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**
   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
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 seeks 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.


Schedule of Classes (Timetable)
The schedule of graduate classes for the Winter Session is available from the WebTimetable (WebIT), 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...
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 CanNet. A modern pod 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
Computing 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 full 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: Imorgan@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: Imorgan@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 (WUA), 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
(Sep–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

2005–06 UVIC CALENDAR

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/daycare

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, note-taking, 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 their 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 newfound 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. Conveniences 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: hfc.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)

Organic coffees, homemade soups, sushi, stir-fry, bar, fruit smoothies

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 & Bites 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.
**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 linens for each student. 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 U Vic.

**Housing Rates**

<table>
<thead>
<tr>
<th>Room Type</th>
<th>Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single room with</td>
<td>$1000/term</td>
</tr>
<tr>
<td>starter meal plan</td>
<td>$2895/term</td>
</tr>
<tr>
<td>Double room with</td>
<td>$2540/term</td>
</tr>
<tr>
<td>starter meal plan</td>
<td>$2540/term</td>
</tr>
</tbody>
</table>

**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.

**Residence Contract**
- 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.

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**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

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2005-06 UVIC CALENDAR

* 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.

**General Information**
GENERAL INFORMATION

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.ies.uvic.ca
E-mail: ies@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.ies.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: infoccsd@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 dayplanners/handbooks and Studentsaver
• Food services: Health Food Bar, Inner Action Juice Bar, International Grill, Bean There coffee shop, Munchie Bar
• Felicita’s Pub
• Cineclaire movie theatre
• Zap Copy Shop
• SUB Text 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

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.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.

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**2005-06 UVIC CALENDAR**

**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 volunteering opportunities, contact the Alumni Services Office, Alumni House.

**GENERAL INFORMATION**
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: wmmwhite@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.
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
Taufun Ince

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 of Graduate Studies Programs

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<tr>
<th>Department</th>
<th>Master's</th>
<th>PhD</th>
<th>Co-op</th>
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<tr>
<td>Anthropology</td>
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<td>Biochemistry and Microbiology</td>
<td>MSc</td>
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<td>Biology</td>
<td>MSc</td>
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<td>Business</td>
<td>MBA, MBA/LLB</td>
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<td>Chemistry</td>
<td>MSc</td>
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<td>Child and Youth Care</td>
<td>MA</td>
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<td>Computer Science</td>
<td>MA, MSc</td>
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<td>Curriculum and Instruction</td>
<td>MA, MEd</td>
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<td>Dispute Resolution</td>
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<td>Earth and Ocean Sciences</td>
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<td>Economics</td>
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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.
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 formal 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 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's 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.

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 interdisciplinary degree will be offered at master's and doctoral levels and have a grade point average entrance requirement of 7.0 (A-).

Applicants for interdisciplin ary 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 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) Directed Studies
- DEPT 596: (1.5-4.5) Team Graduating Report/Project (non-thesis option)
- DEPT 597: (0) Comprehensive Examination (non-thesis option)
- DEPT 598: (1.5-4.5) Individual Graduating Report/Project (non-thesis option)
- DEPT 599: (6.0-15.0) Thesis

Doctoral Programs
- DEPT 680: (1.5-3.0) Directed Studies
- DEPT 699: (30.0-45.0) 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 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.

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**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+).

**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/grad>.

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. Students are advised to consult the guidelines for pre-registration of graduate courses before registering.

**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
**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 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. 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 the 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.
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.

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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/%7Eezzysyst01/grdoc.html>. A

FACULTY OF GRADUATE STUDIES
FACULTY OF GRADUATE STUDIES

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 advisor.

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 mentioned in 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 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.
b) 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): TheAnimal 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 23) 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 practice; 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 examinations 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/Dean 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.

<table>
<thead>
<tr>
<th>Passing Grades</th>
<th>Grade Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ ..............</td>
<td>9</td>
</tr>
<tr>
<td>A+ ..............</td>
<td>8</td>
</tr>
<tr>
<td>A+ ..............</td>
<td>7</td>
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<td>B+ ..............</td>
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<td>B+ ..............</td>
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<td>B- ..............</td>
<td>4</td>
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<tr>
<td>C+ ..............</td>
<td>3</td>
</tr>
<tr>
<td>C+ ..............</td>
<td>2</td>
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<tr>
<td>D ................</td>
<td>1</td>
</tr>
<tr>
<td>*COM ................</td>
<td>N/A Complete</td>
</tr>
</tbody>
</table>

Temporary Grades

*INC .............. N/A Incomplete
*INC .............. N/A In Progress
CIG ................ 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.

*NP: 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 INC within two months of the end of term; for dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INC 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.
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 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, 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, 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 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.

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. 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 procedures 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://www.uvic.ca/grad>.

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 course credits 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 6 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 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 Information 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

### 2005-06 UVIC CALENDAR

#### Fees for Graduate Students

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate application fee</td>
<td>$75.00</td>
</tr>
<tr>
<td>Acceptance deposit (not required for all programs)</td>
<td>$100.00</td>
</tr>
<tr>
<td>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</td>
<td>$50.00</td>
</tr>
<tr>
<td>Domestic Tuition</td>
<td>$1468.00</td>
</tr>
<tr>
<td>Half fee installment</td>
<td>$734.00</td>
</tr>
<tr>
<td>Non-degree, per unit</td>
<td>$583.00</td>
</tr>
<tr>
<td>Graduate reregistration fees, per term until maximum completion limits</td>
<td>$583.00</td>
</tr>
<tr>
<td>Program extension</td>
<td>$468.00</td>
</tr>
<tr>
<td>Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above)</td>
<td>$553.50</td>
</tr>
<tr>
<td>On-leave</td>
<td>$250.00</td>
</tr>
<tr>
<td>Athletics/Recreation—per term (on-campus and local only)</td>
<td>$63.00</td>
</tr>
<tr>
<td>Graduate Students’ Society—per term</td>
<td>$517.50</td>
</tr>
<tr>
<td>Graduate Students’ Society—per co-op work term</td>
<td>$25.88</td>
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<tr>
<td>GSS Extended Health Care Plan</td>
<td>$150.00</td>
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<tr>
<td>on year (single coverage)</td>
<td>$100.00</td>
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<tr>
<td>8 month pro-rated fee</td>
<td>$125.00</td>
</tr>
<tr>
<td>Dental Care Plan—per year</td>
<td>$56.00</td>
</tr>
<tr>
<td>on year (single coverage)</td>
<td>$185.00</td>
</tr>
<tr>
<td>8 month pro-rated fee</td>
<td>$25.00</td>
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<tr>
<td>U-Pass Bus Pass</td>
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<td>Program extension</td>
<td>$174.00</td>
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<tr>
<td>Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above)</td>
<td>$658.70</td>
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<td>On-leave</td>
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<td>U-Pass Bus Pass</td>
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#### International Tuition

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
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<tbody>
<tr>
<td>Full fee installment</td>
<td>$1747.00</td>
</tr>
<tr>
<td>Half fee installment</td>
<td>$873.50</td>
</tr>
<tr>
<td>Non-degree, per unit</td>
<td>$695.60</td>
</tr>
<tr>
<td>Graduate reregistration fees, per term until maximum completion limits</td>
<td>$695.60</td>
</tr>
<tr>
<td>Program extension</td>
<td>$1747.00</td>
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</table>

#### MBA Program Fees

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<tbody>
<tr>
<td>Acceptance deposit—Business</td>
<td>$400.00</td>
</tr>
<tr>
<td>Deferred entry (allowed only once)</td>
<td>$200.00</td>
</tr>
<tr>
<td>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.</td>
<td>$600.00</td>
</tr>
</tbody>
</table>

#### MBA Domestic Tuition, per term

<table>
<thead>
<tr>
<th>Fee Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full fee installment</td>
<td>$3333.40</td>
</tr>
<tr>
<td>Half fee installment</td>
<td>$1666.70</td>
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</tbody>
</table>
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
MA 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 installation .......................... $4000.00
MSc Health Informatics (web-based program) International Tuition
Full fee installation .......................... $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 register ................................ $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 examinee 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 at least one of theses 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 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 EducationCoordinator 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 Programs. 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 term.

work terms for the student

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.

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).

4. If the student is not satisfied with the decision 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.
## Graduate Programs

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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, B.C. V8W 2Y2
Canada

Faculty Members and Areas of Research

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

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

William H. Alkire, PhD (Illinois), Professor Emeritus
Archaeology: Paleoanthropology, ancient hominid societies, hunter-gatherers, methodology, and theory, Western Eurasia, Mediterranean, Inner Asia

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

January 19, 2005

Faculty Members and Areas of Research

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

N. Ross Cranmore, PhD (Arizona), Professor Emeritus
Ethnology: symbolic anthropology, mythology, peasantry, culture change, Latin America, South America, South Asia, Africa

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

The 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 archaeological 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 Greskew 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 subdisciplines 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

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 thesis to 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, many core 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
- 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

**Thesis**

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 thesis to 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.

**Co-operative Education**

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

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**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

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**2005-06 UVIC CALENDAR**

- 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.

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**GRADUATE PROGRAMS**
GRADUATE PROGRAMS

Chair: Dr. Claire Cupples
Website: http://web.uvic.ca/biochem/
Fax Number: ................................250-721-8855
Telephone Number:.....................250-721-7077
E-mail: biocgsec@uvic.ca
Courier Address: Victoria, B.C. V8W 3P6
Petch Building, Room 207

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 MIRC 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.

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 those 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.

Financial Support
$18,000 per annum minimum from a combination of TAships, internal and external scholarships and supervisor’s research grants.

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

Program Requirements

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.

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 chick heart 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)

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; biotechnological 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)
Immunoochemistry 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 epitopes 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.

Visiting students receive a passing mark for their own seminar.
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://www.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: 250-721-7091
Graduate Secretary: Eleanor Floyd
E-mail: elfloyd@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

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 referred 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.

GRADUATE PROGRAMS

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 gastulation 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. Capples, PhD (Toronto)
Cardiovascular and renal physiology
Johan de Boer, PhD (Amsterdam)
Molecular biology
Kerry R. Delaney, PhD (Princeton)
Neuropsychology, synaptic physiology, calcium imaging and dendritic processing
John E. Dower, PhD (Victoria)
Molecular biology
Donald S. Eastman, PhD (Brit Col)
Biological oceanography and marine biology, zooplankton and larval fish ecology
Abul K.M. Ekramaddoullah, PhD (McGill)
Molecular and population genetics 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
**GRADUATE PROGRAMS**

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. Tunnichiffe, 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 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 guaranteed 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 inquiries 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 coursework.

