

The University of Victoria Graduate Calendar 2007–2008



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 Registrar and Enrolment Services, under authority granted by the Senate of the University.

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2007-2008 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 2007

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

October 2007

5	Friday	Senate meets
8	Monday	Thanksgiving Day*
9	Tuesday	Last day for 50% reduction of tuition fees; 100% of tuition fees will be assessed for courses dropped after this date
26	Friday	Special Senate meeting (tentative)
31	Wednesday	Last day for withdrawing from first-term courses without penalty of failure

November 2007

2	Friday	Senate meets
11	Sunday	Remembrance Day*
12 - 14	Mon-Wed	Reading Break (except Law)*
13 - 14	Tues-Wed	Fall Convocation

December 2007

1	Saturday	Deadline to apply to graduate for Spring convocation
4	Tuesday	Last day of classes in first term, except Faculty of Human and Social Development**; <i>National Day of Remembrance and Action on Violence Against Women. Classes and exams cancelled 11:30-12:30.</i>
7	Friday	Senate meets; First-term examinations begin, except Faculty of Human and Social Development**
21	Friday	First-term examinations end for all faculties
25	Tuesday	Christmas Day*
26	Wednesday	Boxing Day*
25 Dec - 1 Jan		University closed

WINTER SESSION—SECOND TERM

January 2008

1	Tuesday	New Year's Day*
3	Thursday	Second-term classes begin in all faculties except Law
7	Monday	Second-term classes begin in Faculty of Law
11	Friday	Senate meets
16	Wednesday	Last day for 100% reduction of second-term fees
17	Thursday	Last day for course changes in Faculty of Law
19	Saturday	Last day for adding courses that begin in the second term
31	Thursday	Last day for paying second-term fees without penalty

February 2008

1	Friday	Senate meets
6	Wednesday	Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date.
18 - 22	Mon-Fri	Reading Break for all faculties.
29	Friday	Last day for withdrawing from full-year and second-term courses without penalty of failure

March 2008

7	Friday	Senate meets
21	Friday	Good Friday*
24	Monday	Easter Monday*

April 2008

4	Friday	Last day of classes for all faculties except Faculty of Law and Faculty of Human and Social Development**; Senate meets
7	Monday	Examinations begin for all faculties except Faculty of Law and Faculty of Human and Social Development**
8	Tuesday	Last day of classes in the second term in the Faculty of Law
11	Friday	Examinations begin in Faculty of Law
23	Wednesday	Examinations end for all faculties except Faculty of Law; End of Winter Session
24	Thursday	Examinations end in Faculty of Law

MAY-AUGUST 2008

See Summer Studies Calendar for complete dates

May 2008

2	Friday	Senate meets
5	Monday	May-August courses begin
12	Monday	Last day for course changes (Faculty of Law only); May and May-June courses begin
19	Monday	Victoria Day*
26	Monday	Special Senate meeting (tentative)

June 2008

3 - 6	Tues-Fri	Spring Convocation
4	Wednesday	May courses end
5	Thursday	June courses begin
27	Friday	May-June and June courses end
30	Monday	Reading Break, "K" sections only

July 2008

1	Tuesday	Canada Day*; Reading Break, "K" section only; Deadline to apply to graduate for Fall convocation
3	Thursday	July and July-August courses begin
25	Friday	July courses end
28	Monday	August courses begin
29-31	Tues-Thurs	Supplemental and deferred examinations for Winter Session 2007-2008 (except in BEng programs)

August 2008

1	Friday	May-August classes end, including Faculty of Law
4	Monday	British Columbia Day*
5	Tuesday	May-August examinations begin, except Faculty of Law
6	Wednesday	Last day of classes for Faculty of Law
8	Friday	Examinations begin, Faculty of Law only
15	Friday	May-August examinations end, including Faculty of Law
20	Wednesday	July-Aug. and Aug. courses end, except Faculty of Law

* 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 Registrar and Enrolment Services
University Centre
Phone: (250) 721-8471; Fax: (250) 721-6225
Email: lmorgan@uvic.ca
Website: <registrar.uvic.ca/summer>

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General Information



Known for excellence in teaching, research, and service to the community, the University of Victoria serves nearly 19,000 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 Summer Studies Calendar 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 Office of the Administrative Registrar (OAR) website <registrar.uvic.ca>. Amendments to the timetable are incorporated into the WebTimeTable (WebTT), which is accessible at the OAR website: <registrar.uvic.ca>.

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 Lobby.

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 service or department.

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

Protection of Privacy and Access to Information

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

Notification of Disclosure of Personal Information to Statistics Canada

Statistics Canada asks all colleges and universities to provide data on students and graduates, including student identification information (student's name, student ID number, Social Insurance Number), student contact information (address and telephone number), student demographic characteristics, enrollment information, previous education, and labour force activity. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

Students who do not wish to have their information used can ask Statistics Canada to remove their identifying information from the national database.

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

Schedule of Classes (Timetable)

The schedule of undergraduate classes for the Winter Session is available from the WebTimeTable (WebTT), which is accessible at the Office of the Administrative Registrar website <registrar.uvic.ca>.

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. If a final exam cannot be rescheduled within the regular exam period, students may contact Undergraduate Records to apply for a Request for Academic Concession.

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

A list of days of religious observances is available at the following website: <web.uvic.ca/eqhr/accommodation>.

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. Prohibited grounds for discrimination are race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sex, sexual orientation, age, or conviction of a criminal offence when unrelated to employment. It also addresses personal harassment, sometimes called worksite harassment.

The Discrimination and Harassment Policy and Procedures is administered by the Equity and Human Rights Office. Persons who experience or

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know of harassment or discrimination may contact the Office by phoning 721-7007 for confidential advice and information. Definitions are included in the *Discrimination and Harassment Policy and Procedures* (Policy 1150) which can be found on the office website, <www.uvic.ca/eqhr>.

STUDENT DISCIPLINE

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

Academic Services**ACADEMIC ADVISING**

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

COMPUTING AND SYSTEMS SERVICES

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

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

Students are entitled to a computing account (NetLink ID) on the central computing system. This account provides Internet access, e-mail, Web page publishing and many other applications. More information on how to get an account can be found at <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 co-ordinates site-license agreements and volume discounts for specialised academic software.

To provide online access, CASS operates the campus backbone network, a number of local area networks connected to it, a growing wireless network and connections to the Internet, BCNET and Ca*net. 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

Clearihue A004

Phone: 721-7687

Web: <helpdesk.uvic.ca>

Computer Store

Clearihue C143

Phone: 721-8321

Web: <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 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 over 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. Wireless Internet access is available in the McPherson Library and the Priestly Law Library. Facilities are provided for the use of audio-visual, microform and CD-ROM materials, and an Information Commons includes workstations with wordprocessing, spreadsheet and presentation software. An experienced staff is available to assist students and faculty in taking fullest advantage of the Libraries' resources. Individual or group instruction is available upon request. An Infoline Service is available for students enrolled in Distance Education credit courses who are located off campus.

Collectively, the libraries house over 1.9 million print volumes, 2.2 million microform items, 198,000 cartographic items, 40,000 serials including 7,400 current print journals and 20,700 current electronic journals, 64,500 sound recordings, 35,000 music scores, 8,200 films and videos and 2,200 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 182,000 books, journals and federal and provincial parliamentary and legislative materials, and over 300,000 microforms of primary and secondary historical legal materials. The Law Library's catalogue is available online at <voyager.law.uvic.ca>.

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

UNIVERSITY PUBLICATIONS**Admissions Preview Handbook**

Designed for undergraduate students both domestic and international. Provides an overview of UVic, including student profiles, international opportunities, services for students, athletics, recreation and clubs, finances, programs, admission requirements and application procedures. Available from Undergraduate Admissions.

Aboriginal Student Handbook

Designed for Aboriginal applicants. Provides an overview of programs and services that may be of particular interest to Aboriginal applicants, including student and faculty profiles. Available from Undergraduate Admissions.

Pre-professional Guide

A guide for students who plan to complete some studies at UVic before transferring to another institution in order to complete a professional program such as dentistry, medicine, optometry, etc. Available from Undergraduate Admissions.

Student Awards and Financial Aid

Provides information for new students about funding sources, expected costs and strategies for balancing their budget. 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.

E-News Bulletin

A bulletin announcing changes in admission regulations or procedures, new programs and

items of general interest. The E-News Bulletin is distributed to BC schools and colleges 6 to 8 times a year. Note that selected schools across Canada will be included in the distribution.

The Ring

A newspaper published by UVic Communications monthly, except August, and distributed on campus free of charge. It is available on the web at <<http://ring.uvic.ca>>

Summer Studies Calendar

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

Distance Learning and Immersion Course Guide for Off Campus Students

Lists credit and certificate offerings available to off campus students. Available from the Administrative Clerk, Summer Studies ((250) 721-8471; e-mail: lmorgan@uvic.ca).

The UVic Torch Alumni Magazine

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

Student Services

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

ATHLETICS AND RECREATION

McKinnon Building
Phone: 721-8406

Web: <www.athrec.uvic.ca>

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

Athletics

The Athletics program is available to full-time students at the University. Through the program, athletically gifted student-athletes are provided with high quality coaching and high levels of competition that permit them to pursue athletic excellence while studying at UVic. Sports currently offered for men and women include: basketball, cross-country/track, field hockey, golf, rowing, rugby, soccer and swimming. UVic teams participate in Canadian Interuniversity Sport (CIS), Canada West University Athletic Association (CWUAA), 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, group fitness, 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, 8:30-5:30

(Sept-Apr: Wed, 8:30-7:00)

Saturday: 11:00-5:00

Phone: 721-8311

Web: <www.uvicbookstore.ca>

The UVic Bookstore is owned and operated by the University. The Bookstore operates on a break-even basis and provides a variety of items essential to academic success. All textbooks requested by faculty are stocked in the store. Textbook listings are available in-store and online, three weeks prior to the beginning of each term. At the beginning and end of each semester, the Bookstore buys back used textbooks at up to 50% of the new book retail price if they're in demand.

The Bookstore's general book department carries a comprehensive selection of both academic and general titles and can special order any book in print that is not currently stocked. The Bookstore also distributes academic calendars and handles regalia rentals for grads.

The Bookstore offers a wide selection of contemporary UVic crested clothing and giftware, school and stationery supplies and has a gift section that is famous for its variety and excellent prices. The UVic Bookstore is truly a one-stop-shop.

Everything you need to know about the Bookstore's products, services, events, sales and contests is at <www.uvicbookstore.ca>.

Finnerty Express

Campus Services Building

Hours: Mon-Fri 7:30-7:00

Sat-Sun: 11:00-5:00

Phone: 472-4594

Located on the lower level of the Bookstore, Finnerty's sells organic, fairly-traded coffee, locally baked goods, lunch selections, candy, cold drinks, grocery and personal care items, newspapers, stamps, and more.

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 8:00-5:30

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/childcare>

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

Room 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 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 courses and activities to help students develop the specific skills needed to succeed in their studies, including:

- **Learning Skills Course:** This non-credit course is offered throughout the year. It is designed to help students develop better techniques for reading, listening, notemaking, organizing and learning material, and writing essays and exams.
- **Study Groups:** On request, Counselling Services will arrange a regular meeting place on campus for a Study Group and/or show students how to use group study to enhance learning.
- **Workshops:** During the Fall and Spring semesters, free workshops are offered on topics such as Time Management, Reading Efficiency, Exam Writing, Note Making, Essay Writing and Class Participation/Public Speaking.
- **Thesis/Dissertation Completion:** Counsellors are available to help graduate students succeed with thesis and dissertation projects through daily goal setting, performance management and group meetings.

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

Counselling for Personal Issues

Professional counsellors provide a confidential atmosphere in which students can explore any topic or situation and discuss any concerns they may have. Some of the personal problems that 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 Group
- Men's Group
- Personal Growth
- Self-esteem
- Surviving Relationship Breakup

See our website for current group offerings

International Student Counselling

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

Advanced Educational Testing/Computer-Based Testing Centre

Information and Registration Bulletins are available for the DAT, GMAT, GRE, LSAT, MAT, MCAT, PCAT, SAT, SSAT, TOEFL/TSE and TOEIC. These tests are administered at UVic. The computer-based MCAT, 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. Regular weekly hours
Phone: 472-4062
Web: <web.uvic.ca/family-centre>
E-mail: familyc@uvic.ca

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

FOOD SERVICES

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

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

Cadboro Commons Dining Room (Upper Commons)

Full-menu cafeteria—grill, hot entrees, soup, salad bar, sandwiches, desserts, hot and cold beverages

Cap's Bistro Market (Lower Commons)

Deluxe coffees, pizza, custom-made sandwich deli, gourmet desserts

Village Greens (Lower Commons)

Vegetarian entrees, soups and chili, sushi, stir-fry bar, fruit smoothie bar, organic coffees

University Centre Cafeteria

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

Sweet Greens (University Centre)

Custom-made sandwich and wrap deli, soup, baked goods, cold beverages, gourmet coffees

Mac's Bistro (MacLaurin Building)

Organic coffees, sandwiches, soup, deluxe baked goods, cold beverages

Nibbles & Bytes Café (Engineering Lab Wing)

Pizza, sandwiches, baked goods, hot and cold beverages

Fraser Café (Fraser Building)

Sandwiches, soup, hot and cold beverages

Check Food Services' website for hours of operation.

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

Dining Plus Program

Any member of the UVic community may participate in the Dining Plus Program. The UVic ID

card is used much like a debit card; users pay money into an account established with Food Services and receive a 10% bonus. Refunds are not available. To open a Dining Plus account, contact the Food Services Office.

HEALTH SERVICES

Jack Petersen Health Centre

Hours: Mon, Wed-Fri 8:30-4:30

Tues 9:30-4:30

Phone: 721-8492*

Web: <www.stas.uvic.ca/health/>

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

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

British Columbia Residents

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

Residents of Other Provinces

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

Non-residents of Canada

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

Application forms for private insurance can be picked up at the Health Services office. Students can download an application form for BC Medical Insurance at <www.healthservices.gov.bc.ca/msp>.

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 have 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.

Academic Concessions Due to Illness

Academic concession forms are provided for:

- deferred final exams
- reduction of course load
- withdrawal from the university

Confirmation of this information will be relayed to Undergraduate Records in the form of the pink Academic Concession form. Instructors can then contact Undergraduate Records for confirmation.

Notes for missed classes, late assignments, missed labs and missed quizzes are not normally provided by Health Services. These matters are handled directly by instructors.

Also, see Academic Concessions, page 22.

Illness During Examinations

For information on the academic regulations governing illness at the time of examination, see Academic Concessions, page 22.

HOUSING

Craigdarroch Office Building

Winter Hours: Mon-Fri 8:30-4:30

Summer Hours: Sun-Sat 24 hours

Phone: 721-8395

Web: <www.housing.uvic.ca/>

On-Campus Accommodation

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

Residence Housing

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

Cluster Housing

- Cluster Housing provides accommodation for 492 students in 123 self-contained units.
- Each unit includes four bedrooms with individual locks. The living room, dining area, kitchen and bathroom are shared by the four occupants.
- Each bedroom is furnished with a bed and linen, desk, chair, chest of drawers and closet. Lounge furniture, a dining room table and chairs, a stove, two fridges, a dishwasher and a vacuum cleaner are provided. Dishes, cutlery and cooking utensils are the residents' responsibility. Cablevision, telephone and internet hook-ups are available.

- Cluster Housing is completely self-contained; no board package is required.

- These units are for students of second-year standing and above.

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 internet hook-ups are available.
- Units are available to families with or without children; the leaseholder must be a full-time student at UVic.

Housing Rates

Rates for 2006/2007 were:

Residence Housing

Single room with starter* meal plan\$3236/term

Double room with starter* meal plan\$2842/term

Cluster Housing

Individual rate (no meal plan)\$1946/term

Family Housing

1-bedroom apartment\$635/month

2-bedroom apartment\$750/month

2-bedroom townhouse\$820/month

3-bedroom townhouse\$935/month

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

Applying for Campus Housing

Students apply for campus housing through the UVic Housing website. The electronic application form for entry in September 2007 is active on the Housing website. To apply, a student must have a UVic Student ID number.

New Year One students entering the University directly from high school are guaranteed an offer of on-campus accommodation up to June 30, 2007 provided they have:

- submitted an application to Housing
- paid the \$25.00 Housing application fee
- been admitted to the University
- accepted the offer of admittance to UVic and paid the acceptance deposit of \$200.00

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

Wait List

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

Payment Procedure for Residence and Cluster Housing

Acceptance Payment

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

Payment Due Dates

The remaining accommodation payments are due by the following dates:

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

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

Payment Procedure for Family Housing

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

Rent is due on the last day of each month.

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

Moving In

Residence and cluster housing assignments are available from September 2, 2007.

Accommodation before September 2 may be available under special circumstances. Written approval must be obtained from the Housing Office. Approved early arrivals are charged \$25 per night for room only. In addition, early arrivals must accept a special contract to cover the early arrival period.

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

Residence Contract

Students must choose one of three contract options: the 4-month (Sept-Dec) contract; the 8-month (Sept-April) contract; or the 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 Craighdarroch 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.

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: <www.uvic.ca/interfaith>

Interfaith Chaplains Service is a campus resource for UVic students interested in spiritual learning, practice, service and community. The Service is predicated on the conviction that active spirituality strengthens the student experience and contributes to wellness. We draw upon the resources of diverse spiritual traditions and foster a strong network of relationships that includes participation from Bahá'í, Buddhist, Christian, First Nations, Hindu, Jewish, Muslim, Sikh, Wicca communities and those who do not connect to any one tradition, but are simply seeking spiritual identity, learning and support.

Learning about spiritual wisdom is facilitated through workshops, discussion circles, speaker series, special events and study groups. Developing a spiritual practice is made possible through groups on meditation, body work, healing touch, prayer, worship and ritual. Opportunity for Service is facilitated by mentoring student volunteerism in non-profit service and social activism agencies. Community amongst students is supported through retreats, student religious clubs, an Interfaith Student Council, and social events.

Join others on the spiritual journey through Interfaith Chaplains Services. Find a community for spiritual learning, support, fun and friendships that will last a lifetime.

INTERNATIONAL AND EXCHANGE STUDENT SERVICES

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

The International and Exchange Student Services Office provides assistance and support to international students at UVic as well as to students wishing to study abroad.

Services for international students include an orientation program for all newcomers as well as workshops, information sessions and ongoing support from Student Advisors throughout the year. The IESS Office also operates a Buddy Program that matches new international students with returning UVic students for mentor-

ship, friendship and cultural exchange. More information about services for international students is available at <www.iess.uvic.ca>.

Students wanting information on study abroad and exchange opportunities should check the IESS website. Students are also welcome to drop in to the IESS office with further questions.

Student Exchange Programs

UVic has more than 100 active exchange programs in over 30 countries. Some exchanges are available to all students at the University; others are limited to students in particular programs.

Students interested in going on an exchange can check to see if their department and/or faculty has any exchange agreements. Students from some undergraduate faculties are also eligible to apply for an exchange through the International Exchange and Student (IESS) Office. Most IESS exchange partner universities offer courses in the areas of humanities, social sciences and science. To qualify for an exchange through the IESS Office, a student must be enrolled at UVic, must have completed at least one term, and must have a minimum cumulative GPA of at least 4.0. Important deadlines, application procedures for exchange including eligibility requirements are available at www.iess.uvic.ca. Students interested in coming to UVic on an exchange program should apply through their home university. Further information for incoming exchange students is available at <www.iess.uvic.ca>.

RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY

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

The Resource Centre for Students with a Disability offers information and support for UVic students with a permanent disability. Students who need classroom accommodations such as alternate text formats, 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.

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.

UNIVERSITY OF VICTORIA STUDENTS' SOCIETY —CANADIAN FEDERATION OF STUDENTS LOCAL 44

Student Union Building
Phone: (250) 721-8355
Web: <www.uvss.uvic.ca>

All undergraduate students at the University of Victoria are members of the UVic Students' Society (UVSS), Local 44 of the Canadian Federation of Students. The Students' Society exists to provide advocacy, representation, services and events for its members. The Society works on issues affecting student life, such as post-secondary funding, tuition fees, accessibility, employment and housing.

The UVic Students' Society is an active member (Local 44) in the Canadian Federation of Students (CFS), Canada's national students organization. The CFS provides students with a united voice at both the provincial and national levels. The CFS advocates for a high-quality and accessible system of public post-secondary education by conducting research, mobilizing members and lobbying provincial and federal governments. As well, the Federation provides a series of services designed to save students money while supporting their everyday needs. These include the International Student Identity Card (ISIC), Studentsaver, the National Student Health Network, Homes4students.ca, the Student Work Abroad Program (SWAP) and Travel CUTS.

The activities of the UVic Students' Society are carried out by a Board of Directors. The Board consists of eleven volunteer directors-at-large and four full-time executive directors—the Director of Services, the Director of Academics, the Director of Finance and the Chairperson. Elections for these positions take place in March. As well, the Women's Centre, the Pride Collective, the Native Students' Union, the Students of Colour Collective and Access UVic each have a representative on the Board. The Board meets twice each month throughout the year and all students are welcome to attend.

Through their Students' Society, students can participate in clubs and course unions, speakers forums, events, conferences and other activities which take place regularly in the SUB. Being an active member of the UVic Students' Society is one of the most important ways students can contribute positively to their experiences on and off campus. Involvement may include voting in elections, attending general meetings of the Society, getting involved in one of the many committees such as Political Action, Special Events or Finance, or running for a position on the UVic Students' Society Board of Directors, Senate or UVic Board of Governors. By becoming an active member of the UVSS, students help create a fuller educational experience for themselves and others and a better future for students at UVic and across Canada.

The UVic Students' Society operates the Student Union Building (SUB), run by students for stu-

dents. The SUB offers a wide range of services and programs, including the following:

- UVSS Resource Centre—Students' Society Board offices; get information and pick up day-planners/handbooks and Studentsaver
- Food services: Health Food Bar, International Grill, Bean There coffee shop, Munchie Bar
- Felicita's Pub
- Cinecenta movie theatre
- Zap Copy Shop
- SUBText used books
- SUB Info Booth: administers the Universal Bus Pass (U-Pass) and the Student Health and Dental Plan
- Back in Line Chiropractic and Massage Clinic
- Campus Medecine Centre Pharmacy that also houses a Canada Post outlet
- On the Fringe Hair Design
- Travel CUTS
- Campus Dental Centre

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/nsu>

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 aboriginal 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 contact the NSU for more information.

ACCESS UVic!

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

Access UVic! is the Advocacy Group of students with disabilities. We are a cross disability alliance working to represent the best interests of disabled students at the University of Victoria. Our commitment is to the removal of barriers to the full participation of students with disabilities in all aspects of university life. Access UVic actively promote the rights and dignity of all disabled people in society. To learn more, all interested students are invited to call or drop by our Disability Advocacy Centre on the main floor of the SUB.

Students of Colour Collective

Student Union Building B020
Phone: (250) 472-4697
E-mail: socc@uvss.uvic.ca
Web: <www.uvss.uvic.ca/socc>

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

UVic Pride Collective

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

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

Ombudsperson

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

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

The Women's Centre

Student Union Building B107
Phone: (250) 721-8353
E-mail: wcentre@uvss.uvic.ca
Web: <www.uvss.uvic.ca/wcen>

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 and committee organizing. The Women's Centre also publishes an anti-racist, feminist zine, *Thirdspace*. Collective members and volunteers are encouraged to organize around personal areas of interest, such as sex and sexuality, health, body image, environment, globalization and the practice of feminist theory. For more information, drop by the Centre, get involved, and be a part of the movement!

CFUV 101.9 FM

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

CFUV is UVic's campus community radio station. CFUV programming ranges from rock, hip-hop and electronic to folk, jazz, multicultural and public affairs. CFUV is funded through a

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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: edit@martlet.ca
Web: www.martlet.ca

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

Vancouver Island Public Interest Research Group (VIPIRG)

Student Union Building B120 & B122
Phone: (250) 721-8629
E-mail: info@vipirg.ca
Web: www.vipirg.ca

VIPIRG is an autonomous, non-profit, non-partisan organization dedicated to research, education, and action in the public interest. All undergraduate and graduate students are members of VIPIRG.

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, books, videos and DVDs, and research reports. VIPIRG conducts research and undertakes action projects on a wide range of social justice and environmental issues. There are also a number of volunteer-driven, issue-based working groups working out of VIPIRG at any given time. Students interested in being part of any of these committees, or with ideas for one, are invited to visit or call the VIPIRG office.

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 2,500 plus graduate students and to address issues in the larger community that concern students.

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. Grad students are encouraged to enjoy the excellent food at IQ Bistro in the Grad Centre. 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.

CANADIAN FORCES UNIVERSITY TRAINING PLANS

Canadian Forces Recruiting Centre
827 Fort Street, Ground Floor
Victoria BC V8W 1H6
Phone: 1-800-856-8488
Web: www.forces.ca

The Canadian Forces provide opportunities for young Canadians to obtain a bachelor's degree while training for the career of a military officer.

The Regular Officer Training Plan (ROTP) is based on four pillars of success: Academic, Leadership and Management Skills, Second Language Training, and Fitness. The plan is fully subsidized for up to five years of university leading to undergraduate degrees in Engineering, Sciences, Arts or Administration. Specialist degrees in Physiotherapy, Pharmacy and Nursing are also subsidized. Medicine and Dentistry are subsidized under separate plans called MOTP and DOTP respectively. Because of its full subsidization, the plan includes an obligation to serve in the Canadian Forces as an officer for a fixed period after graduation.

The Reserve Entry Training Plan (RETP) is similar, but applicants attend Canadian Forces Military Colleges, paying their own tuition. Current tuition fees are approximately \$6000 a year, but students are offered summer employment with the military to assist them in meeting tuition fees. RETP graduates have an obligation (moral) to serve on a part-time basis with the Canadian Forces Primary Reserve if there is a unit available in their geographical area.

UVIC 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 Awards

After graduation, the alumni association encourages a lifelong relationship among alumni and the University. An engaging 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:

- the UVic Online Community
- "Plan A!" alumni-supported student programs
- a grad welcome program
- an Alumni Benefits Card
- affinity programs
- career services and programs
- Distinguished Alumni Awards

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

For more information on programs and volunteer opportunities, contact UVic Alumni Services.

Indigenous Student Services

OFFICE OF INDIGENOUS AFFAIRS

Fran Hunt-Jinnouchi, BSW (UVic), M.Ad.Ed. (St. FX)

Sharon Neal, Acting Administrative Assistant

The Office of Indigenous Affairs provides leadership and support across the university's Indigenous initiatives, including academic programs, student support services, protocol activities and the First Peoples House scheduled for completion in 2009.

The office assists students with 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 also assists with the promotion and co-ordination of special events related to Aboriginal cultural and traditional events. The office is located in Sedgewick C186/188 (email: inafadm@uvic.ca and phone: 472-4913)

The Director provides advice to University departments, faculty members, staff and administrators as well as expanding and strengthening UVic partnerships and collaborations with First Nations, Metis and Inuit communities and organizations.

The Director works closely with the President, Vice-Presidents, Deans, Chairs, academic and research units and Student and Ancillary Services and ensures a coordinated and proactive approach to Indigenous initiatives, both on and off campus. The Director has an influential role in developing policy related to Indigenous education. (fran@uvic.ca and 721-6326)

The Office of Indigenous Affairs replaces the former Aboriginal Liaison Office, and has an

expanded role and mandate in keeping with the University's goal to be the University of choice for Indigenous students.

ABORIGINAL COUNSELLING AND SUPPORT

Other counsellors serving Aboriginal students include:

- Indigenous Counselling Office: Indigenous Student Counsellor, Dr. William McGhee (472-5119)
- Aboriginal Education Adviser and Coordinator, Faculty of Education (721-7855)
- Aboriginal Student Adviser, Faculty of Human and Social Development (721-6274)
- Director, Academic and Cultural Support Program, Faculty of Law (721-8185)

NATIVE STUDENT UNION

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

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

Office of International Affairs

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

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

Heather Walsh, BA (Trent), Project Coordinator

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

community on campus and providing a wide range of international and cross-cultural experiential learning opportunities.

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

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

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

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

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

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

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Graduate Studies



Faculty of Graduate Studies

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

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

Patricia MacKenzie, BSc (Oklahoma Christian), MSW (Brit Col), PhD (Edinburgh), Associate Dean

Executive Committee

Members

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

Gweneth Doane, Associate Dean of the Faculty of Graduate Studies

Patricia MacKenzie, Associate Dean of the Faculty of Graduate Studies

Angela Katahan, Director of Graduate Admission and Records

Representing Business

Anthony Goerzen. Term expires June 30, 2008

Representing Education

Blythe Shepard, Educational Psychology and Leadership. Term expires June 30, 2007

Representing Engineering

Afzal Suleman, Associate Dean, Engineering. Term expires June 30, 2007

Representing Fine Arts

Alexandra Pohran-Dwakins, School of Music. Term expires June 30, 2008

Representing Human and Social Development

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

Representing the Humanities

Lynne Marks, Department of History. Term expires June 30, 2008

Representing Law

Jeremy Webber. Term expires June 30, 2007

Representing the Sciences

Frank von Veggel, Department of Chemistry. Term expires June 30, 2008

Representing the Social Sciences

William Carroll, Department of Sociology. Term expires June 30, 2008

Representing the Graduate Students' Society

Elizabeth Nijdam

Degrees and Programs Offered

The Faculty of Graduate Studies of the University of Victoria administers programs leading to the doctoral and master's degrees as shown at right.

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

Faculty Admissions

GENERAL REQUIREMENTS AND PROCEDURES FOR ALL GRADUATE STUDENTS

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 can not be credited towards tuition fees. Applications will

Faculty of Graduate Studies Programs

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

only be processed after the application fee has been 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 and 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 should 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.

Important Application Information Requirement to Disclose Information

Applicants are required to provide the information necessary for the University record. This includes disclosing all secondary and post-secondary institutions where any course registrations were made, and arranging for all official transcripts to be sent directly to Graduate Admissions and Records. Applicants who fail to meet these requirements may have their admission and registration cancelled.

University's Right to Refuse Applicants

The University reserves the right to refuse applicants for admission on the basis of their overall academic record, even if they technically meet the published admission requirements.

University's Right to Limit Enrollment

The University does not guarantee that students who meet the minimum published requirements will be admitted to any faculty, program or course. In cases where the number of qualified applicants exceeds the number that can be accommodated, the University reserves the right to set enrollment limits in a faculty or program and to establish admission criteria beyond the minimum published requirements set out in this section.

Submission of Transcripts

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

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

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

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

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 unless academic units set earlier deadlines.

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.

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 575 on the paper-based test, 233 on the computer-based test or an overall score of 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 23; Reading 20; Writing 23.

An overall score of at least Band 7.0 with no score of less than 7.0 on each academic component of the International English Language Testing System (IELTS) or a score of 90 on the Michigan English Language Assessment Battery (MELAB) will be accepted as an alternative to a TOEFL score of 575/233. Official test score reports must be sent directly to the University of Victoria by the testing agency. Individual departments may require a score higher than the Faculty minimum; applicants should check with the relevant department.

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

GMAT and GRE Requirements for Graduate Studies

The Graduate Management Admission Test (GMAT) is prepared and scored by Education Testing Services (ETS), Princeton, New Jersey, and the Graduate Management Admission Council. The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and ETS. GMAT and GRE requirements are prescribed by individual departments. In some instances, com-

pletion 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 DOCTORAL DEGREE PROGRAMS

Admission to a doctoral degree program normally requires a master's degree (or equivalent) from an accredited and recognized institution. Please refer to the section "General Requirements and Procedures for All Graduate Students."

Admission to a doctoral program requires evidence that the applicant is capable of undertaking 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 7.0/9.0 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.

ADMISSION TO REGULAR MASTER'S DEGREE PROGRAMS

Please refer to the section "General Requirements and Procedures for All Graduate Students."

In general, the minimum academic standing will be:

1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution

2. a grade point average of 5.0 (B) in the work of the last two years (30 units) leading to this baccalaureate degree.

Please note that individual departments often set higher entrance standards.

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

UPGRADING FOR ADMISSION TO GRADUATE STUDY

Applicants Who Do Not Meet Faculty Admission Requirements

1. Pre-Entry Program

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

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

2. Independent Upgrading

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

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

1. Independent Upgrading

Applicants who lack prerequisite or background courses may complete additional undergraduate course work to strengthen their application. If admitted, upon the recommendation of the student's supervisory committee, those courses may be eligible for transfer credit towards the graduate program, subject to the limitations stated on page 26. 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.

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. 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 Fees for Non-degree Students, page 33.

Visiting Research Students (CGSMRA)

Graduate Students currently registered at their home institution who are wishing to participate in the Canadian Graduate Student Research Mobility Agreement (CGSMRA), may be considered upon the basis of submission of the Visiting Research Student Form. This must be completed by the home institution after a suitable research exchange Supervisor has been arranged at UVic through your home institution.

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; MBA/LLB; MPA/LLB. 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.

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 residence requirement for the second doctoral degree.

ADMISSION 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.

Interdisciplinary Graduate Programs General Information

Interdisciplinary graduate studies are offered through a variety of options (see the Graduate Programs section for description).

Admission

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

Potential applicants must develop the degree program and research proposal and assemble

the supervisory committee before making formal application. (Refer to the Graduate Programs section for a description of the application process.)

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

Proposal Approval for Individual Interdisciplinary Degrees

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 Individual 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 individual interdisciplinary degree rather than have the student apply to an existing program. It is strongly recommended that applicants show their individual interdisciplinary study proposal to the Graduate Advisor for individual interdisciplinary Degrees before submitting the formal application.

Academic Supervisor for Individual Interdisciplinary Degrees

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

Degree Program and Supervisory Committee for Individual Interdisciplinary Degrees

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 below). Any changes to a degree program or supervisory committee must be made in writing and approved by the Associate Dean of Graduate Studies.

Program and Course Designation

The student's official record will indicate the program as "Interdisciplinary." The degree program can consist of appropriate INTD courses as listed below as well as regular courses from other departments.

- INTD 580¹ (1.5-3.0): Directed Studies
- INTD 599² (4.5-12.0): Thesis
- INTD 680¹ (1.5-3.0): Directed Studies
- INTD 699² (15.0-30.0): Dissertation

1. May be taken more than once for credit provided courses content differs.

2. Grading is INP, COM, N, F.

Individual Graduate Programs by Special Arrangement

General Information

Under appropriate conditions, it may be possible for departments to offer doctoral and master's 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 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.

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.

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 at right). 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. 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.

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

Program and Course Designation

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

Master's Programs

DEPT 580	(1.5-3.0) ¹ Directed Studies
DEPT 596	(1.5-3.0) ² Team Graduating Report/Project (non-thesis option)
DEPT 597	(0) ² Comprehensive Examination (non-thesis option)
DEPT 598	(1.5-3.0) ² Individual Graduating Report/ Project (non-thesis option)
DEPT 599	(4.5-12.0) ² Thesis

Doctoral Programs

DEPT 680	(1.5-3.0) ¹ Directed Studies
DEPT 699	(15.0-30.0) ² Dissertation

1. May be taken more than once for credit provided course content differs.

2. Grading is INP, COM, N, F.

Graduate Studies Courses by Special Arrangement

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

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

For descriptions of graduate courses by special arrangement (GS 500, 501 and 502), see the GS course listings.

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.

DOCTORAL DEGREES

Doctoral degrees are awarded for the creation and interpretation of knowledge that extends the forefront of the discipline or field of study, usually through new or original research. Holders of doctorates will be able to conceptualize, design and implement projects for the generation of significant new or original contribution to knowledge and/or understanding. Holders of doctorates will have the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems. Holders of the doctorate qualification will be able to:

- make informed judgments on complex issues in specialist fields, often in the absence of com-

plete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences; and,

- continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas or approaches; and will have the qualities and transferable skills requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Doctorates are awarded to students who have demonstrated:

- the creation and interpretation of new or original knowledge, through original research, or other advanced scholarships, of a quality to satisfy peer review, extend the forefront of the discipline or field of study, and merit publication;
- a systematic acquisition and understanding of new or original knowledge which is at the forefront of an academic discipline or field of study, or area of professional practice;
- the general ability to conceptualize, design and implement a project for the generation of new or original knowledge, applications or understanding at the forefront of the discipline or field of study, and to adjust the project design in light of unforeseen problems; and,
- a detailed understanding of applicable techniques for research and advanced academic enquiry.

MASTER'S DEGREES

Master's degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, or field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- the ability to deal with complex issues analytically, systematically and creatively,
- the ability to engage in decision making in complex and unpredictable situations
- the ability to communicate clearly with various audiences;
- the ability to develop new skills and continue to advance their knowledge and understanding, and
- the independent learning ability required for continuing professional development.

The main distinction between a master's degree (thesis option) and master's degree (non thesis option) is that the thesis is a more extensive work of scholarly research whereas a non-thesis is a less-extensive work of research and may be more practice-based.

Master's Degrees (thesis option)

In addition to the above criteria for all Master's Degrees, graduates of master's degrees (thesis option) will demonstrate:

- conceptual understanding that enables the student to: critically evaluate current research and advanced scholarship in the discipline; and to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses.
- self direction and originality in tackling and solving problems, and in planning and implementing tasks at a professional or equivalent level.

Master's Degrees (non-thesis option)

In addition to the above criteria for all Master's Degrees, graduates of master's degree (non-thesis option) will demonstrate:

- a high level of achievement in the application of knowledge required in the related field; and,
- mastery of the skills required to complete a complex project in the related field.

PROGRAM REQUIREMENTS - DOCTORAL DEGREES

Minimum Degree Requirements

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

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

Doctoral Candidacy Examinations

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

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

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

While there may be wide variety in the content of candidacy examinations, all such examinations must be consistent within each department. Factors that must be consistent are the

manner in which the examinations are constructed, conducted and evaluated. Departments are responsible for ensuring this consistency.

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

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

Doctoral dissertations

When research is completed, and before the dissertation is written, the student should download a copy of the Thesis/Dissertation Guidelines from the website of the Faculty of Graduate Studies. This publication specifies academic and technical requirements to ensure acceptability of the document to the University and the National Library.

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

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

PROGRAM REQUIREMENTS - MASTER'S DEGREES

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).

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's record as FNC (For No Credit on a graduate program); as well, courses indicated on the record as FNC will not be included in sessional or cumulative grade point average calculations. Any senior undergraduate courses (courses numbered 300-499) included in a graduate program must be pertinent to the program and must be in addition to the minimum 12 units of graduate credits required in all master's degree programs. The Dean's permission is required if a student wishes to take only undergraduate courses in a given term.

Master's Theses

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 of the Faculty of Graduate Studies. This publication specifies academic and technical requirements to ensure acceptability of the document to the University and the National Library.

A master's thesis is an original lengthy essay which demonstrates a student's understanding of, and capacity to, employ research methods appropriate to their discipline(s). It should normally include a general overview of relevant literature in the field of study, be well organized and academically written. The work may be based on body of original data produced by the student or it may be an original research exercise conducted using scholarly literature or data produced and made available by others.

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.

Master's Degrees Without Theses

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

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

1. A program form must be completed as for all other graduate degrees.
2. A supervisory committee must be formed as described under "Graduate Studies Committees, Advisers, and Supervisors" below.
3. Unless approved by Senate there must be evidence of independent research work which may be in the form of a project, extended paper(s), work report, etc. The credit value for this work may range from 1.5 to 6.0 units.
4. There shall be a formal evaluation of the degree. The department may require a written comprehensive examination in place of, or in addition to, an oral examination. If an oral examination is conducted, it shall be done so in accordance with the regulations under "Examining Committees", page 29, and "Results of Oral Examinations (Master's Without Thesis)", page 29.

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

GRADUATE STUDIES COMMITTEES, ADVISERS, AND SUPERVISORS

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.

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.

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. See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.

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. 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. See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.

Composition of the Supervisory Committee: Doctoral Degrees

Doctoral Degrees

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

Doctoral Degrees 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.

Individual Interdisciplinary Doctoral Degrees

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.

Composition of the Supervisory Committee: Master's Degrees

Master's Degrees With Theses

Three members: the academic supervisor plus one or two departmental members. No more than one member may be from outside the department. All members must be familiar with the area of study.

Master's Degrees Without Theses

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 Degrees By Special Arrangement (With and Without Theses)

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 Degrees

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.

