topics.*

GEOG 547 Units: **1.5**
Advanced Topics in Physical Geography
An examination of contemporary theoretical and/or applied research subjects in physical geography. Seminar theme and content will vary depending on faculty interest.

Note: *Not offered on a regular basis. May be taken more than once for credit in different topics.*

GEOG 548 Units: **1.5**
Advanced Topics in Geomatics
An examination of contemporary theoretical and/or applied research subjects in geomatics. Seminar theme and content will vary depending on faculty interest.
Note: *Not offered on a regular basis. May be taken more than once for credit in different topics.*

GEOG 549 Units: **1.5**
Advanced Topics in Resource Management
A seminar dealing with conceptual and research design issues involved with a project or problem area in resource management of interest to a faculty member. Theme and content will vary depending on faculty interest.
Note: *Not offered on a regular basis. May be taken more than once for credit in different topics.*

GEOG 590 Units: **1.5**
Directed Studies in Geography
Note: *MA, MSc and PhD students may only take one 590 course as part of their minimum program requirements. If they wish to take additional 590 courses these can be added to their minimum course load. Individual titles will be assigned to each numbered section of the course arranged by supervisory committees.*

GEOG 599 Units: **to be determined**
MA, MSc Thesis
Note: *Credit to be determined*
Grading: *INP, Com, N or F*

GEOG 699 Units: **to be determined**
PhD Dissertation
Note: *Credit to be determined*
Grading: *INP, Com, N or F*

GER

German

Department of Germanic and Russian Studies
Faculty of Humanities

GER 501 Units: **1.5**
Introduction to Bibliography, Methods of Research, and Theory of Literary Criticisms

GER 510 Units: **1.5**
Studies in Medieval Literature

GER 520 Units: **1.5**
Studies in 17th Century Literature

GER 530 Units: **1.5**
Studies in 18th Century Literature

GER 540 Units: **1.5**
Studies in 19th Century Literature

GER 550 Units: **1.5**
Studies in 20th Century Literature: I

GER 551 Units: **1.5**
Studies in 20th Century Literature: II

GER 560 Units: **1.5**
German-Canadian Studies

GER 590 Units: **1.5**
Directed Studies: I
Note: *Pro Forma required.*

GER 591 Units: **1.5 or 3**
Directed Studies: II
Note: *Pro Forma required.*

GER 599 Units: **6-9**
Thesis

GRS

Greek and Roman Studies

Department of Greek and Roman Studies
Faculty of Humanities

GRS 501 Units: **3**
Greek Literature

GRS 502 Units: **3**
Formerly: **GRS 541**
Greek History

GRS 503 Units: **3**
Latin Literature

GRS 504 Units: **3**
Formerly: **GRS 542**
Roman History

GRS 505 Units: **3**
Formerly: **GRS 543**
Ancient Art and Archaeology

GRS 590 Units: **1.5-3**
Formerly: **CLAS 590**
Directed Individual Study
Note: *May be taken more than once for credit to a maximum of 4.5 units. Pro-forma required for registration.*

GRS 599 Units: **6-9**
Formerly: **CLAS 599**
MA Thesis
Note: *Before beginning the thesis the candidate must arrange with the supervisory committee and the Graduate Adviser the number of units to be assigned.*
Grading: *INP, COM, N or F*

GS

Graduate Studies By Special Arrangement

Faculty of Graduate Studies

GS 500 Units: **1.5 or 3** Hours: **3-0**
Special Topics
See Graduate Studies for information.

Topic for 2004-2005: Gender, Nationalism and War (1.5 units)

Interrogates how social construction of gender has influenced ideas of nation. Examines relationship between gender, war and nation. First half is theoretical, focusing on three issues: one, understanding Benedict Anderson's concept "imagined communities" and its relationship to nationalism; two, exploring the relations among culturally endorsed concepts of masculinity, femininity and nation; three, examining how the gender/nation link has shaped ideas of war and warriorhood. The second half focuses on the gender/nation relationship in specific contexts.

Instructor: Sikata Banerjee, Women's Studies
Note: *May be taken more than once for credit in different topics.*

GS 501 Units: **1.5 or 3**
Interdisciplinary Topics
Courses may be offered between academic departments through the Faculty of Graduate Studies.
Note: *At least one of the offering departments must have a regular graduate program. May be taken more than once for credit in different topics.*

GS 502 Units: **to be determined**
Approved Exchange
University of Victoria students attending courses under approved exchange agreements may register in this course to maintain their UVic registration status. Exchange students attending the University as research rather than coursework students may register for an on-campus section.
Note: *Permission of the Dean of Graduate Studies required.*
Grading: *INP, COM, N, F*

HA

History in Art

Department of History in Art
Faculty of Fine Arts

HA 501 Units: **3** Hours: **3-0**
Colloquium in Theories and Practices
Note: *This course is compulsory for all graduate students, except Ph.D. students who have taken a comparable seminar.*
Grading: *INP, COM, N or F*

HA 502 Units: **1.5** Hours: **3-0**
Special Topics in the History of Art
Prerequisites: *Permission of the instructor.*

HA 510 Units: **1.5** Hours: **3-0**
Seminar in Film Studies
Prerequisites: *Permission of the instructor.*

HA 520 Units: **1.5** Hours: **3-0**
Seminar in Medieval Art
Prerequisites: *Permission of the instructor.*

HA 530 Units: **1.5** Hours: **3-0**
Seminar in South/South-East Asian Art
Prerequisites: *Permission of the instructor.*

HA 540 Units: **1.5** Hours: **3-0**
Seminar in Renaissance Art
Prerequisites: *Permission of the instructor.*

HA 545 Units: **1.5** Hours: **3-0**
Seminar in Baroque/18th Century Art
Prerequisites: *Permission of the instructor.*

HA 550 Units: **1.5** Hours: **3-0**
Seminar in Islamic Art
Prerequisites: *Permission of the instructor.*

HA 555 Units: **1.5** Hours: **3-0**
Seminar in Canadian Art
Prerequisites: *Permission of the instructor.*

HA 560 Units: **1.5** Hours: **3-0**
Seminar in Modern Art: I
Prerequisites: *Permission of the instructor.*

HA 561 Units: **1.5** Hours: **3-0**
Seminar in Modern Art: II
Prerequisites: *Permission of the instructor.*

HA 564 Units: **1.5** Hours: **3-0**
Seminar in Photo History
Prerequisites: *Permission of the instructor.*

HA 565 Units: **1.5** Hours: **3-0**
Seminar in Native North American Arts
Prerequisites: *Permission of the instructor.*

HA 570 Units: **1.5** Hours: **3-0**
Seminar in East Asian Art
Prerequisites: *Permission of the instructor.*

HA 580 Units: **1.5** Hours: **3-0**
Topics in Cultural Resource Management
Prerequisites: *Permission of the instructor.*

HA 590 Units: **1.5**
Directed Studies MA Level
Note: *Pro forma.*

HA 598 Units: **4.5**
Research Paper
An extended research paper of approx. 10,000 words which will also be presented to a public audience.
Note: *Required for MA students who elect the Research Paper Option.*
Grading: *INP, COM, N or F*

HA 599 Units: **7.5**
MA Thesis
Grading: *INP, COM, N or F*

HA 690 Units: **1.5-6**
Directed Studies PhD Level
Note: *Pro forma.*

HA 698 Units: **6**
Candidacy Preparation
Grading: *INP, COM, N, or F*

HA 699 Units: **30**
PhD Dissertation
Grading: *INP, COM, N or F*

HINF

Health Information Science

School of Health Information Science

Faculty of Human and Social Development

HINF 503 Units: **1.5**
HI Research Methods
This course examines a variety of study designs used in medical informatics and outcomes research. These include experimental designs, observational and predictive studies, and qualitative inquiries. For each study design, appropriate analytical approaches and use of related software will be covered. Offered in alternate years.

HINF 510 Units: **1.5**
Information Management and Technology
This course critically examines the application of state-of-the-art IM&T principles and methods in the private sector and the degree to which they apply to Canadian health care organizations. In doing so, it identifies the issues which chief information officers face in their attempts to provide the right information to the right people at the right time for the right price. Offered in alternate years.

HINF 511 Units: **1.5**
Clinical Appraisal of the Health Sciences Literature
The intent of this course is to help students improve their ability to find, appraise and use evidence about health care interventions appearing in the health sciences literature. Using an online virtual classroom format, students will gain knowledge of the criteria used to appraise the validity, importance and applicability of different types of health literature.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 515 Units: **1.5**
Patient Care Information Systems
This course provides a thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. It includes a review of factual and patient information systems, signal and pattern processing applications, decision support, simulation, education and training applications. Offered in alternate years.

HINF 516 Units: **1.5**
Telemedicine in Action
This course takes a case-based approach to telemedicine and its applications in the field. Enrolees will engage in curriculum around the three following contextual cases: clinical; education; administration applications. Students will interact with, experience, and review, a range of technology-enabled learning tools, participate in technology demonstrations, and engage in exchanges with various telehealth and informatics personnel and experts.

Specific units of this course are also modularized for CME accreditation.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 517 Units: **1.5**
PDA Use for Clinicians
This course provides an online workshop environment designed to help health professionals especially physicians harness the full potential of the Personal Digital Assistant in medical practice. This offering is designed as an advanced course for those who have completed the face to face digital medicine workshop offered through CME-UBC and would like to learn more, or for graduate students with an interest in health informatics and telehealth/telemedicine applications. Those without such pre-requisites require instructor approval.

HINF 550 Units: **1.5**
Health Information Systems Design
This course studies how to design health information systems. Case studies will be used to discuss how systems are designed and implemented in complex settings. Students will work in teams with other students to develop a total system solution to a particular health care problem. Offered in alternate years.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 551 Units: **1.5**
Electronic Health Record
This course examines recent efforts in modeling health information and documents. It covers a structured review of the current literature, development of a means for selecting key articles, and development of a structure for findings, including types and classes of health information, methods of health information documentation, and current status of use of XML in health information systems, including a summary of current limits and challenges.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 552 Units: **1.5**
Evaluation in E-Health
This course offers practical insights and understanding of an evaluation process for e-health initiatives. This includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 553 Units: **1.5**
E-Health Sustainability
This course focuses on the issue of sustainability and how e-health applications can be planned in a manner that encourages ultimate integration and routine use.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 560 Units: **1.5**
Health Care Quality Improvement
This course offers practical insights and understanding of an evaluation process for e-health initiatives. This includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 570 Units: **1.5**
Epidemiology in Health Services Management
An examination of the principles and methods of managerial epidemiology. The course focuses on the design, implementation and evaluation of epidemiological analyses as applied to management in the health and social services, including the role of epidemiology in health services planning and policy formulation, health status indicators, outcome measurement and utilization analysis. Offered in alternate years.

HINF 571 Units: **1.5**
Health Systems Data Analysis
This course covers the major health system databases and how, with record linkage, they can be analyzed to create pictures of system components for strategic planning, ongoing program management, monitoring and evaluation. By working with real data and real problems, you will learn basic tools and methods of health system data analysis.
Note: *This course is only available through our Distributed Stream MSc and is not available on campus.*

HINF 580 Units: **1.0**
HI Graduate Seminar
This course explores key themes, issues and trends in HI. It consists of presentations by faculty and students on different HI subject areas.

HINF 590 Units: **1.5**
Directed Study
This course allows the student to pursue directed readings or a project under the supervision of a faculty member. Offered in alternate years.

HINF 591 Units: **1.5**
Topics in HI
Advanced topics in various areas of health informatics. Topics vary depending on faculty interests and availability. Students may take this course more than once.

HINF 598 Units: **3.0**
Research Project
The student is required to conduct a major research project in health informatics under the supervision of a faculty member.

HINF 599 Units: **6.0**
HI Thesis

The thesis provides the student with the opportunity of conducting original research and interpretation of those results in HI.

HIST

History

Department of History
Faculty of Humanities

HIST 500 Units: **1.5**
Historiography

HIST 501A Units: **1.5**
Field in American History I

HIST 501B Units: **1.5**
Field in American History II

HIST 502A Units: **1.5**
Field in British History I

HIST 502B Units: **1.5**
Field in British History II

HIST 503A Units: **1.5**
Field in Canadian History I

HIST 503B Units: **1.5**
Field in Canadian History II

HIST 504A Units: **1.5**
Field in European History I

HIST 504B Units: **1.5**
Field in European History II

HIST 506A Units: **1.5**
Field in Medieval History I

HIST 506B Units: **1.5**
Field in Medieval History II

HIST 508A Units: **1.5**
Field in Chinese History I

HIST 508B Units: **1.5**
Field in Chinese History II

HIST 509A Units: **1.5**
Field in Japanese History I

HIST 509B Units: **1.5**
Field in Japanese History II

HIST 510 Units: **1.5**
Topical Field in Social History

HIST 511 Units: **1.5**
Topical Field in Military History

HIST 512 Units: **1.5**
Topical Field in Intellectual/Cultural History

HIST 513 Units: **1.5**
Topical Field in Women's/Gender History

HIST 514 Units: **1.5**
Topical Field in World History

HIST 515 Units: **1.5**
Topical Field in Business History

HIST 516 Units: **1.5**
Topical Field in Computers and History

HIST 517 Units: **1.5**
Topical Field in Cultural History and Theory

HIST 518 Units: **1.5**
Topical Field in Political History

HIST 519 Units: **1.5**
Topical Field in Special Topics

HIST 520 Units: **1.5**
Topical Field in Labour History

HIST 521 Units: **1.5**
Topical Field in Legal History

HIST 522 Units: **1.5**
Topical Field in Religious History

HIST 523 Units: **1.5**
Topical Field in History of Science/Technology

HIST 524 Units: **1.5**
Topical Field in Rural History

HIST 525 Units: **1.5**
Topical Field in Co-operative History

HIST 526 Units: **1.5**
Topical Field in Ethnohistory

HIST 527 Units: **1.5**
Also: **POLI 506**
Topical Field in Qualitative Research Methods

HIST 550 Units: **1.5**
Non-Thesis MA Historiography/Research Methods

HIST 590 Units: **1.5 or 3**
Directed Reading - Field

HIST 591 Units: **1.5 or 3**
Directed Reading - Topical Field

HIST 598 Units: **6.0**
MA Major Research Paper
Grading: *INP, COM, N or F*

HIST 599 Units: **9-10.5**
MA Thesis
Grading: *INP, COM, N or F*

HIST 699 Units: **30-36**
PhD Thesis
Grading: *INP, COM, N or F*

HSD

Human and Social Development

Interdisciplinary Courses
Faculty of Human and Social Development

HSD 504 Units: **1.5**
Ethical Behaviour in Professional Practice
This course will address theoretical foundations for ethics and moral thinking, with an emphasis on application to professional practice. Also examined will be codes of ethics, standards of practice, and the impact of the organizational context on professional behaviour.

HSD 580 Units: **1.5 or 3**
Special Topics in Human and Social Development
This is a variable content course which will focus on the policy, practice and/or research interests of faculty and students in the Faculty of Human and Social Development.
Note: *May be taken more than once for credit in different topics.*

HSD 590 Units: **1.5-3**
Directed Studies
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registering in this course.
Note: *May be taken more than once for credit in different topics. Pro Forma required.*

IGOV

Indigenous Governance

Indigenous Governments Certificate Program and MA in Indigenous Governance
Faculty of Human and Social Development

IGOV 520 Units: **1.5**
Indigenous Peoples in a Global Context
A broad literature review and intellectual framework for understanding the essential characteristics of and contemporary conflicts within indigenous societies, and for developing a critical perspective of the present relationship between indigenous peoples and the state.

IGOV 530 Units: **1.5**
Research Seminar
A perspective on the methods and approaches used in the study of indigenous issues, providing the basic tools and methods to conduct applied research, and a consideration of the practical and political issues involved in conducting research in Native communities.

IGOV 540 Units: **1.5**
Native American Political Philosophy
An introduction to the fundamental values and principles of indigenous social and political thought, an overview of the traditional forms of government and social organization among indigenous peoples, and an examination of the ways in which indigenous nations have adapted those forms to the modern reality.

IGOV 550 Units: **1.5**
Self-Determination and Indigenous Peoples in Canada
An analysis of current processes to decolonize the relationship between indigenous peoples and states, with particular emphasis on the legal and social context within Canada, questions of land ownership, sovereignty, nationhood, self-determination, and treaty-making in a comparative context.

IGOV 560 Units: **1.5**
Indigenous Peoples and the State
An examination of the legal and political relationships that exist between indigenous peoples and states, with a focus on the status of indigenous peoples in international law, a comparison of various state policies concerning indigenous people, and an overview of the status of indigenous people in various countries.

IGOV 570 Units: **1.5**
Indigenous Women and Governance
A review of the special concerns, issues, and perspectives of indigenous women on government and politics, with a particular emphasis on developing an appreciation for the status and role of women in traditional indigenous philosophies, governance practices and structures.

IGOV 590 Units: **1.5-3**
Directed Readings
Individually structured reading or research seminars under the direction of a participating faculty member, allowing students to pursue their interests in topics related to indigenous governance but not specifically covered in the seminars.
Note: *May be taken more than once for credit in different topics.*

IGOV 595 Units: **1.5**
Special Topics in Indigenous Governance
Seminars focusing on issues of particular contemporary relevance taught by visiting scholars.
Note: *May be taken more than once for credit in different topics.*

IGOV 598 Units: **6.0**
Community Governance Project
Grading: *INP, COM, N or F*

IGOV 599 Units: **6**
Thesis
Grading: *INP, COM, N or F*

ITAL

Italian

Department of Hispanic and Italian Studies

Faculty of Humanities

ITAL 503 Units: **1.5** Hours: **3-0**
Also: **SPAN 503**
Core Reading List Course II

ITAL 505 Units: **1.5** Hours: **3-0**
Also: **SPAN 505**
Medieval Literature

ITAL 507 Units: **1.5** Hours: **3-0**
Also: **SPAN 507**
Renaissance and Baroque Literature

ITAL 590 Units: **1.5 or 3** Hours: **3-0**
Also: **SPAN 590**
Directed Studies

LAW

Law

Faculty of Law

LAW 501 Units: **1.5**
Graduate Seminar in Law and Society
A critical introduction to theoretical perspectives on Law and Society. This course is designed to expose students to a range of substantive issues in advanced legal research, as a foundation for the development of each student's thesis research.

LAW 502 Units: **1.5**
Graduate Seminar in Applied Legal Methodology
A review of methodological approaches to advanced legal research, particularly as applied to the diverse research interests of seminar participants. This course is intended to support each student's implementation of their research question through presentation, commentary and refinement.

LAW 543 Units: **1.5**
Contemporary Issues in Law
This course is concerned with legal issues which are contemporary and problematic. Each issue will be examined in the light of existing legal rules, social and related implications, the legal process, and possible reform.
Notes: *- Students may take the course for credit more than once.*
- Open only to Graduate students in Law unless otherwise agreed to by instructor. Check with Law Graduate Advisor.

LAW 590 Units: **1.5-3**
Directed Studies in Law
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Advisor prior to registering in this course.
Note: *May be taken more than once, so long as course content is different from that previously taken. Pro forma required.*

LAW 596 Units: **1.5-3**
Special Topics in Law
This is a variable content course which will focus on the policy, practice and/or research interests of faculty and students in the Faculty of Law.
Note: *May be taken more than once, so long as course content is different from that previously taken.*

LAW 598 Units: **6**
Major Research Paper in Law
Grading: *INP, COM, N or F*

LAW 599 Units: **9**
LL.M Thesis
Grading: *INP, COM, N or F*

LAW 690 Units: **1.5-3**
Directed Studies in Law
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Advisor prior to registering in this course.
Note: *May be taken more than once, so long as course content is different from that previously taken. Pro forma required.*

LAW 699 Units: **24-36**
Ph.D. Dissertation
Grading: *INP, COM, N or F*

LING

Linguistics

Department of Linguistics

Faculty of Humanities

LING 500 Units: **1.5** Hours: **2-2**
Linguistic Field Methods
An introduction to the methods of data analysis, organization, and collection required in the field situation. Language of consultant may vary from year to year. The Department has a particular interest in North American Native Languages.

LING 503 Units: **1.5** Hours: **3-0**
Syntactic Theory
Recent developments in syntactic theory.

LING 504 Units: **1.5** Hours: **3-0**
Current Issues in Morphology
Recent developments in morphological theory.
Note: *May be taken more than once for credit to a maximum of 3 units.*

LING 505 Units: **1.5** Hours: **3-0**
Phonological Theory
A survey of the development of phonological theory, including such topics as phonological universals.

LING 507 Units: **1.5** Hours: **3-0**
Semantics
Recent developments in semantic theory.

LING 508 Units: **1.5 or 3** Hours: **3-0**
Current Issues in Generative Grammar
Selected topics reflecting ongoing work in generative theory.
Note: *May be taken more than once for credit.*
Prerequisites: *503 or equivalent.*

LING 509 Units: **1.5** Hours: **3-0**
Sociolinguistics
Selected topics in recent research related to language variation such as bilingualism, language and gender, language attitudes, social dialects. Each registrant will select a particular topic for individual research.