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 degree research 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 addition 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: t craig@business.uvic.ca
  - Phone: 250-721-6400
  - Graduate Adviser: Pat Elemanis
  - E-mail: pelemans@uvic.ca
  - Phone: 250-472-4447
  - Graduate Secretary: Katie Jacobs
  - E-mail: mbasec@business.uvic.ca
  - Phone: 250-721-6058

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## 2005-06 UVIC CALENDAR

**Faculty Members and Areas of Research**

**Ali Dastmalchian, 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 Buckwald, 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)**
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)**
Comparative management

**Terry Huston, PhD (Pittsburgh)**
Entrepreneurship, expert information processing theory, strategy, business and society, transition cognition theory

**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
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 531 (1.5) Issues in Service Technology and HR Management
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) 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 weeks 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 May 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)

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.

2005-06 UVIC CALENDAR
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

Faculty Members and Areas of Research

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 Veghel, 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 III mass spectrometer system with EI/CI/FAB sources, GC/MS interface with autosampler
- a Finnegan DSO mass spectrometer with solid probe inlet
- a Micromass Q-Tof micro electro spray 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 spectograph
- 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/Tisapphire) 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 08920)
- a Jasco 720 circular dichroism spectrometer
- a fluorimeter with near IR capability (Edinburgh Instruments FLS920)
- a Vecco Atomic Force Microscope (AFM)
- a Vecco 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/MS 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>.

- a wide variety of liquid and gas chromatographs
- stopped flow apparatus
- several gloveboxes for handling air and moisture sensitive materials

- a wide variety of liquid and gas chromatographs
- stopped flow apparatus
- several gloveboxes for handling air and moisture sensitive materials
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.

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 months 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**

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (CHEM 509)</td>
<td></td>
</tr>
<tr>
<td>Discussion (CHEM 670 or 680)</td>
<td></td>
</tr>
<tr>
<td>Graduate lecture courses</td>
<td></td>
</tr>
<tr>
<td>Thesis (CHEM 599)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

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 PÁDRE 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 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**

<table>
<thead>
<tr>
<th>Course Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Seminar (CHEM 509)</td>
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<tr>
<td>Graduate lecture courses</td>
<td></td>
</tr>
<tr>
<td>Thesis (CHEM 699)</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>33</td>
</tr>
</tbody>
</table>

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.
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  
Human & Social Development Building  
B102a  
3800 Finnerty Road (Ring Road)  
Victoria BC V8P 5C2  
Canada

**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 Arzt, PhD (Victoria)**  
Ways of knowing, school-based violence, violence prevention, gender issues and girls who use violence

**Jessica Bell, 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 directed 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:
- 12 or 13.5 units of core courses
- 7.5 or 9 units (respectively) of electives

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 541</td>
<td>Historical and Contemporary Theoretical Perspectives in Child and Youth Care</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>CYC 543</td>
<td>Qualitative Research Methods</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>CYC 545</td>
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<td>1.5</td>
<td></td>
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<tr>
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<td>1.5</td>
<td></td>
</tr>
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</table>

The School of Child and Youth Care offers a Master of Arts in Child and Youth Care for professionals 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

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<td>1.5</td>
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</tbody>
</table>

2005-06 UVIC CALENDAR

Program Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 541</td>
<td>Models and Strategies for Child and Youth Care Intervention</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>CYC 562</td>
<td>Special Topics in Child and Youth Care</td>
<td>1.5 or 3.0</td>
<td></td>
</tr>
<tr>
<td>CYC 564</td>
<td>Specialized Practicum in Child and Youth Care</td>
<td>1.5 or 3.0</td>
<td></td>
</tr>
<tr>
<td>CYC 565</td>
<td>Child and Adolescent Development in Context</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>CYC 566</td>
<td>Implementing the UN Convention on the Rights of the Child</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>CYC 567</td>
<td>Directed Studies in Child and Youth Care</td>
<td>1.5 or 3.0</td>
<td></td>
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</tbody>
</table>

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
oppressed or marginalized. The courses address ties or populations that have been historically committed to addressing issues related to community and national 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.

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**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 (North 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 combinatorial 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

Kat Wu, PhD (Alberta)
Computer networks, wireless and mobile networking, network security

Adjunct and Cross-Listed Appointments

Jan 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.

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 only 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 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>.

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/engcoop/>.
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 SnC
Victoria, BC V8W 3N4
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: dбегорай@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 (UNL V)
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

2005-06 UVIC CALENDAR

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. Siveley, EdD (British Columbia)
Science education, environment education, marine education, curriculum development, metaphorical thinking, qualitative research methodologies

Maira 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. Zuck, 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
GRADUATE PROGRAMS

- 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 qualify 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.

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 seeking 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/MA.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 Discourses 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 students’ 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

**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 curriculum, 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 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 V8V 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

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.
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: 250-721-5133

Faculty Members and Areas of Research

Thomas E. Pedersen, PhD (Edin), FRSC, Professor and Dean of Science
Sedimentary geochemistry, paleoceanography, and paleoceanography, aquatic chemistry, geochemistry of submerged mine wastes.
GRADUATE PROGRAMS

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 Tunnucilje, 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 isocopic 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.ucalgary.ca/gras/>. 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 or can be completed online at <http://web.ucalgary.ca/gras/2>. A statement of research interests should be submitted with the completed application.

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 13th for admission in September of the same academic year.

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 13th for admission in September of the same academic year.

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
Phone Number: 250-721-8532
Fax Number: 250-721-6214
Website: http://web.uvic.ca/econ/grad/
Chair: Joseph Schaafsma
Email: schaafsma@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
Katovitz, 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 (Queens)
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 570 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 economic 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.
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 (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.

**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.
Faculty and Areas of Research

John O. Anderson, PhD (Alberta)
EducaIonal measurements and evaluations

Daniel 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)
Peering 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.

Psychology (Measurement and Evaluation) – The programs in Educational psychology provide opportunities for 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. Candi-
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/epks/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.

**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 the 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 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
- ED-D 505 (1.5) Basic Concepts in Human Development
- 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
- 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).

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**Program Requirements**
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 (1.5) Independent Research Work

Other Courses: 4.5 to 10.5 units, chosen from other appropriate sections of the Department of Educational Psychology and Leadership Studies (i.e., Counselling, Learning and Development, and Special Education); 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.

**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
  - ED-D 561 (1.5) Methods in Educational Research

- 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
  - ED-CI 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...
GRADUATE PROGRAMS

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: 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
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Telephone Number..................250-721-8610
Fax Number................................250-621-6052
Website: http://www.ece.uvic.ca
Chair: TBA
Graduate Adviser: Dr. Jens Bornemann
E-mail: gradadviser@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
Panagiotis Agathoklis, Dr ScTech (Swiss Fed Inst of Tech)
Digital signal processing; multidimensional systems; control systems
Smail 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-photonic devices
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
Christos Papadopoulos, PhD (Brown)
Nanotechnology: carbon nanotube devices and physics; electronic transport in nanostructures; synthesis and properties of nanomaterials; molecular devices
Daler N. Rakhatmatov, 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

MSc, MEng and PhD in Engineering.

2005-06 UVIC CALENDAR

Graduate Programs
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 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 through 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: <http://www.ece.uvic.ca> 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 a 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:
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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

Lake 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, multiculturism, diasporic literature, and postmodernism; literary, feminist, pedagogical and postcolonial theory; race studies, sexuality, modernity and the Enlightenment; life writing; film

Arnold Kelley, 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 Kuch, 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

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSPT 500 courses (two)</td>
<td>3.0</td>
</tr>
<tr>
<td>Introduction to Bibliography and</td>
<td></td>
</tr>
<tr>
<td>Methods of Research (ENGL 500)</td>
<td>1.5</td>
</tr>
<tr>
<td>Other English Graduate courses (four)*</td>
<td>6.0</td>
</tr>
<tr>
<td>Thesis (ENGL 599)</td>
<td>7.5</td>
</tr>
<tr>
<td>Total</td>
<td>18.0</td>
</tr>
</tbody>
</table>

* CSPT 500 or CSPT 590 may be substituted for these courses. ENGL 502 (Teaching Literature and Composition) may be taken as one of these courses.

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.

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.

Master's Non-Thesis Option

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:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Bibliography and</td>
<td></td>
</tr>
<tr>
<td>Methods of Research (ENGL 500)</td>
<td>1.5</td>
</tr>
<tr>
<td>Other English Graduate courses (seven)</td>
<td>10.5</td>
</tr>
<tr>
<td>Master's Essay (ENGL 598)</td>
<td>3.0</td>
</tr>
<tr>
<td>Total</td>
<td>15.0</td>
</tr>
</tbody>
</table>

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
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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 Hérité, D de lIle 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 from 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.

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 Gutherle, PhD (Täbingen)
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 Alfarò, PhD (Simon Fraser)
Quantifying pest damage to forests of British Columbia, genetic resistance to pests
Barry R. Bonsal, PhD (Saskatchewan)
Climatology, Western Canada

2005-06 UVIC CALENDAR

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)
Geomorphometry, 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. Kacera, PhD (Washington)
GIS: Information modelling; temporal information
Theodore McCormick, 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
Gentz Schuerholz, PhD (Freiburg)
Wildlife and protected areas management
Sandra E. Smith, PhD (Victoria)
Water resources
Mark W. Sandheim, 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
**GRADUATE PROGRAMS**

**Eileen Van der Flier-Keller, PhD (Western)**
Sedimentology, geochemistry, marine depositional environments, coal geology

**William Wagner, PhD (Victoria)**
Forest resources management

**Stephan A. Wolfe, PhD (Guelph)**
Aeolian geomorphology

**Michael Walder, PhD (Waterloo)**
Remote sensing, spatial statistics forest inventory, GIS, LIDAR

**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.

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**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 cultural 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

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P.O.Box 3045
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Canada

Fax Number: 250-721-7319
E-mail: geru@uvic.ca
Website: http://www.uvic.ca

**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)
History of the German Language; Germans in B.C.; Curriculum Studies; GDR Literature, Theory, and Prose

Peter Götz, PhD (Queen’s)
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.