Registration

DEFINITION OF FULL-TIME STATUS

Students other than MBA and MPA

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

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

MBA Students

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

- enrolled in courses totaling a minimum of 4.5 units, or
- enrolled in a project (598) or a 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 project (598) or 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

The Faculty of Graduate Studies has no general minimum residency requirements however academic units may require students to be in attendance on campus for all or a portion of the time period for their degree. Transfer credit and time limits apply to both on- and off-campus students, and both full-time and part-time programs.

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 website.

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

LATE REGISTRATION

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

REGISTRATION IN COURSES OUTSIDE A GRADUATE PROGRAM

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

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

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

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

REGISTRATION BY UNDERGRADUATES IN GRADUATE COURSES

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

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

REGISTRATION AS AN AUDITOR

An individual who is either a graduate student or holds a baccalaureate degree and is recommended to the Faculty of Graduate Studies by a department may be permitted to audit graduate courses.

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

A student who is only auditing courses should submit to Graduate Admissions and Records a completed Auditor Entry Form, as well as provide a transcript of degree. A student whose first language is not English, and who has resided in Canada or other English-speaking countries less than three consecutive years immediately prior to the beginning of the session applied for, must demonstrate competency in English (see page 16).

Registration as an auditor is subject to the following conditions:

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

LETTER OF PERMISSION FOR STUDIES ELSEWHERE

Students currently registered in a graduate program who wish to undertake studies at another

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

APPROVED EXCHANGE PROGRAMS

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

REGISTRATION IN CONCURRENT DEGREE PROGRAMS

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

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

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

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

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

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

REGISTRATION AFTER ORAL EXAMINATION OF DISSERTATION OR THESIS OR AFTER NON-THESIS ORAL EXAMINATION OR COMPREHENSIVE EXAMINATION

After successful completion of a dissertation or thesis 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 dissertation or thesis until required revisions are complete
- co-op work terms as required to receive the co-op designation for the graduate degree
- registration in a course that may be required to complete degree requirements
- other registration as approved by the Dean

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

DEADLINES FOR DROPPING COURSES

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

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

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

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

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.

companied 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 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 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 may 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 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 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 may have a letter of recommendation forwarded from the department or school to the Office of the Dean, Faculty of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

Time Limit for Students in Co-op Programs

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

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.

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.

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. 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 can neither 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 request Temporary Withdrawal with Permission for medical, family, or compassionate reasons. Requests 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 request is approved, 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 prior to reaching the maximum time limit for their graduate degree program 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.

Faculty Academic Regulations

STUDENTS' RESPONSIBILITIES

See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.

Students are responsible for:

- making themselves familiar with the general Calendar regulations of the Faculty of Gradu-

ate 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 32). If unsure about any aspect of the fee regulations, students should contact the Graduate Admissions and Records Office.
- 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."
- promptly reporting changes in address and telephone number to Graduate Admissions and Records or updating their records at <https://isisweb.uvic.ca/~zzsys01/grdoc.html>. A letter mailed to a student's address as it appears on record in the Graduate Admissions and Records Office will be deemed adequate notification to the student for all matters concerning the student's record.
- submitting to a medical examination at any time during attendance at the University, if required by the University. This measure exists to safeguard the medical welfare of the student body as a whole. Students are required to maintain appropriate sickness and hospital insurance. See Health Services, page 9.
- making themselves familiar with the regulations under Required Approvals for Research.

ACADEMIC INTEGRITY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or de-

ception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. The following policies and procedures are designed to ensure that the University's standards are upheld in a fair and transparent fashion.

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

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

Plagiarism

A student commits plagiarism when he or she:

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

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

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

Multiple Submission

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

Falsifying Materials Subject to Academic Evaluation

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

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

Cheating on Assignments, Tests and Examinations

Cheating includes, but is not limited to:

- copying the answers or other work of another person

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

Aiding Others to Cheat

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

Procedures for Dealing with Violations of Academic Integrity in Course Work

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 undeptartmentalized 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 undeptartmentalized faculties) may designate an experienced faculty member (e.g., the course coordinator in multiple-section courses) to fulfill his or her responsibilities in relation to this policy.

Allegations

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

Determining the Nature of the Violation

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

Determining Appropriate Penalties

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

Referral to the Dean

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

Letters of Reprimand

Any penalty will be accompanied by a letter of reprimand which shall be written by the authority (Chair, Dean, President) responsible for imposing the penalty. The letter of reprimand shall

be sent to the student and copied to Graduate Records, where it shall be kept until four (4) years after graduation.

Rights of Appeal

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

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

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

Guidelines for Penalties

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

Violations Relating to Course Work

Plagiarism

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

Multiple Submission Without Prior Permission

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

Falsifying Materials

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

Cheating on Exams

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

course when such sharing covers the bulk of the work.

Collaborative Work

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

Repeat Violations

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

Violations Relating to Graduate Student Dissertations or Theses

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

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

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

Keeping Records

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

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

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

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

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

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

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 academic units 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 (for no credit) or used for Transfer Credit 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 whose dissertation, thesis or project is not progressing satisfactorily, or who otherwise fails to meet academic standards, may be required to withdraw from the Faculty of Graduate Studies with the advice and consent of the academic unit(s) concerned.

RESEARCH APPROVAL REQUIREMENT

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

CONFLICT OF INTEREST

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

EVALUATION OF STUDENT COURSE WORK

Assessment Techniques

Each academic unit 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 examination and will not receive any credit for the course. If a student obtains satisfactory standing in the laboratory work only and repeats the course, the student may be exempted from the laboratory work with the consent of the department. The same rules may, at the discretion of the department concerned, apply to non-science courses with laboratory work.

Term Assignments and Debarment from Examinations

In some courses students may be assigned a final grade of N or debarred from writing final examinations if the required term work has not been completed to the satisfaction of the department concerned. Instructors in such courses

must advise students of the standard required in term assignments and the circumstances under which they will be assigned a final grade of N or debarred from examinations.

Review of an Assigned Grade

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

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

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

GRADING

The table at right displays the official grading system used by the Faculty of Graduate Studies.

SESSIONAL GRADE POINT AVERAGE

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

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

COURSE CREDIT

Course Challenge

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

Duplicate Courses

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

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

Transfer Credit

On the recommendation of the department or school concerned, the Faculty of Graduate Studies may accept courses for which credit has been granted at other accredited and recognized post-secondary institutions or at the University of Victoria for inclusion in a graduate program. However, at least half of the program units must

be completed as a degree candidate in the Faculty of Graduate Studies at the University of Victoria. **There is no reduction in the minimum program fee or number of fee installments required for students who are granted transfer credit.**

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

1. must be a graduate or senior undergraduate level course;
2. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution. Courses graded Pass/Fail or equivalent are not acceptable;
3. must not be used to meet the minimum admission standards of the Faculty of Graduate Studies;
4. must not have been used to obtain any degrees; and
5. must have been completed within the previous 10 years.

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 17), 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.

Faculty of Graduate Studies - Grading Scale

Grade	Grade Point Value	Description	Achievement of Assignment Objectives
A+	9	Exceptional work	Technically flawless and original work demonstrating insight, understanding and independent application or extension of course expectations; often publishable
A	8	Outstanding work	Demonstrates a very high level of integration of material demonstrating insight, understanding and independent application or extension of course expectations
A-	7	Excellent work	Represents a high level of integration, comprehensiveness and complexity, as well as mastery of relevant techniques/concepts
B+	6	Very good work	Represents a satisfactory level of integration, comprehensiveness, and complexity; demonstrates a sound level of analysis with no major weaknesses
B	5	Acceptable work that fulfills the expectations of the course	Represents a satisfactory level of integration of key concepts/procedures. However, comprehensiveness or technical skills may be lacking
B-	4	Unacceptable work revealing some deficiencies in knowledge, understanding or techniques	Represents an unacceptable level of integration, comprehensiveness and complexity. Mastery of some relevant techniques or concepts lacking. 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.
C+	3		
C	2		
D	1		
F	0	Failing grade.	Unsatisfactory performance. Wrote final examination and completed course requirements.

Students in the Faculty of Graduate Studies 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 of Graduate Studies is approved by the Dean. Some academic units may employ a percentage system for evaluating student's work.

Other Failing or Temporary Grades

N	0	Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.
COM	N/A	Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings
INC		Incomplete (requires "Request for Extension of Grade" form). Used for those graduate credit courses designated by the Senate and identified in the course listings; also used, with Dean's permission, for those graduate credit courses with regular grading (A to F, including N) which are not complete by the end of the term or session due to exceptional circumstances beyond the control of the instructor or student. INC must be replaced by a final grade not later than the end of the next term.
INP	N/A	In Progress. Used only for work terms; dissertations; theses; projects; comprehensive examinations and seminars offered on the same basis as dissertations or theses and designated by Senate (identified in the course listings). In the case of work terms, a final grade must replace INP within two months of the end of term. For dissertations, theses, designated seminars, projects and comprehensives, a final grade must replace INP by the end of the program. If the student does not complete the degree requirements within the time limit for the degree, the final grades will be N.
CIC	N/A	Co-op Interrupted Course. Temporary grade. See Co-op Regulations.

ter's programs, before the completion of the comprehensive examination and/or the oral examination of the project.

CHANGES TO PROGRAM REQUIREMENTS

1. 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 faculty¹, 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 years², that unit must provide a transition program for any student registered in the faculty at the date of the program change who demonstrates that satisfying the new program requirements will extend the length of time (number of terms) that the student requires to complete her or his current program.

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

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

1. In some faculties (particularly Education), accreditation requirements may not permit a change in regulations midway through a student's program.

2. The change to five years reflects the number of years some faculties allow to complete their degree program.

3. Because it is impossible to foresee all situations in which unfairness may arise (for example, a student transferring in with advanced standing from a program affiliated with a UVic program), this general regulation will allow for special circumstances.

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

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 atten-

dance 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

Doctoral or Master's 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 mas-

General Regulations below. For information, please contact the Co-operative Education Coordinator or the Graduate Adviser in the department concerned. Co-operative Education is not open to non-degree graduate students.

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

Special regulations apply to the MBA program

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. Master's students must register for each work term at the 800 level, and doctoral students must register for each work term at the 811 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. Students who are assigned a grade of F or N for a work term that carries 2.0 units will have a zero grade point assigned for that 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 32).

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

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

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

WORK TERMS

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

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

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

for admission to the academic program, undertake a first Co-op work term.

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

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

2.0 units of academic credit are awarded for each approved work term successfully completed according to the requirements of the various faculties and their co-op programs. These credits may only be applied to completion of the work term requirement of an approved co-op program.

These work term credits may not be applied towards requirements for any degree or program except in fulfillment of the co-op work term requirement as noted above.

Work Term Preparation

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

Criminal Records Check

UVic students employed in cooperative work terms, placed in practica or enrolled as student members in their professional organizations may be required to undergo criminal records reviews by legislation (e.g., BC Criminal Records Review Act), or because of the risk management policies of the organization with which the student will be associated. Students are responsible for providing authorization for the review to the employer, practice agency or professional organization upon request and cooperating in the conduct of the review as needed. Without this authorization or cooperation, an organization may revoke its offer of employment or placement. Usually, the student must pay for the review, although some employers will absorb the costs. Some units on campus, where students are frequently placed in situations requiring a review, may have standard information or practices regarding the procedure. However, the University has no responsibility to involve itself in this process. Students should check the administrative office in their own unit for any discipline-specific information.

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 be-

ing appealed. The Co-op coordinator may file a written response to the appeal to the Dean and the Executive Director, with a copy to the appellant. The Dean and the Executive Director will consider the appeal.

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

3. If the student is not satisfied with this decision, the student may appeal to the Senate Committee on Appeals. This appeal process is governed by the regulations on appeals, page 30. Decisions of the Senate Committee on Appeals are final and may not be appealed to the Senate. In cases that do not fall under the jurisdiction of the Senate Committee on Appeals, the decision of the Dean and the Executive Director of Co-operative Education is final.

WORK AUTHORIZATIONS FOR INTERNATIONAL STUDENTS

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 International and Exchange Services Office 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.

Examinations

FINAL ORAL EXAMINATIONS

General Regulations

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 must be registered in dissertation (699), thesis (599) or project (598) at the time of oral defense.**

Students may proceed to an oral examination when the supervisory committee is satisfied that the dissertation, thesis or project represents an examinable document for the degree requirements. The supervisory committee confirms this by signing the Request for Oral Examination form. This form must be submitted to the Office of the Dean of Graduate Studies 30 working days for PhD students and 20 working days for master's students before the anticipated date of the oral examination. Instructions concerning the appropriate procedures to follow for oral examinations can be found on the web site of the Faculty of Graduate Studies.

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 from outside the academic unit for the fi-

nal oral examination. Any regular 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

Doctoral degrees

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

Master's degrees with theses

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 theses

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.

Results of Oral Examinations (Dissertations and Theses)

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 dissertation or thesis 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 Dissertation/Thesis Approval Form.

2. **That the dissertation or thesis 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 the letter and at the end of the examination work together to 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 dissertation or thesis 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 that has been composed by the examining committee 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 Dissertation/Thesis Approval Form.

4. **That the examination be "adjourned"**

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

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

5. **Failure**

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

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

Results of Oral Examinations (Master's degrees without theses)

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

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

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

2. That the examination be "adjourned"

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

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

3. Failure

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

Degree Completion and Graduation

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

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 on the web site of the Faculty of Graduate Studies.

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 dissertation or thesis. Regulations governing the proper submission are set out in *Instructions for the Preparation of Doctoral Dissertations and Master's Theses*. Only the latest version of these instructions is valid. A copy of all approved dissertations and theses will be published and held in the University's collection.
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. All students should check their fee status at the Graduate Admissions and Records Office.

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 34). 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.

Appeals

Students who have grounds for believing themselves unjustly treated within the University are encouraged to seek all appropriate avenues of redress or appeal open to them.

ACADEMIC MATTERS

Academic matters are the responsibility of course instructors, departments, faculties and the Senate.

Depending on the nature of the academic matter of concern to the student, the order in which the student should normally try to resolve the matter is: first, the course instructor; second, the Chair of the department; third, the Dean of the faculty; and finally, the Senate. In addition, the student may wish to consult the UVSS Ombudsperson. A student seeking a formal review of an assigned grade should consult the regulations here.

APPEALS TO THE SENATE

Once all the appropriate recourses have been exhausted, a student may have the right of final appeal to the Senate. Except on those matters concerned solely with the exercise of academic judgement, students may appeal to the Senate. Students should submit their appeal in writing to the Secretary of Senate and should include with the appeal a clear and precise statement of:

- the decision or act or treatment which is being appealed (including the name of the person or body whose decision, act or treatment is being appealed)
- the reasons the student believes the appeal should be allowed
- the remedy or relief the student is seeking

Terms of Reference for Senate Committee on Appeals

1. Preamble:

- a) A student may appeal to the Senate on any matter within the jurisdiction of the Senate as set out in the University Act, except those matters in which the sole question raised turns on the exercise of academic judgement. In accordance with the University Act, the Senate has delegated to Hearing Panels of the Standing Committee on Appeals the authority and responsibility to decide, on behalf of the Senate, all appeals from students.
- b) Prior to filing an appeal, a student must have pursued and exhausted all other reviews, appeals and/or other remedies provided by the University Calendar or by the Appellant's faculty.

2. Standing Committee on Appeals

a) Composition

The membership of the Committee shall consist of fourteen (14) members appointed by the Senate on the recommendation of the Senate Committee on Committees and membership is not restricted to members of Senate. The membership of the Committee shall consist of:

- (i) Nine (9) faculty members, one from each faculty other than the Faculty of Graduate Studies, at least six (6) of whom shall be members of Senate,
- (ii) One (1) graduate student,
- (iii) Three (3) undergraduate student senators from at least two different faculties, and
- (iv) One (1) of the Senators elected by Convocation or appointed by the Lieutenant Governor-in-Council.

b) Vacancy on the Committee

A vacancy on the Committee shall be designated by the Senate Committee on Committees from among the nine faculty members on the Committee. An appointment so made shall be subject to the approval of the Senate at its next ordinary meeting.

c) Chair

The Chair and Vice-Chair of the Committee shall be designated by the Senate Committee on Committees.

d) Secretary

The Secretary of Senate (or designate) shall serve as a non-voting Secretary of the Committee.

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, 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.

BURSARIES

Bursaries are non-repayable awards based on financial need and reasonable academic standing. They are available both for graduate students entering UVic and those already attending the university.

Bursary applications and eligibility information are available from the Students Awards and Financial Aid website <registrar.uvic.ca/safa>. Application deadlines are October 15 for the winter session (September-April), and June 1 for the summer session (May-August).

A number of bursaries are awarded on the recommendation of Student Awards and Financial Aid and/or the student's academic unit. Students should contact their faculty, school or department for information on nomination procedures.

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 an academic income supplement.

e) Quorum of Committee

A quorum for a meeting of the Committee shall be 50% of the members of the Committee plus one (1).

3. Hearing Panels

a) Hearing Panels

Each hearing shall be heard by a Hearing Panel composed of members of the Senate Committee on Appeals. A Hearing Panel may explore the resolution of an appeal by mediation.

b) Composition of Hearing Panels

Each Hearing Panel shall normally consist of five (5) members of the Senate Committee on Appeals composed as follows:

- (i) The Chair or Vice-Chair of the Senate Committee on Appeals who shall serve as the Chair of the Hearing Panel,
- (ii) At least one (1) student. Participation by a second student is desirable; if a second student is available and willing to attend, the number of panelists will then be six.
- (iii) At least two (2) Faculty members, of whom one will normally be either from an area of study that is related to the area of study to which the appeal relates or from an academic unit which has a program that comprises practices or procedures that are similar to the program to which the appeal relates,
- (iv) One additional member, and, when it is formed, at least three (3) members of each Hearing Panel shall be Senators. Except for the Chair of the Hearing Panel, the University Secretary shall select the members for each Hearing Panel at random in a manner that satisfies the preceding composition of the Hearing Panel.

c) Chair of Hearing Panel

Where neither the Chair nor the Vice-Chair of the Senate Committee on Appeals is able to serve on a Hearing Panel, or at the request of the Chair, the University Secretary shall designate another member of the Senate Committee on Appeals as the Chair of the Hearing Panel.

4. Hearing Panel Procedural Guidelines

The Committee shall adopt Procedural Guidelines that will govern the conduct of hearings by Hearing Panels, and the Committee may, where a majority of all the members of the Committee approve, amend the Procedural Guidelines from time to time in light of experience. Where, in the hearing of a particular appeal, the Procedural Guidelines are in conflict with the principles of fairness and natural justice, a Hearing Panel shall depart from the approved Procedural Guidelines with regard to that appeal.

5. Time Limit for Filing an Appeal

Normally, an Appellant must file a Notice of Appeal with the University Secretary within six (6) months of the decision, action or treatment being appealed. If the Notice of Appeal is not filed within this period of time, the Appellant must provide reasons for the delay in the Notice of Appeal.

An appeal may be dismissed by reason of the delay in filing the Notice of Appeal.

6. The Decision of a Hearing Panel is Final

The decision of a Hearing Panel is final and no appeal lies to the full Senate Committee on Appeals or to the Senate from a decision of a Hearing Panel.

7. Reopening of an Appeal

Normally, an appeal may be reopened only if, in the opinion of the members of Senate Appeals Committee who were not members of the Hearing Panel that initially heard the appeal, there is new evidence and the Committee is satisfied that

- a) the evidence could not have been found and tendered at the original hearing by the exercise of reasonable diligence, and
- b) the relevancy and cogency of the new evidence is such that if it had been tendered at the original hearing there is a substantial probability that it may have affected the outcome.

Prior to making its decision the Senate Appeals Committee shall read the decision of the initial Hearing Panel including any dissenting reasons.

Where the Senate Appeals Committee decides to reopen an appeal, the appeal shall be referred to a Hearing Panel that consists of members who were not members of the Hearing Panel that previously heard the appeal.

8. Annual Report to Senate

- a) The Chair of the Committee shall make an annual report to Senate in May containing the following information:

- (i) the number of appeals that have been heard and decided since the last report to Senate;
- (ii) a summary of each appeal that has been decided, prepared in a manner that is not likely to disclose the identity of the Appellant, the Respondent or individual instructors, and that includes:

- the decision, act or treatment that was the subject of the appeal,
- the grounds or reasons for the appeal,
- the remedy or relief sought by the Appellant,
- the disposition of the appeal by the Hearing Panel;

- (iii) the number of appeals that are pending where no decision has been rendered.

- b) If the Hearing Panel or the Committee has found any University regulation or procedure that appears to need revision, the annual report of the Standing Committee on Appeals may recommend appropriate action.

Tuition and Other Fees

Students, parents and sponsors are advised that the following tuition fees have been approved by the Board of Governors for the 2007-2008 academic year. Please note, however, that ancillary fees may still change.

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: <<https://isisweb.uvic.ca/~zzsyst01/grdoc.html>>.

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

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

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

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

Payment Due Dates

Fees are due by the following dates:

First term	September 30
Second term	January 31

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

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

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

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

Making Payments

Students are asked to make their payments by 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 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., 2006W) are written on the face of their cheque.

Overdue Accounts

A service charge of 1.5%, annualized at 19.56% (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, on the Academic Change Notice form, 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 19	100%
October 10	50%

Second term assessments

On or before:	
January 16	100%
February 6	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 Graduate Fee Reduction Appeals Committee, c/o Manager, Tuition Fees, 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 re-registration fees. Students are charged a fee for every term they are registered in a degree program.

- The minimum regular program fee for a master's degree (excluding MBA, Health Informatics web-based program and one year master's programs*) is 5.0 fee installments which can consist of a combination of regular full and regular half fee installments totaling 5.0 full regular fee installments. One (1.0) additional regular fee installment will be assessed if a student remains registered after having paid 5.0 regular full fee installments (for a total of 6.0).
- 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. A 1.5 additional regular fee installment will be assessed if a student remains registered after having paid 7.5 regular full fee installments (for a total of 9).

- The minimum regular program fee for the MBA degree is 6.0 fee installments, which can consist of a combination of regular full, and regular half fee installments.
- The minimum regular program fee for the PhD degree in Law is 5.0 fee installments, which can consist of a combination of regular full and regular half fee installments. Up to 2.5 additional regular fee installments will be assessed if a student remains registered after having paid 5.0 regular full fee installments (for a total of 7.5).
- An installment and ancillary fees are assessed for each of the three terms of the academic year (September to December, January to April, May to August). Payment each term is either a full (1.0) or half (.50) installment depending on your registration, whether full or part time.

* For those students registered in a one year master's program, the minimum number of fee installments is 3.0. Current programs include English, French, History, Law**, Applied Linguistics, and Political Science.

** The minimum regular program fee for the LL.M. completed within 12 months is 3.0 fee installments, which can consist of a combination of regular full and regular half fee installments. Up to 2.0 additional regular fee installments will be assessed if a student remains registered after having paid 3.0 fee installments (for a total of 5.0). See definition of full-time and part-time status, page 21.

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 22) will be assessed a program extension fee at the regular tuition rate per term.

Fees for Students Transferring from a Master's to a 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 \$61.00 per term. U-Pass gives students unlimited access to all Greater Victoria BC Transit buses and HandyDart services at all times and on all days.

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

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

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

More information about the plan is available at the Student Union Building Info Booth, by calling 721-8355 or at <www.uvss.uvic.ca>.

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.

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\$617.50
International\$736.70

Fees for Graduate Students

Graduate application fee\$100.00
(\$125.00 if any documents originate outside Canada)

Acceptance deposit (not required for all programs)\$100.00
(Forfeited if student does not register, but \$50.00 is refundable if notice that application is withdrawn is received 28 days before the start of classes)

Domestic Tuition

Full fee installment\$1554.90
Half fee installment\$777.45
Non-degree, per unit\$617.50
Graduate reregistration fees, per term until maximum completion limits\$617.50
Program extension fee\$1554.90
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above)\$586.30
Athletics/Recreation-per term (on-campus and local only)\$68.00
Graduate Students' Society-per term\$54.89
Graduate Students' Society-per co-op work term\$27.45
GSS Extended Health Care Plan:
per year (single coverage)\$175.00
Family opt-in\$180.00
8 month pro-rated fee\$120.00
Family opt-in\$125.00
Dental Care Plan-per year (single coverage)\$185.00
8 month pro-rated fee\$125.00
U-Pass Bus Pass\$61.00

International Tuition

Full fee installment\$1850.20
Half fee installment\$925.10
Non-degree, per unit\$736.70
Graduate reregistration fees, per term until maximum completion limits\$736.70
Program extension fee\$1850.20
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above)\$697.70
Athletics/Recreation-per term (on-campus and local only)\$68.00
Graduate Students' Society-per term\$54.89
Graduate Students' Society-per co-op work term\$27.45
GSS Extended Health Care Plan:
per year (single coverage)\$175.00
Family opt-in\$180.00
8 month pro-rated fee\$120.00
Family opt-in\$125.00
Dental Care Plan-per year (single coverage)\$185.00
8 month pro-rated fee\$125.00
U-Pass Bus Pass\$61.00

MBA Program Fees

Acceptance deposit-Business\$400.00
Deferred entry (allowed once only)\$200.00
Students enrolled full time or part time in the MBA program pay an additional program fee of \$600.00 per term for five terms for a total of

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\$3000.00 or a combination of \$300.00 or \$600.00 for a total of \$3,000.00 or a combination of \$300.00 or \$600.00 for a total of \$3000.00. This fee is in addition to the minimum fee for a master's degree.

MBA Domestic Tuition, per term

Full fee installment	\$3420.30
Half fee installment	\$1710.15
Non-degree, per unit	\$1128.70
MBA reregistration fees, per term, until maximum completion limits	\$1128.70
Thereafter	\$3420.30
Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above)	\$586.30

MBA International Tuition, per term

Full fee installment	\$3715.60
Half fee installment	\$1857.80
Non-degree, per term	\$1226.15
MBA reregistration fees, per term, until maximum completion limits	\$1226.15
Thereafter	\$3715.60
Co-operative program fee, per work term (this fee does not form part of the minimum program fee described under Program Fees, above)	\$697.70

MA (Child and Youth Care) Program Fees

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

MSc Health Informatics (web-based program) Domestic Tuition

Full fee installment	\$4086.90
Half fee installment	\$2043.45
Reregistration fees, per term, until maximum completion limits	\$1672.74
Thereafter	\$4086.90

MSc Health Informatics (web-based program) International Tuition

Full fee installment	\$4382.20
Half fee installment	\$2191.10

Reregistration fees, per term, until maximum completion limits	\$1772.74
Thereafter	\$4382.20

Note: Differential fees for re-registration will take effect for September 2009. Students who began the program in January 2007 or earlier will not be required to pay differential re-registration prior to September 2009.

MPA

Acceptance Deposit	\$200.00
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FEES FOR AUDITORS

Audit fees per unit:

Under age 65

- Domestic	\$259.90
- International	\$328.21
Age 65 or over	\$85.40

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

Other Graduate Fees

Reinstatement fee	\$250.00
Application to graduate (all students) ..	\$30.00
Master's thesis: binding only	\$16.05
Master's thesis: binding & microfilming ..	\$53.50
PhD dissertation	\$53.50
Application to reregister	\$25.00
Off-campus graduate credit Education course surcharge, per credit unit	\$100.00
Late application/registration	\$35.00
Returned cheque	\$15.00
Transcripts, per copy	\$10.00*
Transcripts (priority), per copy	\$17.00*
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	\$25.00
Confirmation of enrolment letter	\$3.00*
Degree completion letter	\$8.00*
Degree completion letter (priority)	\$15.00*

* Includes Goods & Services Tax (GST)

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Anthropology

GENERAL INFORMATION

Contact Information

Department of Anthropology

Location: Cornett Building, Room B214

Mailing Address:

Department of Anthropology
University of Victoria
P.O. Box 3050, STN CSC
Victoria, B.C. V8W 3P5
Canada

Courier Address:

Department of Anthropology
University of Victoria
Cornett Building Room B214
3800 Finnerty Road (Ring Road)
Victoria, BC V8W 2Y2
Canada

Telephone Number:(250) 721-7047

Fax Number:(250) 721-6215

E-mail: anthtwo@uvic.ca

Website: <web.uvic.ca/anth/>

Chair: TBA

E-mail: anthone@uvic.ca

Phone:(250) 721-7049

Graduate Adviser: TBA

E-mail: anthgs@uvic.ca

Phone:(250) 721-6283

Graduate Secretary: Marie Page

E-mail: anthmain@uvic.ca

Phone:(250) 721-7046

Faculty Members and Areas of Research

Heather Botting, PhD (Alberta)

Ethnology; symbolic anthropology, folklore, anthropology of religion and political anthropology (Senior Instructor)

Hülya Demirdirek, PhD (Oslo)

Sociocultural Anthropology: transnational labour migration, sex labour, identity, ethnicity, postsocialism, former Soviet Union, Moldova

Leland H. Donald, PhD (Oregon)

Ethnology: social organization, ethnohistory, quantitative methods, Pacific Northwest

Lisa Gould, PhD (Washington U St Louis)

Biological Anthropology: primate behaviour, ecology, primate demography and life history, hormones and behavior, Madagascar

Yin Lam, PhD (Stony Brook)

Paleoanthropology: Stone Age archaeology, zooarchaeology, Sub-Saharan Africa

Quentin Mackie, PhD (Southampton)

Archaeology: Northwest coast, archaeological methods and theory, spatial analysis

Margo L. Matwychuk, PhD (CUNY)

Ethnology: anthropology of power, rural societies, political economy, elites, feminism, theory, Latin America, Caribbean, Brazil

Lisa M. Mitchell, PhD (Case Western Reserve University)

Cultural anthropology, medical anthropology, gender, technology and the body, ultrasound imaging, children, Philippines, Canada

April Nowell, PhD (U of Pennsylvania)

Archaeology: Paleolithic, taphonomy, lithic technology, evolution of human cognition, origins of language, art, symboling, Western Europe, Near East

Eric A. Roth, PhD (Toronto)

Biological Anthropology: demography, AIDS/HIV, growth and development, pastoralists, Africa

Peter H. Stephenson, PhD (Toronto)

Applied and medical anthropology: Aging & Society, Indigenous Peoples in Global Perspective, urban planning, refugees, Native Peoples, Canada, Europe

Andrea N. Walsh, PhD (York)

Visual anthropology: visual culture and theory, visual research methods, art, photography, film and new media, 20th Century and Contemporary First Nations Visual Culture, Canada

Margot Wilson, PhD (Southern Methodist)

Ethnology: medical, development and applied anthropology, gender studies, Bangladesh, India.

Degrees and Specializations Offered

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

Facilities

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

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. The maximum value of this in 2006/2007 was \$13,500. Several teaching assistantships are available, usually ranging from \$4,564 to \$5,935 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 \$4,000 per year). There are also several awards that provide small numbers of exceptional or financially eligible students with additional funds. These awards include, but are not limited to, the Sara Spencer Research Award in Applied Social Science, the Mrs. Annie Greskiw Graduate Award, Maritime Awards Society of Canada Graduate Fellowships, and the Martlet Chapter Iode Graduate Scholarship for Women. Graduate Fellowships are also available on a competitive basis from federal government funding agencies (NSERC, CIHR, SSHRC). The university awards a supplement of \$4,000 to students who win a federal fellowship.

ADMISSION REQUIREMENTS

General

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

Admission decisions are usually taken in early March.

Admission To Master's Programs

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

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

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

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

Deadlines

February 15th.

PROGRAM REQUIREMENTS

The Department offers two programs of equal status, leading to the MA degree:

- Thesis option
- Non-thesis option

All entering graduate students follow a common program. Approval to select the thesis option is given before the beginning of a student's second year of study and is based on satisfactory progress in developing a thesis proposal. Permission to enter the thesis option is granted only if that thesis proposal, approved by the student's supervisory committee, is on file with the Department's Graduate Adviser by August 31st following entry into the program. Students who do not file a proposal will continue in the non-thesis option.

Each program option requires 15.0 units.

Master's - Thesis Option

This option exposes students not only to the 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 experi-

ence 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 Methods¹

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 super-

visor will recommend an appropriate external examiner. This member of the examining committee comes from another department or institution, normally has no input in the creation of the thesis, and, as an arms-length knowledgeable member, is given the leading role in examining the candidate. Subsequently, the committee can choose between various options ranging from acceptance of the thesis and pass of the oral defense through various degrees of revisions to the very rare instance of outright failure. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Dean of Graduate Studies.

Program Length

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

Master's Non-Thesis Option

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

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

Course Requirements

Core Courses

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

- ANTH 500 (1.5) Seminar in Anthropological Theory
ANTH 501 (1.5) Seminar in Social and Cultural Anthropology
ANTH 516 (1.5) Seminar in Anthropological Research Methods¹
ANTH 540 (1.5) Seminar in Archaeology and Culture History
ANTH 550 (1.5) Seminar in Physical Anthropology

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

Additional Courses

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

- ANTH 510 (1.5) Selected Topics in Social and Cultural Anthropology
ANTH 530 (1.5) Ethnology of a Selected Area
ANTH 542 (1.5) Archaeology of a Selected Area
ANTH 552 (1.5) Selected Topics in Physical Anthropology
ANTH 561 (1.5) Selected Topics in 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 by a supervisory committee including a member from each of the sub-disciplines.

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 28.

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 research day give our graduate students the opportunity to acquire and polish their scientific presentation skills.

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

Contact Information

Department of Biochemistry and Microbiology

Location: Petch Building, Room 207

Mailing Address:

P.O. Box 3055,
STN CSC, University of Victoria
Victoria, B.C. V8W 3P6
Canada

Courier Address:

Petch Building, Room 207
Ring Road, University of Victoria
Victoria, B.C. V8W 3P6
Canada

Telephone Number:(250) 721-7077

Fax Number:(250) 721-8855

E-mail: biocmicr@uvic.ca

Website: web.uvic.ca/biochem/

Chair: Dr. Robert Burke

E-mail: bcmb@uvic.ca

Phone: (250) 721-7077

38 GRADUATE PROGRAMS

Graduate Secretary: Melinda Powell
E-mail: biocgsec@uvic.ca
Phone: (250) 721-8861

Faculty Members and Areas of Research

Juan Ausió, PhD (Barcelona)

Biophysical and biochemical studies of DNA-protein interactions involved in chromatin assembly and transcription; biochemical and biophysical characterization of DNA-binding proteins during spermatogenesis and analysis of the regulation and structure of their genes

Alisdair Boraston, PhD (British Columbia)

Fundamental aspects of protein-carbohydrate recognition; structures and functions of carbohydrate-binding molecules; roles of carbohydrate-binding proteins in microbial pathogenesis

Christoph Borchers, PhD (Konstanz)

The application of mass spectrometry, proteomics, photoaffinity labelling and molecular modelling to determine structure-function relationships in proteins.

Martin Boulanger, PhD (British Columbia)

Molecular interactions; structural basis of parasite-host cell attachment and cytokine-receptor recognition; structure-function studies of novel enzymes that catalyze the degradation of environmental pollutants

Robert D. Burke, PhD (Alberta)

Developmental biology, morphogenesis; cellular interactions with extracellular matrix in chick heart development and gastrulation in sea urchins

Caroline Cameron, PhD (Victoria)

Bacterial pathogenesis; *Treponema pallidum*; syphilis; *Leptospira*; extracellular matrix biology; infectious diseases; genomic analysis; proteomics

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

Santosh Misra, PhD (McMaster)

Plant molecular biology: studies on developmentally regulated and stress-induced gene activity in conifers. Genetic engineering and biotechnology

Francis E. Nano, PhD (Illinois)

Virulence properties of the facultative intracellular bacterium *Francisella tularensis*; molecular adaptations of psychrophilic microorganisms to life in cold environments, including the Arctic Ocean, permafrost soils

and glaciers; 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)

Immunochemistry and biochemistry of African trypanosomes; vector-parasite interactions; disease diagnosis using the human plasma proteome

Paul J. Romaniuk, PhD (McMaster)

Molecular basis of nucleic acid-protein interactions involved in the regulation of gene expression; structure-function relationships in oncogenes

Christopher Upton, PhD (London)

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

Peter Watson, BChir (Cambridge)

Identification of the molecular genetic alterations underlying the development and progression of breast cancer

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.

Facilities

- \$13 million in research instrumentation
- In-house Technical Support Services
- Aquatics Facility (fresh and salt)
- University of Victoria/Genome B.C. Proteomics Facility <www.proteincentre.com>
- Imaging Facility (confocal, EM)
- Flow Cytometry
- Monoclonal Antibody Facility
- Level 2 Fermentor Facility (0.5 - 100 Litres)
- X-ray crystallography
- Bioinformatics
- DNA sequencing

Financial Support

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

ADMISSION REQUIREMENTS**General**

Applicants who have completed their undergraduate degrees at a non-Canadian university

should arrange to take the GRE (Graduate Record Examination: General exam) and submit the results to the Graduate Admissions and Records Office 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 16) with their application. The departmental minimum score requirement for TOEFL is 600 (250 computer-based). The applications of those students who meet the requirements for the Faculty of Graduate Studies will be screened by the Department's Graduate Committee. Those applicants without sufficient background in biochemistry and/or microbiology may be refused admittance, or may be required to take additional undergraduate courses in these disciplines as part of their graduate degree program. Final entry into the program requires a 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

Though there is no deadline for admission, applications must be complete (receipt of transcripts, letters of reference, GRE and TOEFL scores if required) at least a month in advance of the start date (terms start the beginning of September for Fall term, January for Spring, or under special circumstances, May for Summer) in order for the admission decision to be made. Only applications received by February 15 are guaranteed to be considered for University of Victoria Fellowships.

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 this calendar, are applicable.

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

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

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

Other Requirements

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

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

Thesis

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

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

Oral Examination

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

Program Length

Normally two to three years.

PhD Program

Course Requirements

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

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

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

Candidacy

Candidacy exams must be completed within 12 months by students entering the PhD program with an MSc, and within 18 months by those transferring from the MSc to the PhD program.

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

Other Requirements

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

Students normally undertake a teaching assistantship within the Department.

Dissertation

Students must have a supervisory committee consisting of their supervisor, a minimum of two other faculty members and an external faculty member from a related academic discipline. Students are expected to publish the results of their research in refereed scientific journals and present them at conferences.

Oral Examination

The final, written thesis will be evaluated by the supervisory committee and an external examiner (from outside the University) 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 five years.

Biology

GENERAL INFORMATION

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

Additional information can be found on the web at web/uvic.ca/biology/.