LING 510 Units: **1.5-3** Hours: **3-0**
Current Issues in Phonology
An examination of recent developments in phonological theory.
Note: *May be taken more than once for credit.*
Prerequisites: *505 or equivalent.*

LING 517 Units: **1.5** Hours: **3-0**
Experimental Phonetics Laboratory
Review of recent research in the phonetic and acoustic analysis of speech and in spoken language processing. A focus on experimental procedures designed to allow students to pursue individual topics in speech research.
Note: *May be taken more than once for credit to a maximum of 3 units.*

LING 520 Units: **1.5-3** Hours: **3-0**
Pacific Rim Languages
An overview of the structure of selected indigenous languages spoken around the Pacific Rim.
Note: *May be taken more than once for credit to a maximum of 3 units.*

LING 527 Units: **1.5** Hours: **3-0**
Topics in Historical and Comparative Linguistics
Study of principles of historical and comparative linguistics.
Note: *May be taken more than once for credit to a maximum of 3 units.*

LING 560 Units: **1.5** Hours: **3-0**
Also: **ANTH 561**
Linguistic Anthropology
Selected Topics in Linguistic Anthropology.
Note: *Credit will be given for only one of LING 560, ANTH 560, or ANTH 561*

LING 561 Units: **1.5** Hours: **3-0**
Topics in Chinese Linguistics
Current issues in Chinese language and linguistics.

LING 570 Units: **1.5-3** Hours: **3-0**
Also: **PSYC 570**
Psycholinguistics
A seminar offered in collaboration with the Department of Psychology. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been word recognition and lexical access, sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

LING 571 Units: **1.5 or 3** Hours: **3-0**
Also: **PSYC 571**
Developmental Psycholinguistics
A seminar offered in collaboration with the Department of Psychology. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn taking, questioning and an-

swering, and politeness and negotiation in speech acts.

LING 572 Units: **1.5** Hours: **3-0**
The Structure of the Lexicon
An introduction to the study of representations of lexical forms. The course will focus on one of two approaches, depending on staffing: (1) psycholinguistic dimensions of written word access to the mental lexicon in English and Japanese, with reference to orthographies, laterality research, eye movement studies, and acquisition of writing; or (2) approaches to lexicography of English or languages with complex morphologies.

LING 573 Units: **1.5** Hours: **3-0**
Classroom Second Language Acquisition
A survey and critical examination of the theory and research on second language acquisition (SLA) in the classroom environment. Students will become familiar with the history of classroom-based research in SLA. Current issues and research findings related to the teaching and learning of second languages inside second language classrooms are discussed.

LING 574 Units: **1.5** Hours: **3-0**
Seminar in Applied Linguistics
A seminar on issues in applied linguistics, including an overview of second language learning and teaching principles, TESL/TEFL methodology, language situation contacts, and multilingualism. Each participant selects a topic area of individual interest to report to the seminar.

LING 575 Units: **1.5**
Research Methods in Applied Linguistics
This course is designed to assist graduate students in developing skills necessary to design and implement research in the field of second language (SL) acquisition and applied linguistics. The course examines various methods for conducting research, types of research designs, and the steps involved in planning and executing SL research projects. Students also develop skills in reading and evaluating published research in second language acquisition and applied linguistics.

LING 576 Units: **1.5** Hours: **3-0**
Focus-on-Form in Second Language Classrooms
This course explores the role of focus-on-form in L2 classrooms. The course examines both reactive and proactive focus on form, and their relationship with second language (L2) learning. Through a combination of reading and critical analysis of research studies, students will develop a good understanding of the theoretical perspectives and research findings on the role interaction and corrective feedback in second language acquisition.

LING 577 Units: **1.5** Hours: **3-0**
Issues in Minority Language Maintenance
An investigation of the issues surrounding minority language maintenance.

LING 580 Units: **1.5 or 3** Hours: **3-0**
Linguistics Seminar
The contents of this course will vary.
Note: *May be taken more than once for credit.*

LING 586 Units: **1.5** Hours: **3-0**
Sound Structures For Applied Linguistics
An investigation of the relationship between sound structures (as understood through phonetic theory, phonological theory, speech analysis) and applied linguistics (especially pronunciation teaching and second language acquisition).
Note: *May be taken more than once for credit to a maximum of 3 units.*
Prerequisites: *A course in phonetics, phonology, or by permission of instructor.*

LING 590 Units: **1.5 or 3**
Directed Studies
A course designed to enable students to pursue individual interests.
Note: *May be taken more than once for credit.*

LING 595 Units: **1.5**
Studies in Language and Gender
A study of the relationship between gender socialization and pragmatics of language use. Each participant selects a topic of interest to research and report on as a term paper and to present as a seminar.

LING 596 Units: **1.5** Hours: **3-0**
Cross Cultural Communication
An examination of pragmatic linguistic factors affecting communication between cultural groups. Each participant selects a topic of interest to research and report on as a term paper and to present as a seminar.

LING 597 Units: **0**
Comprehensive Examination
Students enrolled in the non-thesis option will be examined orally on at least two previous substantial research papers or their equivalent.
Grading: *INP, Com, N or F*

LING 598 Units: **3**
Major Research Paper
A major research paper (40-45 pages) reporting independent research under the direction of a faculty member. Students meet in a seminar weekly with the course instructor to discuss research topics including research designs, data collection and analyses, reporting and presentation research results, and other research related issues.

LING 599 Units: **to be determined**
MA Thesis
Grading: *INP, Com, N or F*

LING 690 Units: **1.5 or 3**
Individual Studies
A research topic will be pursued in depth under the direction of the student's supervisor. Students are expected to write a research paper (or papers) and to present a colloquium based on their work.
Note: *This course may be taken more than once for credit to a maximum of 6 units.*

LING 699 Units: **to be determined**
PhD Dissertation
Note: *Credit to be determined; normally 21 units.*
Grading: *INP, Com, N or F*

MATH

Mathematics

Department of Mathematics and Statistics
Faculty of Science

MATH 510 Units: **1.5**
Abstract Algebra

MATH 511 Units: **1.5**
Topics in Matrix Theory and Linear Algebra

MATH 520 Units: **1.5**
Number Theory

MATH 522 Units: **1.5**
Combinatorics
Prerequisites: *422 or permission of the Department.*

MATH 523 Units: **1.5**
Graph Theory
Prerequisites: *423 or permission of the Department.*

MATH 529 Units: **1.5**
Topics in Discrete Mathematics
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

MATH 530 Units: **1.5**
Real Analysis
Abstract measure and integration; product measures; measures on locally compact spaces and the Riesz representation theorem; the Stone-Weierstrass theorem.

MATH 531 Units: **1.5**
Functional Analysis

MATH 532 Units: **1.5**
Introduction to Operator Theory

MATH 533 Units: **1.5**
Topics in Operator Theory and Operator Algebras
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

MATH 535 Units: **1.5**
Topics in Analysis
Topics may include some of the following: ergodic theory, dynamical systems, potential theory, harmonic analysis.
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

MATH 538 Units: **1.5**
Complex Analysis
Topics chosen from: conformal mappings, the Riemann mapping theorem, the maximum principle, infinite products, Picard's theorem, normal families, Hp-spaces, approximation by rational functions, the Riemann zeta function, analytic continuation and Riemann surfaces.
Prerequisites: *330B or 338 or 438 or equivalent.*

MATH 540 Units: **1.5**
Topology

MATH 550 Units: **1.5**
Topics in Applied Mathematics
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

MATH 551 Units: **1.5**
Differential and Integral Equations

MATH 555 Units: **1.5**
Topics in Probability
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

MATH 560 Units: **1.5**
Mathematical Models
The formulation, analysis and interpretation of mathematical models of selected scientific topics.

MATH 570 Units: **1.5**
Optimal Control Theory
Formulation of calculus of variations and optimal control problems. Euler and Jacobi necessary conditions. Method of dynamic programming. Existence and regularity of optimal controls. Optional topics may include: stochastic optimal control of discrete sys-

tems; optimal control and optimal stopping of Markov diffusion processes governed by stochastic differential equations and optimal control of piecewise deterministic processes.

MATH 580 Units: **1.5**
Topics in Pure Mathematics
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

MATH 581 Units: **1.5**
Directed Studies
Directed studies may be available in the areas of faculty interest.
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department. Pro forma required.*

MATH 585 Units: **0 or 1.5**
Seminar
Note: *May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences. An INP grade may be assigned.*

MATH 586 Units: **0 or 1.5**
Operator Theory Seminar
Note: *May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.*

MATH 587 Units: **0 or 1.5**
Applied Math Seminar
Note: *May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.*

MATH 588 Units: **1.5**
Discrete Mathematics Seminar
Note: *May be taken more than once for credit with permission of the Chair of the Department.*

MATH 591E Units: **1.5**
Topics in Mathematics For Secondary Teachers
Intended for students enrolled in a master's program specializing in Mathematics Education but open to students enrolled in other master's programs in Education. One of the four topics: Geometry, Mathematical Modelling, Data Analysis, History & Philosophy of Mathematics will be taught in a given term. Topics will be rotated each term the course is offered.
Note: *May be taken more than once for credit in different topics.*
Prerequisites: *3 units of mathematics courses numbered 300 or higher.*

MATH 599 Units: **6**
Master's Thesis
Grading: *INP, COM, N or F*

MATH 690 Units: **1.5 to 3**
Directed Studies
May be available in areas of faculty interest.
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department. Pro forma required.*

MATH 699 Units: **24 - 33**
Dissertation
Grading: *INP, COM, N or F*

MBA

Master's of Business Administration

Faculty of Business

MBA 500 Units: **0**
Essentials of Business and Leadership
An intensive module that constitutes the first month of the MBA program for all full-time and part-time students. Content includes overview of business as a system; introductory sessions on accounting, finance, marketing, IT strategy, statistics, economics, leadership, decision-making, case analysis, and ethics; teamwork and presentations skills; a business simulation; guest speakers; and orientation and social activities.
Grading: *INC, COM, N or F*

MBA 501 Units: **0**
Integrative Management Exercises
A series of three (full-time or evening-based program) project-based exercises of fifty hours each, taking place at regular intervals throughout the Foundation module of the MBA program. Exercises will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of each exercise.
Note: *Attendance and participation are required.*
Grading: *INP, COM, N or F*

MBA 502 Units: **0**
Professional Development
A course of sessions/activities, delivered throughout the foundation of the MBA program, providing practical knowledge and practice in areas vital for professional success in the business world. Content includes: skills training; co-op and career preparation; mentor program and networking events; guest speakers; and IME (integrative management exercise) prep/debriefing.
Grading: *INP, COM, N or F*

MBA 510 Units: **1.5**
Marketing Management
Controllable and uncontrollable marketing variables that managers face in today's business environment. Topics include factors affecting consumer demand and methods of satisfying it, market structure, and product selection, distribution, promotion, pricing and market research. The course structure, exercises, projects and case problems are all designed to develop the students' ability to generate effective marketing strategies in the face of uncertainty.

MBA 511 Units: **1-1.5**
Services Marketing
This course is intended for those students who are interested in working in service industries and will address the distinct needs and problems of service organizations in the area of marketing. Topics include: the difference between marketing services versus manufacturing organizations; the marketing mix for service organizations; market research in services; managing demand in services; integrated services marketing communication; services pricing; and the overlap of marketing/operations/human resource systems in service organizations.
Note: *Not open for students with credit in the Service Management module courses previously offered under MBA 595.*
Prerequisites: *MBA 510.*
Corequisites: *This course is part of the Service Management Module and must be taken concurrently with MBA 512 and MBA 513.*

MBA 512 Units: **1.5**
Quality Management and Service Operations
This course is intended for those students who are interested in working in service industries and will address the distinct needs and problems of service organizations in the area of operations and quality management. A core theme is a quality management approach to providing service excellence. Topics include: service quality measurement; service quality control; service quality improvement; quality function deployment; service design; and service capacity management for rapid growth and change.
Note: *Not open for students with credit in the Service Management module courses previously offered under MBA 595.*
Corequisites: *This course is part of the Service Management Module and must be taken concurrently with MBA 511 and MBA 513.*

MBA 513 Units: **1.5**
Issues in Service Technology and HR Mgmt
This course is intended for those students who are interested in working in service industries and will address the distinct needs and problems of service organizations in the areas of human resource management and IT management. Topics include: e-service and the role of technology; customer relationship management (CRM); managing the organizational culture; impact of cultural differences on customer service; management and motivation of knowledge workers; customer self-service technology; and the service profit chain.
Note: *Not open for students with credit in the Service Management module courses previously offered under MBA 595.*
Corequisites: *This course is part of the Service Management Module and must be taken concurrently with MBA 511 and MBA 512.*

MBA 515 Units: **1.5**
Applied Managerial Economics
Applies economic principles to the analysis of corporate problems. Topics include product, risk and business opportunity analysis, production costs and profit maximization, the determination of prices and output under different market structures, investment decisions, and economic forecasting.

MBA 520 Units: **1.5**
Financial and Managerial Accounting
The external analysis of corporate financial reports, focusing on the reconstruction of financial events from published accounting statements. Topics also include short term financial decisions, and discussion of the nature, analysis and control of costs, product costing, and the use of accounting information in management decisions.

MBA 530 Units: **1.5**
Managerial Finance
Discussion of the techniques used to maximize the value of the firm, including short- and long-range sources of funds, the valuation of financial assets and liabilities, working capital management, capital structure, costs of capital, capital-budgeting decisions, dividend policy, the relationship between risk and return, portfolio theory, the financial evaluation of business opportunities, and a survey of financial securities.

MBA 531 Units: **1-1.5**
Taxation For Managers
Business organization and expansion, the raising of capital and business acquisitions and divestitures are significantly influenced by alternative tax treatments. The first half of the course concerns the fundamentals of the tax system. The second half develops alternative forms of business organization from a tax

perspective and establishes tax planning techniques which maximize cash flow and return on investment. Also reviews of personal financial planning and investment decisions.

Prerequisites: *520 and 530.*

MBA 535 Units: **1.5**
Operations Management
An introduction to the concepts for managing the systems organizations use for producing goods and services. Topics include operations strategy, capacity and technology planning, purchasing and materials management, workflow planning and scheduling, project management and quality management and control.

MBA 540 Units: **1.5**
Applied Data Analysis and Forecasting
A survey of the concepts and techniques used in the analysis and interpretation of data for managerial decision making. Experimental design, sampling and statistical testing procedures are discussed. Statistical software is utilized extensively. A heavy emphasis is placed on multiple regression and forecasting.

MBA 544 Units: **1.5**
Information Technology in the Organization
An introduction to the capabilities and utilization of information technology (IT), information systems (IS), and networks. A variety of approaches using IT and IS will be covered to provide a broad understanding of how they can be used effectively in today's inter-networked enterprise. A number of cases and other assignments will be used to illustrate the evolving role of IS and networks in today's interconnected organization both within and external to it.

MBA 550 Units: **1.5**
Business Policy and Strategy
Introduces the integrative nature of management. It deals with the overall general management of the organization, and the formulation, development and implementation of the strategic direction of the firm. This course intends to develop an appreciation of the role of a general manager from a conceptual as well as an operational standpoint.

MBA 553 Units: **1.5**
Organizational Design and Analysis
Examines the behaviour of individuals, groups and total organizations from the standpoint of organizational design. Topics covered include: development of management thoughts; organizational structure and design; individual perception, motivation and job satisfaction; group processes; leadership and organizational culture.

MBA 555 Units: **1.5**
Managing Human Resources
A review of the literature in the field of personnel administration. Special emphasis will be placed on contemporary practices in the selection, placement and compensation of personnel.

Prerequisites: *553.*

MBA 557 Units: **1**
Business, Government, and Globalization
The course will examine the significant policy shifts in the world's approach to international trade and finance flows and their impact on Canada. The course will focus on the coalescing of international trading blocs and the major economic and trade agreements. In addition, it will analyze several major recent financial crises. The course will also review the relative successes and failures of policy responses by two levels of government in Canada and the implications for management of Canadian-based companies.

MBA 559 Units: **1**
International Commercial Law
An introduction to the fundamental legal principles of commercial and corporate law, viewed from an international perspective, as applied between nations, businesses of individuals with international connections or global operations.

Course topics include state responsibilities, treaties and conventions, dispute resolution, foreign investment laws and supervision, GATT rules, international contracts, carriage of goods, intellectual property issues and the multinational organization.

MBA 561 Units: **1.5**
Planning Cognitions: Acquiring Entrepreneurial Expertise
Part of the integrated MBA Entrepreneurship program, this course develops Venturer Expertise: understanding the venturing knowledge structure and how to improve it and how to plan a venture to succeed by choosing venture characteristics that lead to the outcomes that you want. The course will assist in developing the analytical structures and courses of action necessary to solve previously unstructured problems.

Note: *Not open to students with credit in the Entrepreneurship module courses previously offered under MBA 595.*

Corequisites: *This course is part of the Entrepreneurship Module and must be taken concurrently with MBA 562 and MBA 563.*

MBA 562 Units: **1.5**
Promise Cognitions: Entrepreneurial Marketing
Part of the integrated MBA Entrepreneurship program, this course focuses on the knowledge sets required to: identify business opportunities, understand customers, develop valued products, gain market acceptance, overcome or mitigate opportunism, and manage stakeholder relationships.

Note: *Not open to students with credit in the Entrepreneurship module courses previously offered under MBA 595.*

Corequisites: *This course is part of the Entrepreneurship Module and must be taken concurrently with MBA 561 and MBA 563.*

MBA 563 Units: **1.5**
Competition Cognitions: Entrepreneurial Strategy
Part of the integrated MBA Entrepreneurship program, this course focuses on the knowledge structures required to assess the viability of ventures, set up ventures to succeed, and develop sustainable competitive advantage.

Note: *Not open to students with credit in the Entrepreneurship module courses previously offered under MBA 595.*

Corequisites: *This course is part of the Entrepreneurship Module and must be taken concurrently with MBA 561 and MBA 562.*

MBA 570 Units: **1.5**
International Business Environment
An introduction to the international business environment. Topics include managerial techniques and corporate structure in selected foreign countries, problems of adaption to different cultural, political, sociological, legal and economic environments, and an analysis of the key managerial problems encountered by multinational firms.

MBA 571 Units: **1-1.5**
International Financial Management
An examination of international financial markets and the financial decision making of multinational firms. Topics include international monetary systems, exchange rate determination, foreign currency derivatives, risk management techniques, and investments, financing and operations in global markets.

Prerequisites: *MBA 530 and MBA 570*

Corequisites: *This course is part of the International Business and Management module and must be taken concurrently with MBA 572 and MBA 573*

MBA 572 Units: **1-1.5**
International Marketing and Global Strategy
An examination of the strategic challenges facing businesses in an international context, with a focus on marketing issues. Topics include the problems associated with controlling and coordinating activities in multiple markets, managing diverse markets, responding to consumer and competitor differences, understanding the impact of different institutional structures, and coping with market consolidation.

Prerequisites: *MBA 510 and MBA 570*

Corequisites: *This course is part of the International Business and Management module and must be taken concurrently with MBA 571 and MBA 573*

MBA 573 Units: **1.0 - 1.5**
Managing People and Relationships in a Global Context
An examination of the issues involved in managing subordinates and partners in an international context. Particular attention will be paid to how internationalization poses additional challenges to the development of human resources management practices and how cultural values affect interpersonal relationships.

Prerequisites: *MBA 555 and MBA 570*

Corequisites: *This course is part of the International Business and Management module and must be taken concurrently with MBA 571 and MBA 572*

MBA 575 Units: **2**
Cross-Cultural Management in Malaysia
This course examines the cross-cultural issues involved in international management. In addition to 20 hours of classroom instruction in Canada, this course includes a 6-week field study in Kuala Lumpur, Malaysia, where students will be exposed to in-class instruction on the business environment of Malaysia and the ASEAN region, and a practicum in a Malaysian organization.

Prerequisites: *Permission of the instructor.*

MBA 585 Units: **1.5**
Consulting Methods
A discussion of consulting methods to resolve these problems. Topics include design and methodology, data collection and analysis, industry analysis, company analysis, issue analysis, implementation and feedback, the consulting process, method and analysis. The course is designed to prepare students for MBA 596.

MBA 588 Units: **1-7.5**
Study Abroad
Students register in this course while participating in a formal academic exchange with a university outside of Canada.

Note: *May be taken more than once for credit to a maximum of 7.5 units.*

MBA 590 Units: **1-3**
Directed Study
The content, credit value, and method of evaluation must be approved by the Director as well as the instructor offering the area of individual study prior to registration.

Note: *May be taken more than once for credit in different topics. Pro forma required.*

MBA 595 Units: **1-5**
Special Topics in Business Administration

The course content will reflect the interests of the faculty members and current issues in business and industry. Topics will vary annually.

New specialization modules will also be introduced under MBA 595.

The International Business and Management specialization was introduced under MBA 595, in Fall 2002.

Note: *May be taken more than once for credit in different topics.*

MBA 596 Units: **3**
Management Consulting Report
An individual or group consulting report. Participating students work individually or are placed into small teams and under faculty supervision, maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed oral and written recommendations.
Grading: *INP, COM, N or F*

MBA 598 Units: **3**
Research Report
A substantial analysis of a significant management problem or policy issue, prepared individually in consultation with a faculty adviser.
Note: *Students choosing to take MBA 598 Research Report, rather than MBA 596 Management Consulting Report, will be required to take an appropriate Research Methods course of 1.5 units in lieu of or in addition to MBA 585. Students choosing MBA 598 should consult with their academic supervisor to identify an appropriate Research Methods course.*
Grading: *INP, COM, N or F*

MECH

Mechanical Engineering

Department of Mechanical Engineering
Faculty of Engineering

MECH 501 Units: **1.5** Hours: **3-0**
Introduction to Continuum Mechanics
Analysis of deformation, motion and stress in Cartesian coordinates. Thermodynamics of continua. Constitutive equations. Linear elasticity. Fluid flow. Special problems in linear elasticity and fluid mechanics.