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**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

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

**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

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**2005-06 UVIC CALENDAR**

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 its own 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 of $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...
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 Pratt, 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 (Britain)
- 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
- 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 Macle, 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 SYNPRES 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, UBC
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 (HIINF) 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 educational 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 workplace 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 units of course work, including a major project. It consists of graduate level online HI courses from within the School, as well as online elective courses from partner institutions at UBC, UA and UC.

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 HINF 580 for 1.0 unit and HINF 598 for 3.0 units.
2. Through a recent collaborative e-learning initiative by OLI, 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 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 (1.5) Research Design: Critical Appraisal of Information (Spring term)
- ADMN 502B (1.5) Statistical Analysis (Fall term)
- EDCI 560 (1.5) Learning in Higher Education
- EDI-D567 (1.5) Single Case Research
- SOCI 510 (1.5) Quantitative Methods (requires prerequisite)
- SOCI 511 (1.5) Research Design (requires prerequisite)
- SOCI 515 (1.5) Qualitative Research Methods (requires prerequisite)

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: Clinical Decision Support Systems
- 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; HINF 598 or HINF 599 (project or thesis); HINF 503; HINF 510, 550, 590; Electives

**Year 2:**
- HINF 598 or 599, HINF 515, 570, 591; Electives
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 American 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 Andrchuk, 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 plantcurs, Spanish poet painters (1525-1650), Italian poetry 1300-1650, pettearchism in Spain and Italy, Hispanic Italian links in poetry (Montalvo), literature and the arts

Dan Russek, PhD (Chicago)
Modern and contemporary Latin American literature, culture and visual arts

Degres 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, the Department of Hispanic and Italian Studies also requires a statement of research interest.

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.

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: easager@uvic.ca
Phone: 250-721-7381
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; cooperative 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 Viber, DPhil (Oxford)  
British colonial and Canadian history; gender, race and cultural history

Wendy Wickwire, PhD (Wesleyan)  
Oral history; First Nations history

Paul R. 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, 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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Thesis</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**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 advisor. 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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
</tr>
<tr>
<td>HIST 550</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical Field Courses</td>
<td>3.0</td>
</tr>
<tr>
<td>Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Research Paper</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

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. Field 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)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
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<tr>
<td>Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Field Course or Topical Field Course</td>
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</tr>
<tr>
<td>Thesis</td>
<td>30.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37.5</strong></td>
</tr>
</tbody>
</table>

**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.

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**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: lmcarty@finearts.uvic.ca
phone: 250-721-7940
Graduate Adviser: Dr. Astri Wright
email: astri@finearts.uvic.ca
phone: 250-721-7940
Graduate Secretary: Darlene Pouliot
department@finearts.uvic.ca
phone: 250-721-7942
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 15.5 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 in their first Summer Session.

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.

2005-06 UVIC CALENDAR
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 study 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 599 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, IGOV 530, IGOV 540, and IGOV 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.
**GRADUATE PROGRAMS**

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.

- Intellectual property, technology, international technology transfer, telecommunications, trade, Asia-Pacific issues.

Rebecca Johnson, SJD (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. Kilsyune, LLM (Osgoode Hall).
- Employment law, labour law, collective agreements law, contracts.

Ivester 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. McCorman, 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).
- Restitution, 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. Petten, Q.C, LLM (Cantab).
- Constitutional law, civil liberties, legislative and regulatory processes.

Martha O’Brien, LLM (Universite Libre de Brussels).
- 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 Tollefsen, LLM (Osgoode Hall).
- Environmental law and policy, enforcement and international trade, environmental/resource management and Aboriginal rights, forest law and policy, coastal zone management, legal and legal education.

James Tully, PhD (Cantab).
- Contemporary legal history, 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:
- Two core graduate seminars designed to introduce students to fundamental research questions and methodologies;
- 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;
- Graduate courses offered by our strong partner faculties; and
- 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/](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 requirement 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 transfer to the PhD if successful, by transferring 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

- 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

**Faculty Members and Areas of Research**

Sonja Bird, PhD (Arizona)
- Phonetics and phonology interface; Algonquian languages; Athabaskan languages

Barry E. Carlson, PhD (California, San Diego)
- Theoretical phonology and morphology; Japanese; language revitalization; Slavic languages

John H. Eising, PhD (Edinburgh)
- Articulatory and auditory phonetics; sociolinguistics; second language acquisition

Suzanne Gessner, PhD (British Columbia)
- Phonology; morphology; syntax; Athabaskan/Dene languages; language revitalization

Thomas E. Hukari, PhD (Washington)
- Grammatical theory; syntax; morphology; Salish languages

Joseph F. Kess, PhD (Hawaii), FRSC
- Theoretical morphology; second language acquisition

Hua Lin, PhD (Victoria)
- Chinese linguistics; phonology; applied linguistics; second language acquisition

Tadao Miyamoto, PhD (Victoria)
- Writing systems; psycholinguistics; neurolinguistics

Hossein Nassaj, PhD (Toronto)
- Applied linguistics; second language acquisition; discourse analysis; second language literacy

Judith Nybvek, PhD (Victoria)
- Canadian English; English grammar; sociolinguistics

Leslie Saxon, PhD (California, San Diego)
- Syntax; morphology; comparative and historical linguistics; Athabaskan/Dene languages; language revitalization

Suzanne Urbanczyk, PhD (Massachusetts, Amherst)
- Theoretical morphology and phonology; Coast Salish languages; language revitalization

Margaret B. Warney, 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 of study. 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 or a related field 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 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).
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
- University of Victoria 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
Grads Admissions and Records Office. Students should contact 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
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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@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

Nedjih Djilali, PEng, PhD (British Columbia), Professor
Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology

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
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Canada
Courier Address:
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Victoria, BC V8W 3P6
Canada
Telephone Number: 250-721-8921
Fax Number: 250-721-6051
E-mail: mechgrad@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

Nedjih 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
Edward J. Park, PhD (Toronto), Assistant Professor
Active Structural Control, Robotics, Control Applications of Smart Materials and MEMS, Biomimagination 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 Saleman, 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

Facilities
The Department of Mechanical Engineering together with the associated Institute for Integrated Energy Systems (IESVictoria) 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 cryonets 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/grat/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.mc.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

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).
GRADUATE PROGRAMS

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, a 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:
P O Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada
Courier Address:
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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 Peter 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

Kart Kellman (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, and 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. Panasoni SV5700 and Tascam DA30 DAT machines, several Mackie mixing consoles, Mackie HRR24 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 $2,000-$6,000 to high academic standing, 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 candidate'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 must submit, in addition to the regular admission forms, copies of scores and CDs or tapes of their recent work in composition. 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 most closely align with the goals 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-
**MA in Musicology**

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
  - 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 Option

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 parameters, and a statement of thesis.

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)..........................1.0**

**Bibliography** (MUS 503)..........................1.5

**Graduate Forum in Musicology** (MUS 533)..........................1.5

**Selected Problems in Theory and Analysis** (MUS 500)..........................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:..................................................................3.0

*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 attend-
ance of five terms, including two Winter Ses-
sions, 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)..............................1.5
Graduating Composition(s), taken
in second year (MUS 598B)....................1.5
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 com-
plete 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 com-
position(s). The student is required to demon-
strate knowledge of the repertoire and major
trends of contemporary music composition. Pro-
cedures and guidelines are available from the
graduate adviser.

Program Length
All master's programs require a minimum attend-
ance of five terms, including two Winter Ses-
sions, 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 oppor-
tunity for intensive directed research in the areas
of expertise of its faculty. It emphasizes profes-
sional training in research and scholarship.
Given the current character of the discipline, the
program encourages interdisciplinary work link-
ing 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 cho-
en 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 depart-
m ent outside the School of Music, if relevant to the
student's area of specialization. With the ex-
ception of MUS 421 (Special Topics in Musicol-
yogy), 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 com-
pletion 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.

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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
E-mail: 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

Gwenneth 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; policy analysis; qualitative methods
Graduate Programs

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

Mary Ellen Purtis, 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

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.

Applications 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...
GRADUATE PROGRAMS

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 practical, 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-
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 (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)
NURP 599 (6.0) Thesis

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)
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
NURA 521 (1.5) Knowledge Development for a Practice Profession
NURA 522 (1.5) Research: Human Experience and Professional Practice
NURA 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
Pacific and Asian Studies

GENERAL INFORMATION

Contact Information
Department of Pacific and Asian Studies
Location: Clearihue, Rm C205
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Telephone Number: 250-721-7477
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Phone: 250-721-6272
E-mail: mbodden@uvic.ca
Chair: Michael H. Bodden
Website: http://www.uvic.ca/pacificasia

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 post-colonial 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, graduate 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.

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.

PROGRAM REQUIREMENTS

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 submitted 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 – 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 submitted 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, Metaphysics, 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.

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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 Kakkonen, PhD (Helsinki)
Aristotelian Tradition, Islamic philosophy, ancient philosophy, philosophy of religion
Monika Langen, 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
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, metaphysics 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 tenure 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.
Faculty Members and Areas of Research

Frederick L. 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 toughness 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

Vivienne A. Temple, PhD (RMIT)
Physical activity for people with disabilities and disadvantaged groups; inclusive pedagogy; electronic portfolios.

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 exercise 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 neurotrauma, mechanisms underlying motor skill acquisition in developmental delay, rehabilitation

Degrees and Specializations 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, gymnasiaums, 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 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 sub discipline 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: Thesis Research Thesis Option
Two of: PE 580, 581, 582, 583 or 584

92 GRADUATE PROGRAMS
Non-Thesis Options

PE 599 ....................................................................4.5
or:
either:
PE 590 (topics to be determined) ...............4.5-6.0
PE 561, 562, 563, 573, & 574.................................7.5
Ed-D 560 ................................................................1.5

Program requirements

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 Arts in Physical Education (MA) – Thesis Option

This degree provides students with a thesis option focusing on educational work terms. It 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 (NCNP) level 4/5 tasks during the MA 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 open to students with an interest in 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 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
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University of Victoria
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Victoria, BC V8W 3P6
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Website: http://www.phys.uvic.ca/
Chair: Dr. J. Michael Roney

Graduate Adviser: Dr. Chris Pritchett
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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

2005-06 UVIC CALENDAR

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 J. Jirasek, PhD (Trinity)
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 (University 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
Antonia I. Pospelov, PhD (Kentucky)
Medical Physics
Maxim Pospelov, PhD (Budker)
Theoretical particle physics and cosmology
Christopher J. Pritchett, 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 Vérin, PhD (École Nationale Supérieure des Télécommunications - Paris)
Astronomy and astrophysics
UVIC GRADUATE CALENDAR 2005-06

**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 unique technique that enables 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 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.