Contact Information

Department of Biology

Location: Cunningham Building, Room 202

Mailing Address:

Cunningham Building, Room 202

3800 Finnerty Road

Victoria, BC V8P 5C2

Canada

Telephone Number:.....(250) 721-7094

Fax Number:(250) 721-7120

E-mail: biolgsec@uvic.ca

Website: uvic.ca/biology/

Chair: Dr. Will Hintz

E-mail: biochair@uvic.ca

Phone:(250) 721-7091

Graduate Adviser: Dr. John Dower

E-mail: dower@uvic.ca

Phone:(250) 721-7094

Graduate Secretary: Eleanore Blaskovich

E-mail: biolgsec@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

Robert D. Burke, PhD (Alberta)

Developmental biology, Morphogenesis; cellular interactions with extracellular matrix in chickheart development and gastrulation in sea urchins

Robert L. Chow, PhD (New York)

Developmental biology of the eye and retina

Francis Y.M. Choy, PhD (North Dakota)

Molecular biology, human molecular and biochemical genetics, molecular evolution of the glucocerebrosidase gene among human and non-human primates, and implications in Gaucher disease

C. Peter Constabel, PhD (Montreal)

Plant molecular biology, biochemistry of plant defense, plant-insect interactions, forest tree genomics

Will A. Cupples, PhD (Toronto)

Cardiovascular and renal physiology

Kerry R. Delaney, PhD (Princeton)

Neurophysiology, synaptic physiology, calcium imaging and dendritic processing

John F. Dower, PhD (Victoria)

Biological oceanography and marine biology, zooplankton and larval fish ecology

Barry W. Glickman, PhD (Leiden)

History and philosophy of science, sociological considerations of biotechnological development, mutation and molecular evolution, birds, people and culture

Patrick T. Gregory, PhD (Manitoba)

Population ecology, herpetology

Barbara J. Hawkins, PhD (Canterbury)

Conifer seedling physiology; mineral nutrition, cold tolerance

William E. Hintz, PhD (Toronto)

Molecular genetics and characterization of pathogenicity determinants of phytopathogenic fungi

Perry L. Howard, PhD (Toronto)

Cancer Biology, Cell Signaling

Robert J. Ingham, PhD (Brit Col)

Cellular Signalling, Host-Virus Interactions

S. Kim Juniper, PhD (Canterbury)

Ecology of marine microorganisms; marine benthic ecology; biogeochemistry, ecology of deep-sea hydrothermal vents

Benjamin F. Koop, PhD (Wayne State)

Molecular biology; evolution vertebrate genomics, immunology

Nigel J. Livingston, PhD (Brit Col)

Assistive Technology, communication devices, mobility and movement, human-computer interactions

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

Louise R. Page, PhD (Victoria)

Development, evolution, and neurobiology of marine invertebrates

Steve J. Perlman, PhD (Arizona)

Evolutionary ecology; Host-parasite evolution and ecology; Symbiosis; Entomology

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

Réal Roy, PhD (McGill)

Microbial ecology, bacterial nitrogen and carbon cycling in soil/sediment, atmospheric trace gases metabolism

John S. Taylor, PhD (Simon Fraser)

Molecular evolution focusing on the consequences of gene and genome duplication in vertebrate and invertebrate model organisms

Verena J. Tunnicliffe, PhD (Yale)

Marine benthic ecology and community structure, evolution

David H. Turpin, PhD (Brit Col)

University President; photosynthesis, respiration and nitrogen assimilation

Diana E. Varela, PhD (Brit Col)

Marine phytoplankton ecology and physiology; nutrient cycling

Patrick von Aderkas, PhD (Manchester)

Conifer tissue culture and embryogenesis

Adjunct Members and Areas of Research

Joseph A. Antos, PhD (Oregon State)

Plant ecology, clonal growth of forest herbs, dynamics of old-growth forests; plant reproductive biology

Hugh J. Barclay, PhD (Victoria)

Forestry modeling

Max. I. Bothwell, PhD (Wisconsin)

Effects of ultraviolet radiation on freshwater ecosystems

Alan E. Burger, PhD (Cape T)

Ornithology, behavioral ecology

Laurie Hing Man Chan, PhD (London)

Environmental Toxicology; Nutritional and food toxicology; Nutrition and the environment of Indigenous Peoples; Risk assessment; Food Security and effects of climate change

Michael Clinchy, PhD (Brit Col)

Population, behavioural and physiological ecology

Johan de Boer, PhD (Amsterdam)

Molecular biology

Donald S. Eastman, PhD (Brit Col)

Wildlife ecology and conservation; biodiversity conservation; restoration of natural systems

Abul K.M. Ekramaddoullah, PhD (McGill)

Molecular analysis of host-pathogen interaction - identification of genes that are potential target for the genetic improvement in the resistance of conifers to fungal pathogens

Louis A. Gosselin, PhD (Alberta)

Ecology and early life history of benthic marine invertebrates: elucidation of the mechanisms that control survival, growth and development

Simon R.M. Jones, PhD (Guelph)

Fish health and disease, parasitology

Job Kuijt, PhD (California-Berkeley)

Systematics and structure of parasitic plants; plant anatomy

Wolfgang Kusser, PhD (LMU Munich)

Cancer Research, gene expression profiling, in-vitro evolution

Karl W. Larsen, PhD (Alberta)

Ecology and conservation of mammals and reptiles

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

Dorothy H. Paul, PhD (Stanford)

Comparative and evolutionary neurobiology especially of crustaceans

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

Nancy M. Sherwood, PhD (California-Berkeley)

Molecular endocrinology of growth and reproduction

Marc Trudel, PhD (McGill)

Marine ecology of Pacific salmon

Johannes P. van Netten, PhD (Victoria)

Pathology

Neville Winchester, PhD (Victoria)

Conservation biology, biodiversity principles, ecology of high canopy arthropods in temperate and tropical rainforests

Degrees and Specializations Offered

MSc and PhD in Biology.

MSc and PhD in the general areas of Ecology and Evolutionary Biology; Physiology and Cellular and Molecular Biology.

Facilities

Facilities include a herbarium, greenhouses, an aquatic facility with both fresh and seawater systems, animal care facilities, and an electronic microscope with both scanning and transmission electron microscopes and a confocal microscope. The marine service vessel JOHN STRICKLAND is available for oceanographic work. In addition, individual labs are fully equipped for a variety of molecular, physiological, and environmental research.

Financial Support

All students accepted into the program are guaranteed a minimum stipend made up of a combination of scholarship, fellowship, Teaching Assistantship, and support payments from individual research grants. For this reason, students are accepted into individual laboratories as well as by the Department.

All graduate students are financially supported to undertake full-time graduate studies in the Department of Biology. MSc students are guaranteed a minimum of \$17,000 p.a. for two years and PhD students \$18,000 p.a. for three years. Students transferring from MSc to PhD are eligible for four years. This funding is made up of a variety of sources. (1) National or Provincial awards are available to those with a first-class grade point average (minimum 7.0 but in practice much higher) in the last two years of undergraduate studies. Eligibility criteria vary with agency. Currently national fellowship holders receive an additional award from the university. (2) A limited number of University of Victoria Graduate Fellowships are available to applicants with a GPA over 7.5 (A). (3) There are a limited number of awards specifically for Biology graduate students outlined in the awards section of the Calendar. Application and/or nomination for the University of Victoria awards and fellowships may only be done once the student has been admitted to the department. (4) Students can also obtain some financial support for their studies as a Graduate Teaching Assistant. These appointments are made by the Department of Biology for qualified students to work up to 2/5 time as a laboratory instructor. Normally students are also appointed as a research assistant by their faculty supervisor to meet the minimum level of support guaranteed by the Department. Funding is still available in additional years of the program but the minimum is no longer enforced.

ADMISSION REQUIREMENTS

General

Initial 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

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see page 16 for Faculty requirements) together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

All MSc and PhD candidates admitted to the Department of Biology are expected to have or to make up a background knowledge of basic biology of at least equivalent to that of a BSc student graduating from this Department.

Applications from students with a first class academic record will be considered for recommendation at any time. Applicants with a GPA of less than 6.5 (B+/A-) or its equivalent in their last two years of work will not normally be recommended for admission by the Department of Biology.

In addition to the documentation required by the Faculty of Graduate Studies (see page 15), 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-, 6.5/7.0 on the University of Victoria 9-point scale.

Admission to the PhD Program

Admission to the PhD program will normally require an MSc in Biology or Biochemistry, with a GPA of A- or 7.0 on the University of Victoria 9-point scale.

Deadlines

Students wishing to be considered for a University of Victoria Fellowship must submit their complete application by February 15 for admission in September of the same calendar year. Admission is possible for May 1, September 1, or January 1, but complete applications must arrive three months before the expected entry date into the program for Canadian applications. Because of visa requirements international students should complete the application process at least six months in advance.

PROGRAM REQUIREMENTS

Students entering with a BSc and intending to take a PhD program will initially be registered in a MSc program. They may be transferred to a PhD program at the end of their first year, on the recommendation of their supervisory committee and the Department of Biology and approval by the Dean of Graduate Studies.

MSc - Thesis Option

The MSc is a full-time research degree with thesis and with some additional required course work.

Course Requirements

BIOL 560 (seminar)	1.0
Coursework	3.0
Thesis (BIOL 599)	12.0

All students are to register in BIOL 560. Students should consult the Department concerning which courses will be offered in any given year. Admission to any graduate courses requires permission of the instructor.

Students must consult with their supervisor and supervisory committee on the required course work. Graduate students may be asked to complete senior undergraduate courses with additional advanced assignments for part of the course requirements.

Forest Biology Courses

Graduate students in Forest Biology must register in FORB 560 (1.5 units) in 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 19).

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

UVic Business is a unique learning environment designed to prepare students for business success in the real world. You will learn to think critically, use leading edge business technologies and build an international business network. Our commitment to business sustainability, and managing to the triple bottom line, underlies our three areas of specialization: Entrepreneurship, Service Management and International Business. Our specializations have won awards and recognition for their innovative pedagogy, alumni satisfaction and excellence. Our faculty members have been ranked worldwide for their research and teaching excellence.

Additional information can be found at www.business.uvic.ca.

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 V8P 5C2
Canada

Telephone Number: (250) 472-4728

Fax Number: (250) 721-7066

E-mail: mba@business.uvic.ca

Website: www.business.uvic.ca/mba

Chair: Dr. Anthony Goerzen (Acting)

E-mail: agoerzen@uvic.ca

Phone: (250) 721-6414

Graduate Adviser: Pat Elemans

E-mail: pelemans@uvic.ca

Phone: (250) 472-4728

Graduate Secretary: Leslie MacDonald

E-mail: mbasec@business.uvic.ca

Phone: (250) 721-6058

Faculty Members and Areas of Research

Ali Dastamalchian, PhD (University of Wales)

Organizational analysis, organizational design and flexibility, organizational climate, management of change, organizational power and politics, executive leadership, and cross-cultural management theory

David A. Boag, PhD (Toronto)

Marketing, entrepreneurship

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

Michael J. Fern, PhD (University of North Carolina)

Strategy, entrepreneurship and technology/innovation

Carmen Galang, PhD (Illinois)

Power and politics in organizations, cross-cultural aspects of HR management

Anthony Goerzen, PhD (University of Western Ontario)

Strategy, strategic management of firms competing in international markets

Rebecca Grant, PhD (Western Ontario)

Electronic commerce, information privacy, employee monitoring

Saul Klein, PhD (Toronto)

International business, marketing

David McCutcheon, PhD (Western Ontario)

Technology management, R&D strategy, technology alliances

Sanghoon Nam, PhD (Oregon)

Organizational analysis, human resource management, international business

Ignace Ng, PhD (Simon Fraser)

Industrial relations, human resources, and comparative management

Ana Maria Peredo, PhD (Calgary)

Entrepreneurship, business and society, environmental management and sustainable development, gender and ethnicity, international business, non-profit sector, qualitative methods

Craig Pinder, PhD (Cornell)

Human resource management, organizational behaviour, organizational culture

Don Rowlatt, PhD (Princeton)

Corporate and public finance

J. Brock Smith, PhD (Western Ontario)

Marketing, team selling, entrepreneurship and small business management

Chenting (Eric) Su, PhD (Virginia Tech)

Consumer behavior, marketing in China, social marketing, econometric modelling

Steve S. Tax, PhD (Arizona State)

Customer loyalty and retention, service quality, design issues in services, service guarantees

Ken Thornicroft, PhD (Case Western Reserve)

Employee/er rights issues, the grievance arbitration process and the interpretation and enforcement of employment contracts

Monika Winn, PhD (Irvine)

Strategic, competitive, and social implications of corporate environmental management, and comparative international research

Roger Wolf, DBA (Indiana)

Operations management, total quality management and operations strategy

Hao Zhang, PhD (Concordia)

International financial investment, market overreaction, stock splits, asset pricing models and market microstructure

Degrees and Specializations Offered

The Faculty of Business offers full-time and part-time and International Executive programs of study leading to the Master of Business Administration degree. Transfer between options requires the approval of the Faculty of Business. The multidisciplinary program is designed to provide practicing or potential business professionals and managers with the analytical expertise and practical knowledge to distinguish themselves in the business sector. Students will gain a comprehensive understanding of the functional business disciplines, along with the opportunity to specialize in one of the following areas:

- Entrepreneurship
- International Business and Management
- Service Management
- General Business

Facilities

The Business and Economics (BEC) Building is the hub of the business activity. Its main and lower floors house the MBA and faculty offices, the business electronic library and the Business Co-op and Career center. BEC also houses exclusive facilities for MBA students, such as a bistro-style lounge, wireless computer lab and business boardrooms. The MBA classroom features state-of-the-art technology complete with wireless access.

Financial Support

Entrance Scholarships

All accepted students are automatically considered for any scholarships awarded through the Faculty of Business. Scholarships are awarded to the top 10–15% of the incoming class based on prior academic performance. The awards range from C\$1,000–C\$11,000

Research Assistants

Many professors hire MBA students as research, teaching and marking assistants. Students can apply for these positions once they are admitted to the MBA program; preference is generally given to second-year students.

Awards

Throughout the MBA program, students are also eligible for awards and scholarships that range in value from \$500 to \$1500. The awards include: International Integrated Management Exercise Travel Award, Leadership Award, Best Consulting Paper, Specialization awards and Highest GPA Award.

Dean's Honour Roll Criteria

Students must have a graduating GPA in the top 10% of their class.

Scholarships

MBA students are also eligible for UVic Graduate Studies fellowships and scholarships.

Bursaries

The MBA program makes monies available in the form of bursaries for students in financial need. Students can apply for these through the Student Awards and Financial Aid Office at <registrar.uvic.ca/safa>.

Student Loans

Other financial assistance is available in the form of national and provincial student loans, for those who qualify. For more information,

please phone the UVic Student Financial Aid Office: (250)721-8423; fax: (250)721-8757.

ADMISSION REQUIREMENTS

Full-time and Part-time MBA Programs

Applications are welcome from any person who has received, or is about to receive, a baccalaureate degree from a recognized Canadian university, or foreign equivalent, with an academic standing acceptable to the Faculty of Business and the Faculty of Graduate Studies (see Admission to Master's Degrees, on page 16). The program does not require any background in business or economics. Work experience in any professional or managerial capacity is considered a major asset. Applicants must also submit a Graduate Management Admission Test (GMAT) score, two letters of reference, a current résumé, and two typed essays (details will be provided with application material). Applicants are advised that enrollment in this program is limited and admission is competitive.

International Executive MBA Program

This program is currently under review. At time of going to press, no date had been set for the next admission to this program.

Deadlines

The deadline for submitting an application is April 30. International applicants are encouraged to have their application completed by March 31 in order to obtain the necessary visas.

PROGRAM REQUIREMENTS

All students participate in an International Integrated Management Exercise (IIME). The IIME takes place in another country or countries over a 12-day period in mid to late April. Full-time students complete the IIME during the second term of the foundation module. Part-time students participate in the IIME during the first or second year of their foundation module, depending on the year of admission. There are additional fees associated with the IIME. Please see <www.business.uvic.ca/mba> for additional information. Students entering the full-time program with less than three years of work experience are required to complete one four-month co-op work term.

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 24.5 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.

- Depending on the 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 may take courses with full-time students, maybe in the late afternoon, evening or weekends. The time frame for completion of the degree must meet the Faculty of Graduate Studies' maximum limit of five years (see Time Limits, page 22).

Course Requirements

The content of the MBA program is arranged into three modules to facilitate the integration of the diverse functional business disciplines:

- Essentials of Business and Leadership (EBL) Module
- Foundation Module
- 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 16 required courses:

- MBA 501 (0) Integrative Management Exercises
- MBA 502 (0) Team Skills
- MBA 514 (0.5) Business and Sustainability
- MBA 510 (1.5) Marketing Management
- MBA 515 (1.0) 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 (1.0) Applied Data Analysis and Forecasting
- MBA 544 (1.5) Information Technology in the Organization
- MBA 550 (1.5) Strategic Analysis and Action
- MBA 553 (1.5) Managing People and Organizations I
- MBA 555 (1.0) Managing People and Organizations II
- MBA 560 (0.5) Law of Commercial Agreements
- MBA 570 (1.0) 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 one elective of 1.0–1.5 units. In unusual cases, or for students participating in an international academic exchange, 4.5 units of graduate level electives may be selected, or a

combination of graduate and 300- or 400-level undergraduate electives may be selected (with a maximum of 3 units of 300- or 400-level electives). Students taking electives outside the MBA program must receive permission from their academic adviser prior to enrolling in these courses.

Students should consult the Registration Guide and/or a faculty adviser to see which electives are likely to be offered. Students must have completed the Essentials of Business and Leadership (EBL) and Foundation Modules (or have received the permission of the Faculty of Business) before taking any of the following courses. Specialization Module Courses are offered subject to enrollment and the availability of faculty.

- MBA 511 (1.0-1.5) Services Marketing
- MBA 512 (1.5) Quality Management and Service Operations
- MBA 513 (1.5) Issues in Service Technology and HR Management
- MBA 531 (1.0-1.5) Taxation for Managers
- MBA 557 (1.0) Business, Government and Globalization (either MBA 557 or MBA 559 required)
- MBA 559 (1.0) International Commercial Law (either MBA 557 or MBA 559 required)
- MBA 561 (1.5) Planning Cognitions: Acquiring Entrepreneurial Expertise
- MBA 562 (1.5) Promise Cognitions: Entrepreneurial Marketing
- MBA 563 (1.5) Competition Cognitions: Entrepreneurial Strategy
- MBA 571 (1.0-1.5) International Financial Strategies
- MBA 572 (1.0-1.5) Strategic International Marketing
- MBA 573 (1.0) Managing in a Cross-Cultural Environment
- MBA 575 (2.0) Cross-Cultural Management in Malaysia
- MBA 588 (1.0-7.5) Study Abroad
- MBA 590 (1.0-3.0) Directed Study
- MBA 595 (0.5-5.0) 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 25.

Program Length

Seventeen months for full-time students and 29 to 33 months for part-time students.

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:

- MBA 500 (0): Essentials of Business and Leadership (EBL)
- MBA 501 (0): Integrative Management Exercises
- MBA 502 (0): Team Skills
- All MBA Foundation Module courses except for MBA 585: Consulting Methods
- MBA 598 (3.0): Research Report
- 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.
- 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.

Program Length

Four years.

Co-operative Education

The University regulations with respect to Co-operative Education Programs and specifically the "General Regulations: Graduate Co-op", page 28, are applicable to the Faculty of Business Co-op Program except to the extent that they are modified by regulations adopted by the Faculty of Business.

Admission to the Business Co-op Program

Students entering the MBA Program with less than three years full-time relevant (or equivalent) of work experience will be required to undertake either one or two co-op work terms. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MBA Program in conjunction with the Business Co-op and Career Centre. If required, the first co-op work term will normally occur after completion of the eight-month Foundation Module. The second co-op work term is scheduled thereafter.

Business Co-op General Regulations

The following regulations apply to the Business Co-op program. General regulations found in the Co-operative Education Program section of the Calendar also apply to the Faculty of Business Co-op program. Where the Faculty of Business regulations differ from those of the Co-operative Education Program, Faculty of Business regulations will apply.

Co-operative Education work terms are normally a minimum of 13 weeks and a maximum of 18 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 28. 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, page 32.

While on Co-operative Education work terms, students are subject to the provisions of the Principles of Professional Behaviour and the Standards for Professional Behaviour documents developed for Faculty of Business Students.

Assessment of Work Term Performance

The requirements for a pass grade in a Co-op Work Term include:

1. a satisfactory mid-term evaluation by the Coordinator based on discussion with the student and employer
2. the employer's satisfactory final evaluation of the student, and
3. the satisfactory completion of a work term report as assessed by the Coordinator and submitted by the deadlines specified below:
 - **Fall Work Term Report:** due January 15 (unless January 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)
 - **Spring Work Term Report:** due May 15 (unless May 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)
 - **Summer Work Term Report:** due September 15 (unless September 15 falls on a University of Victoria recognized holiday or weekend, in which case the report will be due the next business day)

Late work term reports will not be accepted without a medical certificate unless approval has been obtained from Business Co-op staff before the work term report submission deadline. Normally, pre-approval may be granted only in the event of illness, accident or family affliction.

Variances in work term report due dates resulting from irregular work term start dates may be granted with the written permission of the Manager, Business Co-op Program. Permission must be requested within the first four weeks of the start of the work term.

A grade of COM, F or N will be assigned to students at the completion of each work term. Students who are not satisfied with the grade they have been assigned may launch an appeal as described in the Co-op General Regulations, Student Appeal Procedures, page 28.

Students who fail a work term or have not completed a work term by the end of four academic terms may be required to withdraw.

Chemistry

GENERAL INFORMATION

Contact Information

Department of Chemistry

Location: Elliott Building, Room 301

Mailing Address:

University of Victoria, Department of Chemistry
P.O. Box 3065
Victoria, B.C. V8W 3V6
Canada

Courier Address:

University of Victoria, Department of Chemistry
3800 Finnerty Rd.
Elliott Building, Room 301
Victoria, B.C. V8P 5C2

Telephone Number:.....(250) 721-7156

Fax Number:(250) 721-7147

E-mail: chemoff@uvic.ca

Website: <www.chemistry.uvic.ca>

Chair: Dr. Thomas M. Fyles

E-mail: chemhead@uvic.ca

Phone: (250) 721-7150

Graduate Adviser: Dr. David J. Berg

E-mail: djberg@uvic.ca

Phone: (250) 721-7161

Graduate Secretary: Ms. Carol Jenkins

E-mail: cjenkins@uvic.ca

Phone: (250) 721-7156

Faculty Members and Areas of Research

David Berg, PhD (California, Berkeley)

Inorganic synthesis, lanthanide chemistry, organometallic chemistry.

Cornelia Bohne, PhD (Sao Paulo)

Supramolecular dynamics, kinetics, photochemistry, cyclodextrin, bile salts, DNA, proteins, radicals, magnetic field effects.

Alexander G Briggs, PhD (Victoria)

Chemical education, organic, physical organic chemistry.

Alexandre G. Brolo, PhD (Waterloo)

Physical/analytical chemistry: modified electrodes, surface spectroscopy, nanostructured materials, surface-enhanced Raman scattering (SERS).

Penelope W. Codding, PhD (Michigan State)

Molecular recognition, bioinformatics, molecular and drug design, crystallographic data, computation in chemistry.

Natia Frank, PhD (California, San Diego)

Organic synthesis and spectroscopy, multifunctional magnetic materials, photomagnetism, spintronics, stable free radicals, photochromism.

Thomas M. Fyles, PhD (York)

Supramolecular chemistry, bilayer membrane transport, switching, membrane fusion. Industrial membrane processes: separations, sensors.

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.

Dennis K. Hore, PhD (Queens)

Optical properties of materials, biophysical chemistry, structural changes accompanying adsorption of biomolecules onto solid surfaces.

Fraser Hof, PhD (Alberta)

Supramolecular and medicinal chemistry. Study of biomolecular recognition processes through the design, synthesis and study of small molecules that mimic and/or interact with biological targets.

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 nanocomposites, photonic materials.

Irina Paci, PhD (Queens)

Theoretical and computational chemistry, multi-scale simulations, functional materials, statistical mechanics, surface self-assembly, surface chirality.

Gerald A. Poulton, PhD (Saskatchewan)

Natural product chemistry; studies of biologically active molecules, including synthesis, biosynthesis, structure elucidation and activity; synthesis of heterocyclic systems.

Lisa Rosenberg, PhD (British Columbia)

Organometallic, inorganic, and macromolecular chemistry.

Frank C.J.M. van Veggel, PhD (Twente)

Photonic materials, supramolecular chemistry, new optical materials, light-emitting diodes, optical amplification, biolabels, luminescent lanthanide ions, synthesis, and (photo)physical studies.

Peter C. Wan, PhD (Toronto)

Mechanistic organic photochemistry, reactive intermediates, physical organic chemistry, environmental photochemistry.

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:

- a Rigaku table top powder X-ray diffractometer
- four NMR instruments including Bruker 500MHz, 360MHz, 300MHz and 250MHz systems equipped for multinuclear and variable temperature work
- a Kratos Concept IH mass spectrometer system with EI/CI/FAB sources, GC/MS interface with autosampler

- a Finnegan DSQ mass spectrometer with solid probe inlet
- a Micromass Q-ToF micro electrospray ionization mass spectrometer (ESI-MS)
- an ultra high vacuum surface science apparatus with LEED, AES TDS ESDIAD and work-function
- two Nonius CAD4 X-ray diffractometers
- a Baird-Atomic 1.5m stigmatic grating spectrograph and a Jarrell-Ash 3.4m Ebert grating spectrograph
- a J-Y laser Raman spectrometer
- a Dilor Raman spectrometer
- nanosecond laser flash photolysis systems, including diffuse reflectance and singlet oxygen detector
- a picosecond (Ar-ion/Ti:sapphire) time-resolved fluorimeter
- a pulsed molecular beam laser vaporization spectrometer
- a molecular beam laser ionization time-of-flight photofragment spectrometer
- a laser temperature jump system
- nanosecond fluorescence lifetime measurements (Edinburgh Instruments OB920)
- a Jasco 720 circular dichroism spectrometer
- a fluorimeter with near IR capability (Edinburgh Instruments FLS920)
- a Veeco Atomic Force Microscope (AFM)
- a Veeco Scanning Tunneling Microscope (STM)
- a range of electrochemical equipment, including capabilities for impedance and rotating disc electrodes
- programmable tube furnaces (to 1200 °C)
- a full range of UV/Vis and FTIR spectrophotometers
- a Saturn 2000 GC/MXS system
- a wide variety of liquid and gas chromatographs
- stopped flow apparatus
- several gloveboxes for handling air and moisture sensitive materials

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from \$3,600 to \$4,200 for eight months' work. Additional TA-ships may be available for the summer term. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplements. There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. Please contact the graduate advisor of the department for additional details.

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 the Graduate Admissions and Records Office or the Chemistry Department at email: <chemoff@uvic.ca>.

Applications are accepted from students who have completed a baccalaureate degree in chemistry or its equivalent. Depending on available positions, admission to the graduate school will be recommended for students who have achieved a grade point average of at least 5.0 (B average) in the last two years of senior courses leading to their undergraduate degree. In addition, students completing a baccalaureate degree at a non-Canadian institution will normally be expected to submit Graduate Record Examination (GRE) General and Chemistry test scores. A score in the 85th percentile or better is expected on the GRE Chemistry subject test. Students admitted to graduate programs in Chemistry who do not have the equivalent of an Honours degree may be required to take additional undergraduate course work as deemed appropriate by the Chemistry Graduate Studies Committee in consultation with the student's supervisor.

Applicants whose first language is not English, who are not holding a recognized degree from a country where English is an official language, or who have not resided in an English-speaking country for at least three years prior to application, are required to submit a Test of English as a Foreign Language (TOEFL) score. The minimum acceptable TOEFL score is 575 on the paper-based or 233 on the computer-based test. Students meeting the minimum TOEFL score may still be required to complete additional English language courses in addition to their other course work.

Admission to the MSc Program

Normally, students with a B.Sc. in chemistry who achieved a minimum grade point of 5.0 during their last two years of senior courses will be admitted to the MSc program.

Admission to the PhD Program

1. Students entering with a first class undergraduate degree or a previous MSc degree from a recognized institution may be admitted directly to PhD studies.
2. Graduate students in a Master's program may transfer to a PhD program with the support of their supervisory committee. Students wishing to transfer to a PhD program must complete a written transfer report summarizing their progress to date and future plans and complete an oral transfer examination within 16 months of entry into the MSc program. Students who have not completed the transfer process within 16 month of first registering will be expected to complete an MSc degree.

PROGRAM REQUIREMENTS

Master's - Thesis Option

Course Requirements

Candidates for the MSc degree are required to complete at least 6 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be made with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies. In ad-

dition 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

Seminar (CHEM 509) ²	1
Discussion (CHEM 670 or 680) ³	3
Graduate lecture courses ⁴	3
Thesis (CHEM 599) ²	12
Total	19

1. A B- grade is the minimum passing grade in a graduate course.
2. Students are required to register in CHEM 509 and 599 throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.
3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.
4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

Research

If they have made prior arrangements, graduate students may start a program of research immediately upon arrival at the University. The program must be established in consultation with the professor with whom the student has chosen to study. If prior arrangements have not been made, the student should interview all interested faculty members with sufficient space and funding as soon as possible after arrival. During these interviews, each faculty member will inform the student of projects that are available. The student is advised to consider these project proposals thoroughly before making a choice, and should inform the Graduate Adviser and the faculty member concerned of the decision.

Supervisory Committee

The research supervisor must name a Supervisory Committee and complete a PADRE form for the student as soon as a choice of project has been made. For the MSc degree the Supervisory Committee shall consist of three members including the supervisor. It is recommended that one member should be from outside the department.

Assessment of Progress

The progress of all graduate students is reviewed annually by the Supervisory Committee. All graduate students are required to present a poster summarizing their research progress to their supervisory committee during November of each year. All posters will be displayed in a common area to allow general viewing by the Department and University Community. Students will formally present the poster to their committee in a brief meeting and will submit to the committee a hard copy of the poster presentation in hand-out format. This report forms the basis for an annual review of the student's progress towards the degree. 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 re-

port in addition to doing the poster session. Students in the final stages of thesis preparation must do the poster session if they have not yet defended.

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 (30 - 45 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 entering the program with a BSc (or equivalent) degree or students transferring from a MSc to a PhD program are required to complete at least 9 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 associated unit values is shown in the table below:

Summary of Course Requirements for PhD Students Entering Directly from a BSc Degree Program¹

Seminar (CHEM 509) ²	1.0
Discussion (CHEM 670 or 680) ³	3.0
Graduate lecture courses ⁴	4.5
Graduate lecture or discussion course ⁵	1.5
Thesis	36.0
Total	46.0

1. A B- grade is the minimum passing grade in a graduate course. A B- grade or lower will trigger a meeting of the student's supervisory committee to

discuss their progress and possibly recommend remedial action to the Faculty of Graduate Studies. A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.

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.
5. The decision as to whether a lecture or discussion course is most appropriate will be made by the student's supervisory committee in consultation with the student.

Candidates for the PhD degree entering the program with a MSc (or equivalent) degree are required to complete at least 6 units of graduate courses in Chemistry, normally made up of two lecture and two discussion courses.

Summary of Course Requirements

Seminar (CHEM 509) ²	1.0
Discussion (CHEM 670 or 680) ³	3.0
Graduate lecture courses ⁴	3.0
Thesis (CHEM 699) ²	39.0
Total	46.0

1. A B- grade is the minimum passing grade in a graduate course. A B- grade or lower will trigger a meeting of the student's supervisory committee to discuss their progress and possibly recommend remedial action to the Faculty of Graduate Studies. A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.
2. Students are required to register in CHEM 509 and 699 (or 599) throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.
3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.
4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

Research

As in the case of MSc students, direct entry PhD students may start a program of research immediately upon arrival at the University. Students transferring into the PhD program normally will continue the research projects they initiated as MSc students.

Supervisory Committee

The research supervisor must name a Supervisory Committee and complete a PADRE form for the student as soon as a choice of project has been made. For the PhD degree the Supervisory Committee shall consist of four members including the supervisor. One member of the supervisory committee must be from outside the department. For students transferring from an MSc to a PhD program, a fourth committee member must be added by the research supervisor as soon after transfer as practical.

Assessment of Progress

The progress of PhD students is reviewed annually as described above for MSc students.

Candidacy

Before being admitted to candidacy, all PhD students must pass a candidacy examination in his or her major field as outlined in the entry for Graduate Studies in the University Calendar. Faculty of Graduate Studies regulations stipulate that a student must pass a candidacy exam within two years of registration as a provisional doctoral student. Students who transfer from a Master's program will be expected to pass the candidacy exam within 16 months from transfer. The PhD candidacy examination in Chemistry includes a candidacy report and an oral examination on subject areas relevant to the student's research area. The Supervisory Committee and a Departmental Graduate Studies Committee representative will select a Candidacy Report topic, in consultation with the student. The topic will not normally be too specific or in the student's direct research area, although it should not be too far removed. Alternatively, the Candidacy Report may be an original research proposal in an area related to, but not directly in, the student's current research area. The Graduate Adviser should be informed of the report title, the examination topics and the scheduled date of the candidacy examination. The Graduate Adviser or designate shall chair the candidacy examination. A formal oral presentation by the candidacy report is not normally given. The student will be questioned by the Supervisory Committee and the Graduate Studies Committee representative (Graduate Adviser or designate) on the topic of the report and the agreed upon question areas. In the event of failure, the student will be given one opportunity to repeat the examination. A second failure would result in the student being required to withdraw from the University or, if sufficient progress has been achieved, to write up an MSc thesis. The Examining committee, through the Graduate Adviser, will report the result of the examination to the Faculty of Graduate Studies.

Program Length

Normally, completion of a PhD degree in chemistry requires 48 to 60 months.

Child and Youth Care

GENERAL INFORMATION

The School of Child and Youth Care, the oldest English-speaking child and youth care program, opened its doors in 1973 at the University of Victoria. The School is known internationally and nationally for its excellence in teaching, research and publication.

For further information or any updates, prospective students are invited to visit our website: <www.cyc.uvic.ca/graduate>

Contact Information

School of Child and Youth Care

Location: Human and Social Development Building, B102

Mailing Address:

School of Child & Youth Care
University of Victoria

PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada

Courier Address:

School of Child & Youth Care
University of Victoria
Human & Social Development Building
B102a
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-7979

Fax Number:(250) 721-7218

E-mail: <drobinso@uvic.ca>

Website: <www.cyc.uvic.ca>

Director: Daniel G. Scott

E-mail: dgscott@uvic.ca

Phone:(250) 472-4770

Graduate Adviser: Mary Hoskins

E-mail: mhoskins@uvic.ca

Phone:(250) 721-7982

Graduate Program Assistants: Katherine

Woodhouse and Sandra Curran

E-mail: kwoodhou@uvic.ca;

E-mail: scurran@uvic.ca

Phone:(250) 472-4857

Faculty Members and Areas of Research

James P. Anglin, PhD (Leicester)

Parent education and support, residential child and youth care, international child and youth care, quality assurance in child and family services, grounded theory method

Sibylle Artz, PhD (Victoria)

Ways of knowing, school-based violence, violence prevention, gender issues and violent girls

Jessica Ball, PhD (California, Berkeley)

Early childhood care and development, cultural nature of development, indigenous knowledge

Sandrina de Finney, PhD (Victoria)

Participatory and community action research, processes of racialization: Post-colonial youth identities, youth engagement research

Gordon Barnes, PhD (York)

Substance use, families and child and youth care

Marie Hoskins, PhD (Victoria)

Applied human change processes, social constructionist theory, adolescent girls' development/eating disorders, identity issues

Valerie S. Kuehne, PhD (Northwestern)

Intergenerational relations in family and community, multidisciplinary practice with children and families, child development and human development through the life course

Doug Magnuson, PhD (Minnesota)

Evaluation theory, moral development in youth care/youthwork pedagogy of informal education, youthwork in contested spaces

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

Daniel Scott, PhD (Victoria)

Spirituality of children and youth, rites of passage and educational approaches, identity formation

Jennifer H. White, EdD (British Columbia)

Youth suicide prevention, early intervention/mental health promotion, program planning practice, narrative research

Emeritus Faculty

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

Frances Ricks PhD (York)

Ethics in child and youth care, consciousness, presencing, and ethical practice

Adjunct and Cross-Listed Appointments

Mary-Wynne Ashford, PhD (Simon Fraser), MD (Calgary)

Global (especially peace) education, violence prevention, prevention of war, Responsibility to Care: The doctor's call to end war.

Anne Becker, PhD (Harvard), MD (Harvard)

Cultural mediation of disordered eating and body image and postpartum illness.

Jeremy Berland, MSW (British Columbia)

Child welfare, working with families, use of outcome data in human services, workforce studies

Judith Bernhard, PhD (Toronto): ECDVU

Issues of cultural diversity in human development, ethnographic study with communities, schooling for disadvantaged groups, design and assessment of child care centre, especially with regard to home language maintenance

Larry Brendtro, PhD (Michigan)

Strength-based assessment, treatment, and education, building resilience in youth at risk, indigenous youth in the dominant culture, building positive youth cultures, from coercive to restorative climates with troubled youth

Martin Brokenleg, EdD (South Dakota)

Youth at risk, Anglican Church and Aboriginal people, First Nations culture, human sexuality, gay issues

Roy Brown, PhD (London) Hon. Dr. Caus (Ghent)

Quality of life and well-being for people with disabilities and their families; in particular, this includes persons with intellectual disabilities, individuals with dual diagnosis, and people with head injury

Ann Cameron, PhD (London)

Young children's telephone discourse with family members, cross-cultural studies of verbal deception, evaluation of school-based violence prevention, especially gender-sensitive interventions, resilience during transitions, ecological studies of development in cultural context, adolescent stress reactivity and its relationship to attachment, anger,

anxiety, aggression, gender and coping, evaluation of dating violence programmes

Enid Elliot PhD (Victoria)

Curriculum development and community development in Early Childhood Education

Judith Evans, EdD (Massachusetts): ECDVU

Cross-cultural child development, gender and socialization (child rearing practices), international early childhood care and development (ECCD), culturally appropriate early intervention, the role of early childhood programs in poverty reduction, early childhood policy development, development of curriculum, standards and certification within an international context

Joel Fagan, MD (Toronto), FRCP (C) (pediatrics, Royal College of Physicians and Surgeons)

Children with learning disabilities, attention deficit disorder, child behaviour and development

Leslie Foster, PhD (Toronto)

Child health and welfare policy and decision making, youth health and behaviour trends and patterns, mapping health and development indicators, issues related to knowledge transfer

Thom Garfat, PhD (Victoria)

Troubled children, youth and families, residential care settings

John Hart, PhD (Southern California)

Mental health and wellness skills retraining, intergroup relations stress management, personality fitness training, cognitive therapy

Jacqueline Hayden, PhD (Sydney): ECDVU

Health and well-being of children, families, and communities, HIV/AIDS and the young child (psychosocial issues), children in conflict, comparative and international issues in early childhood care and development

Elizabeth Jones PhD (Southern California)

Learning through play, emergent curriculum, active learning for adults, online learning, peacemaking

Philip C. Lancaster, PhD (Ottawa)

Child soldiers, children affected by armed conflict, disarmament, demobilization and reintegration philosophy of the state genocide and other state pathologies

Kofi Marfo, PhD (Alberta): ECDVU

Child development, early care, education, and intervention, school readiness, parent-child interaction, cognition and instruction, childhood disability, culture, social contexts, and human development, developmental science and public policy

Wayne Mitic, EdD (State, NY)

Utilization-focused evaluation as it pertains to health promotion programs and services, health promotion planning as it relates to ActNow BC components

Peter Moss, MA (London): ECDVU

Early childhood services, relationship between early years services, schools, and free-time services, workforce in services for children and young people, leave policies for parents, relationship between care and employment

Lorie Robinson, EdD (Brigham Young)

Child abuse, alternative school programs for "at risk" youth, human rights of students with special needs, school based youth and family counsellors

Carmen Rodriguez, PhD (Victoria)

Aboriginal childrearing practices, aboriginal worldviews, bilingual education, identity and child development across cultures, multicultural approaches to teaching and learning

Shlomo Romi, PhD (O.I.S.E.)

International child and youth work, diagnosis, counselling, special needs

John Seita, EdD (Western Michigan)

Program evaluation, resilience factors in youth, working with youth who are relationship-resistant

Hans Skott-Myhre, PhD (Minnesota)

Youth subcultures, youth living without secure housing

Victoria Smye, PhD (British Columbia)

Mental health and eating disorders, advocacy for Aboriginal men and women in the field of nursing

Jo-Anne Stoltz, PhD (Victoria)

Youth addictions, HIV/AIDS, identity, conflict resolution, trauma, peace psychology

Carol Stuart, PhD (Victoria)

Professional practice standards, integrated service delivery, youth resilience and youth at risk, participatory research and qualitative approaches to research

Beth Blue Swadener, PhD (Wisconsin-Madison): ECDVU

Decolonization of research in cross-cultural contacts, cultural diversity, early childhood education, children and disabilities, homelessness in international context

Bruce Tobin, PhD (Washington)

Expressive therapies, child abuse and trauma, effects of television on child development, issues in inter-cultural counselling in First Nations communities

Steve Van Bockern, EdD (South Dakota)

Youth placed at risk, strength-based classroom discipline, personal and professional development, best practice teaching and school leadership, emotional intelligence

Emily Vargas-Baron, PhD (Stanford): ECDVU

National-level policy planning for integrated early child development, children's needs and responsive programs in crisis and post-crisis nations, educational policy planning and systems development, parent education systems

Jason Walker, PhD (Smith)

Child welfare, development of integrated systems of services for children and families, forensic assessment of child maltreatment, quality improvement in health care, quality assurance and best practices

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.

The School of Child and Youth Care has been able to respond to child and international development needs through the Early Childhood Development Virtual University (ECDVU) program. This program is only available on a distributed learning, special delivery basis in international development regions and contexts (for example, Africa, the Middle East, Indigenous Peoples). The students participating in these deliveries are identified on a group basis through a country or community nomination process (not through self-registration). See the ECDVU website: <www.ecdvu.org>. Courses included in the SCYC-ECDVU master's degree program are identified by an asterisk in the course listings.

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 digital 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. University of Victoria Fellowships (currently up to \$13,500 for MA degree candidates, up to \$15,000 for PhD candidates) may be awarded annually to registered full-time students of high academic standing (7.0 on the UVic grading scale/A- or above, with applications completed before February 15). Teaching or research assistantships may be obtained from the University through employment in the Department.