MECH 504 Units: **1.5** Hours: **3-0**
Mechanical Vibration
Multi-mass linear systems; flexibility and stiffness matrices, natural frequencies, mode shapes and orthogonal properties, coupled and uncoupled system equations, solutions for damped or undamped response to arbitrary forcing and initial conditions. Linear continuous systems; wave equation problems and lateral beam vibration with classical boundary conditions. Effects of added mass or stiffness on frequencies and modes. Forced and transient response. Transfer matrix methods for lumped parameter systems and continuous systems; application to axial and torsional vibration of rods, shafts and beams with attached mass or stiffness. Non-linear vibration; basic methods for solution. Characteristic non-linear effects. Random vibration; elements of describing random response, Fourier transforms and frequency response functions.

MECH 507 Units: **1.5** Hours: **3-0**
Analytical Dynamics
Review of Newton's equations. Generalized coordinates, constraint equations, virtual displacements, work function and potential energy, stability of equilibrium, d'Alembert's principle, conservation of energy, Gauss' principle of least constraint, Lagrange's equation, dissipating forces, introduction to calculus of variations, Hamilton's principle, phase space, principle of least action, and Hamilton Jacobi's equation.

MECH 520 Units: **1.5** Hours: **3-0**
Computer-Aided Design CAD
Basic elements of CAD and relevance to current industrial practice. Computational geometry for design and 3-D geometry. Methods for curve and surface fitting. Input and output devices for computer graphics, passive as well as active. Representation of physical surfaces and computer aided drafting. Graphical programming languages. Development of interactive 3-D computer graphics.

MECH 521 Units: **1.5** Hours: **3-3*-1**
Computer-Aided Manufacture (CAM)
Introduction to manufacturing operations, features of numerically controlled machine tools and types of CNC programming. Manual part programming with G-codes; canned cycles, subprograms, custom macros; simulation program. CNC machining of curved surfaces with ball-mill and end-mill cutters; matching of tool and surface geometry. Curved surface machining strategies and case studies; reverse engineering of curved surface models.
** Indicates a 3 hour laboratory taken by students on alternate weeks.*

MECH 522 Units: **1.5** Hours: **3-0**
Engineering Optimization and Its Applications
One-dimensional optimization techniques based on region elimination, polynomial approximation, and derivations. Multiple variable optimization techniques, including direct search methods and gradient-based methods. Constrained optimization based on the penalty, feasible direction, reduced gradient and gradient projection. Introduction to linear programming, integer programming, and quadratic programming. Applications of numerical optimization to solve typical mechanical design, manufacturing, planning and control problems. Program package for design optimization.

MECH 524 Units: **1.5**
Planning and Control of Advanced Manufacturing Systems
Introduction to manufacturing and production systems with the basic taxonomy of manufacturing, types of production processes, components of a production system, and concept of production control. Production process planning covering the experience-based process planning, knowledge-based approach using decision tables and decision trees, process capability analysis, group technology, and Computer-Aided Process Planning. Topics of planning and control of production systems, including forecasting, inventory system, aggregate production planning, material requirements planning, and operation sequencing and scheduling. Case studies on the planning and control of advanced manufacturing systems.

MECH 525 Units: **1.5**
Engineering Design Science
Overview of design methodologies. Review of design methods from other fields such as architecture, visual art, industrial design. Formulation of objective procedural methods for specification and execution of design. Specialized design methods: design for manufacture, life cycle design, etc. Students work on research papers and practical design problems to integrate theory with practice.

MECH 531 Units: **1.5** Hours: **3-0**
Fluid Mechanics
Governing principles; continuity, momentum, energy, stress, constitutive relations. Viscous incompressible flow; exact solutions of Navier-Stokes equations. Boundary-layer theory. Potential flow. Stability and turbulence.

MECH 535 Units: **1.5**
Computational Fluid Dynamics and Heat Transfer
Methods of prediction and historical perspective. Governing differential equations. Finite difference and finite volume discretization. Schemes for steady and unsteady multidimensional heat conduction problems. Stability analysis and convergence. Control volume formulation for fluid flow. Schemes for convection dominated flows. The SIMPLE algorithm. Computation of turbulent flows; wall functions; turbulence modelling. The course will involve individual projects.

MECH 537 Units: **1.5** Hours: **3-0**
Kinetic Theory and Microscale Flows
Distribution function of gases and its moments, Boltzmann equation, conservation laws, H-Theorem (2nd law), BGK models, continuum limit; the laws of Navier-Stokes and Fourier (NSF), temperature jump and velocity slip, beyond NSF; higher order methods and moment equations, Knudsen layers. Applications to ideal gases, flow in micro channels, electrons, energy transfer in solids, etc.

MECH 540 Units: **1.5** Hours: **3-0**
Transport Phenomena
Fundamentals of thermomechanics; kinematics, motion, stress, thermodynamics, fundamental principles of thermomechanics. Constitutive equations; basic principles and axioms, linearization of constitutive equations, constitutive equations of special materials such as Newtonian fluids and binary mixtures. Field equations for binary fluid mixtures. Mass transport; diffusivity and mechanisms of mass transport, examples of concentration distributions in binary solids and fluids (laminar flow), examples from ternary systems.

MECH 541 Units: **1.5** Hours: **3-0**
Advanced Thermodynamics
Principles of classical thermodynamics; postulates, conditions of equilibrium, some relationships and simple systems, reversible process, Legendre transformations, extremum principles, Maxwell relations, stability, first-order phase transitions. Thermodynamics of irreversible processes. Fundamentals of statistical thermodynamics.

MECH 542 Units: **1.5** Hours: **3-0**
Exergy Analysis and Energy Systems
Second law efficiencies. Exergy property relations. Chemical exergy and fuel chemical exergy. Energy systems modelling and macro models.

MECH 543 Units: **1.5**
Cryogenic Engineering
Cryogenics: definition and applications. Refrigeration and liquefaction cycles - cascade, Linde, Claude and Collins cycles; liquefaction of air, hydrogen and helium. Regenerative refrigeration cycles - Stirling, Gifford-McMahon cycles and their derivatives. Magnetic refrigeration - Carnot, Ericsson and AMR processes; application to liquefaction of natural gas and hydrogen. Refrigeration below 1K - dilution refrigeration, magnetic refrigeration. Non-conventional refrigeration methods.

MECH 545 Units: **1.5**
X-ray Analysis of Engineering Materials
Topics to be covered: X-ray sources. Absorption of X-rays and radiography. Scattering of X-rays by atoms, molecule and aggregates. La̧e and Bragg equations. Single crystal orientation. Preferred orientation in wires and sheets. Lattice parameter measurements. Determination of grain size and residual stress. Search/Match methods for component identification. Integrated intensity measurements and quantitative analysis of components. High temperature measurements for in situ examination of phase transforma-

tions. These techniques will also be demonstrated in laboratory classes.

MECH 549 Units: **1.5** Hours: **3-0**
Fuel Cell Technology
Overview of current fuel cell technology. Operating principles, fundamental thermodynamics and electrochemistry. Types of fuel cells and applications. Proton exchange membrane fuel cells; components; performance; testing. Modelling of transport processes. Fuel cell systems and ancillaries.

MECH 550 Units: **1.5** Hours: **3-0**
Advanced Control Theory
State-space representation of dynamic systems, linear system dynamics, state transition matrices, canonical forms. Controllability and observability, shaping the dynamic response, linear observers. Compensator design, linear quadratic optimal control.

MECH 551 Units: **1.5** Hours: **3-0**
Advanced Kinematics of Manipulators
The material covered includes: point and direction, and line and screw motion description; homogeneous, line and screw coordinate, and quaternion representations; inverse displacement solution by analytic, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and transforms; local and globally optimum solution of redundant rates; overdetermined and near degeneration solutions; multi-arm kinematics. Application to open, closed parallel and hybrid, simple and general structures is considered.

MECH 559 Units: **1.5** Hours: **3-0**
Theoretical Kinematics
Solution of nonlinear problems of kinematics involved in mechanism synthesis and manipulator solutions. Techniques including compatibility equations, 1/2 angle substitutions and eliminates. Applications including 4 and 5 precision point mechanism synthesis, and the inverse displacement solution of general serial layout and the forward displacement solution of parallel manipulators.

MECH 561 Units: **1.5** Hours: **3-0**
Analytical Methods in Engineering
Analytic Functions and Applications in Fluid Mechanics: multi-valued complex functions, analytic functions, Cauchy integral theorem, residues, singularities, conformal mapping and applications. Laplace transform and its applications to elementary problems in vibrations, wave propagation and heat transfer in solids. Fourier analysis and boundary value problems and applications in vibration, wave propagation, solid mechanics. Introduction to calculus of variation. Energy methods, and approximate methods in solid and fluid mechanics.

MECH 563 Units: **1.5** Hours: **3-0**
Finite Element Analysis
Introduction to the basic principles of finite element analysis. Development of discrete equations for problems of 1, 2, and 3D elasticity. Applications to problems of stress analysis, vibrations, heat transfer and fluid flow. This course includes a number of projects encouraging students to use large-size finite element analysis programs. It should be of interest to mechanical and electrical engineers, as well as students from the Departments of Computer Science and Mathematics.

MECH 564 Units: **1.5** Hours: **3-0**
Advanced Finite Elements
A continuation of Introduction to Finite Element models (420/563) that covers more advanced FEM applications to linear static problems in structural mechanics. In particular, axisymmetric solids, 3D solids, plates and shells, special elements and mesh generation. Emphasis will be given to modern formulations of high-performance finite elements, especially for plates and shells, as opposed to the classical displacement formulation covered in IFEM. The course begins with an overview of variational formulations useful for FEM.

MECH 571 Units: **1.5**
Fracture, Fatigue and Mechanical Reliability
Linear elastic and elasto-plastic fracture mechanics. Classical fatigue analysis. Crack propagation. Low cycle fatigue. Reliability, durability and damage tolerance analysis. Stochastic processes and their application to reliability. Maintenance and inspection optimization. Industrially significant applications are highlighted throughout the course.
Prerequisites: *320 or equivalent.*

MECH 573 Units: **1.5** Hours: **3-0**
Ferrous and Non-Ferrous Metals
The iron-carbon and iron-cementite phase diagrams; nucleation and growth of microstructural constituents; the martensite phase transformation; time-temperature-transformation (TTT) curves; properties affected by quenching, tempering and annealing; alloy additions; structural, high strength and specialty steels; welding; tool and stainless steels; cast irons; super alloys; metal matric composites.

MECH 575 Units: **1.5** Hours: **3-0**
Engineering Ceramics
Engineering Ceramics: Structure, Properties and Applications. Topics to be covered: historical significance of ceramics; definition of ceramics and glasses; structures of ceramics; glasses and glass ceramics; properties and applications of oxide and silicate ceramics; properties and applications of carbine, boride and nitride ceramics; ceramic processing; mechanical properties; toughening mechanisms for brittle ceramics; design concepts; ceramic capacitors; ferroelectrics; piezoelectrics and electro-optic ceramics.

MECH 580 Units: **1.5**
Selected Topics in Mechanical Engineering
Note: *May be taken more than once for credit in different topics.*

MECH 590 Units: **1.5**
Directed Studies
A wide range of topics will be available.
Note: *Pro forma is required.*

MECH 595 Units: **0**
Seminar
Participation in a program of seminars by internal and external speakers on current research topics. All MASc students will be required to give a seminar on their thesis research during the second year of the program.
Grading: *INP/COM*

MECH 598 Units: **3-6**
MEng Project Report
Grading: *INP, COM, N or F*

MECH 599 Units: **9**
MASc Thesis
Grading: *INP, COM, N or F*

MECH 620 Units: **1.5** Hours: **3-0**
Analysis, Reasoning and Optimization in CAD and Concurrent Engineering
Optimization: conventional engineering optimization methods, global optimization schemes, advanced search methods, and multiple objective optimization. Intelligent systems: knowledge representation and reasoning, expert systems, fuzzy reasoning system, artificial neural networks, and fuzzy-neural systems. A review on virtual prototyping techniques: parametric computer modelling and integrated model analysis through structure, dynamic, heat transfer and motion analysis using Pro/E System integration and applications in quantitative concurrent engineering.

MECH 664 Units: **1.5** Hours: **3-0**
Nonlinear Finite Elements
Geometric nonlinearities, applications to assessment of structural stability, nonlinear solution techniques and basic computer implementation issues. Survey of the state-of-the-art finite element methods in solid and structural mechanics with emphasis on nonlinear problems.

MECH 695 Units: **0**
Seminar
Participation in a program of seminars by internal and external speakers on current research topics. Normally, all PhD students are required to give two seminars on their thesis research within 16 months and 34 months of registration.
Grading: *INP/COM*

MECH 699 Units: **27**
PhD Dissertation
Grading: *INP, COM, N or F*

MICR

Microbiology

Department of Biochemistry and Microbiology

Faculty of Science

MICR 502 Units: **1.5**
Virology
An advanced consideration of the molecular aspects of viruses. Emphasis will be placed on the animal viruses with respect to: infection process; replication cycle; interactions with the host cell; mechanisms of pathogenicity; vaccines. The course consists of lectures with additional literature reading and brief seminars by students. Students will be required to write an advanced research paper as part of the course evaluation.
Note: *Credit will not be given for both 502 and 402.*
Prerequisites: *200 and BIOC 300A and 300B, or 300, or permission of the Department.*

MICR 503 Units: **1.5**
Immunology
The generation of antibody diversity; immune effector mechanisms and their regulation; immunological principles as applied to research and medicine. The course consists of lectures with oral and written presentations by the students on selected topics. Attendance at seminars given by visiting speakers will be required. Students will be required to write an advanced research paper as part of the course evaluation.
Note: *Credit will not be given for both 503 and 403.*
Prerequisites: *200 and BIOC 300A and 300B, or 300, or permission of the Department.*

MICR 520 Units: **1.5**
Microbial Genetics
A consideration of recent advances in selected areas of microbial genetics.
Prerequisites: *MICR 302 or permission of the Department.*

MICR 523 Units: **1.5**
Also: **FORB 523**
Molecular Biotechnology
This course is designed to provide an introduction to recent advances in molecular biotechnology. The following topics will be addressed: recombinant DNA

technology, genetic engineering; vectors for genetic transformation, direct gene transfer via liposomes, electroporations, microinjection of DNA, specific examples of transgenics, protein engineering; targeting, import and export of chimeric proteins in cells and organelles, monoclonal antibodies, antisense RNA, industrial enzyme production. This course will consist of formal lectures with written and oral presentations by the students on selected topics. Seminars will be presented by visiting speakers, and several faculty members may contribute to the course in their area of expertise.

Note: *Credit will not be given for both MICR 405 and FORB/MICR 523.*

Prerequisites: *BIOC 300A and 300B, or 300.*

MICR 525 Units: **1.5**
Topics in Microbiology
Selected topics in microbiology as presented by members of the faculty.

MICR 570 Units: **1-3**
Directed Studies in Microbiology
A wide range of microbiological topics will be available for assignment. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.

Note: *May be taken more than once for credit in different topics. Pro forma required.*

MICR 580 Units: **0**
Seminar
Attendance and participation are required. Formal presentation of a major research topic in microbiology other than the student's own research will be required.

Grading: *INP, COM, N or F*

MICR 599 Units: **to be determined**
MSc Thesis: Microbiology
Grading: *INP, COM, N or F*

MICR 680 Units: **0**
Advanced Research Seminar
Attendance and participation are required. Formal presentation of thesis research in microbiology and critical discussion of other research seminars.

Prerequisites: *580 or permission of the Department.*

Grading: *INP, COM, N or F*

MICR 699 Units: **to be determined**
PhD Dissertation: Microbiology
Grading: *INP, COM, N or F*

MRNE

Marine Science

Department of Biology

Faculty of Science

MRNE 500 Units: **1-6**
Directed Studies

MRNE 501 Units: **3**
Special Topics

MRNE 502 Units: **1.5**
Special Topics

MUS

Music

School of Music

Faculty of Fine Arts

MUS 500 Units: **1.5** Hours: **3-0**
Selected Problems in Theory and Analysis
Note: *May be taken more than once for credit at the discretion of the School.*

MUS 501 Units: **1.5** Hours: **3-0**
Seminar in Musical Notations

MUS 502 Units: **1.5** Hours: **3-0**
Musical Aesthetics and the Theory of Criticism

MUS 503 Units: **1.5** Hours: **3-0**
Introduction to Graduate Study and Music Bibliography
Note: *All students in musicology must register for this course in their first term of graduate study.*

MUS 504 Units: **1.5** Hours: **3-0**
Seminar in Performance Practices
Note: *May be taken more than once for credit at the discretion of the School.*

MUS 506 Units: **1.5** Hours: **3-0**
Musical Acoustics

MUS 507 Units: **3** Hours: **0-3**
Computer Music Seminar

MUS 530 Units: **1.5** Hours: **3-0**
Topics in Musicology Before 1750
Note: *May be taken more than once for credit in different topics.*

MUS 531 Units: **1.5** Hours: **3-0**
Topics in Musicology After 1750
Note: *May be taken more than once for credit in different topics.*

MUS 532 Units: **1.5** Hours: **3-0**
Comparative Topics in Musicology
Note: *May be taken more than once for credit in different topics.*

MUS 533 Units: **1.5**
Graduate Forum in Musicology
This course aims to prepare students for major program requirements, including the comprehensive examinations, thesis proposal, and first year review, while developing skills in professional activities in the field of musicology, including delivering a conference paper, serving as a respondent to a peer paper, and editing or publishing an article in *Musicological Explorations* (the School of Music graduate journal).

MUS 540 Units: **0.5 or 1** Hours: **0-1**
Individual Tuition
Lessons in instrument or voice.

Note: *Approval of the student's Supervisory Committee and permission of the School are required. May be taken more than once for credit at the discretion of the school.*

MUS 545 Units: **4** Hours: **1-2**
Major Instrument Study
Individual tuition, integrated performance seminar and master class.

Note: *For MMus candidates in performance only. May be taken more than once for credit at the discretion of the School.*

MUS 555 Units: **3** Hours: **0-1**
Individual Tuition in Composition

Note: *May be taken more than once for credit at the discretion of the School.*

MUS 561 Units: **1.5 or 3** Hours: **3-0**
Seminar in Composition
Note: *May be taken more than once for credit to a maximum of 3 units in any 8-month session.*

MUS 580 Units: **1** Hours: **0-4**
Ensembles
Performance candidates and candidates for the MA degree in Musicology with performance will normally register for both this course and MUS 581 in each year of study. Placement in large and small ensembles will be made according to the student's needs and the needs of the School.

Grading: *INC, COM, N or F*

MUS 581 Units: **1** Hours: **0-3**
Chamber Music
Performance candidates and candidates for the MA degree in Musicology with performance will normally register for both this course and MUS 580 in each year of study. Placement in large and small ensembles will be made according to the student's needs and the needs of the School.

MUS 588 Units: **1**
MMus Practicum
Recital for performance candidates in first year.

Grading: *INC, COM, N or F*

MUS 589 Units: **1.5**
Thesis Proposal
Grading: *INP, COM, N or F*

MUS 590 Units: **1.5 or 3**
Directed Studies
Note: *May be taken more than once for credit at the discretion of the School.*

MUS 596 Units: **1.5**
Lecture-Recital
A lecture-recital of substantial duration, its topic likely related to the student's thesis. For students in the MA program in musicology with performance.

Grading: *INP, N, COM or F*

MUS 598A Units: **1.5**
MMus Practicum
Degree recital required for performance candidates in final year.

Grading: *INP, COM, N or F*

MUS 598B Units: **3**
MMus Graduating Compositions
Grading: *INP, INC, COM or F*

MUS 599 Units: **3**
MA Thesis
Grading: *INP, COM, N or F*

MUS 689 Units: **1.5**
Dissertation Proposal
Grading: *INP, COM, N or F*

MUS 690 Units: **1.5 or 3**
Directed Studies
Note: *May be taken more than once for credit at the discretion of the School.*

MUS 699
PhD Dissertation
Note: *Credit to be determined.*

Grading: *INP, COM, N or F*

NUNP

Advanced Nursing Practice: Nurse Practitioner Option

School of Nursing

Faculty of Human and Social Development

All Nursing courses are open to Nursing students only unless otherwise noted in the course description. Graduate courses (those numbered 500 and higher) are open only to graduate Nursing students. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.

Courses offered by the School of Nursing are also found under the following course codes: NURA, NURP and NURS.

NUNP 531 Units: **1.5**
Body and Mind in Health and Illness
This course provides students with the advanced knowledge of pathophysiology required to understand, diagnose and treat health and illness in primary health care contexts. The course will include an overview of individual and family growth and development as well as the epidemiology of health and disease across the lifespan. Students will learn about the etiology, signs and symptoms, assessment and treatment of common acute/episodic health conditions, diseases or disorders and chronic illnesses prevalent across the lifespan.