**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 420 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.

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**Political Science**

**GENERAL INFORMATION**

**Contact Information**
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Canada

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Canada

Phone: ......................................250-721-7486
Fax: ......................................250-721-7485

Website:
http://www.uleth.ca/polisci/graduate/index.htm

Chair: Dr. Colin Bennett
E-mail: chairpol@uvic.ca

Graduate Adviser: Dr Warren Magnusson
E-mail: gradpol@uvic.ca

Graduate Secretary: Marilyn Arsenault
E-mail: poligrad@uvic.ca

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**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 Cotler, 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

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**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 Political 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-
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
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Canada

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**Telephone Number:** 250-721-7525
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E-mail: ptaylor@uvic.ca

Website: [http://web.uvic.ca/psyc](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 E. Huhtsch, 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

Donald 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

**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](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.
GRADUATE PROGRAMS

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.

Doctor of Philosophy in Clinical 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, or D (1.5 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 five to six years beyond the MSc, and one year longer for students who completed their master's training at another institution.

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.
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
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Canada
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Chair: Evert A. Lindquist
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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

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 that can be had at the Uvic Student Awards & Financial Aid Office located in the University Centre, or through their website at <http://www.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/graar/website/forms.forms.html>) including the two Assessment Reports from academic referees. 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/graar/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
GRADUATE PROGRAMS

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 elec-
tives.

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 con-
centration in areas such as: Policy Analysis, Pro-
gram 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

There are two ways concentrations can be de-
veloped:

Option ONE: Standing Areas of Concentration

Students may choose from these areas of concen-
tration, which have been developed in collabora-
tion 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 concen-
tration.

- 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 IG0V
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 replace-
ments 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 concentra-
tion in consultation with the Graduate Adviser.
Proposed areas of concentration include but are
not limited to: Policy Analysis, Program Evalua-
tion, 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.

MPA – Online Program

The School offers courses to MPA-Online stu-
dents 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 Ap-
praisal 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 require-
ment including study before
commencing classes).
ADMN 551 (1.5) Administrative Law & Federal-
ism

Year Two: 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, Ac-
countability and Performance
Measurement

And select one course elective offered by the
School of Public Administration or area of con-
centration of electives.

Year Two: Co-op Work Term I, 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 II 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.

Year ONE: Term 1 (Fall Term, Sept – Dec)

ADMN 504 (1.5) Public Sector Governance
ADMN 502A (1.5) Research Design: Critical Ap-
praisal of Information
ADMN 516 (0) Writing in the Public Sector

Year Two: Co-op Work Term I, Fall Term, Sept - Dec

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 require-
ment including study before
commencing classes).
ADMN 551 (1.5) Administrative Law & Federal-
ism

Year Three: Term 4 (Fall Term, Sept – Dec)

ADMN 502B (1.5) Statistical Analysis
ADMN 551 (1.5) Administrative Law & Federal-
ism
For “Guidelines for Oral Examinations” please go to the following website: <http://web.uvic.ca/grat/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 problem program 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.
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

Mehamnoona 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 policies; 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
- developing 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 Admissions. 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)
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

Doug 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

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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. 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 fulfill 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-
**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.

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**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 critical 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
SPP applicants must have a bachelor's degree. Admission to the Master of Arts degree program requires applicants to provide a resume, a personal statement of interests and a brief biography.

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 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.

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

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

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.

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-
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**

<table>
<thead>
<tr>
<th>Theatre History (including THEA 500)</th>
<th>6.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>6.0</td>
</tr>
<tr>
<td>MA Thesis (THEA 599)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Theatre History (including THEA 500)</th>
<th>7.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA Essay (THEA 597)</td>
<td>4.5</td>
</tr>
</tbody>
</table>

**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: var@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 centered 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, government and other research organizations, the Institute is developing a rich resource base on Co-operative Studies in books and periodicals within the MacPherson 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 gallery 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 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 micro-electronic devices, piezoelectric actuators, and chemical sensors, with recent emphasis being in nanotechnologies.

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 through the University, to the private and public sectors, 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
Heidi Tyedmers, MA (UVic), Assistant Director
Richard King, MA (Cantab), PhD (Brit Col), Program Officer
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
E-mail: capi@uvic.ca

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 Ac-

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 (CUSP), 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 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 transfer of the knowledge generated is disseminated through scientific publications, conferences, lectures and through the diverse academic courses offered by the Centre.
Centre for Studies in Religion and Society

Conrad Brunk, BA, MA, PhD (Northwestern), Director
Mardith McLean, BA (Alberta), MA (Birmingham), DPhil (Oxford), Associate Director

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, vigorous inquiry, whether from a disciplinary or an interdisciplinary perspective.

The Centre encourages participation from scientists, social scientists, humanists, and academicians 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.chrs.uvic.ca> or e-mail the Centre at hrs@uvic.ca.

Disseminate knowledge concerning the strengths, challenges, opportunities and problems of youth. The specific goals of the Centre are:

- 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: yrs@uvic.ca

Centre on Aging

David F. Hultsch, BA (Lyon College), 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), FRNC, 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
**Institute for Dispute Resolution (SDR)**

**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 (UVic), Research Coordinator**

**Lindsay Cassie, Secretary**

**Kerri Bates, Project Administrator**

**Lois Edgar, BA (Alberta), 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, Law, Nursing, Physical Education, Public Administration, Philosophy, Psychology, Social Work and Sociology.

The Survey Research Centre (SRC) is the Centre’s “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](http://www.coag.uvic.ca).

**Institute for Integrated Energy Systems (IESVic)**

**Ned Djilali, BSc (Hatfield Polytechnic), MS (Imperial Coll, London), PhD (Brit Coll), PEng, Director** (on sabatical leave from September 2004 – August 2005)

**Peter Wild, BSc (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 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.
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

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

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
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.

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.

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.

See page 113 for a list of courses offered by each faculty and page 114 for a list of course abbreviations.

SAMP 501
Sample Course Name
Units: 1.5
Hours: 3-0-1

Sample Course Name
Also: EDS 500
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

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.

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

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.

**Prerequisites:** ADMN 502A or permission of the instructor.

**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, correlation studies, and experimental and quasi-experimental research designs.

**Prerequisites:** ADMN 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:** ADMN 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 underlying 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: 1.5, 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 role 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 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 optimize 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-effectiveness analysis, cost-effectiveness analysis, and cost-utility analysis, with emphasis on public sector applications.

**Prerequisites:** ADMN 502A, and 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**

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 mandates, 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 components 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 or policy 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.

**2005-06 UVIC CALENDAR**

**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**
COURSE LISTINGS

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.

ASTR 598 Units: 0 MFA Degree Examination
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 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: transcriptional 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 502 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 physiological 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: BIOC 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 advisor 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

BIOI

Biology

Department of Biology

Faculty of Science

BIOI 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.

BIOI 501 Units: 1.5

Principles of Genomic 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,
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
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 adaptation 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 Ultrastucture

BIOL 527 Units: 1.5
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.

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 599 Units: to be determined
PhD Dissertation
Courses listed below are offered irregularly as lectures or seminars in a specialized area. Students
COURSE LISTINGS

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 535 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 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 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 525 Units: 1.5 Computational Complexity

This course presents an in-depth study of recent developments in the theory of computation 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; probabilistic complexity classes; models of parallel computation; can all problems in P be effectively parallelized? Randomized parallel computation.

CSC 526 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, 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  
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 communications, 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  
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 models, 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 datatime 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 balanc-

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 JPEG, JPG, 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, and is based on 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 567  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 579  Units: 1.5  
Topics in Artificial Intelligence
Offered as CSC 579A, 579B, 579C, 579D.

Note: May be taken more than once for credit in different topics.

CSC 580  Units: 1.5  
Topics in Theoretical Computer Science
Offered as CSC 580A, 580B, 580C, 580D.

Note: May be taken more than once for credit in different topics.

CSC 581  Units: 1.5  
Topics in Programming Languages
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 Numerical Analysis and Operations Research
Offered as CSC 582A, 582B, 582C, 582D.

Note: May be taken more than once for credit in different topics.

CSC 584  Units: 1.5  
Topics in Hardware and Computer Architecture
Offered as CSC 584A, 584B, 584C, 584D.

Note: May be taken more than once for credit in different topics.
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 544 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 individual, 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 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 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 555 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 556 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 557 Specialized Practicum in Child and Youth Care
In consultation with a faculty adviser, students will select a specific area of 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 an applied practicum 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 558 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 559 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 partnership, 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 organizational 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, opportunities 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 may 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 discussions 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 689  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
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 macroeconomic 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 553 Units: 1.5
Econometric Applications
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.

Note: Not open to students with credit in 540A.

ECON 554 Units: 1.5
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 555 Units: 1.5
Macroeconomic Issues
This course covers contemporary macroeconomic 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 556 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 557 Units: 1.5
Advanced Topics in Industrial Organization
A seminar covering contemporary topics in industrial organization.

ECON 558 Units: 1.5
Directed Studies in Economics
Individual titles will be assigned to each lettered section A-Z.

Note: Pro forma required.

ECON 559 Units: 3
Extended Essay
Grading: INP COM, N or F

ECON 560 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
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 learning disabilities. Associated with physical, language, intellectual, emotional, and perceptual dysfunction. Observation, assessment, and educational and psychological implications.  
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  

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; counselor roles; consultation with teachers, other professionals and parents or guardians; family issues; career/educational planning; and individual and group interventions.  

ED-D 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.  

ED-D 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.  

ED-D 519D  Creative Arts Therapy  
The study and practice of creative and artistic approaches to counselling. Specific focus may include counselling using art, movement, play, drama, and bibliotherapy.  

ED-D 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.  

ED-D 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.  