Students in Child and Youth Care may be nominated for a limited number of additional scholarships. Detailed information on awards and application procedures and deadlines is available at the Faculty of Graduate Studies website: <www.uvic.ca/grad>. The provincial and federal governments each offer student loans to full-time candidates who meet the requirements. In addition, the University of Victoria Tuition Bursary Fund offers assistance to qualified students in serious financial difficulty.

Students should also apply for external sources of funding through agencies such as Social Sciences and Humanities Research Council (at <www.sshrc.ca>), the Canadian Institute for Health Research <www.cihr.ca>, the Michael Smith Foundation <www.msfr.org> and from other provincial and federal funding agencies.

ADMISSION REQUIREMENTS

General

All candidates for the degree of MA or PhD in Child and Youth Care must meet all general requirements of the Faculty of Graduate Studies,

as well as the specific requirements of the School of Child and Youth Care. Candidates need to have been involved in some manner with the CYC field or be strong candidates from a related field. All application materials, except for the sample of academic writing, must be submitted to the Graduate Admissions and Records Office. Entry to the program is on a competitive basis, and enrolment may be restricted in any given year.

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 have successfully completed an upper level course in developmental theory focused on children, youth and their families and 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.

Applicants must meet all of the admission requirements of the Faculty of Graduate Studies. 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.

The program will be admitting students on an annual basis for September entry, with limited enrolment. The course delivery will permit either full- or part-time participation.

Initial inquiries regarding the master's program should be addressed to the Graduate Adviser, School of Child and Youth Care. Application forms may be obtained from the Graduate Admissions and Records office. 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+ (6.0 GPA) 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.)

Each candidate accepted into the program will require one faculty member who is his/her agreed supervisor and a second faculty member who will serve on his/her 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 applications 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 Curriculum Vitae;
- 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 31 for domestic applicants. Please note that the School accepts students for a September entry only. Completed applications submitted by these deadlines are automatically considered for University of Victoria Fellowships. The School accepts MA students annually and will be accepting PhD students every other year, with the next intake in 2008.

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.

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.

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:

- 15.0 units of core courses
- 6.0 units of electives

Course Requirements

CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
CYC 553 (1.5)	Practicum in Child and Youth Care
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 599 (6.0)	Thesis

Program Electives

CYC 547 (1.5)	Professional Leadership in Child and Youth Care
CYC 549 (1.5)	Models and Strategies for Child and Youth Care Intervention
CYC 551 (1.5)	Ensuring Quality in Child and Youth Care Programs
CYC 552 (1.5)	Ethics in Practice
CYC 554 (1.5)	Diversity in Practice
CYC 558 (1.5)	Graduate Writing Seminar
CYC 561 (1.5 or 3.0)	Special Topics in Child and Youth Care Theory
CYC 562 (1.5 or 3.0)	Special Topics in Child and Youth Care Intervention
CYC 563 (1.5 or 3.0)	Specialized Practicum in Child and Youth Care
CYC 564 (1.5 or 3.0)	Special Topics in Child and Youth Care Research
CYC 566 (1.5)	Implementing the UN Convention on the Rights of the Child
CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The total number of practicum hours for CYC 553 is 165 for a 1.5 unit course. Of these 165 hours, it is expected that 15 hours would be dedicated to meetings with the site supervisor to set goals, evaluate progress, and discuss issues.

Thesis

The focus of a thesis is on a theoretical issue and methodology. This includes the application of a research question, a thorough literature review, an analysis of data, a presentation of findings, and the implications of findings for further research and practice. Students must follow the Guidelines for the Preparation of Master's Theses and Doctoral Dissertations (available online from Graduate Admissions and Records).

Oral Examination

Students are required to pass an oral examination at the end of their thesis.

50 GRADUATE PROGRAMS**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:

- 13.5 or 15.0 units of core courses
- 7.5 or 6.0 units (respectively) of electives

Course Requirements

CYC 541 (1.5)	Historical and Contemporary Theoretical Perspectives in Child and Youth Care
CYC 543 (1.5)	Qualitative Research Methods in Child and Youth Care
CYC 545 (1.5)	Quantitative Research Methods in Child and Youth Care
CYC 546 (1.5)	Human Change Processes: From Theory to Practice
CYC 553 (1.5)	Practicum in Child and Youth Care
CYC 565 (1.5)	Child and Adolescent Development in Context
CYC 598 (4.5 or 6.0)	Applied Research Project

Program Electives

CYC 547 (1.5)	Professional Leadership in Child and Youth Care
CYC 549 (1.5)	Models and Strategies for Child and Youth Care Intervention
CYC 551 (1.5)	Ensuring Quality in Child and Youth Care Programs
CYC 552 (1.5)	Ethics in Practice
CYC 554 (1.5)	Diversity in Practice
CYC 558 (1.5)	Graduate Writing Seminar
CYC 561 (1.5 or 3.0)	Special Topics in Child and Youth Care Theory
CYC 562 (1.5 or 3.0)	Special Topics in Child and Youth Care Intervention
CYC 563 (1.5 or 3.0)	Specialized Practicum in Child and Youth Care
CYC 564 (1.5 or 3.0)	Special Topics in Child and Youth Care Research
CYC 566 (1.5)	Implementing the UN Convention on the Rights of the Child
CYC 590 (1.5 or 3.0)	Directed Studies in Child and Youth Care

Other Requirements

As outlined in the course requirements, MA students must complete a practicum. The total number of practicum hours for CYC 553 is 165 for a 1.5 unit course. Of these 165 hours, it is expected that 15 hours would be dedicated to meetings with the site supervisor to set goals, evaluate progress, and discuss issues.

Final Project

The focus of a project is on practice. It has a service-oriented intent. The product may involve one or more of the following: needs assessment, program design, curriculum development, documented practice intervention, program evaluation, or publishable review/synthesis of an aspect of the CYC literature for the benefit of a particular service group requesting this as a service. Students can discuss other possible projects with their supervisors.

Oral Examination

Students are required to pass an oral examination at the end of their project.

Program Length

The maximum time limit for the MA Program is 5 years. It is expected that full-time students will complete their programs in less than 3 years.

PhD Program

The focus of the PhD program is the preparation of graduates who will play key leadership roles at provincial, national, and international levels in the broad field of Child and Youth Care.

Through research and knowledge development, and with a particular emphasis on the scholarship of practice, graduates will influence teaching, research, policy, practice, program development, and evaluation.

The School of Child and Youth Care is also committed to addressing issues related to communities or populations that have been historically oppressed or marginalized. The courses address theoretical and practical foundations for working within and across cultures.

The program of study consists of a total of 30 units. 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 19.5 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

Other Requirements

Students will normally be in residence while taking core courses.

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.

PhD Proposal

Following the successful completion of candidacies, the doctoral student will produce a research proposal. The student will be expected to outline his/her research proposal and answer questions from his/her supervisory committee as part of the approval process. The committee members will then indicate by signature their support and approval of the proposed research on the proposal and the student will proceed to the ethics review process (as appropriate) and subsequent research.

Dissertation

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

Oral Examination

Students are required to pass an oral examination at the end of their dissertation.

Program Length

The maximum time limit for the PhD Program is 7 years. It is expected that full-time students will complete in less than 5 years.

Computer Science

GENERAL INFORMATION

The Department of Computer Science offers a graduate program leading to the degrees of Master of Science (MSc) and Doctor of Philosophy (PhD) in Computer Science. The Department also participates in the Co-operative Education program at the graduate level. Research areas include strong emphases in software engineering, HCI, software requirements engineering, combinatorial algorithms, graph theory, algorithm design and complexity, music technology, numerical analysis, parallel and distributed computing and digital systems design.

Further information can be found at the Department's web page at <www.csc.uvic.ca>.

Contact Information

Department of Computer Science
Location: Engineering/Computer Science Building, Room 504
Mailing Address:
PO Box 3055 Stn CSC
Victoria, British Columbia
Canada V8W 3P6

Courier Address:

ECS 504
University of Victoria
3800 Finnerty Road
Victoria, British Columbia
Canada V8P 5C2

Telephone Number:.....(250) 472-5700

Fax Number:(250) 472-5708

E-mail: csdept@csc.uvic.ca

Website: <www.csc.uvic.ca>

Chair: TBA

E-mail: chair@csc.uvic.ca

Phone: (250) 472-5704

Graduate Adviser: Dr. Micaela Serra

E-mail: gradadv@csc.uvic.ca

Phone: (250) 472-5769

Graduate Secretary: Wendy Beggs

E-mail: gradsec@csc.uvic.ca

Phone: (250) 472-5703

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

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

Amy Gooch, PhD (Northwestern)

Computer graphics, image processing, perception, non-photorealistic rendering, visualization

Bruce Gooch, PhD (Utah)

Computer graphics, non-photorealistic rendering, computational aesthetics, computer games and learning

Daniel M. Hoffman, PhD (N Carolina, Chapel Hill)

Software engineering, emphasizing tools for automated testing or network protocols and firewalls

R. Nigel Horspool, PhD (Toronto)

Compiler construction, programming languages implementation, object-oriented programming, data compression

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

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, software evolution, autonomic computing, adoption-centric software engineering, software architecture, software reverse engineering, software reengineering, program understanding, visualization, and software engineering tool evaluation

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

Jianping Pan, PhD (Southeast, Nanjing)

Protocols for advanced networking, performance analysis of networked systems, applied network security

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

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

Melanie Tory, PhD (Simon Fraser)

Human-computer interaction, visualization, computer-supported collaborative work

George Tzanetakis, PhD (Princeton)

Audio signal processing, computer music, machine learning, human computer interaction

William W. Wadge, PhD (Calif, Berkeley)

Logic, semantics, programming languages, dataflow computation, artificial intelligence

Jens H. Weber, 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

Kui Wu, PhD (Alberta)

Computer networks, wireless and mobile networking, mobile computing, network security

Brian Wyvill, PhD (Bradford)

Computer graphics, solid modelling, implicit modelling, non-photorealistic rendering, sketch-based modelling

Adjunct and Cross-Listed Appointments

Ian Barrodale, PhD (Liverpool)

Scientific programming applications, numerical analysis, operations research, object-relational database applications

Alexandra Branzan Albu, PhD (Bucharest)

Computer vision, medical imaging, virtual reality, modelling and simulation

Ernie Chang, MD, PhD (Toronto)

Distributed computing, collaborative virtual environments, learning technologies, health care informatics

Maurice Danard, PhD (Chicago)

Numerical modelling, meteorology, oceanography

Peter F. Driessen, PhD (British Columbia)

Audio and video signal processing, computer music, sound recording, wireless communications, radio propagation

John A. Ellis, PhD (Northwestern)

Theoretical computer science, computational complexity, algorithms

Brian Gaines, PhD (Cantab)

Human factors of information systems, artificial intelligence

David G. Goodenough, PhD (Toronto)

Remote sensing, software engineering, scientific visualization, artificial intelligence, grid computing, hyperspectral analysis, Kyoto carbon systems

Ahmed Hassan, PhD (Waterloo)

Software engineering, performance engineering, distributed fault tolerant systems

Eric G. Manning, PhD (Illinois)

Computer networks, distributed computing, QoS for multimedia

Jacqueline E. Rice, PhD (Victoria)

Logic synthesis, transforms, decision diagrams, multiple-valued logic, reversible logic, women in computing

W. Andrew Schloss, PhD (Stanford)

Electronic and computer music, musical acoustics, ethnomusicology

Gholamali C. Shoja, DPhil (Sussex)

Computer communications and networks, multimedia systems, distributed and real-time systems

Janice Singer, PhD (Pittsburgh)

Computer-supported cooperative work,
human computer interaction, psychology,
software engineering and research ethics

Pauline van den Driessche, PhD (Wales)

Mathematical models in biology,
combinatorial matrix analysis

Maarten van Emden, PhD (Amsterdam)

Constraint processing in engineering
computations, operations research,
programming methods and languages

Peter A. Walsh, PhD (Victoria)

VLSI design, software engineering,
hardware/software codesign

Degrees and Specializations Offered

The Department of Computer Science offers graduate programs leading to the degree of Master of Arts (MA) or Master of Science (MSc) in Computer Science and to the degree of Doctor of Philosophy (PhD) in Computer Science. The Department also participates in the Co-operative Education program. Faculty members in the Department are pursuing research in areas/groups that include Software Engineering, Software Systems, Theory of Computing, Combinatorial Algorithms, Programming Languages, Parallel, Networked and Distributed Computing, Functional and Logic Programming, VLSI Design and Test, Human Computer Interaction and Numerical Analysis.

Facilities

The Department offers its graduate students a wide range of up-to-date computing equipment for study and research.

Financial Support

The department believes that adequate financial support of graduate students is a crucial factor in contributing to their overall success. For this reason, we normally accept graduate students only if they can be guaranteed support during their studies. This support comes from four main sources: scholarships, research grants, teaching assistantships, and salaries paid by employers of part-time or co-op students.

If you are a Canadian citizen or a permanent resident of Canada, you should consider applying for an NSERC (The Natural Sciences and Engineering Research Council of Canada) post-graduate fellowship. Details are available from us, your local University or the NSERC website. Incoming students who hold NSERC post-graduate awards are awarded the President's Research Scholarship. (Note: Canada Graduate Scholarship Award holders - doctoral level are not eligible to receive the President's Research Scholarship.)

The University of Victoria awards a limited number of fellowships each year. These fellowships are for one year for MSc students. Fellowships for PhD students are renewable for one year subject to their achieving first-class results (A-) on courses and a recommendation from the department. These fellowships are awarded mainly on the basis of academic excellence to those applicants who apply for a September entry point or were admitted at the May entry point. Fellowship holders may also apply for up to 120 hours of TA employment for the first two years of their Master's program, or for the first 4 years of their PhD program. In addition, we give research

grant support at both the Master's and PhD levels to fellowship holders.

If you do not receive a fellowship, or other scholarship support, you can normally expect support consisting of up to 240 hours of TA employment in the first two years of your Master's program, or in the first four years of your PhD program. You may also receive research grant support (or some alternative source funding).

You may also be eligible for an "Academic Income Supplement" (AIS) which is based on the number of TA hours worked, provided you are registered full-time in the term in which the supplement is held. The exact amount of this supplement is dependent upon the amount of work you take on. TA work and AIS 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 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: registrar.uvic.ca/grad.

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+ (6.0) 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 575 (paper test) or 233 (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 233 (computer-based test). The GRE (Graduate Records Examinations) test is highly recommended.

Final decisions on admissions are made by potential supervisors.

Deadlines

Applications may be submitted at any time, and students may opt to commence in any of the three terms (namely, September, January or May). However, it should be noted that most of our programs are geared toward those who start in September, and not all courses and support facilities are fully available at other times. 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 include course work, a seminar course (CSC 595) and a Master's thesis (CSC 599). All courses are valued at 1.5 units. 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. A typical program would include: the seminar course, CSC 595 (1.5 units); three courses at the 500 level (4.5 units); two courses at the 400 or 500 level (3.0 units); and the Master's thesis, CSC 599 (6.0 units). Each student must satisfy the MSc Breadth Requirements as specified in the Department MSc Regulations at 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 two 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

Students may register for a Master's project (CSC 598), valued at 3 units, instead of a thesis. The Master's Program still consists of a minimum of 15 units, which include course work, a seminar course (CSC 595) and a Master's project (CSC 598). All courses are valued at 1.5 units. 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. A typical program would include: the seminar course, CSC 595 (1.5 units); five courses at the 500 level (7.5 units); two courses at the 400 or 500 level (3.0 units); and the Master's project, CSC 598 (3.0 units). Each student must satisfy the MSc Breadth Requirements, as specified in the Department MSc Regulations at <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

Program 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. All courses are valued at 1.5 units.

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 <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 <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 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.

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 <mycoop.coop.uvic.ca/engrcoop>.

Curriculum and Instruction

GENERAL INFORMATION

Contact Information

Department of Curriculum and Instruction

Location: MacLaurin Building, Room A430

Mailing Address:

Department of Curriculum and Instruction

Po Box 3010 Stn CSC

Victoria, BC V8W 3N4

Canada

Courier Address:

Department of Curriculum and Instruction

3800 Finnerty Road

MacLaurin Building, Room A430

Victoria, BC V8W 2Y2

Canada

Telephone Number:.....(250) 721-7808

Fax Number:(250) 721-7598

E-mail: edcigrad@uvic.ca

Website: <www.educ.uvic.ca/edci>

Chair: Dr. Larry Yore

Email: ldychair@uvic.ca

Phone:(250) 721-7886

Graduate Secretary: Connie te Kampe

Email: edcigrad@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)

Media and popular culture, arts and cultural policy, curriculum 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 arts and technology, 3D interactive environments, 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 curriculum development, curriculum history and theory, world citizenship education, post-structuralism and curriculum change

Steven Capaldo, DMA (UNLV)

Secondary music education and instrumental conducting pedagogy, literature and pedagogy in wind ensemble, composing and arranging, technology use in music education including music software and standard data applications

Elizabeth Churchill, PhD (Calgary) (on-leave)

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

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, community-based participatory research, social movement learning, health and learning

Valerie M. Irvine, PhD (Alberta)

Educational technology, information and communication technologies (ICT) in education, e-learning, online learning community development, research methodology and statistics

54 GRADUATE PROGRAMS

Mary C. Kennedy, PhD (Washington)

Creativity and the creative process, choral music, music and community, multicultural music

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

Sylvia J. Pantaleo, PhD (Alberta)

Language and literacy, children's and young adult literature, literature-based literacy programs, literary theory, elementary curriculum, teacher education

Timothy Pelton, PhD (Brigham Young)

Mathematics education, educational technologies, computer based instruction, response systems, measurement and assessment

Alison Preece, PhD (Victoria)

Language/literacy development and assessment, critical/cultural/media literacies and young children, ECE, language and culture, internationalization and curriculum

Helen Raptis, PhD (Victoria)

Educational history, sociology of education, multicultural and minority education, educational policy, 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, teacher education, assessment, middle school education, mentorship, teacher research, qualitative research methodology

Gloria J. Snively, EdD (British Columbia)

Science education, environment education, marine education, curriculum development, metaphorical thinking, qualitative research methodologies, cross-cultural education

Moir 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/complex/EMBODIED forms of teaching and learning

Ruthanne Tobin, PhD (UVic)

Elementary English language arts, instructional practices for struggling literacy learners

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

Degrees and Specializations Offered

The Department of Curriculum and Instruction offers programs leading to the Master of Arts and Master of Education degrees in the following areas:

- Art
- Curriculum Studies
- Early Childhood
- Language and Literacy
- Mathematics
- Music
- Science
- Social Studies
- Social, Cultural and Foundational 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

MacLaurin 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 <www.careerservices.uvic.ca/students/campus.html>.

Academic Income Supplements (AIS):

Students who are employed in positions as described above may receive up to \$5,000 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.

Academic Income 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).

Application Deadlines

Regular Student Application Deadlines

February 15:

For full-time applicants seeking University Fellowships.

February 28:

For applicants seeking admission the following May or July.

February 15:

For applicants seeking admission the following September.

October 15:

For applicants seeking admission the following January. (Not all programs admit students in January).

International Student Application Deadlines

December 15:

For applicants seeking admission the following September.

October 15:

For applicants seeking admission the following July.

April 15:

For applicants seeking admission the following January.

ADMISSION REQUIREMENTS

For all degree programs, the application package must consist of an application form, application fee, resume, letter of intent, two assessment forms, transcripts and, for international students, TOEFL score. Examples of writing are required if you are applying to the PhD program only. See page 15 for Graduate Studies requirements. All materials are to be sent to the Graduate Admissions and Records Office.

The selection process is based on the strength of the application file and the availability of an appropriate supervisor.

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 15 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 15 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: www.educ.uvic.ca/edci/C4-grad/AE.htm.

Course Requirements: Total = 15 units

- EDCI 510 (3.0) Research Issues & Studio Development
- EDCI 511 (3.0) Drawing & Studio Development
- EDCI 513 (3.0) Community Art Education
- either EDCI 512 (3.0) Internet Use & Digital Imaging
- or EDCI 591 (3.0) Selected Topics in Art Education
- EDCI 597 (0.0) Comprehensive Examination
- EDCI 598A (1.5) Project Proposal and Literature Review
- EDCI 598B (1.5) Project Presentation and Dissemination

Oral Examination

Yes.

Program Length

Three summers.

Curriculum Studies (MEd or MA)

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 = 15 units

Curriculum Studies–Non-Thesis Option (MEd)

- EDCI 531 (1.5) Critical Discourses in Curriculum Studies
- EDCI 532 (1.5) Emerging Trends and Topics in Curriculum Studies
- EDCI 533 (1.5) Theory and Practice in Curriculum Design and Change
- EDCI 580 (1.5) Interpretive Inquiry
- EDCI 597 (0.0) Comprehensive Exam (MEd program only)
- EDCI 598A (1.5) Project Proposal and Literature Review
- EDCI 598B (1.5) Project Presentation and Dissemination

ELECTIVES (6.0)

Curriculum Studies–Thesis Option (MA)

- EDCI 531 (1.5) Critical Discourses in Curriculum Studies
- EDCI 532 (1.5) Emerging Trends and Topics in Curriculum Studies
- EDCI 533 (1.5) Theory and Practice in Curriculum Design and Change
- EDCI 580 (1.5) Interpretive Inquiry
- EDCI 599 (4.5) Thesis

ELECTIVES (4.5)

Oral Examination

Yes.

Program Length

Full-time one to two years; part-time three years.

Early Childhood Education – Non-Thesis Option (MEd)

The program consists of 15 units of course work, delivered primarily at an off-campus site, with two required summer sessions on campus at UVic. This is a community-based program and is only offered if there are faculty members available and sufficient interest to run the program.

Course Requirements: Total = 15 units

1.5 units of:

- EDCI 531 (1.5) Critical Discourses in Curriculum Studies
- EDCI 532 (1.5) Emerging Trends and Topics in Curriculum Studies
- EDCI 533 (1.5) Theory and Practice in Curriculum Design and Change

3.0 units of:

- EDCI 550 (1.5) Seminar: Research in Early Childhood Education
- EDCI 580 (1.5) Interpretive Inquiry
- Other required courses (7.5 units):
- 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 ECE: Comparing Commonalities and Differences

- EDCI 554 (1.5) Comparative ECE: Curriculum, Context and Culture
- EDCI 555 (1.5) Program Development for Early Childhood
- EDCI 597 (0.0) Comprehensive Examination
- EDCI 598A (1.5) Project Proposal and Literature Review
- EDCI 598B (1.5) Project Presentation and Dissemination

Master of Arts in Social, Cultural and Foundational Studies

The Master of Arts in Social, Cultural and Foundational Studies provides students with the research skills and knowledge to work as master teachers, educational leaders, administrators, policy analysts, and consultants to government and other educational and community agencies. The program consists of 15 units including a 4.5 unit thesis. The following courses outline typical program requirements; however, all programs must be determined through consultation by the student and the supervisor.

Course Requirements: Total = 15 units

One Research Methodology course (1.5) To be selected by student and supervisor

One from the following list:

- EDCI 520 (1.5) Seminar in Contemporary Educational Issues in Philosophical Perspective
- EDCI 521 (1.5) Contemporary Educational Issues in Historical Perspective
- EDCI 523 (1.5) Diverse Voices and Visions in Education
- EDCI 525 (1.5) Planning for Effective Schools
- EDCI 591 (1.5) Aboriginal Ways of Knowing
- EDCI 599 (4.5) Thesis
- ELECTIVES (7.5) Approved in consultation with student's supervisor

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 = 15 units

Language and Literacy – Non-Thesis Option (MEd)

- 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 597 (0) Comprehensive Exam (MEd program only)
- EDCI 598A (1.5) Project Proposal and Literature Review
- EDCI 598B (1.5) Project Presentation and Dissemination

56 GRADUATE PROGRAMS

ELECTIVES (7.5) Chosen in consultation with and the approval of the student's supervisor. Normally includes at least one research design course, one curriculum foundations course and one Language and Literacy course.

Language and Literacy – Thesis Option (MA)

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 599 (4.5) Thesis

Research Design and Language & Literacy Electives (6.0) chosen in consultation with and the approval of the student's supervisor.

Oral Examination

Yes.

Program Length

Two years.

Mathematics, Science or Social Studies Education –Thesis Option (MA)

This program is designed to provide students with a strong background in educational research, professional education, and academic content. The program requires 15 units of work including a 4.5-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 = 15 units

EDCI 570/571 (1.5) Research in Curriculum and Instruction: Social Studies, Geography, History, Math, Science, Environmental Education

1.5 to 3.0 units of Research and/or Statistical Methods, selected from:

EDCI 580 (1.5) Interpretive Inquiry

ED-D 560 (1.5) Statistical Methods in Education

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

Or other Approved Courses

EDCI 599 (4.5) Thesis

One of

EDCI 531 (1.5) Critical Discourses in Curriculum Studies

EDCI 533 (1.5) Theory and Practice in Curriculum Design and Change

EDCI 572 (1.5) Development and Implementation of the Curriculum in a Specific Area

ELECTIVES (4.5 - 6.0) 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 15-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 = 15 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, Environmental Education

EDCI 572 (1.5) Development and Implementation of the Curriculum in a Specific Area

Approved Research Methods Course (1.5)

EDCI 597 (0.0) Comprehensive Examination

EDCI 598A (1.5) Project Proposal and Literature Review

EDCI 598B (1.5) Project Presentation and Dissemination

ELECTIVES (6.0) 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: <www.educ.uvic.ca/edci/C4-grad/Mus.htm>. Two streams of specialization are offered - Wind Conducting and Elementary Music Education.

Course Requirements: Total = 15 units

Wind Conducting - Non-Thesis Option (MEd)

EDCI 500 (1.5) Advanced Seminar in Music Education

EDCI 501 (1.5) 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 527 (1.5) Wind Literature

EDCI 528 (1.5) Arranging and Orchestration

EDCI 529 (1.5) Teaching Wind and Percussion Instruments

EDCI 597 (0.0) Comprehensive Examination

EDCI 598A (1.5) Project Proposal and Literature Review

EDCI 598B (1.5) Project Presentation and Dissemination

Elementary Music Education - Non-Thesis Option

EDCI 500 (1.5) Advanced Seminar in Music Education

EDCI 501 (1.5) Research and Evaluation 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 598A (1.5) Project Proposal and Literature Review

EDCI 598B (1.5) Project Presentation and Dissemination

Music Education - Thesis Option (MA)

EDCI 500 (1.5) Advanced Seminar in Music Education

EDCI 599 (4.5) Thesis

ELECTIVES (6.0) Approved in consultation with student's supervisor

and 3 units selected from:

EDCI 580 (1.5) Interpretive Inquiry

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

EDCI 501 (1.5) Research and Evaluation in Music Education

Oral Examination

No for MEd, yes for MA.

Program Length

Three summers for MEd, two years for MA.

Doctor of Philosophy (PhD)

The PhD in Educational Studies is a research-oriented program designed for students who wish to develop a comprehensive understanding and an integrated perspective of current educational theory and practice. It prepares graduates for professional, research and teaching positions in colleges and universities, or for leadership roles in school districts, provincial ministries and other public and private organizations, with regard to planning and implementation of curricula, instructional innovations and staff development programs. There are seven areas of specialization within this program: Art Education; Curriculum Studies; Early Childhood Education; Language and Literacy; Mathematics, Science, Technology, and Environmental Education; Music Education; Social, Cultural and Foundational Studies.

Course Requirements: Total = 45 units

The PhD program consists of 45 units, of which there is a 30-unit dissertation and 15 units of coursework. The coursework is made up of 4.5 units of core courses and 10.5 units of Specialty and Elective Courses.

Core Courses, Total: 4.5 units

EDCI 600 (1.5) Contemporary Discourses in Educational Studies

EDCI 601 (1.5) Interdisciplinary Doctoral Seminar

EDCI 681 (1.5) Advanced research Methodologies in Educational Studies

Specialty and Elective Courses, Total: 10.5 units*

* Normally up to 6 units of contemporary equivalent or appropriate graduate coursework not used towards another degree may be transferred into the specialty area from recognized universities with the approval of the supervisory committee, the Departmental Graduate Adviser, and the Faculty of Graduate Studies (see Transfer Credit). In special cases, assessment of prior learning involving other educational activities, professional experiences, or credentials may be evaluated as equivalent to courses required in the specialty area allowing students to substitute appropriate elective courses for the required courses. All applications for transfer credit and equivalent prior learning must be made at the time of admission or in the first semester of study.

Dissertation, Total: 30 units

EDCI 699 (30)

Specializations:

Art Education (courses have studio focus)

required (1.5 units):

EDCI 602 (1.5) Doctoral Seminar in Arts Education

Electives (9 units) from the following and others approved by supervisory committee:

EDCI 510 (3.0) Research Issues and Studio Development in Art

EDCI 511 (3.0) research in Drawing and Studio Development

EDCI 512 (1.5) Internet Use and Digital Imaging for Art Educators

EDCI 413 (3.0) Community Art Education

Curriculum Studies

Required (1.5 units):

EDCI 603 (1.5) Doctoral Seminar in Curriculum Studies

Electives (9 units) from the following and others approved by supervisory committee:

EDCI 520 (3.0) Seminar in Philosophy of Education

EDCI 580 (1.5) Interpretive Inquiry

EDCI 581 (1.5) Research Methodologies in Educational Studies

EDCI 582 (1.5) Writing as Research

EDCI 632 (1.5) Critique of Emerging Trends and Topics in Curriculum Studies

EDCI 633 (1.5) Critical Discourses in Curriculum Design and Change

Early Childhood Education

Required (1.5 units):

EDCI 650 (1.5) Doctoral Seminar in Early Childhood Education

Electives (9 units) from the following and others approved by supervisory committee:

EDCI 551 (1.5) The Young Child in Today's Society

EDCI 552 (1.5) Contemporary Trends in Early Childhood Education

EDCI 553 (1.5) International Early Childhood Education: Comparing

Commonalities and Differences

EDCI 554 (1.5) Comparative Early Childhood Education: Curriculum, Context and Culture

EDCI 655 (1.5) Program Development for Early Childhood

Language and Literacy

Required (6 units):

EDCI 649 (3.0) Doctoral Seminar in Language and Literacy

And two from:

EDCI 642A (1.5) Advanced Reading Processes in School Curriculum: Research & Processes

EDCI 643A (1.5) Advanced Language Processes in School Curriculum: Oracy

EDCI 643B (1.5) Advanced Language Processes in School Curriculum: Writing & Representing

Electives (4.5 units) as approved by supervisory committee.

Mathematics, Science, Technology, and Environmental Education

Required (3 units):

EDCI 570 (1.5) Research in Curriculum and Instruction in the Elementary Grades

or

EDCI 571 (1.5) Research in Curriculum and Instruction in the Secondary Grades

EDCI 579 (1.5) Knowing and Learning in Everyday Contexts

Electives (7.5 units) from the following (others approved by supervisory committee):

EDCI 572 (1.5) Development & Implementation of the Curriculum in a Specific Area

EDCI 573 (1.5) Mathematics Education for Exceptional Students

EDCI 574 (1.5) Environmental Education Perspectives

EDCI 575 (1.5) Global Education

EDCI 577 (1.5) Language in Learning Mathematics, technology and Science

EDCI 578 (1.5) Science, Technology, Society and the Environment: Implications for Teaching

EDCI 672 (1.5) History and Philosophy of Mathematics, Science and Technology

Music Education (courses focus on musicianship, leadership, pedagogy, and curriculum)

Required (1.5 units):

EDCI 602 (1.5) Doctoral Seminar in Arts Education

Electives (9.0 units) from the following (others approved by supervisory committee):

EDCI 500 (1.5) Advanced Seminar in Music Education

EDCI 505 (1.5) Curriculum in Music Education

EDCI 506 (1.5) Selected Topics: Pedagogical Issues in Music Education

EDCI 507B (1.5) Musicianship II

EDCI 508C (1.5) Advanced Instrumental Music

EDCI 527 (1.5) Wind Literature

EDCI 690 (1.5 or 3.0) Individual Studies - Curriculum and Instruction

EDCI 691 (1.5 or 3.0) Special Problems - Curriculum and Instruction

Social, Cultural and Foundational Studies

Required (4.5 units):

EDCI 520 (1.5) Seminar in Philosophy of Education

EDCI 521B (1.5) Turning Points in Educational Thought After 1850

EDCI 523 (1.5) Diverse Voices and Visions in Education

Electives (6 units) as approved by supervisory committee.

Candidacy

Candidacy Examinations will be completed in both the core and specialization areas as set by the Supervisory Committee in conjunction with the department's Graduate Admissions and Programs Committee. The candidacy examinations will be both written and oral.

Program Length

At least two years.

Co-operative Education

Co-operative education provides opportunities for students to integrate academic learning with relevant employment experiences - praxis (reflective action). At the graduate level, students can apply their research, analysis, critical thinking and communication skills in a variety of workplace settings.

The following guidelines apply for Faculty of Education graduate student co-op placements (Curriculum and Instruction; Educational Psychology and Leadership Studies; Physical Education). Students are also referred to the General Regulations (Graduate Co-op) in the Co-operative Education section of the Calendar.

Upon successful completion of all academic requirements, including the appropriate work terms, graduate students are awarded their degree with a Co-operative Education designation.

1. Students should discuss their desire to participate in the co-operative education program with their academic supervisor. Before admission to the Co-op Program, a formal interview will be scheduled with the supervisor and co-operative education coordinator to discuss the student's interests, abilities and aptitudes.
2. Employers may require students to complete particular courses in preparation for a work term. Students should therefore check with the co-operative education co-ordinator to determine eligibility requirements for work term experiences.
3. Work terms are normally 13-18 weeks of full-time, paid employment, though a placement cannot be guaranteed. It is possible to undertake back-to-back work terms, but students must complete the requirements for each work term in order to receive credit for two or more work terms.
4. Students who wish to register for course work while undertaking a work term must receive prior approval from their academic supervi-

sor and the co-operative education co-ordinator.

5. Students must register for each work term using an Academic Record Change Notice. Master's students complete two work terms and register for EDUC 801 and EDUC 802. Doctoral students complete three work terms and register for EDUC 811, EDUC 812 and EDUC 813.
6. A Co-op program fee is assessed for each work term. For 2001/2002, the fee is \$346. The Co-op fee does not replace assessed graduate program fees.
7. Once their work term has begun, students are not permitted to withdraw without penalty of failure, unless specific permission has been granted by the Director, Co-operative Education.
8. Work terms are recorded on a student's official academic record and are graded as COM, N or F.
9. Each work term is evaluated on the basis of the student's performance of assigned work and a formal report.
10. 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 or school.
11. Non-degree students may not participate in co-operative education.

Dispute Resolution

GENERAL INFORMATION

Contact Information

Institute for Dispute Resolution

Location: Fraser Building, Room 123

Mailing Address:

Box 2400 Stn CSC
Victoria, BC V8W 3H7
Canada

Courier Address:

Room 123, Fraser Building
Magill Road
University of Victoria
Victoria, BC V8W 3H7
Canada

Telephone Number:(250) 721-8777

Fax Number:(250) 721-6607

E-mail: idr@uvic.ca

Website: <dispute.resolution.uvic.ca>

Chair: Maureen Maloney

E-mail: mmaloney@uvic.ca

Phone:(250) 721-8180

Graduate Adviser: Pat Mackenzie

E-mail: patmack@uvic.ca

Phone:(250) 721-8735

Graduate Secretary: Lois Pegg

E-mail: dispute@uvic.ca

Phone:(250) 721-8199

Faculty Members and Areas of Research

Maureen Maloney, Q.C., LL.M. (Toronto)

Public policy dispute resolution, international human rights, restorative justice, First Nations restorative justice systems, justice system design

Adjunct and Cross-Listed Appointments

Christina Hantel-Fraser, Ph.D. (Bonn)

Critical conflict theory, interdisciplinary approach to conflict management, conflict comprehension and the contribution of organizational psychology, conflict structures, escalation dynamics, role of individuals in conflict management and resolution, conflict transformation and leadership.

Catherine Morris, LL.M. (British Columbia)

Program development, policy development, research and education in non-governmental organizations, professional organizations, academic settings, and court-related programs internationally

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

Richard Price, M.A. (Alberta)@Staff-Name:

The British Columbia Treaty Process, First Nations land, governance and resource negotiations in BC and Alberta

Degrees and Specializations Offered

MA in Dispute Resolution

Financial Support

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. All students admitted to the Master of Arts in Dispute Resolution program are automatically considered for this financial support, with the level of support determined by a student's GPA.

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 Stud-

ies, the program requires applicants to submit the following:

- a detailed résumé of background information, professional or other experience relevant to the student's area of proposed studies in dispute resolution
- a two-page (500 word) rationale outlining their reasons for applying to the program, and
- a tentative overview of their proposed program, including the courses they would be interested in selecting.

Students will be admitted on the basis of admission requirements established by the Faculty of Graduate Studies and on guidelines established by the Program Steering Committee regarding previous academic and work experience relevant to the field of dispute resolution.

Initial inquiries should be addressed to the Institute for Dispute Resolution. Applications should be sent to the Graduate Admissions and Records Office

Deadlines

Entry date is each May, with application deadline of September 15 (International) and December 1 (North America).

PROGRAM REQUIREMENTS

The program consists of 21 units of study. At least 12 units must be at the 500 level. Students may choose a thesis or a non-thesis (master's project) program. Completion of the degree is by oral examination.

Master's - Thesis Option

Course Requirements

Required foundation courses (4.5 units)

DR 501 (1.5)	Conflict Analysis and Resolution
DR 502 (1.5)	Conflict, Culture, and Diversity
DR 503 (1.5)	Public Policy, Law, and Dispute Resolution

Research methodology course (1.5 units)

All students must take a 500-level research methodology course, which may be selected from courses in a relevant field of study listed in the current University of Victoria Calendar.

Applied research course (1.5 units)

Students in the thesis option must take a 500-level applied research course, which may be selected from courses in a relevant field of study listed in the current University of Victoria Calendar. Students may also meet this requirement through a work study or directed study focusing on:

1. a research (or evaluation) and/or literature review and writing project on an area of theory or practice, or analysis of a significant conflict; or
2. a practicum and writing assignment in which research methodologies are used to reflect on and refine practice within government, non-governmental organization (NGO), or business settings involved in public sector conflict management.

Elective courses (6.0 unit)

Elective courses may be selected from DR courses and approved courses in related fields of study offered by other departments.

Thesis - DR 599 (7.5 units)**Oral Examination**

Required.

Program Length

Two years to five years.

Master's - Non-Thesis Option**Course Requirements****Required foundation courses (4.5 units)**

DR 501 (1.5)	Conflict Analysis and Resolution
DR 502 (1.5)	Conflict, Culture, and Diversity
DR 503 (1.5)	Public Policy, Law, and Dispute Resolution

Research methodology course (1.5 units)

All students must take a 500-level research methodology course, which may be selected from courses in a relevant field of study listed in the current University of Victoria Calendar.

Elective courses (10.5 units)

Elective courses may be selected from DR courses and approved courses in related fields of study offered by other departments.

Final Project - DR 598 (4.5 units)

Earth and Ocean Sciences

GENERAL INFORMATION

The School of Earth and Ocean Sciences offers a graduate program leading to the degrees of Master of Science (MSc) and 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 can be found on the School's web page at <www.seos.uvic.ca>.