NUNP 532 Units: **1.5**
Pharmacological Interventions in Health and Illness
In this course students will gain advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students will learn about evidence-based practice in the selection, prescription and monitoring of drugs to treat diseases, disorders or conditions and injuries. By the end of the course they will know how to select drug therapy based on knowledge of pharmacology, drug interactions, client health history and client disease, disorder or condition. Students will be prepared to write prescriptions that meet both provincial and federal standards and legislative requirements, including responsibilities relevant to prescription and management of controlled substances. Further, students will examine the effects of the marketing practices of pharmaceutical companies on prescribing practices and explore the ethics and implications for practice as a family nurse practitioner.

NUNP 533 Units: **3**
Advanced Assessment and Diagnostic Reasoning in Health and Illness
This course will prepare students to perform comprehensive and holistic health assessments on individuals. This will include a health history and complete physical examination as well as appropriate screening and diagnostic investigations. Students will learn to integrate a nursing perspective on and critique various approaches to assessment. In doing their assessments, students will learn to integrate, in a holistic way, the psychosocial, emotional, ethnic, cultural and spiritual dimensions of health and illness. They will also learn to perform comprehensive family and community assessments. There will also be a workshop with laboratory experiences for two weeks at the end of the course (72 hours) in which students will obtain supervised practice in doing assessments and be evaluated on their practice. At the completion of NUNP 533, students will be able to synthesize health assessment information and use critical thinking and clinical reasoning skills to identify health concerns and risks as well as normal and abnormal states of health and illness, and to make differential diagnoses.

NUNP 534 Units: **3**
Integrated Primary Health Care Theory and Practice I
In NUNP 534, students will begin to develop their knowledge of the theoretical content required to provide primary health care to individuals, families and communities across the lifespan. The focus will be on the development of the family nurse practitioner knowledge base and skills related to the application of NP core competencies for adults and older adults. Students will expand on the knowledge and skills developed in 531 and 533 to learn to assess, diagnose and manage the physical and mental health/illness of adults, older adults and their families within the context of community. In this course, students will begin to integrate their practice as family nurse practitioners by engaging in 156 hours of practice in a primary health care setting under the guidance of a course instructor and practice mentor(s).
Prerequisites: *531 and 533 or permission of the Director or designate.*

NUNP 535 Units: **3**
Integrated Primary Health Care Theory and Practice II
In NUNP 535, students will continue to develop their knowledge base for primary health care practice and integrate their knowledge in practice as family nurse practitioners. The focus will be on the development of knowledge and skills for application of NP core competencies in relation to caring for childbearing families, infants, children and adolescents. Students will expand on their learning in 531 and 533 to learn to assess, diagnose and manage the physical and mental health/illness of childbearing families, infants, children and adolescents within the context of community. In this course, students will continue to integrate their practice as family nurse practitioners by engaging in 156 hours of practice in a primary health care setting under the guidance of a course instructor and practice mentor(s). There will be a workshop with laboratory experiences for the final two weeks of the course (72 hours) to assist in the consolidation and evaluation of students' competencies.
Prerequisites: *531 and 533 or permission of the Director or designate.*

NUNP 537 Units: **4.5**
Family Nurse Practitioner Internship
NUNP 537 has been designed to assist students in integrating and consolidating their practice as family nurse practitioners. The course is also designed to ensure that students are prepared to meet the regulatory requirements to achieve a Family NP designation.

The main focus will be on students engagement of 440 hours of direct practice under the guidance of a faculty instructor and practice mentor(s). In addition to integrating and consolidating the practice they have developed in 534 and 535, students will increasingly take on leadership roles. This will include addressing gaps in needed health services, promoting continuity of health care and fostering prevention and health promotion programs. Students will draw on their knowledge about the health impact of community or population transitions as well as their knowledge of individual and family experiences in providing such leadership.
Grading: *INP, COM, N or F*

NUNP 598 Units: **1.5**
Evaluation Practicum
In this course students will have the opportunity, under the supervision of a faculty member, to develop and implement a plan for evaluating some aspect of nursing practice, a program or a service. In developing the plan, they will draw on their learning throughout the program. This evaluation program will be carried out in the appropriate practice setting during the final two terms of the program. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.
Grading: *INP, COM, N or F*

NURA

Advanced Nursing Practice

School of Nursing

Faculty of Human and Social Development

All Nursing courses are open to Nursing students only unless otherwise noted in the course description. Graduate courses (those numbered 500 and higher) are open only to graduate Nursing students. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.

Courses offered by the School of Nursing are also found under the following course codes: NUNP, NURP and NURS.

NURA 501 Units: **1.5**
Post-Positivist Research Methods in Nursing
This course will provide students with the opportunity to explore a variety of empirical research methods that have been used in the development of nursing science. Specifically descriptive, descriptive comparative, historical, experimental, and survey research will be examined.

NURA 502 Units: **1.5**
Critical Methods of Inquiry
This course will provide an opportunity to examine the theoretical underpinnings of various critical approaches to research and associated methodologies and critique of their relevance for nursing research. In addition, students and faculty will collaboratively explore such topics as power, social construction of knowledge, critical praxis, and emancipation, and the ways in which these and related concepts inform the process, action, and conduct of research. Feminist and participatory action research will be addressed.

NURA 503 Units: **1.5**
Interpretive Methods in Nursing
Nursing phenomena will be considered through interpretive research perspectives in this course. Central to this process will be an exploration of the interrelationships among the philisophical tenets and the construction of research questions, selection of methods, and data analysis strategies of various qualitative research methodologies. Understanding and critiquing the similarities and differences of a variety of methodologies such as hermeneutics, phenomenology, grounded theory, and ethnography will facilitate student engagement in the development of a research proposal.

NURA 504 Units: **1.5**
Phenomenological and Hermeneutic Approaches to Inquiry
This course provides the opportunity to explore assumptions and values underlying selected approaches to interpretive inquiry: hermeneutics and phenomenology. The class will focus on the philosophical and methodological underpinnings of interpretive thinking/practice/research through readings/conversation of interpretive texts. The practice of developing interpretive writing/thinking is an important part of this process. Students will participate in a project that provides an experience for the generation and interpretation of text, related to their area of practice/research interest.

NURA 511 Units: **1.5**
Advanced Nursing Knowledge
The purpose of this course is to explore the historical, philosophical, and theoretical underpinnings of professional nursing. Students will explore the historical development of nursing science and the emergence of nursing philosophy and theories. Students will examine how concepts of interest to nursing have evolved, as well as the influence of contemporary understandings on the issues and problems facing advanced practice nursing.
Note: *Credit will not be given for both 511 and NURP 521.*

NURA 512 Units: **1.5**
Experiences of Health, Illness, and Healing
The focus of this course situates the art of advanced practice nursing in client experiences of health, illness, and healing in the context of family, community, and health care settings. Using a variety of theoretical, clinical, and practice perspectives, students will explore the centrality of the human body and human relationships in the processes of health, illness, and healing. Critical, postmodern, poststructuralist, feminist, and other perspectives will be used to analyze and critique the gendered nature of illness experiences, and the impact of technology, illness, and healing on notions of the body, sexuality, and the self. Throughout these explorations, students will focus on the relational nature of nursing practice and the capacity and resourcefulness of people within the broader social context.

NURA 513 Units: **1.5**
The Context of Health and Health Care
In this course students will explore the social, political, economic, and historical factors that impact health and health care. Students will critically examine the impact of institutional structures and global, national, provincial and local influences on the delivery of health care and on the enactment of advanced nursing practice. Students will also examine nurses' historical and contemporary roles in fostering advocacy and change within the health care system to improve client health and healing. Students develop skill in analyzing the social context as a foundation to health promoting practice.

NURA 514 Units: **1.5**
Nursing Ethics for Leadership and Practice
This course focuses on nursing ethics for leadership and practice. Through the examination of empirical and theoretical work on current and future issues in health care ethics, students will develop expertise and strategies to deal with ethical problems in health care and in nursing. Furthermore, they will critically examine the relationship of health care ethics to social and health policy, as well as the implications for health care system change.

NURA 515 Units: **1.5**
Research and Evaluation
This course provides students with opportunities to explore traditional and evolving approaches to nursing research and evaluation. Students will critically examine the various processes of, and approaches to research and evaluation. Students will develop a beginning competence in the use of evaluation methods and critical application of research findings to advanced nursing practice.

NURA 516 Units: **1.5**
Health Assessment and Intervention in Advanced Nursing Practice
This course examines different theories and approaches to the assessment of and intervention with individuals, families/groups and communities. This course is intended in part to help students reflect critically on previous knowledge, past experience and skills and to think in a new way about working collaboratively with other disciplines and with different patient/client populations. The content in this course is aimed at identifying new areas of growth in knowledge, attitudes, beliefs and practices as students evolve within their roles as Advanced Practice Nurses.
Pre- or corequisites: *NURA 511 or NURA 512 or NURA 513 or by permission of the Director or designate.*

NURA 517 Units: **1.5**
Nursing Praxis I: Population and Setting of Practice
In this course, students will have an opportunity to integrate their evolving knowledge base in practice with their chosen population and setting. Students will reflect critically on their competencies for advanced practice and will identify key concepts related to their practice with their population of focus in relation to the principles of primary health care. Working in their chosen practice setting with a field guide, students will implement a personalized learning plan and engage in a minimum of 104 hours of practice.
Prerequisites: *NURA 516 or by permission of the Director or designate.*

NURA 518 Units: **3.0**
Nursing Praxis II: Population and Setting of Practice
In this course, students will continue to develop their expertise with their chosen population and setting with a minimum of 208 hours of practice. Students will work in their chosen practice setting with a field guide, and will implement their personalized learning plans. There will be emphasis on students' evolving practice and role(s). This will include specific strategies, based on the principles of primary health care that students can use in their practice to promote health, well-being, and a sense of community.
Prerequisites: *NURA 516 and NURA 517 or by permission of the Director or designate.*

NURA 598 Units: **3.0**
Practice Project
Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as advanced practice nurses. The project is an alternative to the Thesis Option (NURA 599). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.
Note: *Not open to students with credit in 597.*

NURA 599 Units: **6.0**
Thesis
Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. The thesis option is an alternative to the Practice Project (NURA 598). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

NURP

Nursing Policy and Practice
School of Nursing
Faculty of Human and Social Development

All Nursing courses are open to Nursing students only unless otherwise noted in the course description. Graduate courses (those numbered 500 and higher) are open only to graduate Nursing students. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings. Courses offered by the School of Nursing are also found under the following course codes: NURA, NUNP and NURS.

NURP 520 Units: **1.5**
The Discipline of Nursing
The historical formation of nursing's claims to disciplinary status serves as a foundation for this course. Central concepts in nursing such as health, caring, practice and person will be examined from a range of philosophical vantage points. Implications for developing the discipline of nursing will be explored.

NURP 521 Units: **1.5**
Knowledge Development for a Practice Profession
Debates regarding the scientific basis of nursing knowledge provide a basis for exploring relationships between epistemological choices and the development of knowledge that guides professional practice.
Note: *Credit will not be given for both 521 and NURA 511.*

NURP 522 Units: **1.5**
Research: Human Experience and Professional Practice
Research methodologies designed to illuminate features of human experiences in health and illness within the context of professional practice will be presented. Modes of interpretation relevant to these methodologies will be examined in detail. Two major applications for research will be discussed: research that informs professional practice and professional practice as a site for the conduct of research.

NURP 524 Units: **1.5**
Nursing Practice: Knowledge in Action
Integrating new knowledge into the current nursing practice is the focus of this course. Students will have the opportunity to explore and create changes in their practice settings through engaging in theory-based practice. Challenges to implementing changes in practice settings will be examined.

NURP 598 Units: **3.0**
Formerly: **NURP 597**
Practice Project
This course is designed for students not completing the Thesis Option (NURP 599). Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as a leader in nursing. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.
Note: *Not open to students with credit in 597.*

NURP 599 Units: **6.0**
Thesis
This thesis option is an alternative to the Practice Project (NURP 598). Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

NURS

Nursing
School of Nursing
Faculty of Human and Social Development

All Nursing courses are open to Nursing students only unless otherwise noted in the course description.

Graduate courses (those numbered 500 and higher) are open only to graduate Nursing students. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings. Courses offered by the School of Nursing are also found under the following course codes: NURA, NUNP and NURP.

NURS 590 Units: **1.5 or 3**
Directed Studies
This course provides opportunities for students to develop individual studies at the graduate level (e.g. directed readings, research project etc.) with the supervision of one or more faculty members. A plan of study including focus, credit value and evaluation method is developed in consultation with a faculty member and must be approved by the graduate adviser prior to registering in this course.

PAAS

Pacific and Asian Studies

Department of Pacific and Asian Studies
Faculty of Humanities

PAAS 500 Units: **1.5**
Theories of Pacific Region Societies
This course will offer a critical review of contemporary social theory pertinent to the study of Pacific and Asian societies. Drawing on various scholarly approaches from the fields of sociology, anthropology, political science and history, readings will address the institutions, mechanisms and values involved in social, cultural and political transformations. The course focuses on current theory about the nature and scope of globalization, commodification, or modernization, with particular emphasis on the effect of these on local social and cultural practice.

PAAS 501 Units: **1.5**
Cultural, Linguistic and Literary Theories in Asia-Pacific Studies
This course will offer a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing from various scholarly approaches of Marxism, post-structuralism, semiotics, feminist psychoanalysis, and critical art history, readings will address the often implicit meanings and conceptual boundaries encoded in cultural and artistic products. This course will explore the consequences of modernization and global vs. local realms, with a focus on the disturbances and complexities they generate in the subjective realm, where they often form the basis of creative expressions.

PAAS 520 Units: **1.5**
Special Topics in Pacific Studies
This course will focus on an area of faculty specialization. The topic will vary but may include one of the following: migration studies; state and civil society; the politics of culture; global and local relations; and gender and ethnic identity.

PAAS 521 Units: **1.5**
Special Topics in Asia-Pacific Literature, Linguistics and Culture
This course will focus on an area of faculty specialization. The topic will vary but may include one of the following: theatre studies; postcolonial literature; linguistics; popular culture; cinema studies; and critical assessments of the works of individual authors and artists.

PAAS 550 Units: **1.5**
Research Methodologies
This course is required of all graduate students. We will work through the mechanics of designing a thesis, from initial conceptualization through to methodologies and analysis. Students will design a full thesis proposal and participate in a mock defense.

PAAS 580 Units: **1.5**
Advanced Readings in Japanese, Chinese or Indonesian
Critical reading and analysis of advanced works in the original language.

PAAS 590 Units: **1.5**
Directed Studies
A directed readings course, to be taken with the thesis supervisor, which will allow students to develop in-depth understanding of their topic/area of specialization.

PAAS 599 Units: **6 - 9**
MA Thesis
Grading: *INP, COM, N or F*

PE

Physical Education Instruction

School of Physical Education
Faculty of Education

PE 561 Units: **1.5**
Formerly: **ED-C 561**
Current Issues in Leisure Services
Addresses the problems, challenges and opportunities facing the recreation-leisure service professional. Focus on concepts, theories and historical framework of leisure; nature and scope of the profession.
Note: *Not open to students with credit in ED-C 561.*

PE 562 Units: **1.5**
Formerly: **ED-C 562**
Administrative Planning Process
Examination of the planning process as it exists within federal, provincial, regional and municipal government recreation departments as well as not-for-profit and private sector leisure delivery organizations. Role of the recreation manager-administrator as leader, team member and facilitator.
Note: *Not open to students with credit in ED-C 562.*

PE 563 Units: **1.5**
Formerly: **ED-C 563**
Community Leisure Service Development
Exploration of the nature and function of leisure service development as a community based function. Focus on the development and use of other social service organizational models.
Note: *Not open to students with credit in ED-C 563.*

PE 570 Units: **1.5**
Formerly: **ED-C 570**
Skill Acquisition in Physical Education and Sport
A review of learning theories and principles as they pertain to the acquisition and retention of motor skills; the neural mechanisms involved in the learning and control of motor patterns; information processing in human performance; detailed study of research on memory, attention, retrieval systems, and movement control.
Note: *Not open to students with credit in ED-C 570.*

PE 572 Units: **1.5**
Formerly: **ED-C 572**
Physiology in Physical Education and Sport
The study of physiological basis for sport performance and fitness. The assessment of physiological status and the rationale for the prescription of exercise programs.
Note: *Not open to students with credit in ED-C 572.*
Prerequisites: *441 or permission of the instructor.*

PE 573 Units: **1.5 or 3**
Formerly: **ED-C 573**
Research Methods in Kinesiology
An overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in the School of Physical Education. Underlying assumptions of both qualitative and quantitative research are discussed and the respective research processes are reviewed. Other topics include: the role of the researcher, selecting and developing a research problem; reviewing the literature; developing research hypotheses; issues in measurement; data collection issues, writing research proposals; research ethics; and communicating the results of research.
Note: *Not open to students with credit in ED-C 573.*

PE 574 Units: **1.5**
Formerly: **ED-C 574**
Administration of Physical Education, Recreation and Sport
After presenting a theoretical base for administrative and organizational theories, a link will be made to specific situations in the fields of physical education, recreation, and sport.
Note: *Not open to students with credit in ED-C 574.*

PE 575 Units: **1.5**
Formerly: **ED-C 575**
Applied Sport Psychology
The course will provide students with a futher understanding of concepts and principles underlying the field of sport psychology. This will provide a basis for the use of mental training techniques such as imagery, self-talk, feedback, and focusing to improve sport performance and experiences.
Note: *Not open to students with credit in ED-C 575.*

PE 576 Units: **1.5**
Formerly: **ED-C 576**
Teaching and Coaching Effectiveness in Physical Education and Sport
A review of current models of effective teaching and coaching; observation and coaching systems; analysis of teaching and coaching behaviours; a review of current research.
Note: *Not open to students with credit in ED-C 576.*

PE 577 Units: **1.5**
Formerly: **ED-C 577A or PE 577A**
Research Methods and Techniques in Coaching Studies
The development of research skills required to interpret the literature related to coaching and sport performance and develop a project proposal as part of the requirements for the degree.
Notes: *- Taught in summer only.*
- Not open to students with credit in ED-C 577A or PE 577A.
Prerequisites: *Enrollment in the MEd Coaching Studies Cooperative Program.*

PE 578 Units: **1.5**
Formerly: **ED-C 578**
Biomechanics
A study of athletic performance by way of the laws of physics and mechanics. Topics include:
1. A review of the fundamental laws of physics and mechanics
2. A critical analysis of selected sport skills and techniques.
Note: *Not open to students with credit in ED-C 578.*

PE 579 Units: **1.5**
Formerly: **ED-C 577B or PE 577B**
Current Issues in Coaching Studies
Identification and selection of issues in coaching and sport for presentation, discussion, and resolution. As leaders in sport, students will consider issues from both a content perspective and in the context of beliefs and values.
Note: *Not open to students with credit in ED-C 577B or PE 577B.*

PE 580 Units: **1.5**
Physiological Issues in Physical Activity and Health
This course will focus on selected issues and research examining the physiological responses and adaptations to exercise, especially as they relate to performance and/or health.

PE 581 Units: **1.5**
Psychological Issues in Physical Activity and Health
The course will examine selected current psychological issues affecting individual and group involvement in the different forms of physical activity and how these interact with performance and health from childhood to the senior years. Research in the field will be examined to assist the understanding of current beliefs and practices.

PE 582 Units: **1.5**
Neuroscience in Physical Activity and Health
A seminar on issues and research in neuroscience related to motor control across the life-span and in typical and atypical populations.

PE 583 Units: **1.5**
Issues in Health Promotion and Wellness
Issues, research and values in health promotion and wellness related to physical activity. Topics may include community-based research in education, health, recreation and allied social service settings; social determinants of health and physical activity; and theory and practice of programs and policies affecting health, wellness and physical activity.

PE 584 Units: **1.5**
Pedagogical Issues in Physical Activity and Health
This course will focus on current pedagogical research that influences national and provincial physical activity policies, school-based physical education programs and community-based physical activity programs.

PE 590 Units: **to be determined**
Formerly: **ED-C 590**
Special Problems - Physical Education
Notes: *- May be taken more than once for credit in different topics.*
- The student must obtain permission of the Chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.

PE 591 Units: **1.5 or 3**
Formerly: **ED-C 591**
Selected Topics in Physical Education
This is a variable content course.
Note: *May be taken more than once for credit in different topics.*

PE 597 Units: **0**
Formerly: **ED-C 597**
Comprehensive Examination - Physical Education
Comprehensive examination which must be passed as required for individual Master of Education programs within the Faculty of Education.
Note: *Not open to students with credit in ED-C 597.*
Grading: *INP, COM, N or F*

PE 598 Units: **to be determined**
Formerly: **ED-C 598**
Project - Physical Education
Note: *Not open to students with credit in ED-C 598.*
Grading: *INP, COM, N or F*

PE 599 Units: **to be determined**
Formerly: **ED-C 599**
Thesis - Physical Education
Note: *Not open to students with credit in ED-C 599.*
Grading: *INP, COM, N Or F*

Professional Studies

PE 764 Units: **1.5** Hours: **3-0**
Formerly: **ED-C 764**
Curriculum and Instruction in Secondary Physical Education
Note: *Credit will be granted for only one of 764, ED-C 764. Open to students who have completed the prescribed teaching area or who are admitted to the professional year or Post Degree Professional Program, or who have special permission of the Director, Secondary Teacher Education.*

PHIL

Philosophy

Department of Philosophy

Faculty of Humanities

PHIL 500 Units: **1.5 or 3**
Topics in Philosophy
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 510 Units: **1.5 or 3**
Topics in Cognitive Science
A study of the basic assumptions and methodologies of cognitive approaches to the modelling of mind. Standard topics include such things as psychofunctionalism, classical models of artificial intelligence, psychosemantics, the qualia problem and belief-desire psychology.
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 511 Units: **1.5 or 3**
Topics in the History of Philosophy
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 514 Units: **1.5 or 3**
Topics in Cognitivist Philosophies of Mind
This course emphasizes cognitivist theories of consciousness and meaning (intentionality).
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 515 Units: **1.5 or 3.0**
Topics in Contemporary European Philosophy
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 520 Units: **3**
History and Philosophy of Science
A study of some turning points in the history of science with particular attention to the conceptual issues underlying scientific theory and practice.