ED-D 519G  Relationship Counselling  
The study and practice of counselling methods designed to repair, build, and enhance relationship- ships. Potential clients include couples, family members, teachers-pupils, and co-workers. Organized around, but not limited to, the Bernard Guerney model of relationship enhancement.  

ED-D 519H  Career Development and Counselling Across the Life Span  
Lifespan and career development as a dynamic, holistic, lifelong 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.  

ED-D 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.  

ED-D 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.  

ED-D 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.  

ED-D 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, government 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
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 processes 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 this course. Pro forma is required for registration.

ED-D 699  Units: to be determined  
PhD Dissertation  
Grading: INP, COM, N or F.

ED-P 780  Units: 1.5  
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  
Secondary Teaching Skills Seminar  
The study, performance and evaluation of teaching skills essential to teacher performance at the secondary level. Skills will be practiced 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  
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  
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 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
Musicanship I
A study of the elements of music and developing musicanship through singing, listening, composing, movement, playing and reflecting.

EDCI 507B Units: 1.5
Musicanship 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 practices.
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: EDCI 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: EDCI 520
Seminars 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: EDCI 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 the 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: EDCI 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 the 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 521B.

EDCI 522 Units: 3
Formerly: EDCI 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.
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<thead>
<tr>
<th>COURSE LISTINGS</th>
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<tbody>
<tr>
<td>This course examines and analyzes research on methods, strategies, and materials in the teaching and learning of reading which inform current classroom practice.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 542 or EDCI 542.</td>
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<tr>
<th>EDCI 543A</th>
<th>Units: 1.5</th>
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<tr>
<td>Formerly: half of ED-B 543 or EDCI 543</td>
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<tr>
<td>Language Processes in the School Curriculum: Oracy</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 543 or EDCI 543.</td>
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<thead>
<tr>
<th>EDCI 543B</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: half of ED-B 543 or EDCI 543</td>
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</tr>
<tr>
<td>Language Processes in the School Curriculum: Writing and Representing</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 543 or EDCI 543.</td>
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<thead>
<tr>
<th>EDCI 544</th>
<th>Units: 3</th>
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<tbody>
<tr>
<td>Formerly: ED-B 544</td>
<td></td>
</tr>
<tr>
<td>Advanced Course in Remedial Reading</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 544.</td>
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<tr>
<td><strong>Prerequisites:</strong> EDCI 342/343, EDCI 348/351.</td>
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<tr>
<th>EDCI 545</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: ED-B 545</td>
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<tr>
<td>The Reading Curriculum in the Secondary School: Theory and Practice</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 545.</td>
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<tr>
<td><strong>Prerequisites:</strong> EDCI 342, 343C, 344, EDCI 348, 352.</td>
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<tr>
<th>EDCI 546</th>
<th>Units: 1.5</th>
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<tr>
<td>Formerly: ED-B 546</td>
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</tr>
<tr>
<td>Interpretation and Analysis of Language Arts Research</td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 546.</td>
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<tr>
<th>EDCI 547</th>
<th>Units: 3</th>
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<tbody>
<tr>
<td>Formerly: ED-B 547</td>
<td></td>
</tr>
<tr>
<td>Issues in English Education in the Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>The extensive critical examination of issues in the learning and teaching of English in the secondary grades.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 547.</td>
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<tr>
<td><strong>Pre- or corequisites:</strong> ED-B 541, EDCI 541 or permission of the instructor.</td>
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<tr>
<th>EDCI 548</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: ED-B 558</td>
<td></td>
</tr>
<tr>
<td>Development and Implementation of the Curriculum</td>
<td></td>
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<tr>
<td>Application of relevant theories and models to the design and development of school curricula in a specific area.</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisites:</strong> EDCI 543, 548A - Language, 548B - Reading, 548C - English</td>
<td></td>
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<tr>
<td><strong>Notes:</strong> - Students may enroll in more than one of the areas listed above at 1.5 units each.</td>
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<tr>
<td>- Not open to students with credit in ED-B 558.</td>
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<tr>
<th>EDCI 550</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: ED-B 550</td>
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<tr>
<td>Seminar: Research in Early Childhood Education</td>
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<tr>
<td>Analysis, interpretation, and evaluation of selected research in early childhood education through study of its conceptual and methodological bases.</td>
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<tr>
<td><strong>Note:</strong> Not open to students with credit in ED-B 550.</td>
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</tr>
<tr>
<td><strong>Prerequisites:</strong> A minimum 1.5 units of graduate level early childhood education or permission of the Early Childhood Adviser.</td>
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<tr>
<th>EDCI 551</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: ED-B 551</td>
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</tr>
<tr>
<td>The Young Child in Today’s Society</td>
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<tr>
<td>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?</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 551.</td>
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<tr>
<th>EDCI 552</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: ED-B 552</td>
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</tr>
<tr>
<td>Contemporary Trends in Early Childhood Education</td>
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<tr>
<td>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.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 552.</td>
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<th>EDCI 553</th>
<th>Units: 1.5</th>
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<tr>
<td>Formerly: ED-B 553</td>
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<tr>
<td>International Early Childhood Education: Comparing Commonalities and Differences</td>
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</tr>
<tr>
<td>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.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 553.</td>
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<tr>
<th>EDCI 554</th>
<th>Units: 1.5</th>
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<tr>
<td>Formerly: ED-B 549</td>
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<tr>
<td>Comparative Early Childhood Education: Curriculum, Context and Culture</td>
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<tr>
<td>Analysis and evaluation of approaches to curriculum, administration, and assessment in programs for preschool, kindergarten, and primary-aged children in cross-cultural contexts.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 549.</td>
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<th>EDCI 555</th>
<th>Units: 1.5</th>
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<tr>
<td>Formerly: ED-B 548</td>
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<tr>
<td>Program Development For Early Childhood</td>
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<tr>
<td>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.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 548.</td>
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<tr>
<th>EDCI 559</th>
<th>Units: 3</th>
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<tbody>
<tr>
<td>Formerly: ED-B 559</td>
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<tr>
<td>Adult Learning in the Organizational Setting</td>
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<tr>
<td>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.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 559.</td>
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<tr>
<th>EDCI 560</th>
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<tr>
<td>Formerly: ED-B 516</td>
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<tr>
<td>Teaching and Learning in Higher Education</td>
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<tr>
<td>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.</td>
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<td><strong>Note:</strong> Not open to students with credit in ED-B 516.</td>
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<td><strong>Prerequisites:</strong> Permission of the instructor.</td>
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<tr>
<th>EDCI 570</th>
<th>Units: 1.5</th>
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<tr>
<td>Formerly: ED-E 540</td>
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<tr>
<td>Research in Curriculum and Instruction in the Elementary Grades</td>
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<tr>
<td>Review of the literature; critical analysis of significant research; planning curriculum research at the elementary school level.</td>
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<tr>
<td>570A - Mathematics</td>
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<tr>
<td>570B - Science</td>
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<tr>
<td>570C - Social Studies</td>
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<tr>
<td><strong>Notes:</strong> - Students may enroll in more than one of the areas listed above at 1.5 units each.</td>
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<td>- Not open to students with credit in ED-E 540.</td>
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<tr>
<th>EDCI 571</th>
<th>Units: 1.5</th>
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<tbody>
<tr>
<td>Formerly: ED-E 541</td>
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<tr>
<td>Research in Curriculum and Instruction in the Secondary Grades</td>
<td></td>
</tr>
<tr>
<td>Review of the literature; critical analysis of significant research; planning curriculum research at the secondary level.</td>
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<tr>
<td>571A - Mathematics</td>
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<tr>
<td>571B - Science</td>
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<tr>
<td>571C - Social Studies</td>
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<tr>
<td>571D - Geography</td>
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<tr>
<td>571E - History</td>
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<tr>
<td><strong>Notes:</strong> - Students may enroll in more than one of the areas listed above at 1.5 units each.</td>
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<td>- Not open to students with credit in ED-E 541.</td>
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<tr>
<th>EDCI 572</th>
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<tr>
<td>Formerly: ED-E 558</td>
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<tr>
<td>Development and Implementation of the Curriculum in a Specific Area</td>
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</tr>
<tr>
<td>Application of relevant theories and models to the design and development of school curricula in a specified area.</td>
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<tr>
<td>572A - Mathematics</td>
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ED-E 545
Environment: Implications for Teaching
Science, Technology, Society and the Environment

ED-E 546
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 573
Units: 1.5
Formerly: ED-E 546
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 students' 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 position. 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

2005-06 UVIC CALENDAR

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.
Doctoral Seminar in Early Childhood Education

ED-B 649

Formerly: half of ED-B 644

Units: 1.5

Not open to students with credit in ED-B 642 or EDCI 642.

Prerequisites: ED-B 542, EDCI 542 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, Matrana, 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 in information and communication technologies (ICT) that 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 or 3

Formerly: ED-B 680

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: INF, 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. To 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.
COURSE LISTINGS

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 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

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 to 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

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

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
COURSE LISTINGS

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,
anterna 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, ef-
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 com-
plete 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 beam-
forming.
Prerequisites: 458 or equivalent.

ELEC 533 Units: 1.5
Design of Analog Filters
Introduction to analog signal processing. Characteriza-
tion, properties, and analysis of analog filters. Butter-
worth, Chebyshev, and elliptic approximations. In-
troduction to the realization of LC one- and two-port
circuits; Darlington's method. Active elements such
as gyrators and generalized impedance converters,
and their representations 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 sys-
tems. Polyphase representation and design of mul-
trate systems. Application of multirate systems in
signal compression and noise removal. Representa-
tion 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. Bayesinan 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.
Prerequisites: STAT 254 or 260 or equivalent.