Contact Information

School of Earth and Ocean Sciences

Location: Petch Building, Room 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: eossc@uvic.ca

Website: <www.seos.uvic.ca>

Director: Dr. Kathryn Gillis

Email: seosdir@uvic.ca

Phone: (250) 472-6120

Graduate Adviser: c/o Graduate Secretary

Graduate Secretary: Sussi Arason

Email: eossc@uvic.ca

Phone: (250) 472-5133

Faculty Members and Areas of Research

Kathryn M. Gillis, PhD (Dal), Professor and Director of the School

Marine geology; fluid-rock interaction in oceanic hydrothermal systems; formation of the oceanic crust; metamorphic petrology

Dante Canil, PhD (Alta), Professor

Experimental and igneous petrology; petrogenesis of mantle-derived magmas; diamonds; evolution of mantle lithosphere

N. Ross Chapman, PhD (UBC), Professor

Ocean acoustics, acoustic signal processing, ambient noise, marine seismology, seismic inversion methods, and marine gas hydrates

Laurence Coogan, PhD (Leicester), Assistant Professor

Mid-ocean ridge processes, oceanic crust, hydrothermal fluxes, geospeedometry, experimental petrology, mantle dynamics

Jay Cullen, PhD (Rutgers), Assistant Professor

Chemical oceanography, marine geochemistry, phytoplankton-trace metal interactions, marine biogeochemistry of trace metals

Stanley E. Dosso, PhD (UVic), Professor

Ocean and arctic acoustics, marine seismology and seismo-acoustics, geophysical inverse theory, acoustic signal analysis

John F. Dower, PhD (UVic), Associate Professor

Fisheries oceanography and plankton ecology; interactions between biology and physics in marine ecosystems

Christopher J.R. Garrett, PhD (Cantab), FRS, FRSC, Lansdowne Professor of Ocean Physics

Physical oceanography, geophysical fluid dynamics and ocean mixing processes

Roberta C. Hamme, PhD (Wash), Assistant Professor

Carbon cycle, deep-water formation, ocean mixing, ocean productivity, dissolved oxygen, dissolved noble gases

Stephen Johnston, PhD (Alta), Associate Professor
Tectonics and structural geology; evolution of convergent margins; continental growth

S. Kim Juniper, PhD (Canterbury), Professor (BC Leadership Chair)

Hydrothermal vents, biogeochemistry, microbial ecology, Benthos, deep-sea ecology, animal-microbial interactions, biomineralization

Jody M. Klymak, PhD (Wash), Assistant Professor

Turbulent mixing, internal waves, coastal oceanography, estuarine oceanography, horizontal dispersion, internal tides, flow over topography

Eric Kunze, PhD (Wash), Professor (Canada Research Chair)

Ocean phenomena that contribute to mixing/stirring; parameterization of the

impact of "subgridscale" processes on larger scales

Katrin J. Meissner, PhD (Bremen), Assistant Professor

Paleoclimate modelling, climate system, climate variability, the role of vegetation and ocean in climate change, geophysical fluid dynamics

Adam Monahan, PhD (UBC), Assistant Professor

Theoretical climate dynamics; multivariate statistics in climate diagnostics; dynamical systems theory and stochastic processes in climate modelling; general circulation of the ocean and atmosphere; waves in random media

Thomas E. Pedersen, PhD (Edin), FRSC, Professor and Dean of Science

Sedimentary geochemistry, paleoclimatology, and paleoceanography, aquatic chemistry, geochemistry of submerged mine wastes

Vera F. Pospelova, PhD (McGill), Assistant Professor

Quaternary geology, palynology, dinoflagellate cysts, coastal eutrophication and pollution, paleoclimatology, paleoceanography

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 (Ott), Associate Professor

Weathering; global element cycles; environmental geochemistry; fish microchemistry

Verena Tunnicliffe, PhD (Yale), FRSC, Professor (Canada Research Chair) and Project Director, VENUS

Evolution of marine communities, hydrothermal vents, seamounts and fjords; interaction with physical and geological processes

Eileen Van der Flier-Keller, PhD (W Ont), Associate Professor

Geochemistry; coal geology - tectonic setting, depositional environment, mineralogy, geochemistry, specialized element potential; marine sediments - transform faults, hydrothermal activity

Diana E. Varela, PhD (UBC), Assistant Professor

Biological oceanography; biogeochemical cycles; phytoplankton physiology and ecology - variations in marine primary productivity and export production, nutrient utilization by phytoplankton, silicon isotopic fractionation by diatoms

Andrew J. Weaver, PhD (UBC), FRSC, Professor (Canada Research Chair)

Climate change/variability; ocean/climate modelling; paleoclimate; physical oceanography; geophysical fluid dynamics

Michael Whiticar, PhD (Christian Albrechts), Professor

Organic and stable isotope biogeochemistry, including petroleum, environmental and forensic sciences; marine and terrestrial systems, gas hydrates, ice cores and greenhouse gases

Adjunct Faculty

Vivek Arora, PhD (Melbourne)

Biophysical and biogeochemical interactions between the terrestrial biosphere and the atmosphere; terrestrial carbon and nitrogen cycle modelling at large spatial scales; dynamic global vegetation models; land surface parameterizations for climate models; and hydrological processes in climate models

Christopher R. Barnes, PhD (Ott), CM, FRSC, PGeo (Project Director, NEPTUNE)

Paleozoic paleontology, stratigraphy, paleoecology; conodont paleobiology; paleoceanography; paleoclimatology; cabled ocean observatories

J. Vaughn Barrie, PhD (Wales)

Marine geology; shelf sedimentation processes; placer deposits

Melvyn Best, PhD (MIT)

Application of geophysics to groundwater, environmental and engineering problems, and hydrocarbon production monitoring

George J. Boer, PhD (Mass)

Climate modelling and analysis focussing on understanding the physical climate system (atmosphere, ocean, cryosphere, land-surface) and natural and greenhouse gas induced variability and change using "general circulation models" and sophisticated analysis tools

Brian D. Bornhold, PhD (MIT)

Physical sedimentology, nearshore and coastal geological hazards, paleoceanography, modern sedimentary processes

Eddie C. Carmack, PhD (Wash)

Circulation and mixing in polar seas and influence on biological processes; physical limnology

John F. Cassidy, PhD (UBC)

Earthquake hazard studies, including earth structure, earthquake source determination and wave propagation

James R. Christian, PhD (Hawaii)

Ocean biogeochemistry and the global carbon cycle; ecology of aquatic micro-organisms (bacterio-, phyto- and protozooplankton); biogeochemical cycles, especially of bioactive elements such as C, N, P, Fe, Si; interactions of ocean biogeochemistry and climate; mathematical modelling and data assimilation; ocean colour remote sensing

William R. Crawford, PhD (UBC)

Physical oceanography: tidal prediction, continental shelf oceanography, ocean turbulence in coastal waters

Kenneth L. Denman, PhD (UBC), FRSC

Biological/physical oceanographic interactions, ocean biogeochemical fluxes and climate change

Richard Dewey, PhD (UBC)

Physical oceanography, tides, mixing, boundary layers and coastal flows

Herbert Dragert, PhD (UBC)

Crustal deformation - development and application of observation techniques (gravity, levelling, trilateration, GPS) and tectonic

interpretation and modelling of the observations

David M. Farmer, PhD (UBC)

Physical oceanography; acoustical studies of air/sea interaction and sea ice

Greg Flato, PhD (Dartmouth)

Numeric modelling of sea ice dynamics and thermodynamics; role of sea ice and polar oceans in climate; global climate modelling

Michael G.G. Foreman, PhD (UBC)

Numerical modelling, physical oceanography, data assimilation, satellite altimetry, tidal analysis

Howard J. Freeland, PhD (Dal)

Ocean circulation; coastal dynamics and fjord oceanography

John C. Fyfe, PhD (McGill)

Climate modelling and analysis; coupled models of atmosphere-ocean variability in the extratropics, middle atmosphere variability, synoptic to low-frequency tropical variability, regional climate modelling

Fariborz Goodarzi, PhD (Newcastle)

Environmental geochemistry, organic petrology

John R. Harper, PhD (Louisiana St)

Coastal and nearshore marine geology; oil spill effects; long-term environmental monitoring

Richard J. Hebda, PhD (UBC)

Quaternary stratigraphy, vegetation and climate change; Holocene palynology to decode diet, medicine and agriculture of native peoples

Philip Hill, PhD (Dal)

Coastal sedimentary processes and geohazards, Fraser River Delta and Beaufort Sea

Roy D. Hyndman, PhD (ANU), FRSC

Geophysics, marine and land; active continental margin tectonics and structure; geothermal studies; seismotectonics; magnetotellurics; physical properties of rocks

Debby Ianson, PhD (UBC)

Ecosystem function and biogeochemistry in the ocean, using integrative models and field studies

Thomas S. James, PhD (Princeton)

Computer modelling focussing on glacio-isostatic adjustment for inferring ice mass history and Earth rheology; high-precision geodetic techniques for measuring crustal deformation and gravity changes; relative sea-level and glacial history of British Columbia

David V. Lefebvre, PhD (Carlton)

Economic geology and Cordilleran metallogeny, with emphasis on deposit models and mineral potential assessments

Raymond Lett, PhD (UBC)

Development of new geochemical exploration methods for metals in drift-covered areas, and models for data interpretation

Victor Levson, PhD (Alta)

Till geochemistry and glacial dispersal processes, seismic microzonation,

sedimentology of coarse clastics and placer deposits, Quaternary stratigraphy

Rolf G. Lueck, PhD (UBC)

Physical oceanography; direct measurement of oceanic microstructure, turbulence and mixing processes; instrumentation

Robie Macdonald, PhD (Dal), FRSC

Arctic and coastal oceanography and geochemistry, ice processes, contaminant distribution and cycling in oceans, trends from dated sediment cores

David L. Mackas, PhD (Dal)

Spatial pattern in pelagic ecosystems, zooplankton feeding and swimming behaviour; interaction of physical and biological processes in the ocean, statistical analysis of plankton community patterns

Norman McFarlane, PhD (Mich)

Global climate modelling; parameterization of physical processes in atmospheric models; middle atmospheric dynamics and modelling

Fiona McLaughlin, PhD (UVic)

Water mass circulation and fronts, shelf-basin exchange and carbon sequestration in the Arctic Ocean and Archipelago

William J. Merryfield, PhD (Colorado)

Ocean mixing processes; climate variability; subgrid-scale parameterization; ocean circulation models; geophysical turbulence; predictability; double diffusion; numerical methods in fluid dynamics; nonlinear dynamics

Suzanne Paradis, PhD (Carleton)

Mineral deposits, especially in relation to the tectonic history of the Cordillera

Jonathon M. Preston, PhD (UBC)

High-frequency acoustic backscatter; echo and image formation; multibeam sonar systems; multivariate statistics; segmentation; categorical interpolation and mapping

Leanne J. Pyle, PhD (UVic)

Stratigraphy and sedimentology; biostratigraphy and paleontology

Garry C. Rogers, PhD (UBC)

Earthquake seismology and related tectonic processes, earth structure using earthquake generated waves, earthquake hazard

Kristin M. Rohr, PhD (MIT/WHOI)

Regional tectonic syntheses, interaction of plate boundaries and continental margins, evolution of sedimentary basins in wrench settings, and hydrothermal alteration of upper oceanic crust

Peter Ross, PhD (Utrecht)

Marine mammals as sentinels of environmental contamination; toxicological effects of environmental contaminants on endocrine and immune systems of marine mammals; source, transport and fate of persistent organic pollutants in BC and the NE Pacific Ocean

John F. Scinocca, PhD (Tor)

Atmospheric dynamics, numerical climate model development and physical parameterizations

George J. Simandl, PhD (Ecole Poly Mtl)

Industrial minerals and gemstone deposits

Robert Thompson, PhD (Queen's)

Cordilleran tectonics and evolution;
hydrocarbons in fold and thrust belts;
application of field methods to the
preparation of geological maps; structure
cross section preparation and interpretation

Richard Thomson, PhD (UBC), FRSC

Physical oceanography of the NE Pacific Ocean

Svein Vagle, PhD (UVic)

Air-sea exchange processes, modelling and
measurements of bubble dynamics and bubble
gas transfer, observations of coastal
oceanographic processes including tidal
mixing, underwater ambient noise, low-power
self-contained data acquisition systems,
marine mammal acoustics, and new
techniques in fishery acoustics

Knut M. von Salzen, PhD (UBC)

Modelling of physical and chemical processes
in the troposphere; cloud and aerosol
processes

Kelin Wang, PhD (W Ont)

Subduction zone processes, lithospheric
stresses, earthquake mechanics, crustal
thermal and hydrological processes

John T. Weaver, PhD (Sask)

Geomagnetism; numerical modelling and
inversion of electromagnetic induction in the
earth and oceans

David Welch, PhD (Dal)

Fisheries: marine growth, migration, survival,
and the over-winter dynamics of salmon

Michael J. Wilmut, PhD (Queen's)

Signal processing, statistical characterization
of underwater ambient noise, and matched-
field inversion, processing and tracking

C.S. Wong, PhD (Scripps), FRSC

Chemical oceanography, particularly the role
of the carbon cycle in global climate change;
pathways of ocean pollutants, especially
metals and hydrocarbons

Hidekatsu Yamazaki, PhD (Texas A & M)

Ocean turbulence, near ocean surface
physical/biological interactions

Francis Zwiers, PhD (Dal), FRSC

Climate variability and extremes, climate
predictability, climate change detection,
ensemble simulations and statistical
climatology

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 Petrology, Geochemistry, Ocean Acoustics, Marine Geochemistry, Biological Oceanography, Ocean Physics, Hydrothermal Studies, Structural Geology, Climate Theory, Paleogeochimistry, 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 year, 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 Graduate Admissions and Records website <registrar.uvic.ca/grad>. A statement of research interests must 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 Graduate Admissions and Records Office (see page 16 for Faculty requirements) together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses in addition to other course work.

Deadlines

There are no deadlines in applying for admission to the School of Earth and Ocean Sciences. However, to be considered for a UVic Fellowship, applications must be received by February 15 for admission in September of the same calendar year.

PROGRAM REQUIREMENTS

The spectrum of research in the School is broad and will be attractive to students from many areas of the basic and applied sciences; cross-disciplinary research involving faculty and facilities in other departments is encouraged. As an integral part of their program, students are normally required to undertake teaching or research assistantships or equivalent duties within the School.

All graduate students in the School of Earth and Ocean Sciences are required to take either EOS 512 (1.5 units) or EOS 525 (1.5 units). All students are also required to register in the SEOS

Seminar Series, EOS 570 Y01, at least once during their program. EOS 570 has no unit value.

The supervisory committee, in consultation with the student, determines the program of study for each student. The supervisory committee may decide that additional course work is required. The program may also include senior undergraduate courses after assessment of the background strengths and deficiencies of the student.

MSc Program - Thesis Option

Course Requirements

The Master's program consists of a minimum of 15 units, normally with not less than 6 units of graduate course work and a Master's thesis (EOS 599) typically worth 9 units.

Oral Examination

MSc students will be required to defend their completed thesis in a final oral examination open to the public.

Program Length

A student proceeding towards a Master's degree will be required to complete all the requirements for the degree within five years (60 consecutive months) from the date of the first registration in the Master's program.

PhD Program

Course Requirements

The PhD program usually requires a minimum of 9 course units beyond the BSc and a PhD dissertation (EOS 699) typically worth 36 units.

Candidacy

Within two years of registration and at least six months before the final oral examination, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. This thesis proposal will be defended in an oral candidacy exam. The Examining Committee will question the candidate to determine that the candidate has the appropriate background knowledge and skills to undertake the proposed project, and that the project is likely to lead to results suitable for a PhD dissertation.

Oral Examination

PhD students will be required to defend their completed dissertation in a final oral examination open to the public.

Program Length

A student proceeding toward a doctoral degree will be required to complete all the requirements within seven years (84 consecutive months) from the date of first registration in the program. If the student transfers to the doctoral program after an initial period in a master's program, completion is required within seven years of the date of the first registration in the Master's program. A doctoral degree will not be awarded in less than twenty-four consecutive months from the time of first registration.

Co-OPERATIVE EDUCATION

The School of Earth and Ocean Sciences participates in graduate co-operative education, which integrates periods of full-time employment with the academic program.

Approval to participate in graduate co-op is at the discretion of the School of Earth and Ocean Sciences, in consultation with the Faculty of Graduate Studies and the Director of Co-operative Education. Co-operative Education is not open to non-degree graduate students.

Work opportunities are negotiated through the Co-operative Education Coordinator and the work experience must be related to the student's area of study.

Economics

GENERAL INFORMATION

The Department of Economics is recognized for its strengths in both research and teaching. Areas of faculty research include both theoretical and applied economics, econometric theory and the history of economic thought. All faculty members have active research programs and publish regularly in academic journals. In addition, faculty members have made important applied contributions to industry and governments at various levels. The Department's teaching is highly regarded, with a strong emphasis at the graduate level on econometrics and economic theory as tools for understanding economic phenomena and for developing economic policy.

Further information can be found at
<web.uvic.ca/econ/grad/>

Contact Information

Department of Economics

Location: Business and Economics Building,
Room 360

Mailing Address:

Department of Economics
University of Victoria
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada

Courier Address:

3800 Finnerty Road
Business & Economics Buil
Room 360
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-8532

Fax Number:(250) 721-6214

Website: <web.uvic.ca/econ/grad/>

Chair: Dr. Donald G. Ferguson

Email: econchr@uvic.ca

Phone: (250) 721-8532

Graduate Adviser: Dr. Graham M. Voss

Email: gradecon@uvic.ca

Phone: (250) 472-4409

Graduate Secretary: Ms. Alma Osorio

E-mail: gradecon@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

Martin Farnham, PhD (Michigan)

Public Finance, Labour Economics, Urban
Economics

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

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

Adjunct Professors

Kotowitz, Yehuda, PhD (Chicago)

Microeconomics Theory

Stennes, Bradley, PhD (UBC)

Forest Economics, Natural Resource
Economics

Emeritus

J. Colin H. Jones, PhD (Queen's)

Game Theory

Degrees and Specializations Offered

The Department of Economics offers an MA program and a PhD program. Both programs combine strong training in core economic theory

and econometrics with electives in applied areas and a co-operative option. MA graduates will be well prepared for doctoral studies in economics or for research and analysis positions in the private or public sectors. The PhD program provides more advanced training in applied economics, to prepare graduate students for academic and non-academic careers.

Facilities

The Department has a range of computing facilities to support both MA and PhD students in their studies. These include a computer lab solely for graduate students, which has the requisite software and databases for word-processing, econometric analysis and computer modeling. The Reid Elliot Reading Room, a small, economics-focused library, is also available for students.

Financial Support

All students admitted to the graduate program are automatically considered for financial support, with the level of support determined on a competitive basis. Incoming students with first-class records (A-, or 7 on the University of Victoria 9-point scale) are considered for University of Victoria Fellowships. Consideration for these awards is automatic upon receipt of application by February 15 of the same calendar year. In addition, the Department has a number of fellowships and scholarships available each year that are awarded on the basis of academic excellence. Further support is provided in the form of Teaching Assistantships (TA), usually supplemented with Academic Income Supplements (AIS). Research Assistantships may also be available. All eligible students are encouraged to apply for provincial, federal and external funding, particularly from the Social Sciences and Humanities Research Council <www.sshrc.ca>.

For MA students, funding is promised for one year; for PhD students funding is usually promised for three years. Students do not necessarily receive funding, though in recent years every effort has been made to provide all students with some level of funding, usually a TA position and, in many instances, additional funds in the form of fellowships or AIS funding.

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.

Applicants with an undergraduate degree from a Canadian or U.S. university are ordinarily not required to take the Graduate Record Exam (GRE), although it may be an advantage to do so. All other students must take the GRE. The Faculty of Graduate Studies and/or the Graduate Adviser may require any student to complete this aptitude exam. Applicants for admission whose first language is not English, who are not holding a recognized degree from a country where English is an official language, and who have not resided in Canada or other English speaking countries for at least three consecutive years immediately

prior to the session applied for, must take the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 575 on the paper-based test or 233 on the computer-based test.

Applicants without undergraduate training in Economics may apply for a one-year program to prepare for the graduate program. This program requires 15 credits of Economics courses, including microeconomic, macroeconomic and econometric theory, as well as electives tailored to the student's needs and interest, chosen in consultation with the Department Graduate Adviser. A minimum GPA of 7.0 (A-) 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.

Entry into either the MA or PhD program is in September. Availability of courses and faculty varies from year to year. The Department web page should be consulted for the most up-to-date information: <web.uvic.ca/econ/grad/grad-courses.html>

Admission To Master's Programs

Admission to the MA program requires an undergraduate degree in economics, with at least a B (5.0) average in the last two years leading to the degree. Selection is competitive, based upon undergraduate performance, nature of undergraduate training and (if relevant) GRE results.

Admission to the PhD Program

Admission to the PhD program normally requires a master's degree (or equivalent) from a recognized academic institution. Selection is competitive, based upon performance in previous degrees, nature of training and (if relevant) GRE results. 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- (7.0) 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

The entry point to the Department of Economics is September. Complete applications must be received by February 15 in order to be given consideration for entry in September of the same calendar year and for financial assistance. International applications must be received by the Graduate Admissions and Records Office by December 15. Applications received after these deadlines may be accepted; however, there is no guarantee that the application will be processed and evaluated in time for a decision for the desired entry point or to obtain a student visa.

Students should keep in mind that substantial lead time is required to register for and take (if required) the GRE and the TOEFL in time for results to be received within the deadline.

PROGRAM REQUIREMENTS

Master's – Thesis Option

The Department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

Course Requirements

Successful completion of the core program (4.5 units), consisting of:

- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis

Successful completion of an additional 6 units of courses subject to the approval of the student's supervisory committee. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include up to 3 units of courses numbered at the 400 level as well as graduate courses in other departments. Directed Studies (ECON 595) provides the means of pursuing subject areas that are not covered in the listed courses. Students are encouraged to apply to individual instructors for Directed Studies. Students interested in the Co-operative Option (see below) must include ECON 516 in their program.

Thesis

Successful completion of a formal written thesis prospectus.

Successful completion of a Master's thesis (ECON 599). The thesis is awarded 4.5 units.

The thesis is based on a major research project, the topic of which is determined by the student in consultation with his or her advisory committee. The appropriate nature and length of the thesis is determined by the advisory committee. The expected length of the thesis will vary with the nature of the work, with more technical theses generally being shorter than those with more literary content. Each candidate shall defend their thesis in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

Students are expected to complete the requirements of the MA program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

Master's – Non-Thesis Option

The Department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

Course Requirements

Successful completion of the core program (4.5 units), consisting of:

- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis

Successful completion of an additional 7.5 units of courses. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include Economics courses numbered at the 400 level, and graduate courses offered by

other departments, up to a combined maximum of 3 units. Directed Studies (ECON 595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies.) Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

Final Project

Successful completion of an Extended Essay (ECON 598). The Extended Essay is awarded 3 units.

The essay is based on an independent research project and may consist of an extended version of a course project. The topic is decided by the student in consultation with the student's supervisory committee. The appropriate nature and length of the essay is determined by the supervisory committee. The expected length of the essay will vary with the nature of the work, with more technical essays generally being shorter than those with more literary content. Each candidate shall defend their essay in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

Students are expected to complete the requirements of the MA program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

PhD Program

The PhD degree requires a minimum of 46.5 units, with the following specific requirements.

Course Requirements

Students must consult the Graduate Adviser and have their program of study approved.

Successful completion of the core program (16.5 units), consisting of:

- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis
- ECON 546 (1.5) Themes in Econometrics
- ECON 547 (1.5) Time-Series Econometrics
- ECON 549 (1.5) Computational Methods in Economics and Econometrics
- ECON 550 (1.5) Game Theory in Economics
- ECON 551 (1.5) Information and Incentives
- ECON 552 (1.5) Macroeconomic Issues
- ECON 698 (3.0) Research Seminar

Students who enter the PhD with an MA degree will normally be given credit for a maximum of 12 units, depending on the nature of the courses they completed as part of their MA program.

Successful completion of two courses in each of two designated field areas for a total of 6 units. Field areas must be chosen from those offered by the Department; students should consult the Graduate Adviser to ensure that their course selection satisfies the field requirements. The field areas offered may vary from year to year.

Successful completion of an additional 3 units of course work. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include Economics courses numbered at the 400 level, and graduate courses offered by

other departments, up to a combined maximum of 3 units. Directed Studies (595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies). Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

Candidacy

Candidacy requires 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. Successful candidacy is based on overall performance in the program and two written comprehensive examinations in Economic Theory (Microeconomics and Macroeconomics) and Econometrics. 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. A written proposal for the dissertation is to be approved by the supervisory committee. The appropriate nature and length of the dissertation is determined by the supervisory committee. The expected length of the dissertation will vary with the nature of the work, with more technical dissertations generally being shorter than those with more literary content.

Oral Examination

Each candidate shall defend their dissertation in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

Students are expected to complete the requirements of the PhD program, including fulfillment of the Co-operative Education requirements, if relevant, within five years of enrolment.

Co-OPERATIVE EDUCATION

Both the MA and PhD programs have a co-op option. The co-op option provides an opportunity for students to integrate suitable work terms into their degree program. Co-op designation for the MA degree requires successful completion of two work terms, each of four months duration. Co-op designation for the PhD degree requires successful completion of three work terms, each of four months duration. Students must maintain a B (5.0) average to be eligible for a work term, and students in either program must have successfully completed 9 units of graduate course work which must include ECON 516 prior to the commencement of their first work term.

Each work term is followed by a written report from the student that must be judged satisfactory by the Department in order to satisfy the co-op requirements. No guarantee of a co-op work placement can be given, but the Department has a very successful record of placement. Co-op positions are filled by a competitive process involving submission of applications and participation in interviews. Students interested in the co-op option must indicate their interest to the co-op coordinator during the fall term of their first year.

The number of co-op work terms allowed is normally restricted to a maximum of three for MA students and four for PhD students. Co-op placement priority is given to students who have taken fewer than the minimum number of work terms required for their program.

Educational Psychology and Leadership Studies

GENERAL INFORMATION

Two major areas of focus: Educational Psychology (which includes Counselling, Learning and Development, Measurement and Evaluation, Special Education) and Leadership Studies

Contact Information

Department of Educational Psychology and Leadership Studies

Location: MacLaurin Building, Room A443

Mailing Address:

Faculty of Education
University of Victoria
PO Box 3010
Victoria, BC V8W 3N4
Canada

Courier Address:

Educational Psychology & Leadership Studies
University of Victoria
Room A443 MacLaurin Building
3800 Finnerty Road
Victoria, BC V8W 2Y2
Canada

Telephone Number:.....(250) 721-7799

Fax Number:(250) 721-6190

Website: <www.educ.uvic.ca/epl/>

Chair: Dr. Anne Marshall

Email: eplschr@uvic.ca

Phone: (250) 721-7760

Department Administrative Assistant: Pamela Nielsen

Email: pnielsen@uvic.ca

Phone: (250) 721-7760

Graduate Program Assistant: Gloria F. Bennett

E-mail: gbennett@uvic.ca

Phone: (250) 472-5005

Graduate Program Assistant: Zoria Crilly

E-mail: eplsgard@uvic.ca

Phone: (250) 721-7883

Graduate Adviser for Counselling: Dr. Blythe Shepherd

Email: counsadv@uvic.ca

Phone: (250) 721-7883

Graduate Adviser for Educational Psychology: Dr. John Walsh

Email: edpsadv@uvic.ca

Phone: (250) 721-7883

Graduate Adviser for Leadership: Dr. Darlene Clover

Email: lsadv@uvic.ca

Phone: (250) 472-5005

Faculty Members and Areas of Research

John O. Anderson, PhD (Alberta)

Educational measurement and evaluation

Danial G. Bachor, PhD (Toronto)

Children with learning problems, instruction for exceptional children

Robinder (Rob) P. Bedi, PhD (British Columbia)

Counselling/psychotherapy relationship, counselling/psychotherapy process and outcome, substance abuse and dependence, career assessment, counselling/psychotherapy skills, and depression

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

Darlene Clover, PhD (Toronto)

Women in leadership, feminist pedagogy, community arts and adult education

David deRosenroll, PhD (Victoria)

Trauma and trauma healing, somatic approaches to counselling, indigenous healing approaches

M. Honore France, PhD (Massachusetts)

Diversity and cultural issues related to counselling, transpersonal psychology, ecopsychology, Spirituality, First Nations counselling, working residential school survivors, group dynamics

Allyson Hadwin, PhD (Simon Fraser)

Cognition and instruction, metacognition, self-regulated learning, designs of instruction to promote self-regulated learning, computer-based learning environments, study skills and strategic learning, learning theories

Judith Halbert, PhD (Nova Southeastern)

Leadership development of new principals and vice principals

Gina Harrison, PhD (British Columbia)

Cognitive aspects of learning disabilities particularly reading-related disorders, assessment and identification of learning disabilities and learning difficulties, school psychology

C. Brian Harvey, PhD (Ohio State)

Adolescent development, cross-cultural psychology

Linda Kaser, PhD (Nova Southeastern)

Creating powerful learning communities through strategies involving families, learners and staff

E. Anne Marshall, PhD R. Psych. (Toronto)

Adolescent transitions and identity, cultural approaches to counselling, counsellor skill development, career and life planning,

interdisciplinary and community-based research

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

Catherine McGregor, PhD (Simon Fraser)

Social justice leadership, women in leadership, political leadership, teacher leadership, the politics of education and organizations, arts based methodologies and narrative inquiry in research, adult education, feminist and post structuralist theory

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

Blythe C. Shepard, PhD (Victoria)

Rural youth and mental health issues, identity development and transitions to adulthood, life-career development, possible selves, Fetal Alcohol Spectrum Disorder, counsellor training and supervision, ethnographic and narrative approaches, community-based research

Vernon J. Storey, EdD (British Columbia)

Leadership development, politics of education, organizational change

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 counselors 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 counselor preparation.

Educational Psychology (Learning and Development) - The programs in Educational Psychology (emphasis in Learning and Development) provide students the opportunity to pursue advanced study in the areas of learning, instruction and psychological development of children and adults; and to support candidates' individual research investigation of a significant topic within these areas. The program is characterized by relatively small classes. Students work closely with their academic supervisor and complete a series of courses, some of which may be individual studies and/or cross-disciplinary.

Educational Psychology (Measurement and Evaluation) - The programs in educational psychology provide students with the opportunity to pursue advanced study in measurement and evaluation; and to support candidates' individual research investigation of a significant topic within these areas. Topics of interest include large-scale assessment and classroom assessment of student achievement. The program is characterized by relatively small classes. Students work closely with their academic supervisor and complete a series of courses, some of which may be individual studies and/or cross-disciplinary.

Leadership Studies - The degrees offered in the Leadership program are career credentials intended for two main categories of students: professionals already occupying positions of leadership in education and related fields who wish to consolidate and upgrade their standing, and aspirants who wish to enter, or are considering entering upon, an administrative career. Candidates will normally decide upon the choice of degree with their supervisors.

Special Education - The Graduate Program in Special Education provides students with the opportunity to pursue advanced study in practice and research involving individuals with special needs associated with disabilities, giftedness and cultural diversity. The ages span from early childhood to adulthood. The program prepares professionals for educational and other community settings. It also cultivates and supports research and consultation skills in special education.

Students can find further information on our website at <www.educ.uvic.ca/epls/>.

Ethical and Professional Behaviour

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.

Facilities

- MacLaurin Building
- McPherson Library
- Curriculum Library

Financial Support

The University of Victoria awards a limited number of Graduate Fellowships for full-time study. No duties are involved. The awards are competitive and are based on academic standing. Students whose applications are complete by Feb. 15 will automatically be considered.

Paid assistantships (research and teaching) are available within the department of Educational Psychology & Leadership Studies to a limited number of qualified students. The number of teaching and research assistantships varies yearly. In recent years these forms of student support have received additional funding through the Academic Income Supplement (AIS) program. For information, contact the depart-

ment. For further information on awards for graduate study please refer to the University Calendar.

ADMISSION REQUIREMENTS

General

Candidates seeking admission should normally be able to satisfy the entrance requirements of the Faculty of Graduate Studies. These consist essentially of an acceptable bachelor's degree from an accredited university and a grade point average of B (5.0) in the last two years of academic work. Entry to the program is on a competitive basis and enrolment may be restricted in any given year. All applicants should submit a current résumé and a brief letter of intent. Other requirements include information on prerequisite courses, previous field experience, assessment reports, references, and personal statements.

Potential applicants may contact the Graduate Program Assistant for application information about specific programs. They may also visit our website: <www.educ.ca/epls>

For community based programs, phone: (250) 721-7875.

Admission To Master's Programs

All MA programs in the Department of Educational Psychology and Leadership Studies require a bachelor's degree with at least a B average (5.0) in the last two years of course work.

Counselling

MA applicants are expected to have a broad understanding of psychological principles and issues 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

<www.educ.uvic.ca/epls/grad/couns.htm>.

Education Psychology

Learning and Development: Admission to the MA program requires at least a B+ average (6.0) 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 MEd program, to an MA program if a supervisor is available.

Special Education

Admission to the MA program requires at least a B+ average (6.0) 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 master's 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 561A (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 GRE.

Applicants must submit a statement of research experience and interests, a letter of intent, and current curriculum vitae.

Applicants must provide a minimum of one single-authored published or unpublished article that is appropriate to the field of future studies. A copy of the applicant's master's thesis, a major paper, published research or a professional report may be submitted to fulfill this requirement.

Deadlines

- PhD Educational Psychology: Early January (September entry)
- MA/MEd Counselling: December 1 (September entry)
- Educational Psychology, Special Education: Early January (September entry)
- Leadership Studies: Applications accepted until program is full (May, July, and September entry)

Please consult the department website for specific deadline dates: <www.educ.uvic.ca/epls/graduateprograms1.htm>.

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
- ED-D 518 (1.5) Seminar in Advanced Theories in Counselling Psychology
- ED-D 519A (1.5) Seminar in Child & Adolescent Counselling
- ED-D 519C (1.5) Ethics and Legal Issues in Counselling

ED-D 519H (1.5) Career and Life Planning Counselling

ED-D 519N (1.5) Multicultural Counselling

ED-D 598 (1.5 or 3.0) Project

ED-D 597 (0.0) Comprehensive Examination
Electives: 4.5 or 6.0 units, chosen in consultation with student's supervisor.

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement and Evaluation, and Computer Applications). As well, there is a range of courses being offered in other graduate programs across campus.

MA Program Requirements

A minimum of 18 units of course work is required in the MA program, and includes a thesis and its oral defense. The program of studies includes the following required courses:

- ED-D 517A (1.5) Pre-Practicum in Counselling
- ED-D 517B-N (1.5) Practicum in Counselling
- ED-D 518 (1.5) Seminar in Advanced Theories in Counselling Psychology
- ED-D 519A (1.5) Seminar in Child and Adolescent Counselling
- ED-D 519C (1.5) Ethics and Legal Issues in Counselling
- ED-D 519H (1.5) Career and Life Planning Counselling
- ED-D 519N (1.5) Multicultural Counselling
- ED-D 560 (1.5) Statistical Methods in Education
- ED-D 561 (1.5) Methods in Educational Research
- ED-D 599 (4.5) Thesis

Electives: Chosen, if desired, in consultation with student's supervisor.

Electives may be taken from several sources. Each year additional courses in counselling are taught, generally on a rotating basis from the ED-D 519 series. Graduate and undergraduate courses are offered by other sections of the Department of Educational Psychology and Leadership Studies (i.e., Learning and Development, Special Education, Measurement and Evaluation, and Computer Applications). As well, there is a range of courses being offered in other graduate and undergraduate programs across campus.

Program Length

The MA degree generally takes two years to complete, including the thesis, and requires the first year of study on campus as a full-time student. The MEd degree can be completed in a shorter period, if taken on-campus full-time, because it does not require thesis research.

Master's in Educational Psychology: Learning and Development

Presented below is the normal program of study for the two master's degrees offered in Educational Psychology (Learning and Development). Although both degrees require a minimum of 18 units of study, it is not unusual for students to take additional courses after they have completed the core program. This option, however, is

subject to review and approval by the student's supervisor.

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 561A (1.5) Methods in Educational Research
- ED-D 567 (1.5) Single Case Research
- EDCI 580 (1.5) Interpretive Inquiry

Electives: 6.0 units, chosen in consultation with the student's supervisor.

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 561A (1.5) Methods in Educational Research
- ED-D 599 (3.0 min.) Thesis

Electives: 6.0 units, chosen in consultation with the student's supervisor.

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 supervisor.

MEd Program Requirements

A minimum of 18 units of course work is required in the MEd program, and includes a research project and a comprehensive exam. The program of study normally includes the following requirements:

- ED-D 500 (1.5) Learning Principles
- or ED-D 508 (1.5) Theories of Learning
- ED-D 501 (1.5) Theory of Measurement (subject to availability)
- ED-D 503 (1.5) Curriculum Evaluation
- ED-D 505 (1.5) Basic Concepts in Human Development
- or ED-D 506 (1.5) Selected Topics in Human Development
- ED-D 560 (1.5) Statistical Methods in Education
- ED-D 561A (1.5) Methods in Educational Research
- ED-D 562 (1.5) Advanced Statistical Methods in Education
- ED-D 567 (1.5) Single Case Research
- ED-D 598 (3.0 min.) Project
- ED-D 597 (0.0) Comprehensive Examination
- Electives: 3.0 units (or 4.5 units, if ED-D 501 unavailable), chosen in consultation with the student's supervisor.

Electives may be taken from several sources. Students can request admission into graduate and undergraduate courses offered by other appropriate sections of the Department of Educational Psychology and Leadership Studies (i.e., Counselling, Learning and Development, and Special Education). As well, there is a range of courses being offered in other graduate programs across campus. There is, however, no guarantee that space will be available in such courses.

MA Program Requirements

A minimum of 18 units of course work is required in the MA program, and includes a thesis and its oral defense. The program of study normally includes the following requirements:

- ED-D 500 (1.5) Learning Principles
- or ED-D 508 (1.5) Theories of Learning
- ED-D 501 (1.5) Theory of Measurement (subject to availability)
- ED-D 503 (1.5) Curriculum Evaluation
- ED-D 505 (1.5) Basic Concepts: Human Development
- or ED-D 506 (1.5) Selected Topics: Human Development

- ED-D 560 (1.5) Statistical Methods in Education
- ED-D 561A (1.5) Methods in Educational Research
- ED-D 562 (1.5) Advanced Statistical Methods in Education
- ED-D 567 (1.5) Single Case Research Design
- ED-D 599 (3.0 min.) Thesis
- Electives: 3.0 units (or 4.5 units, if 501 unavailable), chosen in consultation with the student's supervisor.

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 course-work including the project (ED-D 598) and comprehensive exam (ED-D 597).

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 of Organization
- ED-D 561B (1.5) Introduction to Research (Leadership Studies)
- ED-D 598 (3.0 min.) Independent Research Work
- Other Courses: 4.5 to 10.5 units, chosen from ED-D 530 to 539, ED-D 591 (Leadership Studies courses); include coursework from among ED-D 532, ED-D 533x, ED-D 535x, ED-D 536.

Up to 6.0 units from undergraduate courses of 300 level or higher.

Program Length

The department expects full-time students to spend 12 to 18 months of study or part-time students three consecutive summers completing the master's degree.

Master's in Special Education**MEd Program Requirements**

A minimum of 18 units of course work is required in the MEd program, and includes an MEd comprehensive exam in the form of research critiques. The program of study normally includes the following requirements:

Required Courses (12 units)

3.0 units of Theories Composed of the following courses

- ED-D 500 (1.5) Learning Principles
- ED-D 505 (1.5) Basic Concepts in Human Development

3.0 Units of Research Methods composed of the following courses

- ED-D 591 (1.5) Reading and Understanding Research across Special Education

and 1.5 Units selected from the following courses:

- ED-D 560 (1.5) Statistical Methods in Education
 - ED-D 561A (1.5) Methods in Educational Research
 - EDCI 580 (1.5) Interpretive Inquiry
 - ED-D 519B (1.5) Research in Counselling
 - ED-D 567 (1.5) Single Case Research
- 4.5 Units of Special Education composed of the following courses
- ED-D 515 (1.5) Advanced Assessment of Learning Disabilities
 - ED-D 568 (1.5) Seminar in Special Education: Program, Practices and Policies
 - ED-D 569 (1.5) Seminar in Special Education: Current Issues, Research, and Applications

Elective courses (6.0 units)

6.0 units selected in consultation with the student's supervisor to develop a core concentration area from the following courses:

- ED-D 507 (1.5) Psychology of Individual Differences
- ED-D 513 (1.5) Assessment of School-Related Abilities
- ED-D 516 (1.5) Advanced Remediation of Learning Disabilities
- ED-D 591 (1.5) Special Topics in Education: Computers Utilization and Technology in Special Education
- ED-D 591 (1.5) Special Topics in Education: Professional Practices and Ethics
- ED-D 591 (1.5) Special Topics in Education: Mental Health and Behavioural Difficulties
- ED-D 591 (1.5) Special Topics in Education: Variable Topics (e.g., Achievement Motivation, Play as a Tool for Therapy)
- ED-D 591 (1.5) Special Topics in Education: Practicum in Special Education
- ED-D 591 (1.5) Special Topics in Education: Practicum in the Assessment of School-related Abilities

Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the student's supervisor.