PHIL 521 Units: **1.5 or 3.0**
Topics in Philosophy of Science
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 530 Units: **1.5 or 3**
Topics in Classical Logic
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 531 Units: **1.5 or 3**
Topics in Non-Classical Logic
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 532 Units: **1.5 or 3**
Topics in Inductive Logic
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 533 Units: **1.5 or 3.0**
Topics in Applied Philosophy
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 534 Units: **1.5 or 3.0**
Topics in Ethics
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 535 Units: **1.5 or 3.0**
Topics in Social and Political Philosophy
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 541 Units: **1.5 or 3.0**
Topics in Aesthetics
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 551 Units: **1.5 or 3.0**
Topics in Epistemology and Metaphysics
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 561 Units: **1.5 or 3.0**
Topics in Philosophy of Language
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 590 Units: **1.5 or 3**
Directed Studies
Note: *May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.*

PHIL 599 Units: **9**
MA Thesis
Grading: *INP, COM, N or F*

PHYS

Physics

Department of Physics and Astronomy

Faculty of Science

Students should consult the Department concerning the courses offered in any particular year. PHYS 500 to 512 offered as A or B.

PHYS 500 Units: **3**
Quantum Mechanics

PHYS 502 Units: **3**
Electromagnetic Theory

PHYS 503 Units: **3**
Theory of Relativity

PHYS 504 Units: **3**
Atomic and Molecular Spectroscopy

PHYS 505 Units: **3**
Advanced Classical Mechanics

PHYS 506A Units: **1.5**
Particle Physics: I

PHYS 506B Units: **1.5**
Particle Physics: II

PHYS 510 Units: **3**
Advanced Methods in Mathematical Physics

PHYS 511A Units: **1.5**
Topics in Nuclear and Particle Physics: I

PHYS 511B Units: **1.5**
Topics in Nuclear and Particle Physics: II

PHYS 512 Units: **3**
Upper Atmosphere Physics

PHYS 519A Units: **1.5**
Also: **EOS 519**
Selected Topics in Geophysics: I
Note: *May be taken more than once for credit.*

PHYS 519B Units: **1.5**
Selected Topics in Geophysics: II
Note: *May be taken more than once for credit.*

PHYS 521A Units: **1.5**
Techniques in Nuclear and Particle Physics: I

PHYS 521B Units: **1.5**
Techniques in Nuclear and Particle Physics: II

PHYS 534 Units: **1.5**
Radiotherapy Physics: I

PHYS 535 Units: **1.5**
Radiotherapy Physics: II

PHYS 539 Units: **1.5**
Radiation Dosimetry

PHYS 560 Units: **0**
Seminar
Grading: *INP, COM, N or F*

PHYS 580 Units: **1-3**
Directed Studies
Note: *May be taken more than once for credit. Pro forma required.*

PHYS 599 Units: **to be determined**
MSc Thesis
Note: *Credit to be determined, but normally 6 units.*
Grading: *INP, COM, N or F*

PHYS 600A Units: **1.5**
Advanced Quantum Mechanics: I

PHYS 600B Units: **1.5**
Advanced Quantum Mechanics: II

PHYS 699 Units: **to be determined**
PhD Dissertation
Grading: *INP, COM, N or F*

POLI

Political Science

Department of Political Science

Faculty of Social Sciences

POLI 505 Units: **1.5** Hours: **3-0**
Problems of Political Analysis
An examination of theoretical viewpoints in the study of politics.

POLI 506 Units: **1.5** Hours: **3-0**
Also: **HIST 527**
Qualitative Research Methods
This course for graduate students from the Departments of History and Political Science focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods.

POLI 507 Units: **1.5** Hours: **3-0**
Public Policy

POLI 508 Units: **1.5** Hours: **3-0**
Comparative Politics

POLI 509 Units: **1.5** Hours: **3-0**
Political Theory

POLI 516 Units: **1.5** Hours: **3-0**
Canadian Politics

POLI 533 Units: **1.5** Hours: **3-0**
Themes in Contemporary Politics
A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.
Note: *May be taken more than once for credit with permission of the Graduate Adviser.*

POLI 540 Units: **1.5** Hours: **3-0**
International Relations

POLI 580 Units: **3**
Legislative Internship Report
Grading: *INP, COM, N or F*

POLI 590 Units: **1.5 or 3**
Directed Readings
590A - Political Theory
590B - Political Theory
590C - Comparative Politics
590D - Comparative Politics
590G - Contemporary Themes and Issues
590H - Contemporary Themes and Issues
590J - International Relations
590K - International Relations
590N - Canadian Federal and Provincial Politics
590P - Canadian Federal and Provincial Politics
Note: *May be taken more than once for credit in different topics to a maximum of 3 units.*

POLI 599 Units: **6**
Thesis
Grading: *INP, COM, N or F*

POLI 605 Units: **1.5** Hours: **3-0**
Problems of Political Analysis
A further examination of theoretical viewpoints in the study of politics. Intended for doctoral candidates preparing for comprehensive examinations.

POLI 606 Units: **1.5** Hours: **3-0**
Qualitative Research Methods
This course for graduate students from the Departments of History and Political Science focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods. It is intended for doctoral candidates preparing dissertation proposals.

POLI 607 Units: **1.5** Hours: **3-0**
Public Policy
An examination of key issues and debates in the study of public policy and governance in comparative perspective. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 608 Units: **1.5** Hours: **3-0**
Comparative Politics
An examination of key issues and debates in the study of comparative politics. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 609 Units: **1.5** Hours: **3-0**
Political Theory
An examination of key issues and debates in the study of political theory. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 616 Units: **1.5** Hours: **3-0**
Canadian Politics
An examination of key issues and debates in the study of Canadian politics. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 633 Units: **1.5** Hours: **3-0**
Themes in Contemporary Politics
A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.

POLI 640 Units: **1.5** Hours: **3-0**
International Relations
An examination of key issues and debates in the study of international relations. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 690 Units: **1.5 or 3** Hours: **3-0**
Directed Readings
690A and 690B Political Theory
690C and 690D Comparative Politics
690G and 690H Contemporary Themes and Issues
690J and 690K International Relations
690N and 690P Canadian Federal and Provincial Politics

POLI 699 Units: **30** Hours: **3-0**
Dissertation

PSYC

Psychology

Department of Psychology

Faculty of Social Sciences

PSYC 500 Units: **1.5**
Professional Development
Covers issues important to the academic and career success of graduate students in psychology. Topics include prerequisites to finding a job, preparing a curriculum vitae, the publication and review process, making presentations, obtaining grants, university policies (e.g., criteria and processes for tenure decisions), balancing family and career, and ethical issues in psychology.
Grading: *INC, COM, N or F*

PSYC 501 Units: **1-6**
Practicum in Applied Psychology
Practicum in an applied setting. 1 unit of credit equals approximately 100 hours.
Grading: *INP, COM, N or F*

PSYC 502 Units: **1.5-4.5**
Research Apprenticeship
Note: *May be taken more than once in different topics. The student must consult with the instructor about the area of study prior to registration and complete a pro forma. A maximum of 4.5 units of 502 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

PSYC 503 Units: **4**
Practicum in Clinical Psychology
Practicum in a clinical setting. 1 unit of credit is equivalent to approximately 100 hours.
Prerequisites: *Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.*
Grading: *INP, COM, N or F*

PSYC 504 Units: **1.5-6**
Individual Study
Note: *May be taken more than once in different topics. The student must consult with the instructor about the area of study prior to registration and complete a pro forma. A maximum of 6 units of 504 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

PSYC 505 Units: **4**
Clinical Intervention Practicum
Practicum in a clinical setting with emphasis on various forms of intervention. 1 unit of credit is equivalent to approximately 100 hours.
Prerequisites: *Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.*
Grading: *INP, COM, N or F*

PSYC 506 Units: **1.5**
Psychology Clinic Practice
Supervised psychological practice in the Psychology Department's Psychology Clinic.
Note: *May be taken more than once.*
Prerequisites: *Acceptance to clinical psychology graduate program and approval of the Director of Clinical Training.*
Grading: *INP, COM, N or F*

PSYC 507 Units: **1.5**
Personality
Note: *May be taken more than once with different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 511 Units: **1.5**
Visual Perception
Exploration of current theories and research on selected aspects of visual perception will be offered. One or more major topics (e.g., object recognition, Gestalt perception, neuropsychology of visual perception) will be studied in depth.
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee.*

PSYC 512 Units: **1.5-4.5**
Research Practicum
Practicum in a research setting with emphasis on planning, conducting, analyzing, and/or writing up research results under the supervision of faculty.
Note: *May be taken more than once in different content. The student must consult with the proposed research supervisor about the content and nature of the research activity prior to registration and complete a pro forma. The content must differ from but may be related to 599 or 699.*
Prerequisites: *Approval of the student's academic supervisor.*
Grading: *INP, COM, N, or F*

PSYC 513 Units: **1.5**
Quantitative Analysis
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 517 Units: **1.5**
Research Methods in Psychology
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 518 Units: **1.5**
Psychometric Methods
Topics typically include: historical background, sample descriptive statistics, norm referencing, (e.g., percentiles, Z-scores, T-scores), criterion referencing, sensitivity/specificity, classical true score test theory, item response theory (IRT), reliability, validity, standard errors, test development, standards for clinical tests, and assessment of reliable change.
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 519 Units: **1.5**
Social Psychology
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 526 Units: **1.5**
Social Processes
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 527 Units: **1.5**
Research Methods in Social Psychology
527A - Experimental Social Psychology
527B - Discourse Analysis
527C - Environmental Psychology
527D - Special Topics
S01: Judgment and Decision Science
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 531 Units: **1.5**
Environmental Psychology
Note: *May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.*

PSYC 532 Units: **1.5**
Applied Multiple Regression
The course presents a model-comparison approach to the analysis of a single dependent variable. This integrated approach aims to teach students how to ask intelligent questions of their data, and to answer those questions using the general linear model. In particular students will learn about simple and multiple regression involving continuous independent variables, categorical independent variables (ANOVA designs), and mixtures of the two (covariance analysis). Also covered will be outlier detection, testing of model assumptions, data transformation, and repeated measures models.
Note: *Not open to students registered in or with credit in 400A.*

PSYC 533 Units: **1.5**
Applied Multivariate Analysis
The course will extend the material covered in Psychology 532 to the situation in which there are multiple dependent variables. The result is multivariate multiple regression. Then the additional technique of principle component analysis will be added, and the two procedures combined to derive canonical correlation analysis, multivariate analysis of variance, discriminant function analysis, and redundancy analysis. In addition the common factor model of factor analysis will be introduced.
Note: *Not open to students with credit in 400B.*

PSYC 534 Units: **1.5**
Univariate Design and Analysis
The course will examine various factorial designs for univariate data from an advanced perspective. For a number of frequently used designs (e.g., completely randomized, randomized block, and repeated measures), planned comparisons, tests of the models' assumptions, expected mean squares, and interpreting interactions (e.g., simple main effects) will be covered. Students will be required to learn and use statistical software packages, such as SPSS and SAS. Time and interest permitting, a brief introduction to other modelling procedures for response time and accuracy data will be offered.

PSYC 540 Units: **1.5**
Formerly: **515A**
History and Theory in Neuropsychology
Survey of major topics and issues in clinical and experimental neuropsychology, including a historical introduction and recent material. Topics may include aphasia, agnosia, apraxia, agraphia, other clinical syndromes, and hemispheric specialization.
Prerequisites: *315 or equivalent undergraduate human neuropsychology course.*

PSYC 541 Units: **1.5**
Formerly: **541/544**
Research Design and Methods in Neuropsychology
Seminar on current research methodologies including presentation of actual research by students, faculty, and visiting scientists. Students develop and write original research proposals using standard journal format.

PSYC 543 Units: **1.5**
Formerly: **535B**
Human Neuroanatomy
Introduction to neuroanatomy, focusing on the brain, and including laboratory work.
Prerequisites: *Permission of the instructor*

PSYC 545A Units: **1.5**
Advanced Cognitive Assessment
Survey of techniques and tools for evaluating several areas of cognitive functioning including intelligence, attention, memory, language and perceptual motor abilities. Interviewing, test administration and report writing skills will also be emphasized.
Prerequisites: *584 and acceptance to clinical psychology graduate program.*
Grading: *INC, COM, N or F*

PSYC 545B Units: **1.5**
Neuropsychological Assessment
Survey of neuropsychological assessment techniques with an emphasis on interviewing, assessment, case formulation and report writing. Students must conduct, under staff supervision, detailed neuropsychological assessment of clinical cases.
Prerequisites: *545A, acceptance to clinical psychology graduate program and permission of instructor. Enrollment may be limited.*
Grading: *INC, COM, N or F*

PSYC 546A Units: **1.5**
Advanced Neuropsychological Assessment of Children and Adolescents
In-depth examination of issues and techniques for neuropsychological assessment of children and adolescents. Students participate in interviewing, testing, case formulation, report writing and consultation in supervised clinical cases.
Prerequisites: *540, 545A, 545B, 584, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*
Grading: *INC, COM, N or F*

PSYC 546B Units: **1.5**
Advanced Neuropsychological Assessment of Adults
In-depth examination of issues and techniques for neuropsychological assessment of adults. Students participate in interviewing, testing, case formulation, report writing and consultation in supervised clinical cases.
Prerequisites: *540, 545A, 545B, 584, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*
Grading: *INC, COM, N or F*

PSYC 547 Units: **1.5**
Formerly: **535D**
Rehabilitation in Neuropsychology
Introduction to theory and techniques associated with recovery from brain injury. Topics include the psychological meaning of disability, and the relationship between impairment, disability, and handicap. Current techniques in cognitive rehabilitation will be reviewed in the broader context of rehabilitation in general. May include practicum in various rehabilitation settings.
Prerequisites: *Acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*

PSYC 548 Units: **1.5**
Formerly: **515D**
Special Topics in Neuropsychology
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 550 Units: **1.5**
Formerly: **512A**
Physiological Psychology: Introduction
Seminar discussing selected topics concerning fundamental neurobiological processes underlying behavior, including synaptic transmission, motor and sensory activity, motivation, neural plasticity, and theories of neural organization.

PSYC 551 Units: **1.5**
Neuropsychopharmacology
Seminar discussing the neurochemical bases of brain function and of the effects of psychoactive drugs, with emphasis on the role played by chemical neurotransmitters and the system of neurons that releases them.

PSYC 552 Units: **1.5**
Formerly: **512D**
Special Topics in Physiological Psychology
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 561 Units: **1.5**
Formerly: **560B**
Theories and Methods in Life-Span Development
Seminar review of the major theoretical perspectives and methodological issues in the study of psychological development across the life-span. Specific topics include identification, measurement, and facilitation of developmental change. Research design topics include cross-sectional, longitudinal, sequential, experimental, and qualitative approaches.

PSYC 562 Units: **1.5**
Formerly: **560C**
Infancy and Childhood
Seminar review of theory and research examining psychological development from infancy through childhood. Special topics include personality/temperament, attachment, parent-child relations, and socialization process. Emphasis is placed on the role of the context in individual development.

PSYC 563 Units: **1.5**
Formerly: **560D**
Adult Development and Aging
Seminar review of theory and research examining psychological processes during adulthood and aging. Specific topics include memory, intelligence, problem solving, personality, social processes, and mental health. Attention is also given to the biological and sociocultural contexts of these developments.

PSYC 564 Units: **1.5**
Formerly: **561A**
Statistical Methods in Life-Span Development
Examination of statistical methods for the analysis of change. Specific topics include change scores, cannonical correlation, multivariate analysis of variance, and factor analysis.
Prerequisites: *532, 533 and 561.*

PSYC 565 Units: **1.5**
Formerly: **561B**
Cognitive Development in Adulthood and Aging
Seminar review of theory and research examining gains and losses in various cognitive skills from young adulthood to old age. Traditional experimental, psychometric, and cognitive science approaches are considered. Specific topics include age-related change in memory, intelligence, problem solving, reading skills, as well as practical and social cognition.

PSYC 566 Units: **1.5**
Formerly: **561C**
Personality and Adjustment in Adulthood and Aging
Seminar review of theory and research examining personality change, stress, coping, and adjustment across the adult life-span. Specific topics include the cases for and against personality change, personality as a mediator of other behavior, stress, coping, life events, and mental health in adulthood.

PSYC 567 Units: **1.5**
Dysfunctional Development in Adulthood and Aging
Seminar review of theory and research examining dysfunctional and pathological processes in later life. Specific topics include dementia, depression, personality disorders, alcoholism and other addictions, and suicide. Attention will be given to issues of etiology, diagnosis, treatment, and impact on caregivers.

PSYC 568 Units: **1.5**
Adolescence
Seminar review of theory and research examining psychological processes during adolescence. Specific topics include pubertal maturation, parent-adolescent relations, gender roles, sexuality, and problem behavior. Attention will be given to the role of the context (e.g., family, school) in adolescent development.

PSYC 569 Units: **1.5**
Formerly: **562**
Special Topics in Life-Span Development
Topical seminars on specialized issues related to life-span development and aging.
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 570 Units: **1.5 or 3**
Also: **LING 570**
Psycholinguistics
A seminar offered in collaboration with the Department of Linguistics. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

PSYC 571 Units: **1.5 or 3**
Also: **LING 571**
Developmental Psycholinguistics
A seminar offered in collaboration with the Department of Linguistics. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn-taking, questioning and answering, and politeness and negotiation in speech acts.

PSYC 575 Units: **1.5**
Cognitive Psychology
Team-taught seminar on cognitive psychology, the "science of the mind," with emphasis on the topic areas in which our faculty have particular expertise (e.g. perception, visual attention, knowledge representation, memory, and reading).

PSYC 576A Units: **1.5**
Cognitive Processes: Human Memory
Exploration of current theories and research on selected aspects of human memory. One or more major

topics within the domain of human memory will be studied in depth.

Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 576B Units: **1.5**
Cognitive Processes: Computation Modelling
Exploration of methods of computational modelling of cognitive processes. Methods that may be covered include mathematical models and neural network models. Theoretical foundations and procedures for fitting models will be considered.

Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 576C Units: **1.5**
Cognitive Processes: Mind and Brain
Discussions of neurological evidence for modular organization of cognitive processes.

Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 576D Units: **1.5**
Cognitive Processes: Attention
An overview of theories and current research on attention, particularly as it applies to human vision. Topics will include an analysis of the role of attention in spatial and temporal vision, with exploration of related issues such as consciousness, blindsight, and change blindness.

Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 577 Units: **1.5**
Cognitive Seminar
Weekly seminar throughout the Winter session, involving faculty and graduate students in the Cognitive Psychology Program. Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing cognitive psychological research.

Note: *May be taken more than once for credit to a maximum of 9 units.*

Prerequisites: *Restricted to graduate students in the Cognitive Psychology Program or permission of the Program Coordinator.*

Grading: *INP, COM, N, or F*

PSYC 581 Units: **1.5**
Formerly: **half of 580**
Psychopathology: Childhood and Adolescence
Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis on disorders that emerge during childhood and adolescence. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.

Prerequisites: *Acceptance to clinical psychology graduate program.*

PSYC 582 Units: **1.5**
Formerly: **half of 580**
Psychopathology: Adulthood
Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.

Prerequisites: *581 and acceptance to clinical psychology graduate program.*

PSYC 583 Units: **1.5**
Formerly: **535C**
Professional and Ethical Issues in Clinical Psychology
Discussion of ethical standards for providers of psychological services and of registration requirements as required by BCPA, CPA, and APA. Presentations by practising psychologists related to professional and interprofessional problems encountered in practice.

Prerequisites: *Acceptance to the clinical psychology graduate program and permission of instructor. Enrollment may be limited.*

PSYC 584 Units: **1.5**
Formerly: **524A**
Clinical Assessment: Intellectual Assessment
Introduction to intellectual assessment with practicum.

Prerequisites: *Acceptance to clinical psychology graduate program.*

Grading: *INC, COM, N or F*

PSYC 585 Units: **1.5**
Formerly: **524B**
Clinical Assessment: Psychosocial Functioning
Introduction to theory and practice in the psychological assessment of social, emotional and personality functioning.

Prerequisites: *Acceptance to clinical psychology graduate program.*

Grading: *INC, COM, N or F*

PSYC 586A Units: **1.5**
Formerly: **half of 586; 624B**
Advanced Clinical Assessment
Advanced theory and professional issues in the psychological assessment of social, emotional and personality functioning.