ELEC 542 Units: 1.5
Analog Integrated Circuit Design
Review of IC technology, device models and feed-
back. Design of monolithic op amp, regulators, multi-
pliers, oscillators, phase-locked loops and other non-
linear 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 methodol-
dy and design options. System design, simulation,
and synthesis using hardware description languages
(e.g. VHDL). Ad-hoc and structured design for testa-
bility techniques. System design examples from com-
munication, 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 465.
Prerequisites: ELEC 441 and 442 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 ana-
log 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 network-
ing. Optical sensor arrays and their signal transmis-
sion. 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 comput-
ers. Processing models (shared memory versus mes-
sage passing). Processes and threads. Standard
algorithms utilizing parallelism. Matrix and vector
operations, N-body problems, collective communica-
tions. Parallel application environments MPI and
OpenMP. The course will include significant exposure
to parallel applications including developing and cod-
ing 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 554 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 pack-
aging, performance, instructions, coprocessors,
memory management, bus systems and multipro-
cessing.
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,
syntactic 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, clas-
sification and clustering models, recurrent networks.
Neural network technology, implementation software
and hardware technologies, algorithm definitions,
computational requirements, solution methods, paral-
lel processing hardware. VLSI and optical implemen-
tations 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 net-
working including asynchronous transfer mode
(ATM), broadband integrated services digital network
(B-ISDN), narrowband ISDN (N-ISDN) and the inter-
et. Alternatives to ATM. Local area network emula-
tion, switched ethernet. Frame relay and switched
multi-megabit data service (SMDS). Applications to
multi-media. Very large scale integration implementa-
tion.
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 sys-
tems 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 tech-
niques used in the different steps of the development
of secure systems. Topics include security risk analy-
sis, security policies and models, access control
models and mechanisms, information flow and inter-
fERENCE controls, cryptographic algorithms and proto-
cols and network security technologies such as intru-
sion detection and firewall systems.
ELEC 561 Units: 1.5
Adaptive Control
Prerequisites: 460 or equivalent.

ELEC 603 Units: 1.5
Engineering Design by Optimization: II
Prerequisites: 403 or 503 or equivalent.

ELEC 609 Units: 1
Seminar
Participants 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
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
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 Microwave, 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
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
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
COURSE LISTINGS

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

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

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 PhD Dissertation
Units: 30-36
Grading: INP, COM, N or F

ENGL

ENGL 500 Units: 1.5
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, 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 prior credit. The course will be evaluated on a pass/fail basis.

Grading: COM, N or F

ENGL 502 Units: 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 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 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.

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.

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 504 Units: 1.5 Special Studies: II
ENGL 505 Units: 1.5
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
Studies in Literary Theory: Special Topic
ENGL 510 Units: 1.5
Studies in Old English Literature: Special Topic
ENGL 515 Units: 1.5
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 F”), 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 flying. 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
Studies in Middle English Literature: Special Topic
ENGL 520 Units: 1.5
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 1580 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
Studies in Renaissance Literature: Special Topic
ENGL 530 Units: 1.5
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
Studies in the Literature of the 17th Century: Special Topic
ENGL 540 Units: 1.5
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

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 (primary production) 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 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 isotopic geochemistry, hydrosphere-lithosphere reactions, and mantle-lithosphere exchange processes, discussion of geological control on major and trace element and isotopic 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 paleobiological 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 theoretical 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.
UVIC GRADUATE CALENDAR 2005-06

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COURSE LISTINGS

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; Eocene-Younger Dryas thermaline 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, catagenesis; 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 toxic 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 subsurface 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 575 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: MIRC 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, electroporation, 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 495, and FORB/BIOC 523.

Prerequisites: BIOC 230, BIOC 300A and 300B, or BIOC 300, BIOC 331A/B or BIOC 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 phytochemical stress, molecular basis of plant hormone action, tissue and organ specific gene expression, molecular genetics and 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: BIOC 300, BIOC 300A and 300B, or BIOC 331A/B or BIOC 366.

FORB 527 Units: 1.5 Hours: 3-0
Advanced Plant Biochemistry and Biochemical Ecology
See BIOC 458. An additional research paper or presentation is required.

FORB 528 Units: 1.5 Hours: 3-0
Advanced Plant Stress Physiology
See BIOC 453. An additional research paper or presentation is required.

FORB 538 Units: 1.5 Hours: 3-0
Topics in Microbial Ecology
See BIOC 438. A research paper on soil-plant microbial interactions is required.

FORB 549 Units: 1.5 Hours: 3-0
Individual Study in Forest Biology
FORB 549A - Tree Physiology
FORB 549B - Tree Molecular Biology
FORB 549C - Trees and Fungi
FORB 549D - Forest Soils
FORB 549E - 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 Hours: 3-0
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 Hours: 3-0
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 interactions with the forest environment.

FREN French Department of French Faculty of Humanities
FREN 500 Units: 0.5 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.

Prerequisites: FREN 502A.

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.

ASPECTS OF QUEBEC SOCIETY
FREN 503A Units: 1.5 Hours: 3-0
Aspects of Quebec Society
A study of Quebec 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 poststructuralism 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: postmodern revision of history; emphasis on metacommunication 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 Quebecois 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 de 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 culminating 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 repertoire 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
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 novellists gave the “people” entry to the novel and will explore the perception of feminine mystique presented by the authors.
A study of the ideological and stylistic features of texts by male and female writers. Critical assessment of the issues of marginalizations, altenity 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, Youcenar 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.

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 520 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.
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
Formerly: GRS 541
Greek History

GRS 502  Units: 3
Formerly: GRS 542
Roman History

GRS 503  Units: 3
Latin Literature

GRS 504  Units: 3
Formerly: GRS 543
Ancient Art and Archaeology

GRS 505  Units: 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 590  Units: 1.5-3
Formerly: CLAS 590
MA Thesis
Note: Before starting 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

GRS 599  Units: 6-9
Formerly: CLAS 599
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.

GS Graduate Studies By Special Arrangement
Faculty of Graduate Studies

GS 500 Units: 1.5 or 3
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 warfare. 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.

CSA 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
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
Special Topics in the History of Art
Prerequisites: Permission of the instructor.

HA 510  Units: 1.5
Seminar in Film Studies
Prerequisites: Permission of the instructor.

HA 520  Units: 1.5
Seminar in Medieval Art
Prerequisites: Permission of the instructor.

HA 530  Units: 1.5
Seminar in South/South-East Asian Art
Prerequisites: Permission of the instructor.

HA 540  Units: 1.5
Seminar in Renaissance Art
Prerequisites: Permission of the instructor.

HA 545  Units: 1.5
Seminar in Baroque/18th Century Art
Prerequisites: Permission of the instructor.

HA 550  Units: 1.5
Seminar in Islamic Art
Prerequisites: Permission of the instructor.

HA 555  Units: 1.5
Seminar in Canadian Art
Prerequisites: Permission of the instructor.

HA 560  Units: 1.5
Seminar in Modern Art: I
Prerequisites: Permission of the instructor.

HA 561  Units: 1.5
Seminar in Modern Art: II
Prerequisites: Permission of the instructor.

HA 564  Units: 1.5
Seminar in Photo History
Prerequisites: Permission of the instructor.

HA 565  Units: 1.5
Seminar in Native North American Arts
Prerequisites: Permission of the instructor.
Clinical Appraisal of the Health Sciences

Information Management and Technology

HI Research Methods

Directed Studies MA Level

Directed Studies PhD Level

MA Thesis

PhD Dissertation

Patient Care Information Systems

Telemedicine in Action

Telemedicine in Action

Health Information Science

Health Information Systems Design

Electronic Health Record

Evaluation in E-Health

Epidemiology in Health Services Management

Health Information Systems Analysis

HI Graduate Seminar

Directed Study

Topics in HI

Health Information Systems Design

Health Information Systems Analysis

Health Information Systems Design

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Health Information Systems Analysis
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.

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.

**IGO V**

Indigenous Governance
Indigenous Governments Certificate Program and MA in Indigenous Governance
Faculty of Human and Social Development

IGO V 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.

IGO V 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.

IGO V 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.

IGO V 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.

IGO V 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.

IGO V 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.

IGO V 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.

Note: May be taken more than once for credit in different topics.
### COURSE LISTINGS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Faculty of Humanities</th>
<th>Units:</th>
<th>Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW 501</td>
<td>Graduate Seminar in Law and Society</td>
<td>Faculty of Law</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>LAW 502</td>
<td>Graduate Seminar in Applied Legal Methodology</td>
<td>Faculty of Law</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>LAW 543</td>
<td>Contemporary Issues in Law</td>
<td>Faculty of Law</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>ITAL 503</td>
<td>Core Reading List Course II</td>
<td>Faculty of Humanities</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>ITAL 505</td>
<td>Medieval Literature</td>
<td>Faculty of Humanities</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>ITAL 507</td>
<td>Renaissance and Baroque Literature</td>
<td>Faculty of Humanities</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>ITAL 590</td>
<td>Directed Studies</td>
<td>Faculty of Humanities</td>
<td>1.5 or 3</td>
<td>3-0</td>
</tr>
<tr>
<td>LAW 590</td>
<td>Directed Studies</td>
<td>Faculty of Law</td>
<td>1.5-3</td>
<td>3-0</td>
</tr>
<tr>
<td>LING 500</td>
<td>Linguistic Field Methods</td>
<td>Faculty of Humanities</td>
<td>1.5</td>
<td>2-2</td>
</tr>
<tr>
<td>LING 504</td>
<td>Current Issues in Morphology</td>
<td>Faculty of Humanities</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>LING 505</td>
<td>Phonological Theory</td>
<td>Faculty of Humanities</td>
<td>1.5</td>
<td>3-0</td>
</tr>
<tr>
<td>LING 508</td>
<td>Current Issues in Generative Grammar</td>
<td>Faculty of Humanities</td>
<td>1.5 or 3</td>
<td>3-0</td>
</tr>
</tbody>
</table>

**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 for credit. Prerequisites: 503 or equivalent.

**LING 509** 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** 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** 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** 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** 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** Linguistics

Current issues in Chinese language and linguistics. **Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 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** 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-
swearing, 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 receptive and productive 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 600 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 seminar 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
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 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 598  
Units: 6  
Master's Thesis  
**Grading:** INP, COM, N or F

MATH 600  
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 609  
Units: 24 - 33  
Dissertation  
**Grading:** INP, COM, N or F

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; 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:** INC, COM, N or F

MBA 502  
Units: 0  
Professional Development  
A course of sessions/activities, delivered throughout the foundation of the MBA program, providing professional 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:** INC, 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 collection, 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.  
**Grading:** INC, COM, N or F

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
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 skills 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.

Corequisites: MBA 530 and MBA 570

Prerequisites: 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.

Corequisites: MBA 510 and MBA 570

Prerequisites: 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.