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 Special Education Faculty. 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 561A (1.5) Methods in Educational Research
- EDCI 580 (1.5) Interpretive Inquiry
- or 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 of Learning Disabilities
- ED-D 568 (1.5) Seminar in Special Education: Program, Practices and Policies
- ED-D 569 (1.5) Seminar in Special Education: Current Issues, Research, and Applications

Elective courses (4.5 units)

4.5 units selected in consultation with the student's supervisor to develop a core concentration area from the following courses:

- ED-D 507 (1.5) Psychology of Individual Differences
- ED-D 513 (1.5) Assessment of School-Related Abilities
- ED-D 516 (1.5) Advanced Remediation of Learning Disabilities
- ED-D 591 (1.5) Special Topics in Education: Computers Utilization and Technology in Special Education
- ED-D 591 (1.5) Special Topics in Education: Professional Practices and Ethics
- ED-D 591 (1.5) Special Topics in Education: Mental Health and Behavioural Difficulties
- ED-D 591 (1.5) Special Topics in Education: Variable Topics (e.g., Achievement Motivation; Play as a Tool for Therapy)
- ED-D 591 (1.5) Special Topics in Education: Practicum in Special Education
- ED-D 591 (1.5) Special Topics in Education: Practicum in the Assessment of School-Related Abilities

Note: A maximum of 1.5 units of electives may be taken from other sections of the Department or outside the Department with approval from the student's supervisor.

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.

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, Theory of Measurement; ED-D 519B Research in Counselling; ED-D 503, Curriculum Evaluation; ED-D 690, Special Topics: Advanced Methodology). ED-D 562, Advanced Statistical Methods in Education (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 papers 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.

CO-OPERATIVE EDUCATION PROGRAM

Co-operative education provides opportunities for students to integrate academic learning with relevant employment experiences - praxis (reflective action). At the graduate level, students can apply their research, analysis, critical thinking and communication skills in a variety of workplace settings.

The following guidelines apply for Faculty of Education graduate student co-op placements (Curriculum and Instruction; Educational Psychology and Leadership Studies; Physical Education). Students are also referred to the General Regulations (Graduate Co-op) in the Co-operative Education section of the Calendar.

Upon successful completion of all academic requirements, including the appropriate work terms, graduate students are awarded their degree with a Co-operative Education designation.

1. Students should discuss their desire to participate in the co-operative education program with their academic supervisor. Before admission to the Co-op Program, a formal interview will be scheduled with the supervisor and co-operative education coordinator to discuss the student's interests, abilities and aptitudes.
2. Employers may require students to complete particular courses in preparation for a work term. Students should therefore check with the co-operative education co-ordinator to determine eligibility requirements for work term experiences.
3. Work terms are normally 13-18 weeks of full-time, paid employment, though a placement cannot be guaranteed. It is possible to undertake back-to-back work terms, but students must complete the requirements for each work term in order to receive credit for two or more work terms.
4. Students who wish to register for course work while undertaking a work term must receive prior approval from their academic supervisor and the co-operative education co-ordinator.
5. Students must register for each work term using an Academic Record Change Notice. Master's students complete two work terms and register for EDUC 801 and EDUC 802. Doctoral students complete three work terms and

register for EDUC 811, EDUC 812 and EDUC 813.

6. A Co-op program fee is assessed for each work term. For 2001/2002, the fee is \$346. The Co-op fee does not replace assessed graduate program fees.
7. Once their work term has begun, students are not permitted to withdraw without penalty of failure, unless specific permission has been granted by the Director, Co-operative Education.
8. Work terms are recorded on a student's official academic record and are graded as COM, N or F.
9. Each work term is evaluated on the basis of the student's performance of assigned work and a formal report.
10. 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 or school.
11. Non-degree students may not participate in co-operative education.

Electrical and Computer Engineering

GENERAL INFORMATION

Contact Information

Department of Electrical and Computer Engineering

Location: EOW, Room 448

Mailing Address:

PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada

Courier Address:

3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number:(250) 721-8610

Fax Number:(250) 721-6052

Website: <www.ece.uvic.ca>

Chair: Dr. Nikitas Dimopoulos

E-mail: chair@ece.uvic.ca

Phone: (250) 721-8902

Graduate Adviser: Dr. Jens Bornemann

E-mail: gradadv@ece.uvic.ca

Phone: (250) 721-8666

Graduate Secretary: Vicky Smith

E-mail: gradsec@ece.uvic.ca

Phone: (250) 721-8675

Faculty Members and Areas of Research

Mostafa I.H. Abd-El-Barr, PhD (Toronto)

Parallel processing, computer architecture, reliable and fault tolerant computer systems design, digital systems testing, networks optimization, multiple-valued logic systems design

Esam Abdel-Raheem, PhD (Victoria)

Digital signal processing, data communications, VLSI signal processing systems

Michael D. Adams, PhD (British Columbia)

Digital signal processing, wavelets and filter banks, image/video/audio coding, multimedia

systems, efficient implementation of signal-processing algorithms

Panajotis Agathoklis, Dr ScTech (Swiss Fed Inst of Tech)

Digital signal processing, multidimensional systems, control systems

Andreas Antoniou, PhD (London)

Analog and digital filter design, digital signal processing, electronic circuits, optimization methods

Amirali Baniassadi, PhD (Northwestern)

Low-power design, power-aware architectures, VLSI, interconnect, high-performance processors

Andrea Basso, PhD (Swiss Fed Inst of Tech)

Multimedia networked services, including speech and video coding, media adaptation and transcoding, multimedia delivery for broadband and wireless networks, caching, scalability and interworking aspects of multimedia

Stuart Bergen, PhD (Victoria)

Digital signal processing, digital filters and filter banks, genomic signal processing, remote sensing and seismic processing

Vijay K. Bhargava, PhD (Queen's)

Cognitive radios, error correcting codes

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

Alexandra Branzan Albu, PhD (Bucharest)

Computer vision, medical imaging, virtual reality, modelling and simulation

Leonard Bruton, PhD (Newcastle Upon Tyne)

Theory and implementation of real-time analog and digital filters; multidimensional filtering in space-time; 2D, 3D and 4D array processing for the directional filtering of wireless, audio, video and image signals

Lin Cai, PhD (Waterloo)

Wireless networks and mobile computing, resource and mobility management, flow and congestion control, medium access control, multimedia networks, cross-layer design

Stéphane Claude, PhD (London)

RF/microwave/millimeter-wave components and systems design for radio astronomy and earth atmospheric detection

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

Xiaodai Dong, PhD (Queen's)

Wireless communications systems, ultra-wideband communications, multicarrier and multiple antenna communication systems, radio propagation

Peter F. Driessen, PhD (British Columbia)

Audio and video signal processing, computer music, sound recording, wireless communications, radio propagation

M. Watheq El-Kharashi, PhD (Victoria)

Systems-on-a-Chip (SoC), Networks-on-Chip (NoC), networking processing units (NPU's), advanced microprocessor design

Fayez Gebali, PhD (British Columbia)

Computer communications, computer architecture, computer arithmetic, digital signal processing, VLSI systems design

Reuven Gordon, PhD (Cambridge)

Nanophotonics, ultrafast optics and semiconductor lasers

T. Aaron Gulliver, PhD (Victoria)

Wireless communications, spread spectrum systems, algebraic coding theory, information theory, cryptography and computer security, software radio

Ahmed E. Hassan, PhD (Waterloo)

Software engineering, mining software repositories, software evolution, performance engineering, distributed and fault tolerant systems

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

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, radar

Paul H. Kraeutner, PhD (Simon Fraser)

Array signal processing, underwater acoustic imaging and mapping, medical ultrasound, ocean based alternative energy systems, analog and digital electronics design for signal acquisition and processing, DSP's and FPGA's

Harry H. L. Kwok, PhD (Stanford)

Advanced materials, electronic devices and IC design, mixed-mode circuits

Kin Fun Li, PhD (Concordia)

Web mining and computer architecture

Wei Li, PhD (Victoria)

Wireless communications, spread spectrum systems, ultra-wideband transmission, wireless sensor network, DSP for wireless communication

Wei Lu, PhD (Victoria)

Computer, network and software security, artificial intelligence, software performance engineering, distributed systems

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

Christo Papadopoulos, PhD (Brown)

Nanoscale science and technology: synthesis, properties, applications

Daler N. Rakhmatov, PhD (Arizona)

Energy-efficient computing, dynamically reconfigurable systems, electronic design automation

Dale J. Shpak, PhD (Victoria)

Voice and audio signal processing, digital filter design and implementation, digital signal processing for wireless and wireline systems, embedded and distributed systems

Mihai Sima, PhD (Bucharest), PhD (Delft)

Computer architecture, reconfigurable computing, embedded systems, digital signal processing, speech recognition

Poman P.M. So, PhD (Victoria)

Computational electromagnetics, microwave circuit analysis and synthesis, computer-aided design and object-oriented software engineering

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

Hong-Chuan Yang, PhD (Minnesota)

Wireless communications and networks, diversity techniques, performance analysis, cross-layer design, and energy efficient communications

Adam Zielinski, PhD (Wroclaw)

Underwater acoustic systems; acoustic communications, telemetry and navigation; application of acoustics, ocean electronic instrumentation, signal acquisition and processing, electronic circuits and sensors

Degrees and Specializations Offered

MASc, MEng and PhD in Engineering.

The Department participates in the Co-operative Education Program in the Faculty of Graduate Studies by individual arrangement. Engineering graduate students may participate in a Co-operative Education graduate program as described in the Faculty of Graduate Studies section of this Calendar (page 27).

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: <registrar.uvic.ca/grad> 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: <www.ece.uvic.ca>.

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.

Mechatronics and Embedded Systems Option

Students in the MEng program who want to focus in Mechatronics and Embedded Systems are encouraged to select the course pattern shown below as part of the 15 units of course work required.

- ELEC 597 and ELEC 598
- A minimum of 3.0 units from ELEC 466, MECH 466, SENG 466
- A minimum of 4.5 units from MECH 486, ELEC 568, ELEC 460, CENG 455, ELEC 553, ELEC 426

Undergraduate students in the Mechatronics option (for more information, please see the undergraduate calendar) may transfer directly to the MEng (Mechatronics option) upon completion of their undergraduate degree. All admission and transfer credit regulations of the Faculty of Graduate Studies must be met. Interested undergraduate students must apply for transfer during the last academic term of their undergraduate studies. For more information, please contact the Chair of the Department or the Graduate Adviser.

Software Engineering Option

Students in the MEng program who want to upgrade their skills to include the design, development, implementation, maintenance and management of large software systems for a variety of applications are advised to select the course pattern shown below as part of the 15 units of course work required. The ELEC 598 project should be based on the implementation of a software system preferably specified by an industrial partner/client.

Systems (Choose a minimum of 3 units)

CSC 530, ELEC 561, ELEC 563, ELEC 661

Software (Choose a minimum of 4.5 units)

SENG 512, SENG 520, SENG 522, SENG 530, SENG 562

Management of Software (Choose a minimum of 3 units)

SENG 524, SENG 565, SENG 570, SENG 572

Final Project

The format of the MEng Final Project is according to Departmental guidelines.

Oral Examination

The MEng Final Project must be defended in an oral examination.

Program Length

The MEng program will normally be completed in two years.

Fast Track Master's Option

The Department of Electrical and Computer Engineering offers outstanding undergraduate students an opportunity for a head start in a master's program. Qualified students will be permitted to enroll in graduate level courses during their fourth year. These courses will be extra to any undergraduate requirements and thus can be transferred to the MASc or MEng degree program. All of the admission and transfer credit regulations of the Faculty of Graduate Studies must be met. For more information, please contact the Chair or the Graduate Adviser of the Department.

PhD Program

Course Requirements

The PhD program consists of a minimum of 6 or 15 units of course work depending on whether the student is admitted with an MASc degree or is transferred to a PhD program from an MASc program plus the ELEC 699 PhD Dissertation of 30 units.

Candidacy

The PhD Candidacy Examination in the Department of Electrical and Computer Engineering will consist of an Oral Examination. The Oral Examination should be taken and passed not later than two years from initial PhD registration.

Dissertation

The format of the PhD Dissertation is according to Departmental guidelines.

Oral Examination

The PhD dissertation must be defended in an oral examination.

Program Length

The PhD program will normally be completed in three to four years.

Co-Operative Education

Co-operative education is an option for both the master's and PhD degrees.

Co-operative work terms are not for credit towards a degree, however, they will be shown on the transcript.

English

GENERAL INFORMATION

A detailed Department Graduate Handbook is available at <www.engl.uvic.ca/Grad> or from the English Graduate Secretary.

Contact Information

Department of English

Location: Clearihue Building, Room C343

Mailing Address:

PO Box 3070 STN CSC
Victoria, BC V8W 3W1
Canada

Courier Address:

Clearihue Building, Room C343
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number:(250) 721-7235

Fax Number:(250) 721-6498

E-mail: english@uvic.ca

Website: <www.engl.uvic.ca>

Chair: Robert Miles

E-mail: rmiles@uvic.ca

Phone:(250) 721-7235

Graduate Adviser: Stephen Ross

E-mail: saross@uvic.ca

Phone:(250) 721-7237

Graduate Secretary: Colleen Donnelly

E-mail: donnelly@uvic.ca

Phone:(250) 721-6331

Faculty Members and Areas of Research

G. Kim Blank, PhD (Southampton)

Romantic poetry; cultural studies; media; discourse and conflict; professional writing

Luke Carson, PhD (Calif, Los Angeles)

Modern American poetry; critical theory; literary criticism; 19th and 20th century American literature

Alison Chapman, PhD (Glasgow)

Victorian literature and culture, especially women's poetry

Evelyn M. Copley, 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; travel and exploration narratives

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;

Christianity and literature; postmodernism and modernism

Gordon D. Fulton, PhD (London)

Restoration and 18th century literature; literary stylistics; critical discourse analysis; history of the English language

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. Jenstad, PhD (Queen's)

Shakespeare; Renaissance literature; editing and textual studies; London studies; performance criticism; New Economic criticism

Arnold Keller, PhD (Concordia)

Professional 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; Medieval Anglo-Irish literature

Gary Kuchar, PhD (McMaster)

Renaissance literature, especially poetry and religious culture; contemporary literary/critical theory; psychoanalysis

Mary Elizabeth Leighton, PhD (Alberta)

Victorian literature, especially fiction and the periodical press; the disciplinary history of English; biography; textual studies

Margot K. Louis, PhD (Toronto)

19th century poetry; Barrett Browning, Dickinson, Swinburne, and the Pre-Raphaelites; women's literature; myth, legend, and female divinity in 19th and 20th century literature

Robert Miles, PhD (Sheffield, England)

Romantic period, especially Gothic writing and prose fiction

Eric Miller, PhD (Virginia)

Restoration and 18th century literature; contemporary poetry; nature writing

J. Allan Mitchell, PhD (Dalhousie)

Medieval literature

Judith I. Mitchell, PhD (Alberta)

19th century novel; women's poetry; gender studies; feminist theory

Michael Nowlin, PhD (Calif, Los Angeles)

19th and 20th century American literature; American modernism; African-American fiction

Sheila M. Rabillard, PhD (Princeton)

Modern drama; theories of drama and performance; gender studies; modern literature

Stephen Ross, PhD (Queen's)

Modern British literature, especially Joseph Conrad and the modern novel; critical theory, especially Marxism, psychoanalysis, and deconstruction; modernism

Robert M. Schuler, PhD (Colorado)

Renaissance literature; Shakespeare; relations between literature, magic, and science

Lincoln Shlensky, PhD (Calif, Berkeley)

Postcolonial literature

Raymond G. Siemens, PhD (British Columbia)

Renaissance literature; textual culture; editorial theory; Humanities computing and digital Humanities

Lisa A. Surridge, PhD (Toronto)

19th century British fiction; women writers; the Victorian actress; sensation fiction; 19th century representations of domestic violence; Victorian visual culture; feminist theory and criticism

Cheryl L. Suzack, PhD (Alberta)

Canadian literature; First Nations and American Indian literatures; aboriginal and indigenous writing; colonial law; postcolonial theory; feminist theory

Proma Tagore, PhD (McGill)

Colonial and post-colonial studies; feminist theory and contemporary women's writing; South Asian literature and studies; theories of subjectivity, sexuality, and embodiment; trauma studies; testimony; studies of multiculturalism, race, and ethnicity; literacy, reading, multilingualism, and pedagogy

Diane Tolomeo, PhD (Princeton)

Biblical literature; Renaissance; James Joyce

John J. Tucker, PhD (Toronto)

Old Icelandic and Old English literature; Chaucer; history of the language; the historical film; hagiography

Adrienne S. Williams Boyarin, PhD (Calif, Davis)

Chaucer and Middle English literature; Old English language and literature; Medieval Latin literature; history and culture; anti-Jewish discourse; hagiography and women's writings; early Middle English; codicology; paleography; Bible; composition

Degrees and Specializations Offered

The Department of English offers the MA (non-thesis; thesis by special approval only) and PhD degrees in British, Irish, Canadian, American, and Postcolonial Literature, and in Critical Theory. It also offers a PhD and 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 1.9 million volumes, 40,000 serial subscriptions, 2.2 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, Robert Graves, T.S. Eliot, W.B. Yeats, and Wyndham Lewis.

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: Depending on available resources, each September between four and eight 1-year fellowships (ranging from approximately \$2,000 to \$13,500) and seven 8-month Writing Tutor positions (approximately \$9,000) are usually offered. Unfortunately, we are unable to fund students beyond their first year. 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). Students deemed admissible who arrive with fellowship funding will be granted admission if an appropriate supervisor is available. Other applicants deemed admissible can apply for one of an additional three unfunded places in the PhD program if appropriate supervisors are available. In their fourth or subsequent years, all 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. Students applying to the CSPT program should approach the Director of that Program for information on fellowships specifically awarded to CSPT students.

ADMISSION REQUIREMENTS

General

The admission selection process is competitive. Applications are reviewed by the Graduate Admissions and Records Office and then by the English Graduate Committee, who usually makes

admission decisions in February. 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 15), the Department requires a 1-page statement of intent, a 10-15 page typed essay on a theoretical topic, and a CV. 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 16) 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 the Master's Program

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.

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 with funding. A limited number of students may also be admitted each year without funding or if they arrive with fellowship funding.

Concentration in Cultural, Social, and Political Thought (CSPT)

Students applying to the Cultural, Social, and Political Thought (CSPT) program - an interdisciplinary graduate program open to selected PhD students in English, Political Science, and Sociology; and selected MA students in English, History, Political Science, and Sociology - must meet the admission requirements for the PhD or MA program. MA applicants are expected to have some background in theory; PhD applicants are expected to have a strong competence in theory. Students should indicate on the application form both the program (PhD or MA) and area of study (CSPT) for which they are applying, and must also write directly to the CSPT Program Di-

rector. 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 PhD or MA program may be admitted to CSPT; however, acceptance to the PhD or MA program does not guarantee admission to the CSPT program. The requirements for the programs in the Departments of History, Political Science, and Sociology differ from those in English.

Deadlines

Students who wish to be considered for funding must apply for September entry by February 15, though priority consideration will be given to those who apply by January 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

In designing their programs, students may benefit from consulting the Director of the Graduate Program.

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.

All courses except ENGL 500 and 502 are variable content. Students are strongly encouraged to maintain a balance between Area and Special Topic courses.

Seminars designated as Area Courses (ENGL 505, 515, 520, 530, 540, 550, 560, 570, 571, 580, 585) 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. Students may not take an Area course in a given field more than once in their program of studies without the permission of the Graduate Director.

Seminars designated as Special Topic courses (ENGL 503, 504, 506, 510, 516, 521, 531, 541, 551, 561, 572, 581, 586) focus on specific topics designed around the current research interests of faculty members. Under certain circumstances, it will be possible to take a Special Topic course in a given field more than once.

Master's – Thesis Option

The Department offers an MA program that consists either of course work and a master's essay, or course work and a master's thesis. The former of these is the norm; however, CSPT participants are required to write a thesis.

English students who wish to pursue a thesis program must find a supervisor willing to direct their thesis project and must submit for the approval of the Graduate Committee a thesis proposal, a rationale for pursuing the thesis option and a letter of support from the prospective supervisor. If a student's proposal is denied by the Graduate Committee, the student will have one opportunity to revise and resubmit; if the proposal is denied a second time, the student will be required to complete the master's essay program.

Course Requirements for MA

Students are required to complete five English graduate courses, one of which will be ENGL 500 (Introduction to Textual Studies 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 Textual Studies 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, including CSPT 501. 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.

Summary of Course Requirements:

CSPT 500 courses (two, including CSPT 501).....	3.0 units
Introduction to Textual Studies and Methods of Research (ENGL 500).....	1.5 units
Other English Graduate courses (four)*	6.0 units
Thesis (ENGL 599)	7.5 units
Total	18.0 units

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

Thesis

The thesis should be between 18,000-27,000 words, excluding notes and bibliography. Complete thesis guidelines are available from the English Graduate Secretary. For students in the CSPT program, the thesis must be on an approved topic within the fields of both English and CSPT, and at least two members of the supervisory committee must be drawn from the participating faculty of the CSPT program.

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Director, if it is appropriate to the student's studies or professional interests.

Oral Examination

At the final two-hour oral examination, the student gives a 15-20 minute presentation about the thesis, and then answers questions from the Examining Committee and from the general audience.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the MA thesis program in 12 months; however, most students take at least 18 months. A part-time, co-op, or CSPT student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

Master's Non-Thesis Option

Course Requirements

Students are required to complete eight courses, one of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as one of the required courses.

Summary of Course Requirements:

Introduction to Textual Studies and Methods of Research (ENGL 500)	1.5 units
Other English Graduate courses (seven).....	10.5 units
Master's Essay (ENGL 598)	3.0 units
Total:	15.0 units

Final Project

Students must complete a Master's Essay. The paper (maximum 6,500 words) must present an original and cogent argument, and demonstrate the student's research and writing abilities.

Other Requirements

Students must demonstrate a reading knowledge of one appropriate language other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Director, if it is appropriate to the student's studies or professional interests.

Oral Examination

At the final one- to two-hour oral examination, the student gives a brief 15-minute summary of the Master's Essay, and then answers questions from the Examining Committee and from the general audience.

Program Length

With a good Honours BA or a strong Major in English, a full-time student could finish the MA non-thesis program in 12 months. A part-time or co-op student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

PhD Program

Course Requirements

Students are required to complete four English graduate courses beyond those taken as part of an MA program. One of these courses will be ENGL 500, unless a student has already taken it or its equivalent. Students may be required to take courses in areas in which they are deficient. PhD students are not permitted to take ENGL 502 as one of their required four courses; however, they are encouraged to take it as an extra course.

Students accepted into the CSPT program must substitute CSPT 601 for one of the four English courses. They may also substitute a CSPT or

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cross-listed CSPT course for another of the English courses.

Summary of Course Requirements:

English Graduate courses (four).....	6.0 units
Candidacy Examination (ENGL 698)	6.0 units
Dissertation (ENGL 699).....	18.0 units*
Total	30.0 units*

* Minimum.

Candidacy

Within two years of registration as a doctoral candidate and at least six months before the final oral examination, a student must pass a "candidacy examination" (see "Examinations", page 29). This examination consists of four sections, three written and one oral:

1. a Major Field Examination on the literary period of the student's specialization, based on a reading list set by the Department and reviewed annually; candidates may tailor these lists to their particular interests in consultation with their Examining Committee and with the approval of the Department's Graduate Committee
2. a Special Topics Examination on the candidate's dissertation proposal, based on a reading list established in consultation with the student's Examining Committee and approved by the Department's Graduate Committee
3. an Oral Examination on the Special Topics examination and dissertation reading list, given by the student's Examining Committee and chaired by the Director of the English Graduate Program
4. a Secondary Field Examination on an area other than the candidate's Major Field, based on one of the Department's set reading lists that may be tailored by candidates to suit their particular interests, in consultation with their Examining Committee and with the approval of the Department's Graduate Committee

Students accepted into the CSPT Program must write either the Major Field or Secondary Field Examination in the CSPT area, based on a reading list set by CSPT.

Students complete the written examinations in their second year, and in the order of their choice, according to the following schedule: the first exam by October 15, the second exam by February 15 and the third exam by May 31.

Other Requirements

Language Requirement - Students must demonstrate a reading knowledge of two appropriate languages other than English. The language requirement is usually fulfilled by French or German, but any other language may be substituted, after consultation with the English Graduate Director, if it is appropriate to the student's studies or professional interests. Students who are judged by the Graduate Director to have advanced competence in one language may have one of the second language requirements waived.

Instructional Experience - As an integral part of their program, PhD students are usually expected to undertake teaching duties within the Department.

Dissertation

The dissertation is expected to be a sophisticated work of the highest possible caliber, and

potentially publishable, and should be between 60,000-120,000 words (excluding notes and bibliography).

For students in the CSPT program, the dissertation must be on an approved topic within the fields of both English and CSPT, and at least two members of the supervisory committee must be drawn from the participating faculty of the CSPT program.

Oral Examination

At the final three-hour oral examination, the student gives a 20-minute presentation about the dissertation, and then answers questions from the Examining Committee and from the general audience.

Program Length

Although the University allows students a seven-year period within which to complete their PhD degree, students who wish to be competitive in the job market and in postdoctoral and other grant applications should aim at completing their doctoral program in four to five years.

Co-Operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for MA and PhD students. MA students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Environmental Studies

GENERAL INFORMATION

The School of Environmental Studies has three core interdisciplinary research areas in Ecological Restoration, Ethnecology and Political Ecology. We embrace a full range of learning opportunities spanning natural and social sciences, humanities and traditional ecological knowledge.

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

Contact Information

School of Environmental Studies
Location: Sedgewick Building, C134

Mailing Address:
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Courier Address:
Sedgewick Building, Room C134
3800 Finnerty Road
Victoria, BC V8P 3C2
Canada

Telephone Number:(250) 721-7354

Fax Number:(250) 721-8985

E-mail: esgrad@uvic.ca

Website: <<http://web.uvic.ca/enweb/>>

Director: Dr. Eric Higgs

E-mail: ses@uvic.ca

Phone:(250) 472-5070

Graduate Adviser: Dr. John Volpe

E-mail: esgrad@uvic.ca

Phone:(250) 721-7354

Graduate Secretary: Anne Bowen or Elaine Hopkins

E-mail: esgrad@uvic.ca

Phone:(250) 721-7354

Faculty Members and Areas of Research

Eric Higgs, PhD (Waterloo)

Ecological restoration; landscape change; parks and protected areas; culture-nature relationships; technology and culture change

Michael McGonigle, JSD (Yale)

Political ecology; strategies for developing sustainability, with a special focus on forestry, urban and campus sustainability; green legal theory

Valentin Schaefer, PhD (SFU)

Ecological restoration; biodiversity; urban ecology; Restoration of Natural Systems
Faculty Coordinator

Karena Shaw, PhD (Johns Hopkins)

Political ecology; local/global environmental governance; political theory; indigenous politics; sustainable energy systems

Duncan Taylor, PhD (Calif-Santa Cruz)

Political ecology; history, politics and philosophy of North American conservation and environmental movements; community forestry and ecoforestry; integral systems theory

Nancy J. Turner, PhD (UBC)

Ethnecology; ethnobotanical and environmental knowledge of Indigenous Peoples of British Columbia, and its implications and applications in conservation biology; community forest use; forest and environmental policy; parks and protected areas; and environmental and cultural health and restoration

John Volpe, PhD (UVic)

Ecological restoration; systems ecology; marine conservation and restoration; marine-based food production systems

Wendy Wickwire, PhD (Wesleyan)

Ethnecology; oral tradition of the First Nations peoples of south central British Columbia; history of ethnography in British Columbia; ethnographic methodology

Visiting, Adjunct and Cross-Listed Appointments

Marianne Gosztanyi Ainley, PhD (McGill)

Canadian environmental history; conservation; history of ornithology; general, power and environments

Pamela Asquith, PhD (Oxford)

Anthropology of modern Japan; Japanese views of nature; science, technology and society

E. Richard Atleo, PhD (UBC)

Ethnecology; Indigenous knowledge; Nuu-chah-nulth worldview; sustainable forestry practices

Kelly Bannister, PhD (UBC)

Ethnobotany; phytochemistry; intellectual property rights related to the appropriation of

cultural knowledge and plant resources of Indigenous communities; community-based research and protocols

Brenda Beckwith, PhD (UVic)

Ethnoecology; cultural landscapes; Garry Oak ecosystems; ecological restoration

Anthony Boydell, PhD (Calgary)

Environmental impact assessment; environmental management systems design; risk assessment; sustainable community design and development

Douglas Deur, PhD (Louisiana State)

Ethnoecology; traditional plant use and cultivation on the Northwest Coast

Donald Eastman, PhD (UBC)

Ecological restoration; wildlife ecology and conservation; biodiversity conservation

Robert Gifford, PhD (UBC)

Environmental psychology; social psychology; personality psychology; design of built environments

Purnima Govindarajulu, PhD (UBC)

Ecological restoration; conservation ecology; invasive species

Reese Halter, PhD (Melbourne)

Forest conservation and restoration; tree physiology; conservation ecology; species-at-risk

Richard Hebda, PhD (UBC)

Ecological restoration; paleoecology; botany; climate change

Thomas Heyd, PhD (Western Ontario)

Environmental philosophy and ethics; environmental aesthetics

Bryce Kendrick, DSc (Liverpool)

Mycology; conservation ecology

Nancy Mackin, PhD (UBC)

Ethnoecology; architecture; environments and culture; traditional ecological knowledge

Briony Penn, PhD (Edinburgh)

Ecological restoration; conservation; biogeography; environmental writing and communication

Sandy Wyllie-Echieverria, PhD (Brigham Young)

Ethnoecology; marine systems conservation and restoration; seagrass ecology and conservation

Degrees and Specializations Offered

MA and MSc in Environmental Studies

Facilities

Facilities presently include a small graduate wet lab with bench space, a flexible dry lab for computer-intensive research and collaboration, and a seminar room. In 2008 the School moves to the new Social Sciences and Mathematics building, where we will have three labs for graduate students: Ethnoecology, Restoration and Conservation Ecology, and Visualization, in addition to improved meeting and collaboration space. Through cooperative arrangements across campus and with various organizations and agencies graduate students can gain access to a wide array of facilities. Located on southern Vancouver Island there is easy access to marine, freshwater wetlands, riparian, upland Garry Oak,

temperate rainforest and alpine ecosystems, and the opportunity for collaboration with many First Nations, government agencies, environmental and other non-governmental organizations and corporations.

Financial Support

All students accepted into the program are guaranteed a minimum stipend made up of a combination of scholarship, fellowship, Teaching Assistantship, bursaries and support payments from individual research grants. For this reason, students are accepted into individual research groups as well as by the School.

We endeavour to support financially all graduate students for two years to undertake full-time graduate studies in the School of Environmental Studies (part-time support is spread over 3 or 4 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 Environmental Studies 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 School. (4) Students can also obtain some financial support for their studies as a Graduate Teaching Assistant. These appointments are made by the School of Environmental Studies for qualified students to work as a Teaching Assistant (generally to a maximum of approximately \$4,000 per Fall and Spring terms; there are typically fewer Teaching Assistant resources available during Summer Session). (5) Students may also be appointed as a research assistant by their faculty supervisor to meet the minimum level of support guaranteed by the School, and availability will vary significantly among faculty members and from year to year. 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, School of Environmental Studies. Links to the application forms can be found on the School website.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the Graduate Admissions and Records Office (see "English Competency Requirement", page 16) together with their application forms. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

The minimum GPA required for entry is 6.0 (B+) in the last two years of undergraduate study. In practice a higher GPA may be required to ensure entry. Some exceptions may be made, in extenuating circumstances, such as with mature appli-

cants who have achieved significant work experience, who have shown evidence of ability to complete major projects in a competent and timely manner, and who have demonstrated the knowledge, skills and abilities expected of highly accomplished undergraduate students.

In addition to the documentation required by the Faculty of Graduate Studies (see "General Requirements", page 15), the School of Environmental Studies also requires a Letter of Intent (typically 1-2 pages) outlining the applicant's research interest and relevant experience.

Admission To Master's Programs

Admission requires a bachelor's degree, preferably in an area of study related to your proposed graduate program, with a minimum overall average of B+, 6.5 on the University of Victoria 9-point scale.

Students will apply to enter either the MA or MSc program. The decision about which program is more appropriate will be made by the School's Graduate Programs Committee, and will be based on several criteria: the student's academic background; the nature of the proposed project; proposed courses; specialties of the proposed supervisor; the composition of the proposed advisory committee.

Typically, students entering the program with a Bachelor of Arts degree will continue with a MA degree, whereas students with a Bachelor of Science will enter the MSc program.

Students may complete the program as a full-time or part-time student.

Deadlines

January 15 for admission in September of the same calendar year.

PROGRAM REQUIREMENTS

The MA and MSc degree programs are similar in overall program requirements but will vary in the type of elective courses and thesis research.

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis.

All students are required to attend a 3-day field camp at the beginning of their program (late August-early September) as part of ES 500.

There is no formal residency requirement. However, in practice all students should be in residence in their first term of study, and residency during the first year is encouraged.

Course Requirements

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

Core Courses:

ES 500 (1.5)	Perspectives on Environmental Theory
ES 501 (1.5)	Methods, Research Design and Communications
ES 502 (1.5)	Thesis Proposal Preparation

and at least 3.0 elective units to be taken from within or outside the School with the permission of the student's supervisor. Up to than 1.5 units may be taken at the 400-level.

Core and elective courses contribute 7.5 units toward the 15-unit minimum degree requirement.

Thesis

The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of 3 members: a supervisor and 2 committee members, of which one of the committee members may be outside the School. Adjunct faculty members are eligible to serve on supervisory committees. It is also possible, on the approval of the supervisor and the Faculty of Graduate Studies, to have members, for example, from other institutions, governments, etc.

All committee members must be members of the Faculty of Graduate Studies.

The thesis, carries 7.5 units of credit.

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. 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 is an arms-length knowledgeable member. The oral examination is chaired by a neutral faculty member from a separate department, appointed directly by the Faculty of Graduate Studies.

Program Length

Most full-time students require 2 years to complete the program; part-time students will require 3-4 years to complete the program.

Co-OPERATIVE EDUCATION

See "General Regulations: Graduate Co-op", page 28.

French

GENERAL INFORMATION

Faculty members in the Department of French have wide-ranging research and teaching interests in French, Quebec, French-Canadian, African and Caribbean literatures, culture and cinema, as well as in linguistics and applied linguistics.

For more information, please consult our website at <web.uvic.ca/french/graduate.html>.

Contact Information

Department of French

Location: Clearihue, Room C247

Mailing Address:

PO Box 3045 STN CSC
Victoria, BC V8W 3P4
Canada

Courier Address:

Clearihue Building,
Room C247
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-7363

Fax Number:(250) 721-8724

E-mail: french@uvvm.uvic.ca

Website: <web.uvic.ca/french>

Chair: Ellen J. Chapco

E-mail: chairfr@uvic.ca

Phone: (250) 721-7364

Graduate Adviser: Sada Niang

E-mail: gradfren@uvic.ca

Phone: (250) 721-7379

Graduate Secretary: Sophie Cote

E-mail: french@uvic.ca

Phone: (250) 721-7363

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

Ellen J. Chapco, PhD (British Columbia)

17th-century French literature, fictional representations of marriage in Old Regime French literature, fairy tales

John C. E. Greene, D de l'Univ (Grenoble)

19th-century French literature

Emmanuel Hériqué, D de IIIe cycle (Nancy)

French linguistics: phonetics, stylistics

Yvonne Y. Hsieh, PhD (Stanford)

20th-century French literature, East-West literary relationships, exoticism in French literature

Marc Lapprand, PhD (Toronto)

Literary theory, stylistics, 20th-century French literature

Sylvie Mongeon, PhD (UQAM)

Québec literature 19th & 20th Centuries, Québec cultural studies, Québec women writers, literary theory : psychoanalysis, feminist theory, historical criticism

Sada Niang, PhD (York), Graduate Adviser

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 degrees of Master of Arts in French (Literature) and Master of Arts in French (Teaching Emphasis).

Facilities

The University's library holdings provide a solid basis for graduate research in all areas of French Studies. A highly efficient interlibrary loan service offers access to any materials not available locally. The Department provides office space and computer facilities to its graduate students, and has a Reading Room equipped with reference materials.

Financial Support

Consideration for financial aid is automatic upon receipt of applications for admission.

Two University Fellowships (\$11,500) are awarded to the best candidates. However, in years where there are many deserving candidates, the fellowships may be assigned to more than two candidates.

In addition, there are generally three teaching assistantships to be filled each year. 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. A half-fellowship can be held concurrently with a half-assistantship.

The Department also offers lab assistantships (worth about \$5,000) to those students who have not been awarded a scholarship or a teaching assistantship.

All eligible students are encouraged to apply for funding from provincial, federal and external sources. For instance, candidates may apply for the SSHRC Canada Graduate Scholarship (worth \$17,500) through their home universities. Applications for this award must be submitted by early November.

Priority for financial support is given to first-year students, although second-year students are eligible for funding if available. Students beginning their studies in September have the best chance of obtaining fellowships and teaching assistantships.

ADMISSION REQUIREMENTS

General

Candidates must meet all the general requirements of the University of Victoria Faculty of Graduate Studies (page 15) 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

Applications are considered year round. However, to be considered for a UVic Fellowship for September, applications must normally be received by February 15.

PROGRAM REQUIREMENTS

MA (Literature)

The Department offers two options in its MA program in French (Literature), each composed of a minimum of 15.5 units of graduate credit:

- non-thesis option, designed to be completed in one calendar year
- thesis option, designed to be completed in two years

Candidates in both options are required to possess a reading knowledge of English and must satisfy the Department that they have a reading knowledge of another appropriate language, in addition to French and English.

Thesis Option

The thesis option is normally by invitation of the Departmental Graduate Committee:

1. 9.5 units of course work, 1.5 of which may be drawn from courses in French offered at the senior undergraduate level. The 9.5 units must include FREN 500 (0.5 units).
2. FREN 599 (6 units): thesis (25,000 word maximum) and an oral defense. The thesis topic selected by the candidate must have the approval of both the supervisory committee and the Graduate Committee. This regulation also applies to any substantial change from the approved topic which the candidate may wish to make in the course of his or her research.

Non-Thesis Option

1. 12.5 units of course work, 1.5 of which may be drawn from courses in French offered at the senior undergraduate level, and not more than 1.5 units drawn from MA offerings in other appropriate departments. The 12.5 units must include FREN 500 (0.5 units).
2. FREN 598 (3 units): Reading list compiled in consultation with advisers, critical paper (25-30 pages) and oral examination.

The Reading List will normally consist of 30 titles covering a period (e.g., a century), a genre (e.g., drama), a movement (e.g., Surrealism), or a specific topic. Originating in one or more of each student's courses, the list will offer the students the possibility of specialization in a chosen field and preparation for further study. Evaluation will be by oral examination (normally held at the end of August). The examiners will assess the students' ability to express themselves in a literate and critical way, and to synthesize an extensive amount of reading. The critical paper will be the focus of the oral examination.

MA (Teaching Emphasis)

The MA in French (Teaching Emphasis) is designed for practising elementary or secondary French teachers who would like to develop a strong background in the area of teaching. The program also provides opportunities for students to consolidate their French communicative skills and to broaden their knowledge of French

cultures and literatures. It will be particularly attractive to those teachers seeking a senior or leadership position, such as district consultant or coordinator, school or district specialist, Department head, International Baccalaureate or Advanced Placement teaching, or teaching at the senior secondary level in French as a second language, French immersion or programme cadre de français.

The program, which consists of 18 units, has a core of required courses from the Department of French and the Department of Curriculum and Instruction of the Faculty of Education, and elective courses offered by French, Education or Linguistics.

As most candidates for this program are full-time teachers, the program is designed for completion over a three-year period, with students taking late-afternoon classes in the fall and spring terms, and intensive courses during the summer.

N.B. There is no third language requirement in this program.

Candidates should contact the Department before applying for admission.

Course Requirements

Required courses (12.0 units):

- FREN 502A (1.5) and/or 502B (1.5)
Advanced Language Teaching I and II (the and/or option is at the discretion of the Graduate Studies Committee, which may recommend a substitute course)
- FREN 503A (1.5) Aspects of Quebec Society
FREN 503B (1.5) Aspects of French Society
EDCI 591 (3.0) Theory and Practice of French Teaching
- FREN 598 (3.0) Reading List/ Oral (A research paper of 30-35 pages on a French teaching topic of interest to the candidate. The topic, proposal and final paper are subject to the approval of the Graduate Studies Committee of the Department of French.)