Prerequisites: *PSYC 585 and acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*

Grading: *INC, COM, N or F*

PSYC 586B Units: **1.5**
Formerly: **half of 586; 624B**
Practice in Advanced Clinical Assessment
Supervised practice in the psychological assessment of social, emotional and personality functioning.

Prerequisites: *PSYC 585 and acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*

Pre- or corequisites: *PSYC 586A.*

Grading: *INC, COM, N or F*

PSYC 587 Units: **1.5**
Formerly: **550**
Applied Behavioral Analysis
This course covers basic theory and principles of behavioral psychology. Principles of behavioral development and analysis, as drawn from the literature in the experimental analysis of behavior (basic research) will be related to the literature in Applied Behavior Analysis, including behavior modification. In some years, a practicum may be included.

PSYC 588 Units: **1.5**
Formerly: **half of 516**
Child Psychotherapy
Introduction to different theoretical approaches to child psychotherapy and a discussion of techniques; supervised experience will be offered in subsequent sections.

Note: *May be taken more than once for credit in different topics to a maximum of 4.5 units.*

Prerequisites: *Acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*

PSYC 589 Units: **1.5**
Formerly: **516**
Adult Psychotherapy
Overview of theory, research, and practice in adult psychotherapy. Introduction to the major schools of psychotherapy and to the common factors present across forms of psychotherapy. Beginning therapy skills will be developed through role plays and experiential exercises. Supervised experience is offered in 590.

Prerequisites: *Acceptance to clinical psychology graduate program.*

PSYC 590 Units: **1.5**
Adult Psychotherapy: Applied
Practicum in short-term adult psychotherapy. Includes didactic seminar and case supervision.

Prerequisites: *589, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*

Grading: *INP, COM, N or F*

PSYC 591 Units: **1.5**
Formerly: **628**
Special Topics in Clinical Psychology

Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

Prerequisites: *Acceptance to clinical psychology graduate program.*

PSYC 593 Units: **1.5**
Family Interventions
Introduction to various theoretical approaches to family intervention and a discussion of techniques. Includes supervised experience.

Prerequisites: *589, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.*

Grading: *INP, COM, N or F*

PSYC 594 Units: **1.5**
Special Topics in Clinical Intervention
Introduction to any one or more specialized therapeutic techniques for working with individuals in clinical settings.

Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

Prerequisites: *Acceptance to clinical psychology graduate program.*

PSYC 599 Units: **3-6**
Thesis
Grading: *INP, COM, N or F*

PSYC 602 Units: **1-6**
Independent Research

Note: *May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a pro forma. A maximum of 6 units of 602 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

PSYC 603 Units: **4**
Advanced Clinical Practicum
Practicum in an approved clinical setting. 1 unit of credit is equivalent to approximately 100 hours.

Prerequisites: *Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.*

Grading: *INP, COM, N or F*

PSYC 604 Units: **1.5-6**
Individual Study
Note: *May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a pro forma. A maximum of 6 units of 604 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.*

PSYC 605 Units: **1.5 or 3**
Practicum in the Teaching of Psychology
Teaching practicum with individual instructors of the department in areas of potential teaching interest for the student.
Note: *Pro forma.*
Grading: *INC, COM, N or F*

PSYC 606 Units: **15**
Clinical Internship
Full-year internship with 1600 to 2000 hours of supervised practical experience in settings approved by the committee on clinical training.
Prerequisites: *Completion of clinical course sequence and approval by Committee on clinical training.*
Grading: *INP, COM, N or F*

PSYC 612 Units: **1.5-4.5**
Advanced Research Practicum
Advanced practicum in research with an emphasis on coordination of a program of research in association with a faculty supervisor. Typically involves organization and training of research assistants, developing research protocols, management of research databases, statistical analysis, and preparation and submission of materials for publication as specified in a pro forma.
Note: *May be taken more than once with different practicum content. The content must differ from but may be related to 699.*
Prerequisites: *Approval of the student's academic supervisor.*
Grading: *INP, COM, N, or F*

PSYC 699 Units: **3-15**
PhD Dissertation
Grading: *INP, COM, N or F*

SENG

Software Engineering
Software Engineering
Faculty of Engineering

SENG 512 Units: **1.5**
Ergonomics
Accidents associated with "human error" often reflect the failure to recognize human factors in the design stage. Reviews sensory, motor, and cognitive performance characteristics and derives human engineering design criteria. Principles of displays, controls and ergonomics are discussed. Students are required to complete a project.

SENG 520 Units: **1.5**
Software Evolution
Changes to software over long periods of time. Methods, techniques, and tools employed by software engineers when developing and maintaining evolving software. Reverse engineering, reengineering, and migration approaches which involve capturing, preserving, and extending knowledge about software, analyzing and understanding software, and finally changing, improving, and evolving software. Topics include static and dynamic source code analysis, software visualization, and program transformation tools. Students are required to complete a project.

SENG 522 Units: **1.5**
Software Architecture
Architectural design of complex software systems. Techniques for designing, evaluating and implementing software system structures, models and formal notations for characterizing and reasoning about architechtures, tools and generating specific instances of an architechture, and case studies of actual system architechtures. Role of Standards. Students must complete a project that involves substantial software design. Students work in teams. Progress is determined through a preliminary design review; presentation; demonstration of the design; and final report.

SENG 524 Units: **1.5**
System Reliability
Interpretations of the concept of probability. Basic probability rules; random variables and distribution functions; functions of random variables. Applications to quality control and the reliability assessment of software and mechanical/electrical components, as well as simple structures and redundant systems. Methods for reliability and risk assessment of complex systems. Uncertainty propagation in complex systems. Examples and applications. Students are required to complete a project.

SENG 530 Units: **1.5**
Object Oriented Design
Development and use of object-oriented design abstractions, with emphasis on the design of distributed object-oriented systems. Evaluation and selection of appropriate design patterns. Use of components. Distributed component models such as DCOM and CORBA. Use of models in the design of distributed object-oriented applications. Documentation standards such as UML. Students are required to complete a project.

SENG 540 Units: **1.5**
Software Models For Embedded Systems
Virtual machines, formal models, finite state methods. Transformation techniques, modeling of sensors and effectors, model-based system behavior. Students are required to complete a project.

SENG 550 Units: **1.5**
Network-centric Computing
Trends in conducting business electronically and currently available projects to support electronic commerce. Electronic brokers; intelligent agents. Technologies necessary for electronic commerce to achieve its potential. Standards to improve the integration of desktop clients with centralized computing servers to allow better leverage of existing hardware/software, and to achieve reduction of user training costs. Backups, network security, network management, performance management and recovery. Students are required to complete a project.

SENG 562 Units: **1.5**
Distributed Systems and the Internet
Basic concepts of distributed systems. Network architecture and internet routing. Message passing layers and remote procedure calls. Process migration. Distributed file systems and cache coherence. Server design for reliability, availability, and scalability. Internet security and electronic commerce. Students are required to complete a project.

SENG 565 Units: **1.5**
Advanced Software Development
Techniques for the construction of complex, maintainable and reliable software at reasonable cost. This course provides the opportunity to gain software engineering experience in a controlled environment. Methods for software specification and design are emphasized. Additional topics may include configuration management, testing, and software tools. Students are required to complete a project.

SENG 570 Units: **1.5**
Management of Software Development
Non-functional requirements elicitation, configuration control, environments, product lines. Version control. Deployment. Time-to-market versus quality tradeoffs. Defect tracking. Students are required to complete a project.

SENG 572 Units: **1.5**
Software Process
Software process design, modelling, implementation, management, assessment and improvement as well as other non-process factors that affect software quality. ISO 9001. SEIfs CMM. Group projects involving industry-relevant software process definition and assessment. Individual study of the research literature. ROI (Return On Investment) analysis. Students are required to complete a project.

SENG 580 Units: **1.5**
Topics in Software Engineering
Offered as SENG 580A, 580B, 580C, 580D
Note: *May be taken more than once for credit in different topics.*

SOCI

Sociology
Department of Sociology
Faculty of Social Sciences

SOCI 500 Units: **1.5**
Problems in Sociological Theory
Seminar discussion of current and classic theories, their philosophical underpinnings and scientific claims. Topics vary from year to year.

SOCI 510 Units: **1.5**
Quantitative Methods
This course aims to provide students with a clear understanding of ordinary least squares techniques. It also extends this knowledge to incorporate models which are commonly subsumed in the framework of the general linear model. It includes such topics as collinearity, outliers and influential data, non-linearity, heteroscedasticity, generalized least squares, log-linear and logistic models.
Prerequisites: *472 or its equivalent.*

SOCI 511 Units: **1.5** Hours: **3-0**
Research Design
Planning sociological inquiry: formulating a problem, relating the problem to existing theory and research, and determining appropriate empirical strategies.

SOCI 515 Units: **1.5**
Qualitative Research Methods
Key issues and methods in the systematic study of the social world through qualitative sociological research. Examination of the relationship between analytical perspective and methodological decisions, methods of gathering data and analysis. Issues of language, representation, politics, social organization and participation.
Prerequisites: *374 or its equivalent.*

SOCI 525
Gender, Power and Social Justice
An exploration of the formation and transformation of gender in the contemporary world, drawing on sociological, feminist and other relevant frameworks. Themes may include the relations between gendered discourses, identities and bodies, the political economy of gender, and intersections between gender and other forms of social power.

SOCI 545 Units: **1.5**
Sociology of Health
Theoretical and empirical approaches in the study of health in a global context. Topics vary from year to year.
Note: *May be taken more than once for credit in different topics.*

SOCI 555 Units: **1.5**
Globalization
Examination of the determinants, experiences, and consequences of globalization. Topics may vary from year to year.
Note: *May be taken more than once for credit in different topics.*

SOCI 556
Social Inequality
Studies the structure of economic inequality in contemporary societies, from the perspective of theory and research in social mobility, gender inequality, occupational segregation, elite formation, race/ethnic segregation and social class. The role of the welfare state and global capitalist social organization in the distribution of income and the form and extent of poverty across societies are discussed.

SOCI 565 Units: **1.5**
Social Justice
Theoretical and empirical issues in the study of social justice. Topics vary from year to year.
Note: *May be taken more than once for credit in different topics.*

SOCI 575 Units: **1.5**
Self, Identity and Society
Theoretical and empirical issues in the study of relationships between self, identity and society. Topics may vary from year to year.
Note: *May be taken more than once for credit in different topics.*

SOCI 585 Units: **1.5**
Seminar on Aging
This course aims to provide students with an advanced understanding of social gerontology, including theories and substantive topics within the area. Social stratification theory and a political economy perspective are examples of the former. Caregiving, inter-generational relations, and health care policies are examples of the latter. Not offered every year. Specific topics will vary from year to year and to a certain extent will accommodate student interest.
Prerequisites: *385 or its equivalent.*

SOCI 590 Units: **1.5**
Directed Studies
Note: *May be repeated once for a total of 3 units.*

SOCI 598 Units: **3.0**
Extended Essay
Prerequisites: *Normally, a student is expected to have completed all course work prior to registration.*
Grading: *INP, COM, N or F*

SOCI 599 Units: **6**
Thesis
Prerequisites: *Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.*
Grading: *INP, COM, N or F*

SOCW

Social Work
School of Social Work
Faculty of Human and Social Development

SOCW 500 Units: **1.5**
Formerly: **SOCW 502 and HSD 503**
Promoting Professional and Community Learning
This course explores factors which influence learning within the organization and the community and which empower learners, and lead to personal, professional and community growth and development. Learners will examine their perspectives on teaching and learning through reflection on their own and others' experiences, the literature and research.
Note: *Credit will not be given for both 500 and 502/HSD 503.*

SOCW 501 Units: **1.5**
Formerly: **HSD 541**
Debates, Ideas and Discourses in Social Work
This course will examine and critique current debates and discourses relating to social work knowledge and practice.
Note: *Credit will not be given for both 501 and HSD 541.*
Prerequisites: *Registration for the MSW degree, or permission of the social work graduate adviser.*

SOCW 503 Units: **1.5**
Formerly: **HSD 505**
The Social Construction of Health, Illness, and Aging
This course explores topics relevant to health, illness and aging. The role of social work in health care systems, policy concerns regarding the socio-economic impacts of aging populations and the social determinants of health will be examined. The course considers the relationships between health status and work, family relationships, housing and the consequences of inequality on health throughout the life span.
Note: *Credit will not be given for both 503 and HSD 505.*

SOCW 504 Units: **1.5**
Formerly: **HSD 540**
Community Development in Health and Social Services
The intent of this course is to analyze critically some approaches to community development and their application to current policy and practice initiatives in the human services, such as health promotion, social development and aboriginal self-government. Multidisciplinary perspectives on community development will be explored.
Notes: *- Credit will not be given for both 504 and HSD 540.*
- Offered as resources permit.

SOCW 505 Units: **1.5**
Child Welfare Seminar
This seminar explores topics of special interest in the development of child welfare practice from a critical, anti-oppressive and social justice perspective. Students are expected to conduct an analysis on a current child welfare topic they select.
Note: *Offered as resources permit.*

SOCW 506 Units: **3.0**
MSW Practicum
A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.
The practicum contract and method of evaluation must be approved by the instructor and graduate adviser prior to registration.
Note: *Pro Forma required.*
Prerequisites: *Students must have completed 6 units of coursework, including 501, before registering.*
Grading: *INP, COM, N, F.*

SOCW 510 Units: **1.5**
Also: **SPP 510**
Policy Context of Practice
This course reviews and analyzes a number of explanations of the policy making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.
Note: *Credit will not be given for both 510 and SPP 510, or to students with credit in HSD 510.*

SOCW 512 Units: **1.5**
Knowledge and Inquiry
This course takes as its starting point the idea that responsible and effective professional and scholarly practice begins with a critical examination of how relations of power shape knowledge production. Underpinning the course readings and class discussions is a key question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?
Note: *Credit will not be given for both 512 and SPP 502, or to students with credit in HSD 502.*

SOCW 516 Units: **1.5**
Also: **SPP 516**
Research Methodologies
This course critically reviews a wide range of research methodologies commonly practised in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.
Note: *Credit will not be given for both 516 and SPP 516, or to students with credit in HSD 516.*

SOCW 518 Units: **1.5**
Making Other/Making Self: Race and the Production of Knowledge
This course will explore the ways in which knowledge production is racialized and the ways in which we might resist such constructions in our own practices. Underpinning the course is the question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?
Note: *Offered as resources permit.*

SOCW 560 Units: **1.5**
Also: **SPP 560**
Communities, Politics and Social Change
This course engages students in drawing out the possibilities for social change in multiple settings. It draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses. This course is open to students enrolled in the graduate programs offered by SPP and by the Schools of Social Work, Nursing, and Child and Youth Care who have completed SPP 510 or SOCW 510 and one other SPP or SOCW required course.

Note: *Credit will not be given for both 560 and SPP 560, or to students with credit in HSD 510.*

SOCW 580 Units: **1.5 or 3**
Special Topics in Social Work and Social Welfare
This is a variable content course that will deal with special issues in social welfare and approaches to social work practice. May be taken more than once for credit to a maximum of three units.
Note: *Offered as resources permit.*

SOCW 590 Units: **1.5 or 3.0**
Directed Studies
Individual studies under the direct supervision of a social work faculty member. The content, credit value, and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registration.
Notes: *- May be taken more than once for credit in different course content.*
- Pro Forma required.

SOCW 596 Units: **3.0**
Team Graduating Research Project/Report
Students working under social work faculty supervision complete a research project. This can include undertaking a research project for a social agency. Maximum size of team is 3 students.
Prerequisites: *Students must have completed 6 units of coursework, including 516, before registering.*
Grading: *INC, COM, N or F*

SOCW 598 Units: **3.0**
Individual Graduating Research Project/Report
Students working under social work faculty supervision complete a research project. This can include undertaking a research project for a social agency.
Prerequisites: *Students must have completed 6 units of coursework, including 516, before registering.*
Grading: *INP, COM, N or F*

SOCW 599 Units: **6.0**
Formerly: **HSD 599**
Thesis
The thesis will entail specialized research on a topic area chosen in consultation with the student's supervisory committee.
Prerequisites: *Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.*
Grading: *INP, COM, N or F*

SPAN

Spanish
Department of Hispanic and Italian Studies
Faculty of Humanities

SPAN 500 Units: **1.5** Hours: **3-0**
Introduction to Bibliography and Methods of Research
Grading: *INP, COM, N or F*

SPAN 502 Units: **1.5** Hours: **3-0**
Core Reading List Course I

SPAN 503 Units: **1.5** Hours: **3-0**
Also: **ITAL 503**
Core Reading List Course II

SPAN 505 Units: **1.5** Hours: **3-0**
Also: **ITAL 505**
Medieval Literature

SPAN 507 Units: **1.5** Hours: **3-0**
Also: **ITAL 507**
Renaissance and Baroque Literature

SPAN 509 Units: **1.5** Hours: **3-0**
Peninsular Literature in the 19th Century

SPAN 511 Units: **1.5** Hours: **3-0**
Peninsular Literature from the 20th Century to the Present

SPAN 515 Units: **1.5** Hours: **3-0**
Colonial Latin American Literature

SPAN 517 Units: **1.5** Hours: **3-0**
Latin American Literature of the 19th Century

SPAN 519 Units: **1.5** Hours: **3-0**
Latin American Literature from the 20th Century to the Present

SPAN 590 Units: **1.5 or 3** Hours: **3-0**
Also: **ITAL 590**
Directed Studies

SPAN 598 Units: **3** Hours: **3-0**
Master's Essay
Grading: *INP, COM, N or F*

SPAN 599 Units: **6** Hours: **3-0**
MA Thesis/Oral
Grading: *INP, COM, N or F*

SPP

Studies in Policy and Practice
Faculty of Human and Social Development

SPP 501 Units: **1.5**
Organizational Context of Practice
This course presents the conceptual and theoretical foundations for understanding the organization of professional work, organizational change, and the organization of ethical practice. Students will reflect on their own work experiences to develop a critical methodological approach to the investigation of organizational practices, e.g. document-based management, intra-organizational relations, and fiscal accountability.
Note: *Not open to students with credit in HSD 501.*

SPP 510 Units: **1.5**
Also: **SOCW 510**
Policy Context of Practice
This course reviews and analyzes a number of explanations of the policy-making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course analyses the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.
Note: *Not open to students registered in or with credit in HSD 510 or SOCW 510.*

SPP 516 Units: **1.5**
Also: **SOCW 516**
Research Methodologies
This course critically reviews a wide range of research methodologies commonly practised in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.
Note: *Not open to students registered in or with credit in HSD 516 or SOCW 516.*

SPP 519 Units: **1.5**
Theory For Policy and Practice
This course focuses on theory and the construction of knowledge. Course readings examine the act of theorizing and consider the ways that practice can inform theory, and vice versa, as well as assumptions underlying the creation of knowledge. Assignments support students to become more familiar with engaging theory.
Note: *Not open to students with credit in HSD 519.*

SPP 520 Units: **1.5**
Advanced Methodology Seminar
This course offers an in-depth look at a particular research methodology. Issues covered include methodological links to theory, policy, practice and praxis. Seminar content varies depending on faculty and student interest.

SPP 521 Units: **1.5**
The Practice of Action-Oriented Human Service Research
This course provides students with an opportunity to examine the purposes, context, procedures, and relationships within action-oriented methodologies, such as comparative policy analysis, program evaluation, participatory action research, and community-based research. The feasibility, rationale, and implications of researching a problem related to the students' interests are explored, as are relevant data collection and analytical procedures. Emphasis in the course is placed on experiential learning.
Note: *Not open to students with credit in HSD 517 or SPP 517.*
Prerequisites: *SPP 516 or permission of the instructor.*

SPP 530 Units: **1.5**
Advanced Policy and Practice Seminar
This course offers an in-depth theoretical and/or empirical look at a particular issue, topic or set of questions in relation to policy and practice. Links to methodology and praxis are also examined. Seminar content varies depending on faculty and student interest.

SPP 550 Units: **Not for credit**
Advanced Thesis Seminar
This seminar focuses on in-depth and intensive methodological, analytical, and/or theoretical aspects of research for the thesis. Content varies from year to year depending on students' interests and needs.
Note: *This is a required full-year seminar for students who are post-thesis proposal.*
Prerequisites: *Students must have completed their thesis proposal.*
Grading: *INP, COM, N or F*

SPP 560 Units: **1.5**
Also: **SOCW 560**
Communities, Politics and Social Change
This course engages students in drawing out the possibilities for social change in multiple settings. It draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses.
Note: *Not open to students registered in or with credit in HSD 510 or SOCW 560.*
Prerequisites: *SPP 510 and one other SPP course*

SPP 580 Units: **1.5 or 3**
Special Topics in Studies in Policy and Practice

This is a variable content course which will focus on the policy, practice and/or research interests of faculty and students in the SPP Program.

Note: *May be taken more than once for credit in different topics.*

SPP 590 Units: **1.5 or 3.0**
Directed Studies
Individual studies under the direct supervision of one or more faculty members. The content, credit value, and method of evaluation must be approved by the instructor and the graduate adviser prior to registering in this course.

Notes: *- May be taken more than once for credit in different topics.*

- Pro Forma required.

SPP 599 Units: **6**
Thesis
The thesis will entail specialized research on a topic area chosen in consultation with the student's supervisory committee.