Corequisites: MBA 555 and MBA 570

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
Direct Credit 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

2005-06 UVIC CALENDAR
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Units</th>
<th>Hours:</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 596</td>
<td>Management Consulting Report</td>
<td>3</td>
<td>3-0</td>
<td>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</td>
</tr>
<tr>
<td>MECH 502</td>
<td>Planning and Control of Advanced Manufacturing Systems</td>
<td>1.5</td>
<td>3-0</td>
<td>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.</td>
</tr>
<tr>
<td>MECH 504</td>
<td>Mechanical Vibration</td>
<td>1.5</td>
<td>3-0</td>
<td>Multi-axis 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.</td>
</tr>
<tr>
<td>MECH 520</td>
<td>Computer-Aided Design CAD</td>
<td>1.5</td>
<td>3-0</td>
<td>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.</td>
</tr>
<tr>
<td>MECH 521</td>
<td>Computer-Aided Manufacture (CAM)</td>
<td>1.5</td>
<td>3-3-1</td>
<td>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.</td>
</tr>
<tr>
<td>MECH 522</td>
<td>Engineering Optimization and Its Applications</td>
<td>1.5</td>
<td>3-0</td>
<td>One-dimensional optimization techniques based on region elimination, polynomial approximation, and derivatives. 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.</td>
</tr>
<tr>
<td>MECH 525</td>
<td>Engineering Design Science</td>
<td>1.5</td>
<td>3-0</td>
<td>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 manufacturing, life cycle design, etc. Students work on research papers and practical design problems to integrate theory with practice.</td>
</tr>
<tr>
<td>MECH 531</td>
<td>Fluid Mechanics</td>
<td>1.5</td>
<td>3-0</td>
<td>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.</td>
</tr>
</tbody>
</table>
tions. These techniques will also be demonstrated in laboratory classes.

**MECH 549** Units: 1.5 Hours: 3-0  
**Fuel Cell Technology**  

**MECH 550** Units: 1.5 Hours: 3-0  
**Advanced Control Theory**  
State-space representation of systems, state equations, 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 quaternions representations; inverse displacement solution by analytic, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and transforms; local and global optimum solution of redundant rates; over determinant 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 eliminations. 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**  

**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 (420/583) that covers more advanced FEM applications to linear static problems in structural mechanics. In particular, 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 Hours: 3-0  
**Fracture, Fatigue and Mechanical Reliability**  

**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 matrix 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 Hours: 3-0  
**Selected Topics in Mechanical Engineering**  
**Note:** May be taken more than once for credit in different topics.

**MECH 590** Units: 1.5 Hours: 3-0  
**Directed Studies**  
A wide range of topics will be available.  
**Note:** Pro forma is required.

**MECH 595** Units: 0 Hours: 1.5  
**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.

**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**  

**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

**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 530** 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 533** Units: 1.5  
**Molecular Biotechnology**  
This course is designed to provide an introduction to recent advances in molecular biotechnology. The following topics will be addressed: recombinant DNA
### Course Listings

**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 581**  
Units: to be determined  
MSc Thesis: Microbiology  
Grading: INP, COM, N or F

**MICR 590**  
Units: 0  
Advanced Research Seminar  
Attendance and participation are required. Formal presentation of research in microbiology and critical discussion of other research seminars.  
Prerequisites: 580 or permission of the Department.  
Grading: INP, COM, N or F

**MICR 599**  
Units: to be determined  
PhD Dissertation: Microbiology  
Grading: INP, COM, N or F

**MRNE 500**  
Units: 1-6  
Directed Studies

**MRNE 501**  
Units: 3  
Special Topics

**MRNE 502**  
Units: 1.5  
Special Topics

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### 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: ING, 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: ING, COM, N or F

**MUS 589**  
Units: 1.5  
Thesis Proposal  
Grading: ING, 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: ING, N, COM or F

**MUS 598A**  
Units: 1.5  
MMus Practicum  
Degree recital required for performance candidates in final year.  
Grading: ING, COM, N or F

**MUS 598B**  
Units: 3  
MMus Graduating Compositions  
Grading: ING, INC, COM or F

**MUS 599**  
Units: 3  
MA Thesis  
Grading: ING, COM, N or F

**MUS 689**  
Units: 1.5  
Dissertation Proposal  
Grading: ING, 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: ING, COM, N or F
In this course, students will gain advanced knowledge of pharmacology, 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 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 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 social, structural, 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 designee.

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 designee.

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 designee.

NURA 519 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 students’ graduate experience and contribute to their development as advanced practice nurses. The project is an alternative to the Thesis Option (NURP 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 entailing 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, NURP 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 528 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

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: NURS, NUNP and NURP.

### PAAS

**Pacific and Asian Studies**  
Department of Pacific and Asian Studies  
Faculty of Humanities

<table>
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<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>PAAS 500</td>
<td>1.5</td>
<td>Theories of Pacific Region Societies</td>
<td>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.</td>
</tr>
<tr>
<td>PAAS 501</td>
<td>1.5</td>
<td>Cultural, Linguistic and Literary Theories in Asia-Pacific Studies</td>
<td>This course will offer a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing on 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.</td>
</tr>
<tr>
<td>PAAS 520</td>
<td>1.5</td>
<td>Special Topics in Pacific Studies</td>
<td>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.</td>
</tr>
<tr>
<td>PAAS 521</td>
<td>1.5</td>
<td>Special Topics in Asian-Pacific Literature, Linguistics and Culture</td>
<td>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.</td>
</tr>
<tr>
<td>PAAS 550</td>
<td>1.5</td>
<td>Research Methodologies</td>
<td>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.</td>
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### NURS

**Nursing**  
School of Nursing  
Nursing students who are closest to graduation.

<table>
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<tr>
<th>Course Code</th>
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<th>Course Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>NURS 590</td>
<td>1.5 or 3</td>
<td>Directed Studies</td>
<td>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 advisor prior to registering in this course.</td>
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</table>

### PE

**Physical Education**  
School of Physical Education  
Faculty of Education

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PE 561</td>
<td>1.5</td>
<td>Physical Education Instruction</td>
<td>This course will focus 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.</td>
</tr>
<tr>
<td>PE 562</td>
<td>1.5</td>
<td>Administrative Planning Process</td>
<td>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.</td>
</tr>
<tr>
<td>PE 563</td>
<td>1.5</td>
<td>Community Leisure Service Development</td>
<td>Exploration of the nature and function of leisure service delivery organizations. Role of the recreation manager-administrator as leader, team member and facilitator.</td>
</tr>
</tbody>
</table>

### COURSE LISTINGS

**2005-06 UVIC CALENDAR**

**Prerequisites:** 441 or permission of the instructor.

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<th>Course Code</th>
<th>Units</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PE 575</td>
<td>1.5 or 3</td>
<td>Research Methods in Kinesiology</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Note:** Not open to students with credit in ED-C 573.

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<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>PE 574</td>
<td>1.5</td>
<td>Administration of Physical Education, Recreation and Sport</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Note:** Not open to students with credit in ED-C 574.

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<tbody>
<tr>
<td>PE 575</td>
<td>1.5</td>
<td>Applied Sport Psychology</td>
<td>The course will provide students with a further 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.</td>
</tr>
</tbody>
</table>

**Note:** Not open to students with credit in ED-C 575.

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<th>Course Code</th>
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<tbody>
<tr>
<td>PE 576</td>
<td>1.5</td>
<td>Teaching and Coaching Effectiveness in Physical Education and Sport</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Note:** Not open to students with credit in ED-C 576.

<table>
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<th>Course Title</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>PE 577</td>
<td>1.5</td>
<td>Research Methods and Techniques in Coaching Studies</td>
<td>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.</td>
</tr>
</tbody>
</table>

**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.

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<tr>
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<th>Units</th>
<th>Course Title</th>
<th>Description</th>
</tr>
</thead>
</table>
| PE 578      | 1.5   | Applied Sport Psychology | 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.
**COURSE LISTINGS**

**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 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. Program required.

PHYS 599 Units: to be determined
MSc Thesis
Note: Credit to be determined, but normally 6 units.
Grading: INP, COM, N or F

POLI

Political Science
Department of Political Science
Faculty of Social Sciences

POLI 505 Units: 1.5
Problems of Political Analysis
An examination of theoretical viewpoints in the study of politics.

POLI 506 Units: 1.5
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
Public Policy

POLI 508 Units: 1.5
Comparative Politics

POLI 509 Units: 1.5
Political Theory

POLI 516 Units: 1.5
Canadian Politics

POLI 533 Units: 1.5
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
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
Problems of Political Analysis

2005-06 UVIC CALENDAR

A further examination of theoretical viewpoints in the study of politics. Intended for doctoral candidates preparing for comprehensive examinations.

POLI 606 Units: 1.5
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
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
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
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
Canadian 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 633 Units: 1.5
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
International Relations

POLI 640 Units: 1.5
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 660 Units: 1.5 or 3
Directed Readings
660A and 660B 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
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: INC, 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: INC, 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: INC, 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: INC, 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: INC, 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 521 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: 564 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, 58A, 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, 58A, 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 556  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 557  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 559  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 560  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, canonical correlation, multivariate analysis of variance, and factor analysis.
Prerequisites: 532, 533 and 561.

PSYC 561  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 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, canonical 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 to a maximum of 9 units. 
Prerequisites: Restricted to graduate students in the Cognitive Psychology Program or permission of the Program Coordinator. 
Grading: INC, 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 on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.

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 practicing 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 practice. 
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; 624A 
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. 
Pre- or corequisites: PSYC 586A. 
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. 
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. 
Prerequisites: 581 and acceptance to clinical psychology graduate program.

PSYC 590 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 592 Units: 1.5 
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: INC, 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: INC, 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: INC, COM, N or F
Clinical Internship

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: INC, 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: INC, COM, N, or F

PSYC 699 Units: 3-15
PhD Dissertation

Grading: INC, 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 532 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 architectures, tools and generating specific instances of an architecture, and case studies of actual system architectures. 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


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.

SOCI Sociology

Department of Sociology

Faculty of Social Sciences

SOCI 500 Units: 1.5
Topics 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
Qualitative 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
Research Design

Planning sociological inquiry: formulating a problem, relating the problem to existing theory and research, and determining appropriate empirical strategies.

SOCI 515 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**  
**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**  
**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**  
**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**  
**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**  
**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:** 365 or its equivalent.