Elective courses (6.0 units required):

- a) 1.5-4.5 units from: FREN 505A to FREN 575 (FREN 519A: Children's Literature is highly recommended). Students may substitute for the above a maximum of 1.5 units of 400-level French courses, other than those taught in English (FREN 441 and FREN 487).
- b) 1.5-4.5 units of Pedagogical or Linguistic theory from: EDCI 531, EDCI 532, EDCI 533, EDCI 591, LING 570 (Psycholinguistics), LING 574 (Applied Linguistics), LING 586 (Phonetics for Applied Linguistics). Students may substitute for the above a maximum of 1.5 units from: LING 373, LING 374, LING 397.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Geography

GENERAL INFORMATION

Contact Information

Department of Geography
Location: Cornett Building, Room B234

Mailing Address:

PO Box 3050
Victoria, BC V8W 3P5
Canada

Courier Address:

3800 Finnerty Road
Cornett Building, Room B234
Victoria, BC V8P 5C2
Canada

Telephone Number: (250) 721-7327

Fax Number: (250) 721-6216

E-mail: geograd@mail.geog.uvic.ca

Website: <www.geog.uvic.ca>

Chair: Dr. Dan Smith

E-mail: chair@mail.geog.uvic.ca

Phone: (250) 721-7325

Graduate Adviser: Dr. O. Niemann

E-mail: oniemann@mail.geog.uvic.ca

Phone: (250) 721-7329

Graduate Secretary: Darlene Li

E-mail: geograd@mail.geog.uvic.ca

Phone: (250) 721-7350

Faculty Members and Areas of Research

Rosaline Canessa, PhD (Victoria)

Coastal zone management, marine protected areas, GIS decision making

Denise Cloutier-Fisher, PhD (Guelph)

Health and aging; palliative care; population health; impacts of restructuring

Maycira Costa, PhD (Victoria)

Primary productivity; carbon budget; remote sensing; wetlands, coastal, Brazil

Stephen Cross, PhD (Stirling)

Environmental impacts and management of coastal aquaculture, marine ecology and coastal oceanography

Teresa Dawson, MA (McMaster)

Senior Instructor; Director, Learning and Teaching Centre

Philip Dearden, PhD (Victoria)

Protected areas; conservation; Thailand

David Duffus, PhD (Victoria)

Biogeography, wildlife, marine

Mark S. Flaherty, PhD (McMaster)

Coastal zone management; mariculture; Thailand

Harold D. Foster, PhD (London)

Applied geomorphology; natural hazards; medical geography

Jutta Gutberlet, PhD (T, bingen)

Development and resources; social and environmental assessment; public policies; urban and rural development; participatory approaches; Brazil

Dennis Jelinski, PhD (Simon Fraser)

Landscape ecology, biogeography, conservation of biodiversity

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

Trisalyn A. Nelson, PhD (Wilfrid Laurier)

Spatial statistics, spatial modeling, geographical information systems, remote sensing

K. Olaf Niemann, PhD (Alberta)

Remote sensing, geomorphology

Trisalyn Nelson, PhD (Wilfrid Laurier)

Geomatics, advanced spatial analysis, spatial statistics, GIS

Ian O Connell, PhD (Victoria)

GIS, decision making, cartography, surveying

Aleck Ostry, PhD (British Columbia)

Health research in rural and northern communities, nutritional health issues

Naomi Pope, PhD in progress (UCLA)

Urban geography, cultural economy of cities, sustainable community economic development, economic geography, urban planning and policy

J. Douglas Porteous, PhD (Hull)

Planning victimology; environmental aesthetics; nature and sacred space; Easter Island

Terry Prowse, PhD (Canterbury)

Climate impacts on hydrology and aquatic ecosystems

Dan J. Smith, PhD (Alberta)

Geomorphology, dendrochronology

Martin Taylor, PhD (British Columbia)

Environment and health, health promotion

Stanton E. Tuller, PhD (Calif, Los Angeles)

Climatology, heat balance, Japan

Ian Walker, PhD (Guelph)

Sediment transport and erosion: coastal, desert, rivers, dunes

Frederick J. Wrona, PhD (Calgary)

Aquatic ecology and eco-toxicology, biostatistics and quantitative ecology

Adjuncts and Cross-Listed Appointments

Spyros Beltaos, PhD (Alberta)

Cold regions hydraulics and hydrology, impacts of climate change on river ice processes

Barry R. Bonsal, PhD (Saskatchewan)

Climatology, Western Canada

Barry E. Boots, DSc (Bristol)

Spatial data, urban and economic

Charles Burnett, PhD (Turku)

Spatial modeling, remote sensing, GIS

Stephanie E. Chang, PhD (Cornell)

Urban planning, natural disasters, risk management and GIS decision-support systems, transportation

Jon M.S. Corbett, PhD (Victoria)

GIS, Indonesia

Trevor Davis, PhD (British Columbia)

GIS, uncertainty modeling, forest inventory

Leslie T. Foster, PhD (Toronto)

Medical geography

James S. Gardner, PhD (McGill)

Geomorphology, natural hazards and resource management in mountain areas

John Gibson, PhD (Waterloo)

Isotope hydrology

Jim Gower, PhD (Cambridge)

Remote sensing

Christopher Houser, PhD (Toronto)

Coastal geomorphology

Joji Iisaka, Dr Eng (Tokyo)

Remote sensing, information and data fusion using machine intelligence

Glen Jamieson, PhD (British Columbia)

Marine protected areas, marine environments

Sophia C. Johannessen, PhD (Dalhousie)

Ocean optics, carbon cycle, climate change

Trudy A. Kavanagh, PhD (Waterloo)

Environmental impacts, Canadian Rockies

Gail L. Kucera, PhD (Washington)

GIS, information modeling, temporal information

Richard S. Mackie, PhD (British Columbia)

Historical geography, British Columbia history

Douglas G. Maynard, PhD (Saskatchewan)

Forestry, soil sustainability

Theodore McDorman, LLB, LL M (Dalhousie)

International ocean law, fisheries and marine mammals, international marine resources law and policy

Daniel L. Peters, PhD (Trent)

Watershed hydrology, impacts of climate change on hydrology

Clifford Robinson, PhD (British Columbia)

Marine protected areas, coastal ecosystems, ecosystem modeling

Rick Rollins, PhD (Washington)

Parks and protected areas, tourism and recreational behaviour; research methods

Geotz Schuerholz, PhD (Freiburg)

Wildlife and protected areas management

Tara E. Sharma, PhD (British Columbia)

Parks and protected areas, land-use/land-cover changes, scenario modeling, remote sensing, GIS

Donald N. Stone, PhD (Saskatchewan)

Canada, historical, cultural, landscape aesthetics and community planning

Nancy Turner, PhD (British Columbia)

Ethnobotany, traditional land management systems and traditional ecological knowledge of British Columbia First Nations

Stephen Tyler, PhD (Calif, Berkeley)

Asia and China development issues, urbanization and urban management in Asia

Eileen Van der Flier-Keller, PhD (Western)

Sedimentology, geochemistry, marine depositional environments, coal geology

William Wagner, PhD (Victoria)

Forest resources management

Stephen A. Wolfe, PhD (Guelph)

Aeolian geomorphology

Michael Wulder, PhD (Waterloo)

Remote sensing, spatial statistics forest inventory, GIS, LIDAR

Mark Zacharias, PhD (Guelph)

Marine conservation, ecology, land use planning, GIS

Degrees and Specializations Offered

The Department of Geography offers courses of study and research leading to Master of Arts, Master of Science and Doctor of Philosophy degrees.

Financial Support

All completed admissions applications received by February 15th are automatically considered for University of Victoria Fellowships. No separate application is necessary. An extensive list of awards is available at the Faculty of Graduate Studies website: <web.uvic.ca/gradstudies/fund/funding.html>.

The Department employs a number of teaching assistants, and graduate students are given priority in the assignment of these positions. Assistantships of one, two or three laboratories per week (2, 4 and 6 contact hours) are available. The Department may be able to award a limited number of income supplements to teaching assistants subject to availability. Holders of University Fellowships can normally undertake only one lab instructorship.

Individual faculty members may also have research assistantships available for graduate students. Students are encouraged to apply for grants and fellowships from external agencies, including the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and Commonwealth Scholarships. Information on the above is available from the Faculty of Graduate Studies.

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; 6.00 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.

Inquiries concerning the graduate program should be addressed to the Graduate Studies Adviser, Department of Geography via e-mail at: <geograd@mail.geog.uvic.ca>. Further information about the Department is available through the Department's website: <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: <registrar.uvic.ca/grad/>.

Deadlines

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.

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.

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 courses can be added on top of the minimum course load in consultation with the supervisory committees.

Program Length

A student normally should expect to spend at least two years of academic work to obtain a Master's degree.

PhD Program

Course Requirements

PhD students are expected to complete a minimum of 3.0 units of course work and the PhD dissertation, usually worth 28.5 units, for a total of 31.5 units.

PhD students are expected to take GEOG 522 and at least one of GEOG 536, 537, 538 and 539.

Program Length

Doctoral candidates normally are required to spend two years in residence and should allow at least three years to complete the program.

CO-OPERATIVE EDUCATION

The co-operative education program extends the regular program with work term(s) in government or industry. Research undertaken during the work term is intended to relate to the student's research interest area. The work terms are jointly supervised by the employer and the Department of Geography.

Germanic and Slavic Studies

GENERAL INFORMATION

The Department of Germanic and Slavic Studies is a small academic unit whose members bring a deep personal commitment to their work both as researchers and teachers. A graduate program in German has existed since 1991-1992. It covers the whole range of German literature from the Middle Ages to the present, and also includes works by German-Canadian writers. In recent years, the focus has sharpened on literary and culture studies of the last two centuries.

For further information or any updates please visit the Departmental website.

Contact Information

Department of Germanic and Slavic Studies

Location: Clearihue B341

Mailing Address:

P.O.Box 3045

STN CSC

Victoria, BC V8W 3P4

Canada

Courier Address:

CLE B341

3800 Finnerty Road

Victoria, BC V8P 5C2

Canada

Telephone Number:.....(250) 721-7316

Fax Number:(250) 721-7319

E-mail: geru@uvic.ca

Website: <web.uvic.ca/geru>

Chair: Dr. Peter Gözl

E-mail: pgolz@uvic.ca

Phone: (250) 721-6329

Graduate Adviser: Dr. Serhy Yekelchuk

E-mail: serhy@uvic.ca

Phone: (250) 721-7505

Graduate Secretary: Irina Gavrilova

E-mail: geru@uvic.ca

Phone: (250) 721-7316

Faculty Members and Areas of Research

Nicholas Galichenko, PhD (McGill)

Georgian Cinema

Peter Gözl, PhD (Queen's)

Literary Theory; Contemporary Literature; CALL; Film; Vampires; Kafka; Adolf Muschg (on leave)

Peter G. Liddell, PhD (British Columbia)

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

Ulf Schuetze, PhD (British Columbia)

Second language acquisition and pedagogy; Intercultural communication; Computer assisted language learning; Applied linguistics.

Megan Swift, PhD (Toronto)

Russian Modernism and Postmodernism; Petersburg Texts; Narrative and Genre Theory; Literature of Emigration and Exile

Serhy Yekelchuk, 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 registered 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: <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 Slavic Studies.

Students may enter the program in September only. All application materials, including a Letter

of Intent offering comment on the applicant's intended course of studies, must be submitted to the Graduate Admissions and Records Office.

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.

Work as a research or teaching assistant is considered beneficial for all graduate students who wish to complete the program successfully.

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.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

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: <web.uvic.ca/grs>.

Contact Information

Department of Greek and Roman Studies

Location: Clearihue Building, Room B409

Mailing Address:

Greek and Roman Studies
University of Victoria
PO Box 3045 STN CSC
Victoria, BC V8W 3P4
Canada

Courier Address:

Greek and Roman Studies
University of Victoria
Clearihue Building B409
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-8514

Fax Number:(250) 721-8516

E-mail: jupiter@uvic.ca

Website: <web.uvic.ca/grs>

Chair: Cedric A.J. Littlewood

E-mail: calwood@uvic.ca

Phone: TBA

Graduate Adviser: TBA

E-mail: TBA

Phone: (250) 721-8514

Graduate Secretary: TBA

E-mail: jupiter@uvic.ca

Phone: (250) 721-8514

Faculty Members and Areas of Research

Laurel M. Bowman, PhD (California, Los Angeles)

Greek tragedy, Hellenistic poetry, ancient religion

R. Brendan Burke, PhD (California, Los Angeles)

Aegean prehistory, Greek art and architecture, Anatolian archaeology

Ingrid E. Holmberg, PhD (Yale)

Homer and early Greek poetry, critical theory, especially feminist

Cedric A. J. Littlewood, DPhil (Oxford)

Imperial Latin poetry, ancient literary criticism

John P. Oleson, PhD (Harvard), FRSC

Ancient technology, maritime archaeology, Near Eastern archaeology

Luke Roman, PhD (Stanford)

Latin poetry, literary theory, sociology of Latin literature

Gregory D. Rowe, DPhil (Oxford)

Roman history, Greek and Latin epigraphy, Roman public and private law

Emeritus

Gordon S. Schimpton, BA, MA (Brit Col), PhD (Stan)

Degrees and Specializations Offered

MA in Greek and Roman Studies, with specialization in archaeology, history, or languages.

Facilities

The University's library has much material on ancient Greek and Roman culture; the Department also has its own Reading Room with an excellent selection of primary and secondary texts. The Department provides computing assistance to graduate students, which supplements the computing facilities available from the University. The Department will frequently offer opportunities for students to participate in archaeological excavations in the Near East or Mediterranean, and the Department also has a superb slide collection.

Financial Support

Consideration for financial aid is automatic upon receipt of applications for admission by February 15. Financial aid is available through the competitive University Fellowship to a value \$13,500, which may be held for two years, subject to satisfactory performance and full-time enrolment. All eligible applicants are encouraged to and assisted in applying for funding from provincial, federal and external sources; see the information provided by the Faculty of Graduate Studies <www.uvic.ca/grad>. Financial assistance for research assistants and teaching assistants is subject to Department funding.

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 15), the Department of Greek and Roman Studies also requires a statement of intent from each prospective student outlining the student's research interests.

September is the normal entry point; we do not normally accept students at any other time of year. Courses at the graduate level, with the exception of the thesis, are not normally offered in the summer.

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 for consideration for financial aid, particularly for University of Victoria Fellowships, is February 15. MA applications received after February 15 will be considered, but applicants will not usually be eligible for funding. The application deadline is April 1 for September admission.

PROGRAM REQUIREMENTS

Master's – Thesis Option

Course Requirements

The Department offers a 15-unit thesis-based program leading to the MA degree. In the first year, candidates will take a full load of course work, choosing three from the following five fields of study for a total of 9 units: Greek Literature (GRS 501, 3.0 units); Greek History (GRS 502, 3.0 units); Latin Literature (GRS 503, 3.0 units); Roman History (GRS 504, 3.0 units); and Ancient Art and Archaeology (GRS 505, 3.0 units). Candidates will normally be expected to choose at least one field in Greek studies and one field in Roman studies. GRS 505 may be considered either a Greek field or a Roman field for this purpose, but not both. Candidates will be examined in their three fields at the end of the year, and achievement of a minimum grade of B+ in all three fields will be expected.

Other Requirements

Incoming candidates will normally be asked to write diagnostic language tests, and will be advised, if necessary, to audit undergraduate language courses. GRS 485, the Department Pro-Seminar, will be required in the first year of candidates who have not taken the course for undergraduate credit (1.5 units).

Thesis

In the second year, candidates will write a thesis (GRS 599), choosing their subject of research from one of the three fields they have studied in the first year. The unit value of the thesis may range from 6 to 9 units but will normally be 7.5 units. The length of the thesis can vary considerably, but it is generally approximately 100 pages. A final oral examination of the thesis will be required.

Examination

The examination will be a combination of written and oral.

Program Length

The expected completion time for the master's degree is two years. Part-time status may extend this completion time; funding, however, will normally not be available after the second year.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Health Information Science

GENERAL INFORMATION

The School of Health Information Science has over 20 years of history in health informatics education and research in Canada, and is considered by many a world leader in this field. The research and teaching strengths of the School include the planning, design, implementation, use and evaluation of health information systems in different healthcare settings.

For further information or any updates, please visit the School website.

Contact Information

School of Health Information Science

Location: Human and Social Development, Room A202

Mailing Address:

Box 3050, STN CSC
Victoria, BC V8W 3P5
Canada

Courier Address:

3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-8575

Fax Number:(250) 472-4751

E-mail: his@uvic.ca

Website: <hinf.uvic.ca>

Director: Dr. Andre Kushniruk

E-mail: andreku@uvic.ca

Phone:(250) 721-8576

Graduate Adviser: Dr. Francis Lau

E-mail: fylau@uvic.ca

Phone:(250) 472-5131

Graduate Secretary: Ruth Davidson

E-mail: hisgrad@uvic.ca

Phone:(250) 721-6459

Faculty Members and Areas of Research

Elizabeth Borycki, PhD (candidate) (Toronto), MN (Manitoba), HBCScN (Lakehead), RN, Assistant Professor

Clinical and Nursing Informatics;
Organizational Behaviour and Change
Management in Health Informatics; Disease
Management; Simulations and Patient Safety

Gerhard Brauer, EdD (candidate) (British Columbia), MA (British Columbia), BA Hons (Victoria), Associate Professor

Epidemiology Societal impact of IT; Health
Care Systems; Health Telematics; Imaging
Technology Assessment; Reading of
Translations

Andre Kushniruk, PhD (McGill), MSc (McMaster), BA (Brock), BSc (Brock), Associate Professor and Director

Evaluation of Use and Usability of Health
Information Systems; Simulations; Cognitive
Aspects of System Design; Computerized
Patient Records; Consumer Health
Informatics; Evaluation Methodologies

Francis Lau, PhD (Alberta), MBA (Alberta), MSc (Alberta), BSc (Alberta), Associate Professor

Design, Implementation and Evaluation of
Health Information Systems; Health

Informatics Research Methods; Action
Research; Decision Support Systems; Palliative
Care Informatics

Scott Macdonald, PhD (Western Ontario), MA (Toronto); BSc (Victoria), Associate Professor
Social Epidemiology of Addictions;
Monitoring and Surveillance of Addictions
Problems; Relationship Between Substance
Use and Abuse with Injuries; Alcohol and Drug
Policy

Malcolm Maclure, SD (Harvard), SM (Harvard), BA (Oxford), Professor

Health Services Epidemiology Methods, Study
Design and Statistical Analysis;
Pharmacoepidemiology; Pharmaceutical
Policy; Knowledge Translation for Chronic
Disease Management; Health System
Technology Assessment

Denis Protti, MSc (Manitoba), BSc (Alberta), Professor

National Health Information; Management
and Technology Strategies; Electronic Health
Records; Primary Care Computing; Evaluating
Clinical Information Systems; the role of Chief
Information Officers

Emeritus

Jochen R. Moehr, MD, (Marburg, Germany), PhD (Hannover, Germany), Professor Emeritus

Hospital Information Systems; Medical
Artificial Intelligence; Medical Records;
Medical Coding; Factual Information Systems;
Health Care Technology Evaluation; Preventive
Medicine

Distributed Stream Adjunct Appointments

Ellen Balka, PhD, Associate Professor, School of Communications, SFU

Chris Eagle, MD, MBA, Professor, Community Health Sciences, UC

Michal Fedeles, PhD, Instructional Developer - Learning Technologies Coordinator, CPD-KT, UBC

Robert Hayward, MD, MPH, Associate Professor, Faculty of Medicine, UA

Marilynne Hebert, PhD, Assistant Professor, Community Health Sciences, UC

Sandra Jarvis-Selinger, PhD, Educational Research Director, CPD-KT, UBC

Tom Rosenal, MD, MSc, Professor, Community Health Sciences, UC

Richard Scott, PhD, Associate Professor, Community Health Sciences, UC

Nicola Shaw, PhD, Assistant Professor, Dept of Medicine, UA

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: the On-campus Stream and the Distributed Stream (online). The School also offers an on-campus special arrangement program of study leading to the degree of PhD in Health Informatics.

Facilities

The School has excellent computer equipment, laboratories and technical support that enable faculty and students to engage in all aspects of health informatics research. The University li-

brary holdings in various subject areas of health informatics are comprehensive and up to date. In addition, the School has well established linkages to healthcare organizations within and outside of the province that allow faculty and students to conduct research in a variety of health related field settings.

Financial Support

Limited financial support is available to incoming students on a competitive basis. No separate application is necessary; the application for admission is also used for fellowship considerations. 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., CIHR) in conjunction with a fellowship.

Students may apply for work as research assistants within the University by approaching faculty members directly. While there is no guarantee, additional funding may be available through teaching assistantships. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS

The admission selection process is competitive, and enrolment may be restricted in any given year. Candidates should apply directly via the Graduate Admissions and Records website at: <registrar.uvic.ca/grad>. All applications are first reviewed by the Graduate Admissions and Records Office and then by the School Graduate Committee. Only applicants who satisfy the entrance requirements of the Faculty of Graduate Studies and the School will be considered. Not all applicants who meet the minimum requirements can be admitted. There are three entry points for the distributed (online) MSc stream each year in January, May and September, respectively. For the on-campus MSc stream there are entry points in May and September of each year.

On-Campus Stream: Bachelor's degree standing from an accredited institution in BC, other Canadian provinces and abroad will be eligible to apply for admission into the program. Those with a non-health or non-IT related bachelor's degree would be considered, provided they enroll in undergraduate level Health Information Science (HINF) courses as prerequisites in addition to those required by the MSc program.

Distributed Stream: This is a distance learning, on-line education program. It typically 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, or with less than 2 years of work experience, may be considered on a case-by-case basis.

A **personal resume** should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards, up to a maximum of 4 pages.

A **letter of intent** describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace, and in

what ways will the program improve/change your personal career.

For international students

- If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. In fact, you will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.
- You will need to provide a letter from your current employer confirming your employment status with the organization, and that you will in fact continue to work there during the two years when you are enrolled in our program.
- You should plan to stay in Victoria only for the scheduled workshops; the 2-week workshop are in May. 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.

A GRE score above the 75th percentile is normally required. A TOEFL score of 575 or higher is required for applicants whose first language is not English.

Deadlines

For the distributed (online) MSc stream the deadlines for Canadian applications are October 31 for January entry, February 28 for May entry, and May 31 for September entry. For international applicants the deadlines are April 15 for January entry, September 15 for May entry, and December 15 for September entry. For the on-campus MSc stream and the PhD by special arrangement, the deadline for Canadian applications is January 15, and for international applications is September 15 for May entry, and December 15 for September entry.

PROGRAM REQUIREMENTS

On-Campus Stream: The MSc degree in Health Informatics requires a minimum of 17.5 units of course work, and includes either a thesis or a research project. The thesis option will allow those students who are interested in an academic career to engage in original research. The research project option enables students planning to enter or return to the health system following their master's program to engage in applied research that is relevant to their workplace. The program of study will include graduate level health informatics courses from within the School, as well as graduate elective courses from other departments within UVic.

Distributed Stream: This program requires a minimum of 17.5¹ units of course work, and includes either a thesis or a research project.

The program is designed as an intensive 2-year program, with the thesis option consisting of 8 courses in total plus a thesis spanning two years, and the research project option consisting of 10 courses in total along with major project spanning two years.

1. All courses listed are for 1.5 units except HINF 580 for 1.0 unit and HINF 598 for 3.0 units, and HINF 599 for 6.0 units.

Course Requirements – On-Campus Stream

On-Campus Stream: The MSc degree in Health Informatics requires a minimum of 17.5 units of course work, and includes either a thesis or a re-

search 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 9 units from the HINF electives list below	

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 12 units from the HINF electives list below	

Electives:

Electives may include existing graduate level courses from other UVic departments that are relevant to Health Informatics. Examples of relevant courses where the School has received permission to enroll Health Information Science graduate students are as follows:

ADMN 502A ¹ (1.5)	Research Design: Critical Appraisal of Information
ADMN 502B ¹ (1.5)	Statistical Analysis
ADMN 537 ² (1.5)	Program Evaluation and Performance Measurement
EDCI 560 (1.5)	Learning and Teaching in Higher Education
ED-D567 (1.5)	Single Case Research
SOCI 510 ² (1.5)	Quantitative Methods
SOCI 511 ² (1.5)	Research Design
SOCI 515 ² (1.5)	Qualitative Research Methods

1. With permission of instructor.

2. requires prerequisite.

Other Requirements:

Attendance at departmental seminars (HINF 580) is mandatory for on-campus graduate students, although credit (1.0) will only be given once.

Course Requirements – Distributed Stream

Distributed Stream: The MSc degree in Health Informatics requires a minimum of 17.5 units of course work, including a major project. The program of study will include the following requirements:

MSc

HINF 503 (1.5)	Research Methods in HI
HINF 580 (1.0)	HI Graduate Seminar
HINF 598 (3.0)	Major Project
A minimum of 12 units from the HINF electives list below	
HINF Electives:	
Electives offered vary from year to year. Students should consult with the School for details.	
HINF 510 (1.5)	Information Management and Technology
HINF 511 (1.5)	Clinical Decisions Support Systems
HINF 515 (1.5)	Patient Care Information Systems

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: <web.uvic.ca/hispanital>

Chair and Graduate Adviser: Dr. Pablo Restrepo-Gautier

E-mail: spanit@uvic.ca

Phone: (250) 721-7413

Faculty Members and Areas of Research

Gregory Peter Andrachuk, PhD (Toronto)

Medieval literature, especially sentimental romance and Cancionero poetry, religion and literature, especially Auto Sacramental

Beatriz de Alba-Koch, PhD (Princeton)

Colonial and nineteenth-century Spanish American literature, especially Mexico

Lloyd H. Howard, PhD (Johns Hopkins)

Italian literature of the 13th and 14th centuries, especially Dante

Pablo Restrepo-Gautier, PhD (British Columbia)

Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies

Dan Russek, PhD (Chicago)

Modern and contemporary Latin American literature, literature and visual arts

HINF 516 (1.5)	Telemedicine in Action
HINF 517 (1.5)	PDA Use for Clinicians
HINF 550 (1.5)	Health Information Systems Design
HINF 551 (1.5)	Electronic Health Record
HINF 552 (1.5)	Evaluations in E-Health
HINF 553 (1.5)	E-Health Sustainability
HINF 554 (1.5)	Critical Appraisal of the Health Sciences Literature
HINF 560 (1.5)	Health Care Quality Improvements
HINF 570 (1.5)	Epidemiology in Health Services Management
HINF 571 (1.5)	Health Systems Data Analysis
HINF 590 (1.5)	Directed Studies in Health Informatics (may be taken more than once)
HINF 591 (1.5)	Topics in Health Informatics (may be taken more than once)

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 580¹; HINF 598 or HINF 599 (project or thesis); HINF 503; HINF electives²; Electives³

Year 2:

HINF 598 or 599, HINF 515, 570, 591², Electives³

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 -Research Project Option:

First Year

• Jan-Apr: HINF 598, Elective

• May-August: HINF 598 cont'd, HINF 503, Elective, HINF 580, Workshop 1

• Sept-Dec: HINF 598 cont'd, Elective

Second Year

• Jan-Apr: HINF 598 cont'd, Elective

• May-August: HINF 598 cont'd, Elective, Elective, HINF 591, Workshop 2

• Sept-Dec: HINF 598 cont'd, Elective

Workshops: 2 weeks in years 1 and 2 at UVic

Oral Examination

An oral examination is required for both the thesis and project options.

Program Length

The on-campus MSc stream usually takes up to two years to complete. The distributed (online) MSc stream usually takes two to three years to complete the program

Co-Operative Education

The following guidelines apply for School of Health Information Science graduate student co-op placements for on-campus masters students. Students are also referred to the General Regulations (Graduate Co-op) in the Co-operative Education section of the Calendar.

Upon successful completion of all academic requirements, including the appropriate work terms, graduate students are awarded their degree with a Co-operative Education designation.

- Students should discuss their desire to participate in the co-operative education program with their academic supervisor. Before admission to the Co-op Program, a formal interview will be scheduled with the supervisor and co-operative education coordinator to discuss the student's interests, abilities and aptitudes.
- Students must sign a current Terms and Conditions document as provided by the Co-op Program in order to be eligible to participate in the placement process.
- The Co-op Preparation Course is a mandatory requirement. 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
 - Resumes and Cover Letters
 - Interview Skills
 - Work Place Issues
- Work terms are normally 13-18 weeks of full-time, paid employment, though a placement cannot be guaranteed. It is possible to undertake back-to-back work terms, but students must complete the requirements for each work term in order to receive credit for two or more work terms.
- Students who wish to register for course work while undertaking a work term must receive prior approval from their academic supervisor, the potential employer and the co-operative education coordinator.
- Students must register for each work term using an Academic Record Change Notice. Master's students complete two work terms and register for HINF 801 and HINF 802. Doctoral students complete three work terms and register for HINF 811, HINF 812 and HINF 813.
- A Co-op program fee is assessed for each work term. The Co-op fee does not replace assessed graduate program fees.
- Once their work term has begun, students are not permitted to withdraw without penalty of failure, unless specific permission has been granted by the Director, Co-operative Education.
- Work terms are recorded on a student's official academic record and are graded as COM, N or F.
- Each work term is evaluated on the basis of the student's performance of assigned work and a formal Co-op report.
- 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 School.

Degrees and Specializations Offered

The Department of Hispanic and Italian Studies offers programs leading to the degrees of Master of Arts in Hispanic Studies and Master of Arts in Hispanic and Italian Studies.

Facilities

Department Research Library.

Financial Support

Each year, entering students are eligible for a University Graduate Fellowship of \$6,750 to \$13,500 per year, tenable for two years. Qualified students entering the program may be hired as teaching assistants with funds available for up to two courses annually to be taught by graduate students at a value of approximately \$4,300 per course. 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 only of each year. Graduate course offerings in the summer period are limited.

In addition to the documentation required by the Faculty of Graduate Studies (see page 15), the Department of Hispanic and Italian Studies also requires a statement of research intent.

Admission To Master's Programs

Admission to the thesis or non-thesis programs requires a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies or equivalent) with a minimum overall average of B+ (6.0 GPA) or a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies) with a minimum average of A- (7.0 GPA) in the final year's work. Students with background deficiencies in Hispanic Studies or, if relevant, Italian Studies will be required to make up courses before being admitted to the MA program. Candidates must satisfy the Department that in addition to Spanish and English, they have a reading knowledge of another language relevant to their degree program.

Deadlines

Applications must be received in the Graduate Admissions and Records Office by February 15 to be considered for a Fellowship; otherwise, April 1st. International applicants are advised to apply earlier.

PROGRAM REQUIREMENTS

The Department offers two options towards the MA in both Hispanic Studies and Hispanic and Italian Studies, each composed of 15 units of graduate credit.

The following core courses are required of all students: SPAN 500, Introduction to Bibliography and Methods of Research; SPAN 502, Core Reading List Course I; SPAN 503 or ITAL 503, Core Reading List Course II.

SPAN 502 will cover works taken from the general Hispanic Literature reading list; SPAN 503

or ITAL 503 will reflect the specialized area of the student's degree program and will be tailored to the specialty: Peninsular Studies; Latin American Studies; or Hispanic and Italian Studies. The other courses are variable in content and may be taken more than once, depending on the topic.

Master's - Thesis Option

The thesis option is by invitation of the Departmental Graduate Committee.

Course Requirements

9 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 3 units of graduate-level courses within the Department, and a further 1.5 unit graduate-level course from within the Department or from outside (with the approval of the Department)

Thesis

SPAN 599 (6 units): Master's Thesis and Oral Examination

Program Length

1.5 to 2 years.

Master's Non-Thesis Option

Course Requirements

12 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 6 units of graduate-level courses within the Department, and a further 1.5 unit graduate-level course from within the Department or from outside (with the approval of the Department)

Final Project

SPAN 598 (3 units): Master's Essay and Oral Examination

Program Length

1.5 to 2 years.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

History

GENERAL INFORMATION

The Department of History offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy in a wide range of specialized areas. Programs require formal course work as set out in detail below. Course work is selected in consultation with the Graduate Adviser and the student's supervisor. Attention is paid to both the specific research interests of the student and the need for exposure to diverse subjects and methodologies. Thesis MA and PhD students complete and defend a thesis or dissertation; non-thesis MA students complete an extended research paper.

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: histsgrad@uvic.ca

Website: [<history.uvic.ca>](http://history.uvic.ca)

Chair: Dr. Thomas Saunders

E-mail: hischr@uvic.ca

Phone: (250) 721-7381

Graduate Adviser: Dr. Elizabeth Vibert

E-mail: evibert@uvic.ca

Phone: (250) 721-7286

Graduate Secretary: Karen Hickton

E-mail: histsgrad@uvic.ca

Phone: (250) 721-7384

Faculty Members and Areas of Research

Robert S. Alexander, PhD (Cambridge)

Early Modern and Modern France

Peter A. Baskerville, PhD (Queen's)

Business history; pre-Confederation Canada, family and social history

Sara Beam, PhD (Calif, Berkeley)

Early Modern Europe, popular culture

A. Perry Biddiscombe, PhD (London School of Economics)

Modern Europe; nationalism

Gregory R. Blue, PhD (Cambridge)

World history; intellectual/cultural history

Penny Bryden, PhD (York)

Post-confederation Canada, political and constitutional

Martin Bunton, PhD (Oxford)

World history; modern Middle East studies

Shawn Cafferky, PhD (Carleton)

20th Century Canada, military, naval and American defense policy

Zhongping Chen, PhD (Hawaii)

Late Imperial China, Modern China and Chinese diaspora

Jason M. Colby, PhD (Cornell)

US foreign relation, race in US-Latin American relations

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

Timothy S. Haskett, PhD (Toronto)

Medieval social and legal history, medieval England

Mitchell Lewis Hammond, PhD (Virginia)

Public health in renaissance Europe

John Lutz, PhD (Ottawa)

Pacific Northwest; comparative Colonial history

Lyne 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

John Price, PhD (British Columbia)

Modern Japanese, Asian history

Richard Rajala, PhD (York)

British Columbia, environmental, labour

Andrew Rippin, PhD (McGill)

Formative period of Islamic civilization

Eric W. Sager, PhD (British Columbia)

Family history, social and economic history

Thomas J. Saunders, PhD (Toronto)

Modern Germany; 20th century European culture

Oliver Schmidtke, PhD (European University Institute)

Modern Germany; Immigration

Jordan Stanger-Ross, PhD (Pennsylvania)

Canadian social and urban history, comparative North America

Elizabeth Vibert, DPhil (Oxford)

British colonial and Canadian history; gender, race and cultural history

Wendy Wickwire, PhD (Wesleyan)

Oral history; First Nations history

Paul B. Wood, PhD (Leeds)

Early modern science; The Enlightenment

Guoguang Wu, PhD (Princeton)

Comparative politics and international relations with an emphasis on East Asia

Serhy Yekelchuk, 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, business, military, First Nations, 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 on a competitive basis. In addition, the Department offers several scholarships of varying amounts. Teaching and research assistantships are also available on a competitive basis. Entering and continuing students are automatically considered for scholarships. Students must apply for assistantships. Because funds are limited and assistantships generally do not cover tuition costs, prospective students are encouraged to apply for external funding, most notably SSHRC (CGS) scholarships.

ADMISSION REQUIREMENTS

In addition to reference letters and transcripts required by the Faculty of Graduate Studies, 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.

A minimum TOEFL (TWE included) score of 600 on the paper-based or 250 on the computer-based test is required of all international students whose first language is not English.

Admission to the Master's Program

Subject to the admission requirements of the Faculty of Graduate Studies, admission to the MA program normally requires a bachelor's degree with a minimum overall average of B+ (6.0 GPA), or a bachelor's degree with a minimum average of A- (7.0 GPA) in the final year's work. Many more students apply each year than can be accommodated in the program. 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 equivalent to a B or better in the reading courses (such as GER 390 or FRE 300) offered by the respective language departments. Students may also fulfill the language requirement by passing the department's written translation examination. 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.

Not all of the History graduate courses listed in the calendar will be offered in a particular year. All courses are variable content. With Department permission, HIST 501 to 591 may be taken more than once. Students should consult the Department concerning specific content of the courses offered in any given year.

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 complete an additional 1.5 units of course work, normally in a geographical field,

plus HIST 550 and HIST 598 (Extended Research Paper).

Students who obtain a 5.0 grade point average but who obtain less than B standing in HIST 500 must repeat HIST 500. They may repeat HIST 500 once only.

Part-time study is permitted, but the degree must be completed within five years of the initial registration.

Although there are no formal residence requirements, residence is recommended.

MA – Thesis Option

Course requirements (Unit Values)

HIST 500	1.5
Geographical Field Course.....	1.5
Topical Field Course	1.5
Geographical or Topical Field Course	1.5
Thesis.....	9.0
Total.....	15.0

Other Requirements

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the graduate adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end of the fifth term.

Thesis

The thesis length must be between 70 and 120 typed pages.

Program Length

The thesis MA is designed to be completed in two years.

MA – Non-Thesis

Course Requirements (Unit Values)

HIST 500	1.5
HIST 550	1.5
Geographical Field Courses.....	3.0
Topical Field Course	1.5
Geographical or Topical Field Course	1.5
Major Research Paper.....	6.0
Total.....	15.0

At least 1.5 units must treat a geographical area outside that covered in the major research paper.

Final Project

Students will also complete a major research paper. This paper will normally be based on primary research and may emerge from a paper written for a graduate course other than HIST 550. The major research paper must be 40-45 typed pages and will be written in the form of a journal article. It will be graded by the supervisor and an additional faculty member. This second reader will be approved by the Dean of Graduate Studies. 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 Geographical Field Courses are designed to cover major historiographical issues over a broad chronological period, within the various geographical areas: Canadian, British, American, European, Chinese, Japanese and World.

In addition to the 3 units of major Geographical Field Courses, students will take either an additional 1.5-unit Geographical Field Course and a 1.5-unit Topical Field Course, or two 1.5-unit Topical Field Courses. Topical Field Courses examine the secondary literature on a significant theme, such as social, military, intellectual/cultural, family, women's, Native, gender, religious, colonial, 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 Geographical 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 Geographical 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 Geographical 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 comprehensive examinations, the student must pass all course work with at least a B+ average. A student may repeat comprehensive examinations one time only.

Within three months after completing their comprehensive examinations, students must submit a short historiographical report on their dissertation topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by seven months following the completion of the comprehensive examinations, the student will be required to meet with his or her supervisor and the graduate adviser. If the report is not submitted within a week following this meeting, the student will normally be required to withdraw from the program by the end

of the term in which the meeting occurred. Terms in which the student is withdrawn are not included in calculating this deadline.

In certain cases, requirements in addition to those already mentioned may be called for. The student and the student's supervisory committee will work out these requirements.

Course Requirements (Unit Values)

HIST 500	1.5
Field Courses	3.0
Field Course or Topical Field Course.....	1.5
Topical Field Course	1.5
Thesis.....	30.0
Total.....	37.5

Concentration in Cultural, Social and Political Thought (CSPT)

This interdisciplinary program is open to selected MA and PhD students in English, History, Political Science and Sociology. Students must meet the core graduating requirement of the individual departments. The Graduate Adviser in each department should be consulted for details.

To complete the CSPT MA program in History, a student must complete:

- 3 units of CSPT 500
- 15 units as required in the History MA program (including HIST 500 and the master's language requirement)

The MA thesis (HIST 599) must be in the field of CSPT.

Descriptions of CSPT 500 and CSPT 590 are found in the course listings.

Admission to the CSPT program is subject to the written approval of the Program Director. Applicants must already have been accepted into the MA program in History.

The requirements for the program in the Departments of English, Political Science and Sociology differ from those in History.

For information about the doctoral program in CSPT and History, please consult the History Graduate Adviser.