Grading: *INP, COM, N or F*

SPP 699 Units: **Variable**
Dissertation

STAT

Statistics

Department of Mathematics and Statistics
Faculty of Science

STAT 552 Units: **1.5**
Applied Stochastic Models

STAT 553 Units: **1.5**
Multivariate Analysis

STAT 554 Units: **1.5**
Time Series Analysis

STAT 556 Units: **1.5**
Topics in Statistics
Note: *May be taken more than once for credit in different topics with permission of the Chair of the Department.*

STAT 557 Units: **1.5**
Sampling Techniques

STAT 558 Units: **1.5**
General Linear Models

STAT 561 Units: **1.5**
Theory of Inference

STAT 562 Units: **1.5**
Distribution Free Statistics

STAT 563 Units: **1.5**
Also: **BIOL 563**
Topics in Applied Statistics
Survival analysis, generalized linear models, multivariate normal models, resampling methods, nonparametric and robust methods, meta-analysis, miscellaneous techniques.

STAT 598 Units: **3**
Master's Project
Grading: *INP, COM, N or F*

STAT 599 Units: **6**
Master's Thesis
Grading: *INP, COM, N or F*

THEA

Theatre

Department of Theatre
Faculty of Fine Arts

THEA 500 Units: **1.5 or 3**
Methods and Materials of Theatre Research

THEA 501 Units: **1.5 or 3**
Seminar in History and Criticism of Tragedy

THEA 502 Units: **1.5 or 3**
Seminar in History and Criticism of Comedy

THEA 503 Units: **1.5 or 3**
Seminar in European Theatre History

THEA 504 Units: **1.5 or 3**
Seminar in North American Theatre History

THEA 505 Units: **1.5 or 3**
Seminar in Theatrical Styles

THEA 508 Units: **1.5 or 3**
Scene Design

THEA 509 Units: **1.5 or 3**
Lighting Design

THEA 510 Units: **1.5 or 3**
Costume Design

THEA 511 Units: **1.5 or 3**
Production

THEA 512 Units: **1.5 or 3**
Directing

THEA 513 Units: **1.5 or 3**
Seminar in Theatre Aesthetics

THEA 514 Units: **1.5 or 3**
Seminar in Design

THEA 515 Units: **1.5 or 3**
Seminar in Directing

THEA 516 Units: **1.5 or 3**
Seminar in Theatre History

THEA 520 Units: **1.5 or 3**
Advanced Problems in Scene Design

THEA 521 Units: **1.5 or 3**
Advanced Problems in Lighting Design

THEA 522 Units: **1.5 or 3**
Advanced Problems in Costume Design

THEA 523 Units: **1.5 or 3**
Advanced Problems in Directing

THEA 590 Units: **1.5 or 3**
Directed Studies

THEA 597
MA Essay
Grading: *INP, COM, N or F*

THEA 598
MFA Practicum
Grading: *INP, COM, N or F*

THEA 599
MA Thesis
Grading: *INP, COM, N or F*

THEA 690 Units: **1.5-6**
Directed Studies
Note: *May be taken more than once for credit at the discretion of the Department.*
Prerequisites: *Permission of the Department.*

THEA 695 Units: **0**
Comprehensive Examination
Grading: *INP, COM, N or F*

THEA 697 Units: **0**
Dissertation Proposal/Candidacy Exam
Grading: *INP, COM, N or F*

THEA 699 Units: **30**
Dissertation
Prerequisites: *Permission of the Department.*
Grading: *INP, COM, N or F*

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The University of Victoria

Generic Goals of a University Education

Higher Learning

Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

Habits of Thought

Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, ethical awareness and wise judgement in human affairs.

Discovery and Creativity

Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

Forms of Communication

Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

Extended Learning

Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfillment.

Historical Outline

The University of Victoria came into being on July 1, 1963, but it had enjoyed a prior tradition as Victoria College of sixty years distinguished teaching at the university level. This sixty years of history may be viewed conveniently in three distinct stages.

Between the years 1903 and 1915, Victoria College was affiliated with McGill University, offering first and second year McGill courses in Arts and Science. Administered locally by the Victoria School Board, the College was an adjunct to Victoria High School and shared its facilities. Both institutions were under the direction of a single Principal: E.B. Paul, 1903-1908; and S.J. Willis, 1908-1915. The opening in 1915 of the University of British Columbia, established by Act of Legislature in 1908, obliged the College to suspend operations in higher education in Victoria.

In 1920, as a result of local demands, Victoria College began the second stage of its development, reborn in affiliation with the University of British Columbia. Though still administered by the Victoria School Board, the College was now completely separated from Victoria High School, moving in 1921 into the magnificent Dunsmuir mansion known as Craigdarroch. Here, under Principals E.B. Paul and P.H. Elliott, Victoria College built a reputation over the next two decades for thorough and scholarly instruction in first and second year Arts and Science.

The final stage, between the years 1945 and 1963, saw the transition from two year college to university, under Principals J.M. Ewing and W.H. Hickman. During this period, the College was governed by the Victoria College Council, representative of the parent University of British Columbia, the Greater Victoria School Board, and the provincial Department of Education. Physical changes were many. In 1946 the College was forced by postwar enrollment to move from Craigdarroch to the Lansdowne campus of the Provincial Normal School. The Normal School, itself an institution with a long and honourable history, joined Victoria College in 1956 as its Faculty of Education. Late in this transitional period (through the co-operation of the Department of National Defence and the Hudson's Bay Company) the 284 (now 385) acre campus at Gordon Head was acquired. Academic expansion was rapid after 1956, until in 1961 the College, still in affiliation with UBC awarded its first bachelor's degrees.

In granting autonomy to the University of Victoria, the *University Act* of 1963 vested administrative authority in a Chancellor elected by the Convocation of the University, a Board of Governors, and a President appointed by the Board; academic authority was given to a Senate which was representative both of the Faculties and of the Convocation.

The historical traditions of the University are reflected in the Arms of the University, its academic regalia and its house flag. The BA hood is of solid red, a colour that recalls the early affiliation with McGill. The BSc hood, of gold, and the BEd hood, of blue, show the colours of the University of British Columbia. Blue and gold have been retained as the official colours of the University of Victoria. The motto at the top of the Arms of the University, in Hebrew characters, is "Let there be Light"; the motto at the bottom, in Latin, is "A Multitude of the Wise is the Health of the World."

Principal Officers and Governing Bodies

Chancellor
Ronald Lou-Poy, QC, BComm, LLB

President and Vice-Chancellor
David H. Turpin, BSc, PhD, FRSC

Vice-President Academic and Provost
Jamie L. Cassels, BA, LLB, LLM

Vice-President, Research
S. Martin Taylor, BA, MA, PhD

Vice-President, Finance and Operations
Jack Falk, BA, MPA

Vice-President, External Relations
Faye Wightman, BSN, RN

Board of Governors

Ex Officio Members
Chancellor Ronald Lou-Poy, QC, BComm, LLB
President David H. Turpin, BSc, PhD, FRSC

Members Appointed by the Lieutenant Governor in Council
Trudi Brown, QC, BA, LLB
Eric Donald, BA
Peter Ciceri, BA
Murray Farmer, BA
Gail Flitton, BA
Linda Jules, BA
John Evans
Jane Peverett, BCom, CMA, MBA

Members Elected by the Faculty Members
Tom Cleary, BA, MA, PhD
William Pfaffenberger, BA, MA, PhD

Members Elected by the Student Association
Erik Haensel
Michelle Kinney

Members Elected by the Employees
TBE

Secretary
Julia Eastman, BA, MA, University Secretary

Senate

Ex Officio Members
Oscar Casiro, MD, Head, Division of Medical Sciences
Jamie L. Cassels, BA, LLB, LLM, Vice-President Academic and Provost
Ali Dastmalchian, BSc, MSc, PhD, Dean, Faculty of Business
Mary Ellen Purkis, BSN, MSc, PhD, Faculty of Human and Social Development
Aaron Devor, BA, MA, PhD, Dean, Faculty of Graduate Studies
Budd Hall, BA, MA, PhD, Dean, Faculty of Education
Giles W. Hogya, BA, MA, PhD, Dean, Faculty of Fine Arts
Peter Keller, BA, MA, PhD, Dean, Faculty of Social Sciences
Wesley Koczka, BA, BEd, MA, EdD, Dean, Division of Continuing Studies
Ronald Lou-Poy, QC, BComm, LLB, Chancellor

D. Michael Miller, BSc, MSc, PhD, Dean, Faculty of Engineering
Tom Pedersen, BSc, PhD, Dean, Faculty of Science
Andrew Petter, LLB, LLM, Dean, Faculty of Law
Andrew A. Rippin, BA, MA, PhD, Dean, Faculty of Humanities
Margaret C. Swanson, BA, BLS, University Librarian
S. Martin Taylor, BA, MA, PhD, Vice-President, Research
David H. Turpin, BSc, PhD, FRSC, President (Chair)

Members Elected by the Individual Faculties

Business
Saul Klein, BA, MBA, PhD
Ian Stuart, BSc, MBA, PhD

Education
Robert Anthony, BA, MA, PhD
Leslee Francis Pelton, BSc, MA

Engineering
Afzal Suleman, BSc, MSc, PhD
Fayez Gebali, BSc, PhD

Fine Arts
Christopher Thomas, BA, MA, PhD
Jan Wood, BFA

Graduate Studies
John Dower, BSc, PhD
Anne Marshall, BA, MA, PhD

Human and Social Development
Xiaobei Chen, BA, MPhil, PhD
Jeannine Moreau, BSN, MN

Humanities
Hua Lin, BA, MEd, PhD
Annalee Lepp, BA, MA, PhD

Law
Martha O'Brien, BA, LLB, LLM
Heather Raven, BA, LLB

Science
Adam Monahan, BSc, MSc, PhD
Robert Burke, BSc, PhD

Social Sciences
Michael Edgell, BA, Con. Dip., PhD
Kenneth Stewart, BA, MA, MSc, PhD

Members Elected by the Faculty Members
Ted Darcie, BSc, MASc, PhD
Isobel Dawson, BSc, MSc, MA, PhD
Susan Lewis-Hammond, BA, BMus, MM, MFA, PhD
Amy Verdun, MA, PhD
Reginald Mitchell, BA, MA, PhD
Patricia Kostek, BSc, MMus
Peter Murphy, BA, BEd, MEd, PhD
Olaf Niemann, BSc, MSc, PhD
Mary Ellen Purkis, BSN, MSc, PhD
Micaela Serra, BSc, MSc, PhD
Evelyn Cobley, BA, MA, PhD
Ismet Ugursal, BSc, MEng, PhD

Members Elected by the Student Association

Full-time Students (Terms expire June 30, 2006)
Chadi Akouri
Branden Beatty
Will Colish
Matthew Cooper
Maya Gislason
Whitney Huntley
Jaden Langford
Jonathan Morris
Tyler Price
George Robinson
John O'Shaughnessy
Jessica Page
Elliot Song
Kyle Vucko

Members Elected by the Convocation (Terms expire December 31, 2005)
Cheryl Borris, BMus, MA
Mark Bridge, BSc, LLB, LLM
Kim McGowan, BA, MPA
Vivian Muir, BA, MSc, LLB

Members Elected by the Professional Librarians
Wendie McHenry, BA, MLS

Long Service Sessional
Sunil Kaplash, BA, MA, MBA

Secretary Registrar
Julia Eastman, BA, MA, University Secretary

Foundation for the University of Victoria

Members of the Board
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Michael Marley
Andrew Rachert, BA, MA, LLB (Chair)
Gail Flitton, BA

Officers
President: David H. Turpin, BSc, PhD, FRSC
Treasurer: Kristi Simpson

Secretary
Julia Eastman, BA, MA

University of Victoria Foundation

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Jack Falk, BA, MPA (ex officio)
Jane Heffelfinger, BA
Lisa Hill
A. Wayne Hopkins, BComm, MBA, PhD, FCA
Paul Longtin, BA, MPA
Susan Mehanigic, CA, LLB (Chair)
President David H. Turpin, BSc, PhD, FRSC (ex officio)
John van Cuylenborg, BA, LLB
Faye Wightman, BSN, RN (President)
Kristi Simpson (ex officio) (Treasurer)
Anne Wortmann

Secretary
Julia Eastman, BA, MA

Emeritus Faculty and Staff and Honorary Degree Recipients

Chancellors Emeriti

William Gibson, BA, MSc, MD, DPhil, LLD, FRCP
Ian McTaggart-Cowan, OC, BA, PhD, LLD, DEnvSt, DSc, FRSC
Norma Mickelson, CM, OBC, BEd, MA, PhD
The Honourable Robert Rogers, OC, KStJ, CD, OBC, Hon LLD (S Fraser), Hon DScM (RRMC), Hon LLD (U of Vic), Hon LLD, (Brit Col)

Presidents Emeriti

Howard E. Petch, BSc, MSc, PhD, DSc, LLD, FRSC
David Strong, BSc, MSc, PhD, FRSC

University Librarian Emeritus

Howard Bayley, M. (Edinburgh), ALA (Strathclyde, Glasgow)

Emeritus Faculty 2004-2005

Christopher Barnes, BSc (Birmingham) PhD (Ottawa)
Janet Bavelas, AB, AM, PhD (Stanford)
Barrington Beardsmore, BA (Liverpool), MA (McMaster), PhD (Brit Col)
Alexandra Browning-Moore, BMus (Brit Col)
Thomas Cleary, BA (Queens Coll), MA, PhD (Princeton)
Ernest Cockayne, MA (Oxon), MSc (McGill), PhD (Brit Col)
David Dunnet, BA, MA (Washington), R Psych (BC Psychological Assoc)
John Ellis, BSc, MSc (London), MS (Ill Inst of Tech), PhD (Northwestern)
Terence Gough, BSc, PhD (Leicester)
Betty Hanley, BA (W Ont), MMus (Wayne State), PhD (Minn)
Alan Hedley, BA, MA (Brit Col), PhD (Oregon)
Denton Hewgill, BSc, PhD (Brit Col)
Geoffrey Hett, BEd (U of Vic), MS, PhD (Oregon)
Ralph Huenemann, BA (Oberlin) MA, PhD (Harvard)
Bruce Johnson, BS, MA (Oregon State), PhD (U of Oregon)
Ian MacPherson, BA (Assumption Univ of Windsor), MA, PhD (W Ont)
Jochen Moehr, MD (Marburg), PhD (Hanover)
Caroline Monahan, BA, MA (Brit Col), PhD (London)
Terence Morely, BA (Dalhousie), PhD (Queen's)
Robert Olafson, BSc, MSc (Brit Col), PhD (Alta)
Geoffrey Potter, BA, MA (Sir George Williams), PhD (Sheffield)
Frances Ricks, BA (Oregon), MSc(Indiana), PhD (York)
Patricia Roy, BA (Brit Col), MA (Tor), PhD (Brit Col)
Norman Ruff, BSc (Econ) (Southampton), MA (McMaster), PhD (McGill)
Phyllis Senese, BA (Toronto), MA (Carleton), PhD (York)
Gholamali Shoja, BSEE (Kansas State), MSEE (Northwestern), D Phil (Sussex)
David Strong, BSc (Memorial), MSc (Lehigh), PhD (Edinburgh)
Paul West, BSc, PhD (McMaster)
Derk Wynand, BA, MA (Brit Col)

Honorary Degree Recipients 2004

Robert J. Giroux, LLD, November 2004
Raffi Cavoukian, DMus, November 2004
Jack Hodgins, DLitt, November 2004
Percival Edward Wilkinson, LLD, June 2004
Richard Ralph Hunt, DFA, June 2004
Jane Heffelfinger, LLD, June 2004
The Honourable Clair L'Heureux-Dubé, CC, LLD, June 2004
Stephen Lewis, LLD, June 2004
Morris Frank Collen, DSc, June 2004

University Regalia

Chancellor

Gown	purple corded silk, trimmed with purple velvet and gold braid
Headdress	Tudor style in purple velvet with gold cord trim

President

Gown	royal blue corded silk, trimmed with blue velvet and gold braid
Headdress	Tudor style in blue velvet with gold cord trim

Chancellor Emeritus

Gown	purple corded silk, with gold velvet panels and trimmed with purple velvet strips edged with gold piping
Headdress	Tudor style in purple velvet with gold cord trim

President Emeritus

Gown	royal blue corded silk, with gold velvet panels and trimmed with blue velvet strips edged with red piping
Headdress	Tudor style in blue velvet with gold cord trim

Board of Governors

Chair

Gown	traditional (Canadian) bachelor's style in black wool blend with front facings and sleeve linings in gold silk
Headdress	Black cloth mortarboard with black silk tassel or Tudor style in black velvet with red cord

Member

Headdress and gown as above, but with front facings in black

Honorary Doctorate of Laws (Hon LLD)

Gown	Cambridge (Doctor of Music) pattern, scarlet wool broadcloth, trimmed with blue-purple silk taffeta
Hood	Aberdeen pattern, outside shell of scarlet wool broadcloth, lined with blue-purple silk taffeta
Headdress	Tudor style in black velvet with red cord trim

Honorary Doctorate

Gown	Cambridge (Doctor of Music) pattern, scarlet wool, front facings and sleeve lining of black silk taffeta
Hood	Aberdeen pattern, outside shell of black wool, lined with silk taffeta in a solid colour with a one inch band of black velvet on the outside edge

HonDLitt: white	HonDMus: pink
HonDEd: blue	HonDSc: gold
HonDEng: orange	HonDSN: apricot
HonDFA: green	

Headdress	Tudor style in black velvet with red cord trim

Bachelors

Gown	traditional (Canadian) bachelor's style, in black
Hood	Aberdeen pattern (BA, BSc, and BEd, without neckband and finished with two cord rosettes; all others with mitred neckpiece), outside shell of silk taffeta in a solid colour, lined with identical material. Faculty colours are as follows:

BA: scarlet	BFA: green
BCom: burgundy	BMus: pink
BSc: gold	BSN: apricot
BEd: blue	BSW: citron
BEng: orange	LLB: blue-purple

Headdress	standard black cloth mortarboard with black silk tassel

Masters

Gown	traditional (Canadian) Master's style in black.
Hood	similar in design and colour to the respective bachelor's hoods, but with mitred neckpiece and a narrow band of black velvet one inch from edge of hood on the outside only. Others are:

MASc: orange	MPA: russet

Headdress	standard black cloth mortarboard with black silk tassel

Doctors

Gown	Cambridge style, black silk, front facings and sleeve linings of scarlet silk
Hood	Oxford Doctor's Burgon shape, shell of scarlet silk, lined with blue silk, border of gold silk
Headdress	black velvet mortarboard with red tassel fastened on left side

NOTE: On ceremonial occasions, participants without degrees wear the standard black undergraduate cap and gown as described above for bachelors.

Statistics

Enrollments

Figures for all faculties except Graduate Studies show the number of full-time undergraduate students (those registered in 12 units or more).