**SOCI 590**  
**Directed Studies**  
**Note:** May be repeated once for a total of 3 units.

**SOCI 598**  
**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**  
**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 500**  
**Units:** 1.5  
**Social Work School of Social Work**  
**Faculty of Human and Social Development**

**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.

**SOCW 502**  
**Units:** 1.5  
**Formerly:** 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 503**  
**Units:** 1.5  
**Formerly:** HSD 505  
**The Social Construction of Health, Illness, and Aging**  
This course explores 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 contact 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.
HSD 599
Formerly: Individual Graduating Research Project/Report

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: INC, 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: INC, 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: INC, COM, N or F

SPAN 502 Units: 1.5 Hours: 3-0
Core Reading List Course I
Also: ITAL 503

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

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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 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 methodology, 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: INC, COM, N or F

SPP 560 Units: 1.5
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
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

**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, non-parametric 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**  
**THEA 598**  
**MFA Practicum**  
**THEA 599**  
**MA Thesis**  
**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**  
**THEA 697**  
Units: 0  
**Dissertation Proposal/Candidacy Exam**  
**THEA 699**  
Units: 30  
**Dissertation**  
**Prerequisites:** Permission of the Department.  
**Grading:** INP, COM, N or F
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 E.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 post-war 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 Castro, 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
Welesy Koczka, BA, BEd, MA, EdD, Dean, Division of Continuing Studies
Ronald Lou-Poy, QC, BComm, LLB, Chancellor
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

Business
  Ted Darcie, BSc, MSc, 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

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
  Wendy 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
  Linda Jules, BA
  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

Members of the Board
  Lana Denoni
  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 Caylenborg, 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, LL.D, FRCP
Ian McTaggart-Cowan, OC, BA, PhD, LL.D, DEnvSt, DSc, FRSC
Norma Nickel, CM, OBC, REA, MA, PhD
The Honourable Robert Rogers, OC, KSJF, CD, OBC, Hon LL.D (S Fraser), Hon DScM (RRMC), Hon LL.D (U of Vic), Hon LL.D, (Brit Col)

Presidents Emeriti
Howard E. Petch, BSc, MSc, PhD, DSC, LL.D, 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 (Quens 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, BA, MA (Oregon State), Ph.D (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 Roff, BSc (Econ) (Southampton), MA (McMaster), PhD (McGill)
Phyllis Seneese, 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, LL.D, June 2004
Richard Ralph Hunt, DFA, June 2004
Jane Jeffersfinger, LL.D, June 2004
The Honourable Clair L'Heureux-Dubé, CC, LL.D, June 2004
Stephen Lewis, LL.D, June 2004
Morris Frank Collen, DSc, June 2004

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Richard Ralph Hunt, DFA, June 2004
Percival Edward Wilkinson, LLD, June 2004
Jack Hodgins, DLitt, November 2004
Raffi Cavoukian, DMus, November 2004
Robert J. Giroux, LLD, November 2004
Denton Hewgill, BA, MA (Brit Col)
Paul West, BSc, PhD (McMaster)
Derk Wynand, BA, MA (Brit Col)

Honorary Doctorate of Laws (Hon LL.D)
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 Black cloth mortarboard with black silk tassel or Tudor style in black velvet with red cord

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
HonDItt: white HonDMus: pink
HonDEd: blue HonDS: gold
HonDEng: orange HonDSN: apricot
HonDFA: green

Headdress Tudor style in black velvet with red cord trim

Board of Governors
Chair 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

Honorary Doctorate of Laws (Hon LL.D)
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
HonDItt: white HonDMus: pink
HonDEd: blue HonDS: 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 mitered necklace), 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 mitered necklace and a narrow band of black velvet one inch from edge of hood on the outside only. Others are:
MASc: orange MPA: russet
Statistics

ENROLLMENTS

Figures for all faculties except Graduate Studies show the number of full-time undergraduate students (those registered in 12 units or more).

<table>
<thead>
<tr>
<th>Faculty of Business</th>
<th>2003/04</th>
<th>2004/05</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second Year</td>
<td>20</td>
<td>7</td>
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<tr>
<td>Third Year</td>
<td>165</td>
<td>175</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>198</td>
<td>202</td>
</tr>
<tr>
<td>Unclassified as to year</td>
<td>4</td>
<td>6</td>
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<tr>
<td>Total in Faculty</td>
<td>387</td>
<td>390</td>
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<table>
<thead>
<tr>
<th>Faculty of Education</th>
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<tr>
<td>Second Year</td>
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<td>36</td>
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<tr>
<td>Third Year</td>
<td>175</td>
<td>174</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>177</td>
<td>192</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>270</td>
<td>236</td>
</tr>
<tr>
<td>Sixth Year</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Unclassified as to year</td>
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<td>1</td>
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<tr>
<td>Total in Faculty</td>
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<td>642</td>
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<table>
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<tr>
<th>Faculty of Engineering</th>
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<th>2004/05</th>
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<tr>
<td>First Year</td>
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<td>291</td>
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<tr>
<td>Second Year</td>
<td>278</td>
<td>248</td>
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<tr>
<td>Third Year</td>
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<td>386</td>
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<tr>
<td>Fourth Year</td>
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<td>Total in Faculty</td>
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<tr>
<td>First Year</td>
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<td>208</td>
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<td>207</td>
<td>206</td>
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<td>203</td>
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<td>Unclassified as to year</td>
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<td>Total in Faculty</td>
<td>837</td>
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<th>Faculty of Human and Social Development</th>
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<th>2004/05</th>
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<td>11</td>
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<tr>
<td>Second Year</td>
<td>40</td>
<td>32</td>
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<tr>
<td>Total in Faculty</td>
<td>544</td>
<td>577</td>
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<table>
<thead>
<tr>
<th>Faculty of Humanities</th>
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<th>2004/05</th>
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<tbody>
<tr>
<td>First Year</td>
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<td>387</td>
</tr>
<tr>
<td>Second Year</td>
<td>474</td>
<td>401</td>
</tr>
<tr>
<td>Third Year</td>
<td>418</td>
<td>439</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>360</td>
<td>396</td>
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<td>31</td>
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<tr>
<td>Total in Faculty</td>
<td>1,691</td>
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<table>
<thead>
<tr>
<th>Faculty of Law</th>
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<tr>
<td>First Year</td>
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<tr>
<td>Second Year</td>
<td>117</td>
<td>127</td>
</tr>
<tr>
<td>Third Year</td>
<td>106</td>
<td>108</td>
</tr>
<tr>
<td>Unclassified as to year</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Total in Faculty</td>
<td>334</td>
<td>341</td>
</tr>
</tbody>
</table>

2005-06 UVIC CALENDAR

Faculty of Science

<table>
<thead>
<tr>
<th>Year</th>
<th>2003/04</th>
<th>2004/05</th>
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<tbody>
<tr>
<td>First Year</td>
<td>417</td>
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<tr>
<td>Second Year</td>
<td>446</td>
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<td>Third Year</td>
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<td>460</td>
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<tr>
<td>Fourth Year</td>
<td>376</td>
<td>405</td>
</tr>
<tr>
<td>Unclassified as to year</td>
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</tr>
<tr>
<td>Total in Faculty</td>
<td>1,665</td>
<td>1,816</td>
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Faculty of Social Sciences

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<tr>
<th>Year</th>
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<th>2004/05</th>
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<tbody>
<tr>
<td>First Year</td>
<td>584</td>
<td>664</td>
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<tr>
<td>Second Year</td>
<td>697</td>
<td>719</td>
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<tr>
<td>Third Year</td>
<td>723</td>
<td>769</td>
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<tr>
<td>Fourth Year</td>
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<td>631</td>
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<td>34</td>
</tr>
<tr>
<td>Total in Faculty</td>
<td>2,673</td>
<td>2,817</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>2003/04</th>
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<tbody>
<tr>
<td>Full-time</td>
<td>2,019</td>
<td>2,045</td>
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<tr>
<td>Part-time</td>
<td>340</td>
<td>355</td>
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<tr>
<td>Total in Faculty</td>
<td>2,359</td>
<td>2,400</td>
</tr>
<tr>
<td>Grand Total</td>
<td>18,415</td>
<td>18,301</td>
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FULL-TIME UNDERGRADUATE AND GRADUATE STUDENTS OF NON-BC ORIGIN

<table>
<thead>
<tr>
<th>Province</th>
<th>2003/04</th>
<th>2004/05</th>
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<tbody>
<tr>
<td>Alberta</td>
<td>376</td>
<td>427</td>
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<tr>
<td>Manitoba</td>
<td>20</td>
<td>24</td>
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<tr>
<td>New Brunswick</td>
<td>4</td>
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<tr>
<td>Newfoundland</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Northwest Territories</td>
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<td>8</td>
</tr>
<tr>
<td>Nova Scotia</td>
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<td>16</td>
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<tr>
<td>Nunavut</td>
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<td>0</td>
</tr>
<tr>
<td>Ontario</td>
<td>346</td>
<td>379</td>
</tr>
<tr>
<td>Prince Edward Island</td>
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<td>2</td>
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<td>Quebec</td>
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<tr>
<td>Saskatchewan</td>
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<td>44</td>
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<tr>
<td>Yukon</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Other Countries</td>
<td>965</td>
<td>1,096</td>
</tr>
<tr>
<td>Total</td>
<td>1,792</td>
<td>2,021</td>
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</tbody>
</table>

DEGREES GRANTED AT THE COLLEGES 2004

Okanagan
BEd 38

Source: University of Victoria Registration Statistics as of November 1, 2003
Key Contacts at the University of Victoria

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<tr>
<td>President:</td>
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<tr>
<td>Dr. David H. Turpin</td>
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<td>Chancellor:</td>
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<tr>
<td>Dr. Ronald Lou-Poy</td>
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<td>Ms. Julia Eastman</td>
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ACADEMIC ADVISING

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GRADUATE ADVISING:

Refer to individual academic department, under “Contact Information”

UNIVERSITY SERVICES

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<td>Mr. Murray Griffith, Executive Director</td>
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<td>Mr. Don Jones, Director</td>
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<td>Dr. Tim Walzak, President and CEO</td>
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### DEANS OF FACULTIES

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### DEPARTMENT CHAIRS AND DIRECTORS OF SCHOOLS/PROGRAMS

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