	2003/04	2004/05
Faculty of Business		
Second Year	20	7
Third Year	165	175
Fourth Year	198	202
Unclassified as to year	4	6
Total in Faculty	**387**	**390**
Faculty of Education		
Second Year	31	36
Third Year	175	174
Fourth Year	177	192
Fifth Year	270	236
Sixth Year	4	3
Unclassified as to year	1	1
Total in Faculty	**658**	**642**
Faculty of Engineering		
First Year	317	291
Second Year	278	248
Third Year	436	386
Fourth Year	406	383
Unclassified as to year	53	36
Total in Faculty	**1,490**	**1,344**
Faculty of Fine Arts		
First Year	212	208
Second Year	205	201
Third Year	207	206
Fourth Year	203	203
Unclassified as to year	10	8
Total in Faculty	**837**	**826**
Faculty of Human and Social Development		
First Year	13	11
Second Year	40	32
Third Year	201	205
Fourth Year	287	328
Unclassified as to year	3	1
Total in Faculty	**544**	**577**
Faculty of Humanities		
First Year	405	387
Second Year	474	401
Third Year	418	439
Fourth Year	360	396
Unclassified as to year	34	31
Total in Faculty	**1,691**	**1,654**
Faculty of Law		
First Year	105	101
Second Year	117	127
Third Year	106	108
Unclassified as to year	6	5
Total in Faculty	**334**	**341**
Faculty of Science		
First Year	417	493
Second Year	446	450
Third Year	417	460
Fourth Year	376	405
Unclassified as to year	9	8
Total in Faculty	**1,665**	**1,816**
Faculty of Social Sciences		
First Year	584	664
Second Year	697	719
Third Year	723	769
Fourth Year	627	631
Unclassified as to year	42	34
Total in Faculty	**2,673**	**2,817**
Total full-time undergraduates	**10,279**	**10,407**
Total part-time undergraduates	**5,777**	**5,494**
Total undergraduates	**16,056**	**15,901**
Faculty of Graduate Studies		
Full-time	2,019	2,045
Part-time	340	355
Total in Faculty	**2,359**	**2,400**
Grand Total	**18,415**	**18,301**

Full-Time Undergraduate and Graduate Students of Non-BC Origin

	2003/04	2004/05
Alberta	376	427
Manitoba	20	24
New Brunswick	4	4
Newfoundland	2	2
Northwest Territories	10	8
Nova Scotia	9	16
Nunavut	0	0
Ontario	346	379
Prince Edward Island	3	2
Quebec	16	17
Saskatchewan	39	44
Yukon	2	2
Other Countries	965	1,096
Total	**1,792**	**2,021**

Degrees Conferred in 2003-2004

BA	1227	BCom	173
BEd	235	BEng	184
BFA	116	BMus	58
BSc	694	BSN	272
BSW	134	LLB	122
MA	156	MASc	24
MBA	65	MEd	156
MEng	1	MFA	11
MMus	7	MN	5
MPA	31	MSc	88
MSW	6	PhD	68

Degrees Granted at the Colleges 2004

Okanagan

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Source: *University of Victoria Registration Statistics as of November 1, 2003*

Key Contacts at the University of Victoria

Executive and Administrative Officers

	Fax	Telephone
President: Dr. David H. Turpin	721-8654	721-7002
Chancellor: Dr. Ronald Lou-Poy	721-6223	721-8103
Chair, Board of Governors: Mr. Eric Donald	721-6223	721-8103
University Secretary and Secretary, Board of Governors and Senate: Ms. Julia Eastman	721-6223	721-8101
Vice-President Academic and Provost: Prof. Jamie Cassels	721-7216	721-7010
Vice-President Finance and Operations: Mr. Jack Falk	721-6677	721-7018
Vice-President Research: Dr. S. Martin Taylor	472-5477	721-7973
Vice-President External Relations: Ms. Faye Wightman	721-8961	721-7014
Associate Vice-President Academic: Dr. Jim Anglin	721-7216	721-7010
Associate Vice-President Academic Planning: Dr. Valerie Kuehne	721-7216	721-7012
Associate Vice-President Legal Affairs: Prof. Mary Anne Waldron	721-7216	472-4611
Associate Vice-President Research: Dr. Richard Keeler	721-8960	721-7971
Administrative Registrar: TBA	721-6225	721-8106
Office of Equity and Human Rights		
Director, Equity: Ms. Linda Sproule-Jones	721-8570	721-8486
Director, Human Rights: Ms. Cindy Player	472-4114	721-8488
Aboriginal Liaison Officer: Mr. William A. White	472-4952	721-6326
Dean of Continuing Studies: Dr. Wesley J. Koczka	472-4358	721-8456
University Librarian: Ms. Margaret Swanson	721-8215	721-8211

Academic Advising

Humanities, Science and Social Sciences Advising Centre: Dr. Michael C.R. Edgell, Director	462-5145	721-7567
Faculty of Business	721-7066	472-4728
Faculty of Education Advising Centre	721-7767	721-7877
Continuing Studies in Education: Director	721-6603	721-6192
Faculty of Engineering:		
BEng Programs		721-8678
BSENG Programs		721-6023
CSc Programs		721-7300
Fine Arts Advising Centre Ms. Anne Heinl	721-7748	472-5165
Faculty of Law: Ms. Janet Person, Ms. Vicki Simmons Admissions Officers	721-6390	721-8155

Graduate Advising:

Refer to individual academic department, under "Contact Information"

University Services

	Fax	Telephone
Accounting Services: Mr. Murray Griffith, Executive Director	721-6221	721-7029
Alumni Services: Mr. Don Jones, Director	721-6265	721-6000
University Archivist: Ms. Jane Turner	721-8215	721-8258
Athletics and Recreation: Mr. Clint Hamilton, Director	721-8956	721-8409
Bookstore: Mr. Jim Forbes, Manager	721-8553	721-8310
Career Services: Ms. Jennifer Margison, Manager	721-6220	721-8421
Child Care Services: Mr. Jack Lalonde, Manager	721-6591	721-6656
Computer Help Desk: Ms. Moira Glen, Supervisor	721-8778	721-7687
Computer Store: Mr. Kevin Burns, Supervisor	721-8124	721-8321
Computing and Systems Services: Mr. J. Morven Wilson, Chief Information Officer	721-8778	721-7649
Computing Instructional Technology and E-Learning Services: Mr. Michael Keating	721-6598	721-7671
Co-operative Education Programs: Dr. Elizabeth Grove-White, Executive Director	721-8996	721-8811
Counselling Services: Dr. Joseph A. Parsons, Manager	472-4443	721-8341
Development: Ms. Birgit Castledine, Director	721-8961	721-8755
Facilities Management: Mr. Gerald A. Robson, Executive Director	721-8999	721-7592
Family Centre Prof. Barbara Whittington, Faculty Coordinator	472-4669	472-4062
Graduate Admissions and Records: Ms. Angela Katahan, Director	721-6225	721-7975
Graduate Students' Society: President	721-6137	472-4543
Health Services: Dr. William H. Dyson, Director	721-6224	721-8492
Housing, Food and Conference Services: Mr. Gavin Quiney, General Manager	721-8930	721-8395
Human Resources: Mr. Peter Sanderson, Executive Director	721-8094	721-8031
Innovation and Development Corporation: Dr. Tim Walzak, President and CEO	721-6497	721-6500
Institutional Planning and Analysis: Mr. Tony Eder, Director	721-7213	721-8027
Interfaith Chaplains Services	472-4443	721-8338
Internal Audit: Mr. Andrew Cartwright, Director	721-8985	721-7039
International and Exchange Student Services: Mr. Pierre Laliberté, Manager	472-4443	721-6361
Language Centre: Mr. Scott Gerrity, Coordinator	721-8778	721-8294
Learning and Teaching Centre: Dr. Geraldine Van Gyn, Interim Director	721-6494	721-8571
Libraries: Ms. Margaret Swanson	721-8215	721-8211
Maltwood Art Museum and Gallery: Prof. Martin Segger, Director	721-8997	721-8298
Network Services: Mr. Ken Howard	721-8778	721-7659
Occupational Health and Safety Office: Mr. Richard Piskor, Manager	721-6359	721-8971
Office of International Affairs: Dr. Jim Anglin, Executive Director	721-6542	472-4644
Purchasing Services: Mr. Ken S. Babich, Manager	721-8327	721-8326
Security Services: Director	721-6627	721-6107
Services for Students with Disabilities: Ms. Laurie Keenan, Coordinator	472-4443	472-4947
Student Affairs and Orientation: Ms. Susan Corner, Coordinator	472-5440	472-4678
Student and Ancillary Services: Mr. David C. Clode, Executive Director	721-6610	721-8024
Student Awards and Financial Aid: Ms. Lori Nolt, Director	721-8757	721-8424
Student Recruitment Mr. Bruno Rocca, Manager	721-6225	721-8109
Students' Society Ombudsperson: Ms. Martine Conway		721-8357

	Fax	Telephone
Summer Studies		
Mrs. Liliane Morgan, Administrative Clerk	721-6225	721-8471
Telephone and Technical Services:		
Mr. Ken Howard, Manager	721-8778	721-7659
Undergraduate Admissions and Records		
Mr. David A. C. Glen, Associate Administrative Registrar	721-6225	721-8131
University Centre Farquhar Auditorium:		
Prof. Martin Segger, Director	721-8997	721-8298
University of Victoria Students' Society (UVSS):		
Resource Centre	472-4379	721-8368
UVic Communications:		
Bruce Kilpatrick, Director	721-8955	721-7638

Deans of Faculties

Business:		
Dr. Ali Dastmalchian, Dean	721-6613	721-6422
TBA, Associate Dean		
Continuing Studies:		
Dr. Wesley J. Koczka	472-4358	721-8456
Education:		
Dr. Budd Hall, Dean	472-5063	721-7757
Dr. Yvonne Martin Newcombe, Associate Dean	472-5063	721-7759
Engineering:		
Dr. D. Michael Miller, Dean	721-8676	721-8611
Dr. Fayez Gebali, Associate Dean	472-5323	721-8941
Fine Arts:		
Dr. Giles Hogya, Dean	721-7748	721-7755
Dr. John Celona, Associate Dean		
Graduate Studies:		
Dr. Aaron Devor, Dean	721-8957	721-7970
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Human and Social Development:		
Dr. Michael Prince, Acting Dean	721-7067	721-8050
Dr. Patricia Mackenzie, Acting Associate Dean		721-8051
Humanities:		
Dr. Andrew Rippin, Dean	721-7059	721-7063
Dr. Claire Carlin, Associate Dean	721-7059	721-7259
Law:		
Prof. Andrew Petter, QC, Dean	472-4299	721-8147
Prof. Cheryl Crane, Associate Dean	721-6390	721-8152
Science:		
Dr. Thomas Pedersen, Dean	472-5012	721-7062
Social Sciences:		
Dr. Peter Keller, Dean	472-4583	472-5058
Dr. Helena Kadlec, Associate Dean		472-4901

Department Chairs and Directors of Schools/Programs

Anthropology: Dr. Margot Wilson	721-6215	721-7049
Biochemistry and Microbiology:		
Dr. Claire G. Cupples	721-8855	721-7077
Biology: Dr. William Hintz	721-7120	721-7091
Business:		
Dr. David McCutcheon, Director, BCom Program		
Dr. Tim Craig, Director, Graduate Programs		
Chemistry: Dr. Thomas M. Fyles	721-7147	721-7150
Child and Youth Care: Dr. Sibylle Artz	721-7218	721-7979
Computer Science: Dr. Jon C. Muzio, Chair	721-7292	721-8631
Curriculum and Instruction:		
Dr. Deborah Begoray	472-4616	721-7886
Earth and Ocean Sciences: Dr. Kathryn Gillis	721-6200	721-6120
Economics: Dr. Joseph Schaafsma	721-6214	721-8531
Education:		
Elementary Teacher Education:		
Dr. Margaret Robertson	472-4641	721-7762
Secondary Teacher Education:		
Dr. Frederick I. Bell	472-4641	721-7866
Educational Psychology and Leadership Studies:		
Dr. Anne Marshall	721-6190	721-7799
Electrical and Computer Engineering:		
Dr. Panajotis Agathoklis, Acting Chair	721-6052	721-8618
English: Dr. Thomas Cleary	721-6498	721-7235
Environmental Studies: Dr. Eric Higgs	721-8985	721-7354
Film Studies: Dr. L. McLarty	721-7941	721-7940
French: Dr. Sada Niang	721-8724	721-7364
Geography: Dr. Dan Smith	721-6216	721-7325
Germanic and Russian Studies: Dr. Peter Golz	721-7316	721-6329
Greek and Roman Studies: Dr. I. E. Holmberg	721-8516	721-8528
Health Information Science: Dr. Andre Kushniruk	472-4751	721-8576
Hispanic and Italian Studies: Dr. Lloyd Howard	721-6608	721-7413
History: Dr. Eric W. Sager	721-8772	721-7381
History in Art: Dr. L. McLarty	721-7941	721-7940
Indigenous Governance: Dr. Taiaiake Alfred	472-4724	721-6440
Linguistics: Dr. Leslie Saxon	721-7423	721-7422
Mathematics and Statistics: Dr. Gary MacGillivray	721-8962	721-7436
Mechanical Engineering: Dr. V. Ismet Ugursal	721-6051	721-8900
Medical Sciences: Dr. Oscar G. Casiro	721-6882	721-6880
Medieval Studies: Dr. Catherine Harding	472-4748	721-6271
Music: Dr. Gerald King	721-6597	721-7903
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Philosophy: Dr. James O. Young	721-7511	721-7509
Physical Education: Dr. Doug Nichols	721-6601	721-8376
Physics and Astronomy: Dr. J. Michael Roney	721-7715	721-7698
Political Science: Dr. Colin J. Bennett	721-7485	721-7495
Psychology: Dr. Catherine A. Mateer	721-8929	721-7522
Public Administration: Dr. Evert Lindquist	721-8849	721-8056
Social Work: Dr. Leslie Brown	721-6228	721-6275
Sociology: Dr. Douglas Baer	721-6217	721-7581
Software Engineering: Dr. Hausi Müller	721-7292	721-7630
Studies in Policy and Practice:		
Dr. Michael Prince	721-7067	721-8051
Theatre: Prof. Brian Richmond	721-6596	721-8591
Visual Arts: Professor Daniel Laskarin	721-6595	721-8010
Women's Studies: Dr. Sikata Banerjee	721-7210	721-6158
Writing: Professor Lorna Crozier	721-6602	721-7306

Directors of Centres and Institutes

BC Institute for Co-operative Studies:		
Dr. Ian MacPherson	472-4541	472-4540
Centre for Addictions Research:		
Dr. T. Stockwell	472-5321	472-5305
Centre for Advanced Materials and Related Technology (CAMTEC):		
(c/o Electrical and Computer Engineering)	721-6052	721-8685
Centre for Asia Pacific Initiatives (CAPI):		
Dr. Richard King	721-3107	721-7020
Centre for Biomedical Research:		
Dr. Ben Koop	472-4075	472-4067
Centre for Earth and Ocean Research (CEOR):		
Dr. Ross Chapman	472-4100	721-8848
Centre for Forest Biology: Dr. Barbara Hawkins	721-6611	721-7119
Centre for Global Studies:		
Dr. Gordon Smith	472-4830	472-4990
Centre for Health Promotion:		
Dr. Marcia Hills	472-4836	472-4102
Centre for Studies in Religion and Society (CSRS):		
Dr. Conrad Brunk	721-6234	721-6325
Centre for Youth and Society:		
Dr. Bonnie Leadbeater		721-7523
Centre on Aging (COAG): Dr. David Hultsch	721-6499	721-6369
Institute for Dispute Resolution:		
Prof. Maureen Maloney	721-6607	721-8777
Institute for Integrated Energy Systems (IESVic):		
Dr. Ned Djilali	721-6323	721-6295
Laboratory for Automation, Communication, and Information Systems Research (LACIR):		
Dr. Colin Bradley	721-6632	721-7297

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Department	Building	Location
Aboriginal Liaison Office	Sedgewick "C" Wing	B-3
Academic Booking	University Centre	C-3
Accounting	University Centre	C-3
Addictions Research BC	Technology Enterprise Facility	C-3
Administrative Registrar	University Centre	C-3
Admission Services	University Centre	C-3
Admission Services (Law)	Fraser	A-3
Advancement Services	Alumni House	E-4
Advising Centre for Humanities, Science and Social Sciences	University Centre	C-3
Aging, Centre on	Sedgewick "A" Wing	B-3
Alumni Relations	Alumni House	E-4
Anthropology	Cornett	B-3
Asia-Pacific Initiatives	Fraser	A-3
Athletics and Recreation	McKinnon	C-2
B.C. Institute for Cooperative Studies	University House 2	E-4
Biochemistry and Microbiology	Petch	C-4
Biology	Cunningham	C-4
Biomedical Research	Petch	C-4
Board of Governors (Chair)	Business and Economics	B-3
Bookings (Academic and Non-academic)	University Centre	C-3
Bookstore	Campus Services	C-2
Business (Dean's Office)	Business and Economics	B-3
CFUV Radio	Student Union	D-3
Campus Security Services	Campus Security	D-2
Campus Shop	Campus Services	C-2
Canadian Centre for Climate Modelling and Analysis	Stewart Complex	A-1
Canadian Institute for Climate Studies	Saunders Annex	D-1
Career Services	Campus Services	C-2
Ceremonies and Special Events	Sedgewick "B" Wing	B-3
Chancellor	Business and Economics	B-3
Chapel Bookings	University Centre	C-3
Chaplains Office	Campus Services	C-2
Chemistry	Elliott	C-4
Child and Youth Care	Human and Social Development	B-3
Child Care Services	Child Care Complex	E-2
Cinecenta Theatre	Student Union	D-3
Community Health Promotion Research	University House #3	E-4
Computer Science	Engineering Office Wing	C-4
Computer Store	Clearihue	C-3
Computing and Systems Services	Clearihue	C-3
Computing Services	Clearihue	C-3
Computing User Services	Clearihue	C-3
Conference Services	Craigdarroch Office Building	D-3
Continuing Studies	Continuing Studies Building	C-2
Co-operative Education Program	University Centre	C-3
Co-op Japan Program	University Centre	C-3
Counselling Services	Campus Services	C-2
Curriculum and Instruction	MacLaurin	B-4
Development	Alumni House	E-4
Dispute Resolution, Institute for	Fraser	A-3
Earth and Ocean Research	Petch	C-4
Earth and Ocean Sciences	Petch	C-4
Economics	Business and Economics	B-3
Education (Dean's Office)	MacLaurin	B-4
Educational Psychology and Leadership Studies	MacLaurin	B-4
Electrical and Computer Engineering	Engineering Office Wing	C-4
Engineering Co-op	Engineering Office Wing	C-4
Engineering (Dean's Office)	Engineering Office Wing	C-4
English	Clearihue	C-3
English Language Centre	University House 3	E-4
Environmental Health – Biology	Petch	C-4
Environmental Studies	Sedgewick "C" Wing	B-3
Equity and Human Rights Office	Sedgewick "C" Wing	B-3
Facilities Management	Saunders	D-2
Faculty Association	University Centre	C-3
Faculty Club (see University Club)	University Club	A-3
Farquhar (Hugh) Auditorium	University Centre	C-3
Fine Arts (Dean's Office)	Fine Arts Building	A-4
Forest Biology, Centre for	Cunningham	C-4
French	Clearihue	C-3
Geography	Cornett	B-3
Germanic and Russian Studies	Clearihue	C-3
Global Studies, Centre for	Sedgewick "C" Wing	B-3
Government and Community Relations	University Centre	C-3
Graduate Admissions and Records	University Centre	C-3
Graduate Students' Society	Halpern Centre	D-2
Graduate Studies	University Centre	C-3
Greek and Roman Studies	Clearihue	C-3
Health Information Science	Human and Social Development	B-3
Health Services	Petersen Health Centre	E-4
Hispanic and Italian Studies	Clearihue	C-3
History	Clearihue	C-3
History In Art	Fine Arts Building	A-4
Housing, Food and Conference Services	Craigdarroch Office Building	D-3
Human and Social Development (Dean's Office)	Human and Social Development	B-3
Human Resources	Sedgewick "B" Wing	B-3
Humanities (Dean's Office)	Clearihue	C-3
Humanities Computing and Media Centre	Clearihue	C-3
Indigenous Governance Program	Human and Social Development	B-3
Innovation and Development Corporation	R Building	C-1
Institute of Aboriginal People's Health	Saunders Annex	D-1
Institutional Planning and Analysis	Business and Economics	B-3
Integrated Energy Systems, Institute for	Engineering Office Wing	C-4
Internal Auditor	University Centre	C-3
International and Exchange Services	University Centre	C-3
International Affairs	Business and Economics	B-3
LACIR (BC Advanced Systems Institute)	Engineering Office Wing	C-4
Lam (David) Auditorium	MacLaurin	B-4
Law (Dean's Office, Admissions)	Fraser	A-3
Law Library (Diana M. Priestly)	Fraser	A-3
Learning and Teaching Centre	Centre for Innovative Teaching	B-3
Library	McPherson Library	C-3
Linguistics	Clearihue	C-3
Mail and Messenger Services	Saunders Annex	D-1
Malahat Review	Sedgewick "C" Wing	B-3
Maltwood Art Museum and Gallery	University Centre	C-3
Mathematics and Statistics	Clearihue	C-3
Mechanical Engineering	Engineering Office Wing	C-4
Medical Sciences	Medical Sciences Building	B-4
Medieval Studies	Clearihue	C-3
Music	MacLaurin Music Wing	B-4
National Coaching Institute	S Building	C-1
National Research Council	R Building	C-1
Network Services	Clearihue	C-3
Nursing	Human and Social Development	B-3
Nova Project	Medical Sciences Building	B-4
Occupational Health and Safety	Sedgewick "B" Wing	B-3
Ombudsperson	Student Union	D-3
Pacific and Asian Studies	Clearihue	C-3
Philosophy	Clearihue	C-3
Phoenix Theatre Box Office	Phoenix Theatre	A-4
Physical Education	McKinnon	C-2
Physics and Astronomy	Elliott	C-4
Political Science	Cornett	B-3
President	Business and Economics	B-3
Printing and Duplicating Services	Saunders Annex	D-1
Psychology	Cornett	B-3
Public Administration	Human and Social Development	B-3
Purchasing Services	Saunders Annex	D-1
Records Services	University Centre	C-3
Reserach Services	University Centre	C-3
Resource Centre for Students with a Disability	Campus Services	C-2
Science (Dean's Office)	Elliott	C-4
Social Sciences (Dean's Office)	Cornett	B-3
Social Work	Human and Social Development	B-3
Sociology	Cornett	B-3
Software Development	Clearihue	C-3
Student and Ancillary Services	University Centre	C-3
Student Awards and Financial Aid	University Centre	C-3
Student Recruitment	University Centre	C-3
Students' Society	Student Union	D-3
Studies in Religion and Society	Sedgewick "B" Wing	B-3
Summer Studies	University Centre	C-3
Telephone and Technical Services	Clearihue	C-3
Theatre	Phoenix	A-4
University Centre Auditorium (Hugh Farquhar)	University Centre	C-3
University Club of Victoria	University Club	A-3
University Secretary	Business and Economics	B-3
UVic Communications' Services	Sedgewick "C" Wing	B-3
UVic Retirees' Association	Business and Economics	B-3
UVic Students' Society	Student Union Building	D-3
Vice-President Academic and Provost	Business and Economics	B-3
Vice President Development and External Relations	Alumni House	E-4
Vice President Finance and Operations	Business and Economics	B-3
Vice-President Research	Business and Economics	B-3
Visual Arts	Visual Arts	A-4
Women's Studies	Clearihue	C-3
Writing	Fine Arts Building	A-4
Young, Phillip T. Auditorium/ Recital Hall	MacLaurin Music Wing	B-4
Youth and Society	MacLaurin	B-4