Co-Operative Education

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and work-place 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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

History in Art

GENERAL INFORMATION

Contact Information

Department of History in Art
 Location: Fine Arts Building, Room 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: <finearts.uvic.ca/historyinart/>
 Chair: Dr. Lianne McLarty
 email: lmclarty@finearts.uvic.ca
 Phone:(250) 721-7940
 Graduate Adviser: Dr. Astri Wright
 email: astri@finearts.uvic.ca
 Phone:(250) 721-7949
 Graduate Secretary: Darlene Pouliot
 email: dpouliot@finearts.uvic.ca
 Phone:(250) 721-7942

Faculty Members and Areas of Research

Allan Antliff, PhD (Delaware)
 Modern American and European art,
 Contemporary art, Anarchist studies
 Erin Campbell, Ph.D (Toronto)
 Early Modern European Art
 Carol Gibson-Wood, PhD (London)
 European art of the 17th and 18th centuries;
 Western art theory, criticism and
 historiography
 Catherine Harding, PhD (London)
 Late Medieval/Early Italian Renaissance art
 history
 Kathlyn Liscomb, PhD (Chicago)
 Chinese art, art theory, and art historiography
 Marcus Milwright, PhD (Oxford)
 Medieval Islamic art and archeology
 Lianne M. McLarty, PhD (Simon Fraser)
 Feminist film theory, critical theory, popular
 culture
 Christopher A. Thomas, PhD (Yale)
 Canadian art and architecture, modern
 architecture
 S. Anthony Welch, PhD (Harvard)
 Islamic art and architecture; Iranian painting;
 architecture of Muslim India
 Astri Wright, PhD (Cornell)
 Southeast Asian art (including textiles,
 ephemeral arts), modern and contemporary
 arts

Victoria Wyatt, PhD (Yale)

North American Native arts and
 ethnohistorical photographs

Degrees and Specializations Offered

The Department of History in Art offers programs of graduate study leading to the degrees of Master of Arts and Doctor of Philosophy. The program for each student is determined by the graduate adviser and the appropriate supervisor in consultation with the student, and is intended to meet the student's specific academic needs while at the same time maintaining some breadth of exposure to a wide range of topics and methodologies.

The Department also participates in the Co-operative Education Program; students who are interested in the possibility of gaining discipline-related work experience while they pursue their degree are invited to contact the Department's graduate adviser.

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from \$3,600 to \$4,200 for eight months' work. Additional TA-ships may be available for the summer term. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplements. There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. Please contact the graduate advisor of the department for additional details.

ADMISSION REQUIREMENTS

General

As part of the requirements of the MA and PhD programs of the Department of History in Art, all applicants must submit a brief statement of the reasons for their interest in a career in art history, a cv, and a sample of their written art-historical research. This may be a paper, publication or, where relevant, an MA thesis.

Admission to the Master's Program

Applicants for the MA program should have a significant academic background in the history of art, either through a Major or Honours degree in the history of art or a closely related field, or, if their degree is in some other discipline, through substantial course work in the history of art. A student who does not have sufficient course work in the history of art may be asked to complete a full year of additional course work at the senior undergraduate level before their application to the graduate program will be considered.

Admission to the PhD Program

Applicants for the PhD program should have a master's degree in the history of art or a closely related field from a recognized university, and demonstrate that they are capable of undertaking advanced research. (This capability will be judged on the basis of a master's thesis or other scholarly work, including publications, as well as from letters of reference from qualified referees.)

Deadlines

Complete applications must be received by the Graduate Admissions and Records Office by January 15 in order to be processed in time for the Department to make its decisions in spring regarding admissions and nominations for fellowships for the next academic year. Applicants should send a transcript of their fall courses directly to the Department as soon as their grades are available for those courses completed in the fall.

PROGRAM REQUIREMENTS

Except for HA 501, only a selection of seminars (HA 502-580) will be offered in any particular year. Except for HA 501, all seminar courses and directed studies may be taken more than once, in different topics.

Master of Arts

With the approval of the graduate adviser, students may elect either the Thesis or the Research Paper option. The course of study for each individual MA candidate will be determined by the graduate adviser and the appropriate supervisor in consultation with the student. Transfer is possible from one program to the other, except in cases where the student has been asked to withdraw.

In the first eight months (September-April), all students will normally complete 9 units of course work, comprising HA 501: Colloquium in Theories and Practices (3 units), compulsory for all students, and at least two additional seminars. All students are required to take 1.5 units in a History in Art course dealing primarily with cultures other than European (-derived) ones, unless they can demonstrate to the department's satisfaction that they have already done so.

The Department offers two programs, of equal status, leading to the MA degree. Both comprise 16.5 units:

Master's - Thesis Option

Course Requirements

HA 501 (Colloquium in Theories and Practices).....3.0
 4 additional courses (1.5 units each).....6.0
 HA 599 (Thesis).....7.5

Students in the Thesis option normally may take 1.5 units in another department (3 units under special circumstances, with the approval of the graduate adviser). These courses must be related to the student's art-historical interests. All courses must be at the graduate level.

Other Requirements

All MA students will be required to demonstrate a reading knowledge of one language other than English which is appropriate to their area of study, and will not be permitted to sit their oral examination until this requirement has been satisfied. Many students will need to take language courses in addition to the courses required for the MA degree.

Master's Non-Thesis Option

Course Requirements

HA 501 (Colloquium in Theories and Practices).....3.0
 6 additional courses (1.5 units each).....9.0
 HA 598 (Research Paper)4.5

Students in the Research Paper option normally may take up to 3 units in another department. These courses must be related to the student's art-historical interests. All courses must be at the graduate level.

Other Requirements

All MA students will be required to demonstrate a reading knowledge of one language other than English which is appropriate to their area of study, and will not be permitted to sit their oral examination until this requirement has been satisfied. Many students will need to take language courses in addition to the courses required for the MA degree.

PhD Program

Course Requirements

The PhD program normally consists of a minimum of 39 units, including 6 units of course work, of which 3 units will be HA 501: Colloquium in Theories and Practices (3.0 units), unless this or an equivalent seminar was taken as an MA student, and at least one other seminar, plus a 3-unit Candidacy Preparation (HA 698) and a 30-unit dissertation (HA 699). The course work taken in addition to HA 501 should be directly related to the student's particular areas of art historical interest, but may be taken outside the Department in acknowledgment of the interdisciplinary nature of much art historical research.

Candidacy

Normally students will complete their course work in the first Winter Session and begin registering for the Candidacy Preparation in their first Summer Session.

Other Requirements

PhD candidates will be required to demonstrate a good reading knowledge of at least two languages other than English which are appropriate to their area of study. In addition, they will be required to demonstrate a working knowledge of any additional languages which may be deemed by their supervisory committee to be essential for the successful completion of the dissertation. Substantial fieldwork is expected of all PhD candidates.

Oral Examination

The oral examination for the dissertation may not take place until all language requirements have been satisfied.

Program Length

A student normally should expect to spend at least two years of academic work to obtain a master's degree and at least 3 years to obtain a PhD. A minimum of 5 full fee installments is required for a Master's degree and 7 full fee installments are required for a PhD. All requirements for a master's degree must be completed within five years (60 months) of the date of first registration. All requirements for a PhD degree must be completed within seven years (84 months) of the date of first registration.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Indigenous Governance

GENERAL INFORMATION

Contact Information

Indigenous Governance Programs

Location: Human & Social Development Building, Room 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: Vanessa Watts

E-mail: igov@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

Avigail Eisenberg, Political Science

Hamar Foster, Law

Michael Prince, Associate Dean, HSD

Nancy Turner, Environmental Studies

Leroy Little Bear, Native American Studies, University of Lethbridge

James Tully, Political Science, University of

Victoria

Indigenous Advisory Council

Raymond Jones, Administrator

Gitsekukla Community Education Association, Gitsekukla, BC

Dr. Leroy Little Bear, Professor Emeritus

University of Lethbridge, Blood Indian Tribe of the Blackfoot Confederacy

Charles Elliot, Coast Salish, Artist

Rene Racette, Creel/Métis Nation, Student Alumni

Dr. Henrietta Mann, Cheyenne, Professor

Emeritus, Native American Studies at Montana State University

Degrees and Specializations Offered

Master of Arts in Indigenous Governance (MAIG), Concurrent MAIG/LLB Degree Program.

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from \$3,600 to \$4,200 for eight months' work. Additional TA-ships may be available for the summer term. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplements. There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. Please contact the graduate advisor of the department for additional details.

ADMISSION REQUIREMENTS

General

The Indigenous Governance Program is committed to teaching and research that respects both western and indigenous traditions, methods and forms of knowledge. Through these programs, students will gain an understanding of the philosophical, administrative, and political dimensions involved in governing indigenous communities, as well as a background in the theory, methods and tools appropriate for and useful to research among indigenous people. The program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy-making roles, or to continue their academic careers in a variety of fields including Social Science, and History, Law or Native Studies.

The Master of Arts in Indigenous Governance program is an interdisciplinary program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding government and politics among indigenous peoples, with a special emphasis on the nature and context of indigenous governments in Canada.

Admission To Master's Programs

Faculty of Human and Social Development offers both full and part time programs of studies leading to the degree of Master of Indigenous Governance (MAIG). The Program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy making roles, or to continue their aca-

demarcations 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.

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 15: Fellowship applicant deadline
- February 28: application deadline
- March 15: document deadline

Applications and documentation received after the deadline may be accepted by the Graduate Admissions and Records Office, 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. Application Fees will not be refunded.

PROGRAM REQUIREMENTS

The MAIG program is open to full and part time enrollment, and consists in a course of study delivered in a flexible format. Courses are offered variously as standard academic year graduate seminars, summer institute programs in conjunction with other UVic programs, and in more intensive formats. All candidates for the MAIG must complete either a thesis or an internship in one of the MAIG's community governance projects.

Students in the program must complete the following requirements:

Indigenous Governance Core Credits	6.0
Elective Course Credits	6.0
Thesis or Community Governance Project Option Credits	6.0
Total Degree Requirements:	18.0

Master's - Thesis Option

Course Requirements

Indigenous Governance Core Courses (6 units):

IGOV 520 (1.5)	Indigenous Peoples in a Global Context
IGOV 530 (1.5)	Research Seminar

IGOV 540 (1.5) Native American Political Philosophy

IGOV 550 (1.5) Self-Determination and Indigenous Peoples

Elective Courses (6 units)

Students must take an additional four graduate level courses selected from among IGOV electives or approved courses in related fields of study (to include Political Science, Public Administration, Dispute Resolution, Human and Social Development, and History).

Not all the MAIG elective courses will be offered in a particular year.

Students are permitted to select other electives relevant to their area of study in indigenous governance from the University of Victoria Calendar with permission on a case-by-case basis of the relevant Faculty, the student's supervisor and the Graduate Adviser.

Thesis (6 units)

The thesis option is recommended for students who are planning to enter a PhD program after completion of the MAIG. The research and writing phase of the thesis will be conducted under the individual supervision of a faculty member. The thesis must be accepted by a faculty committee. (Before starting the IGOV 599 THESIS, a student must have completed all core courses, IGOV 520, IGOV 530, IGOV 540, and IGOV 550, and a substantial portion of his/her electives. He or she should also have completed electives relevant to the thesis topic.)

Oral Examination

An oral examination is required.

Program Length

Normally, it takes two years to complete the program.

Master's - Non-Thesis: Community Governance Project Option

Course Requirements

Indigenous Governance Core Courses (6 units):

IGOV 520 (1.5)	Indigenous Peoples in a Global Context
IGOV 530 (1.5)	Research Seminar
IGOV 540 (1.5)	Native American Political Philosophy
IGOV 550 (1.5)	Self-Determination and Indigenous Peoples

Elective Courses (6 units)

Students must take an additional four graduate level courses selected from among IGOV electives or approved courses in related fields of study (to include Political Science, Public Administration, Dispute Resolution, Human and Social Development, and History).

Not all the MAIG elective courses will be offered in a particular year.

Students are permitted to select other electives relevant to their area of study in indigenous governance from the University of Victoria Calendar with permission on a case-by-case basis of the relevant Faculty, the student's supervisor and the Graduate Adviser.

Community Governance Project (6 units)

Students may choose to participate in one of the ongoing community governance projects that have been established with the co-operation of

local Coast Salish communities. The projects are geared toward providing a practical learning experience and opportunity for students to face the real world challenges of government in an indigenous context. They also serve a crucial function for the communities in providing access to the University's resources and expertise through the students' participation in projects to enhance the community's self-government capacity.

This option is recommended for those students seeking a career in the institutions of indigenous government or in related organizations. Typically, a community governance project intern will work on a designated research or policy development task for one semester in an indigenous organization, under the direction of project management team that includes community leaders and MAIG faculty. Internships placement must be approved by the Director, and will typically involve ten hours of work per week in the community for the semester and the completion of a comprehensive report based on the internship experience. The student's supervisory committee must approve the report. (Before starting the IGOV 598 Project, a student must have completed all core courses, IGOV 520, IGOV 530, IGOV 540, and IGOV 550, and a substantial portion of his/her electives. He or she should also have completed electives relevant to the project topic.)

Oral Examination

An oral examination is required.

Program Length

Normally, it takes two years to complete the program.

Concurrent MAIG/LLB Degree Program

A limited number of students who apply and are accepted into both the Law Faculty LLB and the Human and Social Development Faculty's Master of Arts in Indigenous Governance programs may earn both degrees concurrently with modified requirements for each. Students should indicate in both applications that they are applying for the concurrent degree program.

Course Requirements

The first year of the concurrent degree program will be devoted entirely to the first year LLB curriculum.

A minimum of 53 units of credit will be required to complete the concurrent degree program. The requirements for the concurrent program are as follows:

- the first year of the LLB program (15 units);
- 23 additional units of law courses, including LAW 340: Indian Rights, Land, and Government; LAW 307B: Civil Procedure; LAW 309: The Law of Evidence; and the Law Faculty's major paper requirement;
- either IGOV 598 or IGOV 599 (6 units), in lieu of the Law Faculty's non-law course option (3 units) and LAW 399 (3 units);
- the Indigenous Governance Core Courses (6 units): IGOV 520, 530, 540, 550; and
- 3 units (300 level and above) outside of law for inclusion in the graduate program.

Students may be required to complete specific law or MAIG courses as part of the concurrent degree program when such courses are offered.

Student intending to enroll in the concurrent degree program should be aware that scheduling of the program will ordinarily preclude the student's participation in the Law Co-op Program.

Oral Examination

An oral examination is required.

Program Length

The two degrees if pursued consecutively would normally require five years of study, whereas the concurrent degree may be completed in 3.5 - 4 years.

Interdisciplinary Graduate Programs

Interdisciplinary Graduate Programs are offered through a variety of options:

1. Students may undertake interdisciplinary studies as part of a regular existing program that is interdisciplinary in nature. These programs include Dispute Resolution; Indigenous Governance; Studies in Policy and Practice (refer to individual program listings for descriptions); interdisciplinary graduate programs in Cultural, Social, and Political Thought (refer to calendar entry for English, History, Political Science or Sociology).
2. Students may enroll in a program within a regular disciplinary department and engage in interdisciplinary research supervised by a faculty member associated with an interdisciplinary research centre. Research centres at the University of Victoria include: British Columbia Institute for Co-operative Studies; Centre for Addiction Research; Centre for Advanced Materials and Related Technology; Centre for Asia-Pacific Initiatives; Centre for Biomedical Research; Centre for Earth and Ocean Research; Centre for Global Studies; Centre for Forest Biology; Centre for Health Promotion; Centre for Studies in Religion and Society; Centre for Youth and Society; Centre on Aging.
3. Student may undertake an individual interdisciplinary studies program to pursue interdisciplinary research in an area that has not been formally approved as a regular graduate degree program by the University of Victoria Senate. A unique proposal can be approved as an Individual Graduate program by Special Arrangement. 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.

INDIVIDUAL INTERDISCIPLINARY STUDIES PROGRAMS

Individual interdisciplinary programs are subject to all of the usual Faculty of Graduate Studies regulations. Applicants are strongly urged to make an appointment with the Associate Dean of Graduate Studies for an information session early in the process. The application and approval process typically takes four to six months. The program proposal must be formu-

lated by the applicant and prospective supervisors, permission for certain courses obtained and the program approved by the Faculty of Graduate Studies Interdisciplinary Committee. Approval is not guaranteed. Courses should not be started without formal approval of the program by the Faculty of Graduate Studies.

Application Procedures

1. The applicant should contact the appropriate academic departments to determine if there is an interest among potential supervisory committee members.
2. If there is sufficient interest by supervisory committee members, the student should begin the regular process for admission. This involves an application form, application fee, assessments and official transcripts from all previous post-secondary institutions.
3. As part of the application process for admission, the student must submit a 3-5 page written program proposal and rationale for the interdisciplinary degree by special arrangement. This proposal must include the following:
 - **General statement outlining research proposal and its objectives:** What is the essential question that your research is addressing? Why is this worth doing?
 - **Interdisciplinarity:** Why does this research require an interdisciplinary approach? How do you propose to integrate the contributing disciplines to achieve your objectives?
 - **Background:** What past experience and education are you bringing to the research? What are you missing and how do you propose to fill those gaps (for example, through course work)?
 - **Supervisory committee:** Who will be on on your supervisory committee and how will their particular expertise support your studies?
 - **Program outline:** What are the specific courses you will undertake? How will these courses prepare you to conduct your research?
 - **Results:** How do you anticipate that your research results will contribute to interdisciplinary knowledge and knowledge of the contributing disciplines?
4. The application will be checked by the Graduate Admissions and Records Office and reviewed by the Interdisciplinary Special Arrangement Admissions Committee. If approved, a letter of admission, followed by information on how to register, will be sent to the student. The only official offer of admission is generated by the Graduate Admissions and Records Office. Students should not make plans to attend until such a letter has been received.

Admission Requirements

Applicants for interdisciplinary degree programs must follow the admission procedures and meet the minimum entrance criteria set out in the Faculty of Graduate Studies regulations in the University of Victoria Graduate Calendar. In addition to the completion of a recognized undergraduate university degree, students will normally be required to have a minimum Grade Point Average of 7.00/A-.

Application deadlines

- April 30 for September entry
- September 30 for January entry
- January 31 for May entry

Applications and supporting documentation MUST BE completed and returned to the Graduate Admissions and Records Office by the appropriate deadline in order to ensure that the application will be processed on time. The Faculty of Graduate Studies may limit the number of Individual Interdisciplinary Graduate degrees.

Law

GENERAL INFORMATION

Contact Information

Faculty of Law

Location: Murray and Anne Fraser Building, Room 102

Mailing Address:

Faculty of Law, University of Victoria
P.O. Box 2400, STN CSC
Victoria, B.C. V8W 3H7
Canada

Courier Address:

Room 102, Murray and Anne
Fraser Building
McGill Road
University of Victoria

Telephone Number:(250) 721-8913

Fax Number:(250) 721-8146

E-mail: gradlaw@uvic.ca

Website: <www.law.uvic.ca>

Dean: Professor Andrew Petter

E-mail: joannep@uvic.ca

Phone: (250) 721-8147

Graduate Adviser: Professor Jeremy Webber,

Director of Graduate Legal Studies

E-mail: gradlaw@uvic.ca

Phone: (250) 721-8913

Graduate Secretary: Elizabeth Wheaton

E-mail: gradlaw@uvic.ca

Phone: (250) 721-8913

Faculty Members and Areas of Research

Elizabeth Adjin-Tettey, DJur (Osgoode)

Torts, remedies, race, ethnicity and the law, feminist analysis of law and critical theory

Benjamin L. Berger, LLM, JSD (Candidate) (Yale)

Constitutional law and theory, criminal law and procedure, law and the humanities, cultural studies, law and religion, law and society, legal history

John Borrows, DJur (Osgoode)

Aboriginal law, constitutional law, natural resources/environmental law

Gillian Calder, LLM (Osgoode)

Constitutional law, feminist legal theories, social benefits law, family law

Neil Campbell, MLS (British Columbia)

Legal bibliography, computer applications

Jamie Cassels, QC, LLM (Columbia)

Contracts, legal theory, remedies

M. Cheryl Crane, LLM (Cantab)

Employment law, administrative law

Maneesha Deckha, LLM (Columbia)

Bioethics, feminist legal theory, critical race theory, law and culture, animal rights, property law, administrative law

Gerry Ferguson, LLM (New York)

Criminal law, criminal procedure, sentencing, mental health law

Hamar Foster, M Jur (Auckland)

Property, criminal law, the law of evidence, legal history, Aboriginal law

Judy Fudge, LLB (Osgoode), D Phil (Oxford)

Lansdowne Professor Law. Employment and labour law, feminist approaches to law, the political economy of law, especially critiques of liberal legal theory

Glenn Gallins, QC, 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 LLB (UVic)

Family law, civil procedure, children and the law

Robert G. Howell, LLM (Illinois)

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

Rebecca Johnson, 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. Kilcoyne, LLM (Osgoode)

Employment law, labour law, collective agreements law, contracts

Freya Kodar, LLM, PhD (Candidate) (Osgoode)

Pension provision and regulation, corporate and market regulation, the changing employment situation, feminist theory, social welfare law

Hester A. Lessard, LLM (Columbia)

Constitutional law, feminist legal theories, family law

Colin MacLeod, PhD (Cornell)

Legal and political philosophy, law and morality, children's rights

Maureen A. Maloney, QC, LLM (Toronto)

Dispute resolution and international human rights, dispute resolution and the administration of justice, restorative justice

Ted L. McDorman, LLM (Dalhousie)

Public international law, international trade law, international ocean and environmental law and private international law (conflicts of

law). environmental law, comparative Asian law

John McLaren, LLD (Calgary) Professor Emeritus

Canadian and colonial legal history, law and religion, compensation law (torts and insurance law)

R. Michael M'Gonigle, JSD (Yale)

International law, environmental and resource management, political ecology and green legal theory, urban sustainability, community-based governance

Andrew Newcombe, LLM (Toronto)

International economic law, international arbitration, commercial law

Andrew J. Petter, QC, LLM (Cantab)

Constitutional law, civil liberties, legislative and regulatory processes

Martha O'Brien, LLM (Universite Libre de Bruxelles)

Taxation, European Union law, corporate law

Andrew J. Pirie, LLM (Wellington)

Alternative dispute resolution (ADR), the theory and practice of negotiation and mediation

D. Heather Raven, LLB (British Columbia)

Aboriginal law, employment law, labour law

Chris Tollefson, LLM (Osgoode)

Environmental law and policy, environment and international trade, environmental/resource management and Aboriginal rights, forest law and policy, coastal zone management, clinical legal education

James Tully, PhD (Cantab)

Contemporary legal theory, history of legal theory, Canadian constitutional theory, Aboriginal rights

Mary Anne Waldron, LLM (British Columbia)

Real estate law, plain language research

Jeremy Webber, LLM (Osgoode)

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.

Both programs require full-time registration.

The Program is especially appropriate for students interested in any of five areas of concentration:

- Aboriginal Rights;
- Environmental Law and Policy
- Legal Theory (including Feminist and Critical Legal Theory);
- Legal History; and
- Public Law (including Comparative Constitutional Law)

Students in other areas may also be admitted if supervisory resources exist. In each area of research students are required to relate understanding of the law to another body or other bodies of knowledge and practice.

The course requirements for the program consist of:

- a) two core graduate seminars designed to introduce students to fundamental research questions and methodologies;
- b) a set of graduate courses that permit advanced studies in Law organized around students' individual interests or special opportunities provided by visitors to the Faculty;
- c) graduate courses offered by our strong partner faculties; and
- d) upper-level Law undergraduate seminars across a wide range of subjects.

Full information on Law courses can be found on the Faculty's website: <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.

Facilities

Students in the Graduate Program in Law and Society have access to a well developed and serviced Priestley Law Library and the University's McPherson Library, which has holdings in excess of 1.8 million volumes. The Faculty of Law also has close links with the Centre for Asia-Pacific Initiatives, the Institute for Dispute Resolution and the Centre for Studies in Religion and Society.

Financial Support

The following financial support is available:

- University of Victoria Fellowships: Doctoral Fellowships of up to \$15,000 per year (tenable for two years) and Master's Fellowships of up to \$13,500 for one year. Students may not hold another major award (e.g., SSHRC) in conjunction with a Fellowship. A grade point average of at least 7.0 (A-) is necessary.

- Law Foundation of British Columbia Scholarships of up to \$15,000 per year (non-renewable).
- Canada Research Chair in Law and Society Scholarships of up to \$12,500 per year (non-renewable). These awards are highly competitive, and eligibility is based on academic performance.
- Funding of up to \$12,000 per year for work as Research Assistants or Teaching Assistants, based on ability and need.

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 curriculum vitae and an LLM Statement of Intent indicating areas of research interest. This 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 curriculum vitae and 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.

Deadlines

The application deadline for September entry is January 31. For applicants who hold any post-secondary documents from academic institutions outside of Canada, however, the deadline is December 15. Applications are reviewed by the Graduate Admissions and Records Office and then by the Law Graduate Studies Committee. The admission selection process is competitive. Not all students who meet the minimum requirements can be admitted.

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 and require full-time registration in the program.

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 consecutive months).

Thesis

Students' theses will be supervised by one Law and one non-Law faculty member (subject to appropriate supervisory resources being available).

The length of the LLM thesis is generally 80–120 pages, excluding the Abstract, notes, bibliography, and appendices.

Oral Examination

There is no oral examination. The LLM thesis is evaluated by an external examiner.

LLM - Non-Thesis Option Course Requirements

Non-Thesis Option

Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses, with no more than 3 units at the Undergraduate level)	4.5
Major Research Paper (LAW 598)	6.0
Total:	15.0

Other Requirements

The minimum residency period for the LLM program is three semesters (twelve consecutive months).

Major Research Paper

Students' major research papers will be supervised by one Law and one non-Law Faculty member (subject to appropriate supervisory resources being available).

PhD Program

The PhD in Law follows the general pattern at the University of Victoria. Students who do not already have an LLM (or equivalent) are initially admitted to the LLM. They may then apply to transfer to the PhD. If successful, they may elect to obtain the LLM before proceeding to the PhD or proceed directly to the PhD without obtaining the LLM. If they choose the latter, they will nevertheless be expected to complete the LLM

coursework (at the thesis level) before proceeding to the doctoral dissertation.

Students who already possess an LLM may be admitted directly to the PhD. They are required to complete the two core Graduate Seminars and such other courses (if any) as the Director of Graduate Legal Studies determines, taking into account their academic preparation.

PhD students will be required to undergo a candidacy exam (essentially a structured defence of their research program), and any completed segments of their thesis approximately one year after enrolment in the PhD program or on transfer from the LLM program. PhD students' dissertations must meet the University's standards for doctoral dissertations.

Students' theses will be supervised by one Law and one non-Law supervisor with a supervisory committee of three (the co-supervisors and one other faculty member).

Course Requirements

With an LLM (or equivalent)

Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
2 courses (as determined by the Director of Graduate Legal Studies) (1.5 each)	3.0
Dissertation	24.0*
Total:	30.0

* minimum

Without an LLM (or equivalent)

Graduate Seminar in Law and Society (LAW 501)	1.5
Graduate Seminar in Applied Legal Methodology (LAW 502)	1.5
Graduate (non-Law) seminar	1.5
Other (Law courses and/or other non-Law courses)	1.5
Dissertation	39.0
Total	45.0

Other Requirements

The minimum residency requirement for the PhD program is five semesters (20 consecutive months).

Dissertation

The dissertation is expected to be of the highest possible calibre, and potentially publishable, and should be 250–350 pages (excluding the Abstract, notes, bibliography, and appendices).

Oral Examination

The PhD dissertation must be defended in an oral examination.

Linguistics

GENERAL INFORMATION

Members of the Department of Linguistics teach and conduct research on topics in phonology, morphology and syntax; indigenous languages of North America and the Pacific Rim; applied linguistics; articulatory and acoustic phonetics; and sociolinguistics. Further information can be found on our website at: <web.uvic.ca/ling>.

Contact Information

Department of Linguistics

Location: Clearihue Building, Room D341

Mailing Address:

PO Box 3045

Victoria, BC V8W 3P4

Canada

Courier Address:

Clearihue Building D341

3800 Finnerty Rd.

Victoria, BC V8P 5C2

Canada

Telephone Number: (250) 721-7424

Fax Number: (250) 721-7423

E-mail: linguist@uvic.ca

Website: <www.uvic.ca/ling>

Chair: Dr. Leslie Saxon

E-mail: saxon@uvic.ca

Phone: (250) 721-7422

Graduate Adviser: Dr. Hua Lin

E-mail: luahin@uvic.ca

Phone: (250) 721-6643

Graduate Secretary: Maureen Kirby

E-mail: mkirby@uvic.ca

Phone: (250) 721-6634

Faculty Members and Areas of Research

Sonya Bird, PhD (Arizona)

Phonetics and phonology interface; Salish languages; Athabaskan languages

Ewa Czaykowska-Higgins, PhD (MIT)

Theoretical phonology and morphology; Salish languages; language revitalization; Slavic languages

John H. Esling, PhD (Edinburgh)

Articulatory and auditory phonetics; sociophonetics; second language acquisition

Li-Shih Huang, PhD (Toronto)

Applied linguistics; second language acquisition; English for academic purposes; language learning and use strategies; sociocultural theory

Hua Lin, PhD (Victoria)

Chinese linguistics; phonology; applied linguistics; second language acquisition

Hossein Nassaji, PhD (Toronto)

Applied linguistics; second language acquisition; discourse analysis; second language literacy

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

Lorna Williams, PhD (Tennessee)

First Nations ancestry; Indigenous education; languages, cultures, and traditions

Emeritus

Thomas E. Hukari, PhD (Washington)

Grammatical theory; syntax; morphology; Salish languages

Joseph F. Kess, PhD (Hawaii), FRSC

Psycholinguistics; sociolinguistics; Asian and Pacific languages

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, especially as this applies to syntactic theory, morphological theory, phonological theory, experimental phonetics and sociolinguistics. The Department has notable strengths in languages of the Pacific Rim and Indigenous languages of Western North America, including issues of language endangerment.

The Department also offers a program of study and research leading to the degree of Master of Arts in Applied Linguistics in the areas of second language acquisition (SLA) and second language teaching methodologies.

Facilities

The department has an extensive phonetics laboratory as well as rooms with work stations for students and research assistants, and technical support for projects.

Financial Support

Linguistics 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

General

Applicants from other than Canadian universities must arrange to take the GRE (Graduate Record Examination) and submit the results to the Graduate Admissions and Records Office 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 16. The Department requires minimum scores as follows for applicants for whom the test is required. For the MA in Applied Linguistics, the Department requires 600 on the paper-based test or 250 on the computer-based test. Otherwise, the Department requires 580 on the paper-based test or 237 on the computer-based test.

Although it is possible to enter the program at any entry point listed on page 15, 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.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between six and eight students are admitted to the program each year.

Admission to the MA in Applied Linguistics

Admission to the program requires a bachelor's degree, preferably in Linguistics or Applied Linguistics, or a bachelor's degree with a Diploma in Applied Linguistics, or equivalent, with a minimum overall average of B+ (6.00 GPA) in the final year's work.

Admission to the MA Program

Admission to the program requires a bachelor's degree, preferably in Linguistics, with a minimum overall average of B+ (6.0 GPA) in the final year's work. Students without the necessary background in Linguistics may be considered for admission upon completion of LING 410A and/or LING 440 or equivalent with First Class standing.

Admission to the PhD Program

Applicants for admission to the PhD program will normally hold a master's degree in Linguistics with an A- average (7.0 GPA) on master's level course work. Applicants should submit one representative piece of written work, often the MA thesis or part of it. See also "Faculty of Graduate Studies regulations", page 23.

Deadlines

All domestic applications must be complete by January 15 for admission the following September. International applications must be complete by December 15, one month earlier. Applications submitted by these deadlines are considered for the Graduate Fellowships, which are awarded to incoming students each year by the University, and for other sources of funding within the Department.

PROGRAM REQUIREMENTS

Requirements Common to All Graduate Degrees in Linguistics

The programs of all graduate students in linguistics include course requirements, a language requirement (except for the MA in Applied Linguistics), 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 major research paper/thesis/dissertation proposal to the supervisory committee and in the case of a thesis or dissertation, present it to the University in its final form.

MA in Applied Linguistics Program Requirements

The Department offers two 15-unit programs, one with thesis and the other without, leading to the MA in Applied Linguistics degree. The programs are designed to provide advanced graduate training in theories and research in the areas of second language acquisition (SLA) and the practice of second language teaching methodology.

Course Requirements in both the thesis and the non-thesis option include the following:

Two core courses in applied linguistics:

LING 574 and LING 5753.0

Two core courses in linguistics:

Syntax (LING 410A or LING 503)1.5

Phonology (LING 440 or LING 505)1.5

Three units of electives in the thesis option and six in the non-thesis option, drawn from the following courses:

LING 500, LING 509, LING 570, LING 573, LING 576, LING 577, LING 586, LING 595, LING 596

Non-thesis students may include 1.5 units from relevant courses in other departments determined in consultation with the student's supervisor.

Non-thesis students complete LING 598 (3.0 units) Major Research Paper and thesis students complete LING 599 (6.0 units) MA Thesis.

Program Length

Students are expected to complete a non-thesis MA in Applied Linguistics in one to two years.

Students in the thesis program are expected to complete it in two years.

MA Program Requirements

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 5053.0

Three other graduate-level courses4.5

One other course at the 300, 400, or 500 level1.5

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 the language requirement for PhD students (described below) for one language. For master's students going on to the PhD at the University of Victoria, the master's requirement will satisfy one language for the PhD requirement.

Thesis

Students will present and defend a thesis proposal. The thesis work in LING 599 is normally awarded 6.0 units of credit. Students must defend their thesis orally as part of program requirements.

Program Length

Students are expected to complete the program in two years.

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, (1.5 units each) are required; other courses are determined jointly by a student and the supervisor. LING 503

and LING 505 (1.5 units each) 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 23). 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 their research program by ensuring that they have the ability to read linguistic literature in, or have sound knowledge of, two languages other than English. Ideally, students must choose languages relevant for their research, in consultation with their supervisor, to satisfy this requirement.

The requirement for each language is considered satisfied when the student:

1. demonstrates reading proficiency in the language (assessed by a 2-page translation);
2. speaks the language natively;
3. has been educated in the language selected;
4. has an undergraduate major in the language;
5. has successfully completed a minimum of the equivalent of 4.5 units of university level courses in the language, with a least a second class (B-) average; or
6. has passed the equivalent of a 3-unit upper-division reading course in the language.

Other mechanisms for assessing the language requirements for special cases may be established. In such cases, however, the student is responsible for submitting a proposal to the graduate advisor prior to fulfilling the requirement. The graduate committee is then responsible for accepting or refusing the proposal, by considering the relevance of the language chosen to the student's research and the pertinence (and practicality) of the evaluating process suggested.

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 23).

Program Length

Normally, students are expected to complete the program in three to five years.

Co-OPERATIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for MA and PhD students. MA students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Interested students should contact the Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Mathematics and Statistics

GENERAL INFORMATION

Contact Information

Department of Mathematics and Statistics
Location: Clearihue D240

Mailing Address:

P.O. Box 3045 STN CSC
Victoria, B.C. V8W 3P4
Canada

Courier Address:

Clearihue Building D-240
3800 Finnerty Road (Ring Road)
Victoria, B.C. V8P 5C2
Canada

Telephone Number:(250) 721-7437

Fax Number:(250) 721-8962

E-mail: office@math.uvic.ca

Website: <www.math.uvic.ca>

Chair: Dr. Gary MacGillivray

E-mail: chair@math.uvic.ca

Phone:(250) 721-7436

Graduate Adviser: Dr. John Phillips

E-mail: gradadv@math.uvic.ca

Phone:(250) 721-7450

Graduate Secretary: Bethany Smith

E-mail: gradsec@math.uvic.ca

Phone:(250) 721-7437

Faculty Members and Areas of Research

Martial Agueh, PhD (Georgia Tech)

Mass transport theory, partial differential equations, geometric inequalities

Christopher J. Bose, PhD (Toronto)

Dynamical systems, ergodic theory

Richard Brewster, PhD (Simon Fraser)

Graph theory, discrete mathematics, theoretical computer science

Ryan Budney, PhD (Cornell)

Homotopy theory, knot theory

Laura Cowen, PhD (Simon Fraser)

Statistical ecology and capture-recapture models

Florin N. Diacu, PhD (Heidelberg)

Celestial mechanics, chaos, dynamical systems, mathematical physics, history and philosophy of mathematics

Peter Dukes, PhD (Caltech)

Combinatorics

Roderick Edwards, PhD (Victoria)

Neural networks, mathematical physiology

Heath Emerson, PhD (Penn State)

Operator algebras, index theory, hyperbolic groups

Jing Huang, PhD (Simon Fraser)

Graph theory, algorithms and complexity

Reinhard Illner, PhD (Bonn)

Mathematical physics, partial differential equations, applied mathematics

Boualem Khouider, PhD (Montréal)

Numerical analysis, partial differential equations, climate modelling

Marcelo Laca, PhD (Calif, Berkeley)

Operator algebras, noncommutative geometry

Mary L. Lesperance, PhD (Waterloo)

Statistical inference, biostatistics, industrial statistics

Gary MacGillivray, PhD (Simon Fraser)

Graph Theory, discrete mathematics, theoretical computer science

Fausto Milinazzo, PhD (British Columbia)

Numerical solutions of partial differential equations

Robert V. Moody, PhD (Toronto)

Algebra

Christina Mynhardt, PhD (Rand)

Graph theory

Farouk Nathoo, PhD (Simon Fraser)

Spatial statistics

William E. Pfaffenberger, PhD (Oregon)

Functional analysis, operator theory

John Phillips, PhD (Oregon)

Operator algebras, noncommutative geometry

Ian F. Putnam, PhD (Calif, Berkeley)

Operator algebras, topological dynamics

Anthony N. Quas, PhD (Warwick)

Ergodic theory and dynamical systems

William J. Reed, PhD (British Columbia)

Stochastic modelling and statistics, especially in biology, economics and resource management

Ahmed R. Sourour, PhD (Illinois)

Functional analysis, operator theory, linear algebra

Mak Trifkovic, PhD (Harvard)

Number theory, elliptic curves

Min Tsao, PhD (Simon Fraser)

Statistics

Pauline van den Driessche, PhD (Wales)

Mathematical models in biology, combinatorial matrix analysis

Jane (Juan-Juan) Ye, PhD (Dalhousie)

Optimization and optimal control via nonsmooth analysis

Julie Zhou, PhD (Alberta)

Statistics

Francis Zwiers, PhD (Dalhousie)

Atmospheric Science

Degrees and Specializations Offered

The Department of Mathematics and Statistics offers graduate programs leading to the degrees of Master of Arts, Master of Science and Doctor of Philosophy.

The Department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. Approval to participate in graduate co-op is at the discretion of the Department. Work opportunities are negotiated through the Mathematics and Computer Science Co-operative Education co-coordinator.

All graduate students are governed by the Departmental regulations in force at the time of the student's initial graduate registration. Stu-

dents are responsible for becoming familiar with other regulations of the University and by the Faculty of Graduate Studies regulations as outlined in the Calendar.

The Department of Mathematics and Statistics emphasizes the following areas (in alphabetical order):

- Applied Mathematics, Mathematical Physics, Differential Equations
- Combinatorics and Graph Theory
- Operator Algebras, Operator Theory, Functional Analysis, Dynamical Systems
- Statistics

Facilities

Located in the historic Clearihue Building, the Department of Mathematics and Statistics offers graduate students shared office space with a quaint early 60's institutional aesthetic of concrete and linoleum. The area around the building is also home to some of the friendliest rabbits on campus, so make sure to take advantage of that. Students have access to the department's computing facility, which includes several workstations with a wide array of mathematics and statistics related software, and the McPherson Library houses a vast collection of reference material, mathematical and otherwise. Each and every student gets an account on the departmental computer system and access to the department printers and FAX machine, a PIN for the photocopier and one hundred (100) FREE copies per term, and a mailbox with full mail privileges. We also have a variety of equipment for your document processing needs, including a color laser printer and scanners. Depending upon availability, every graduate student is allocated a desk. Take your lunch in the verdant beauty of the courtyard or play a game of chess in our cozy common room. And don't forget to try a beverage of your choosing from our fabulous coffee machine, reasonably priced at 75 cents to \$1.25.

Financial Support

Every graduate student admitted to the Department is considered for University and Department fellowships. Financial assistance is also available from the following sources:

Natural Sciences and Engineering Research Council of Canada Postgraduate Fellowships

These are available to Canadian Citizens or Permanent Residents only.

Their value is currently \$17,300 per annum for PGS Master's, \$17,500 per annum for CGS Master's, \$21,000 per annum for PGS Doctorate, and \$35,000 per annum for CGS Doctorate. Students can apply through the University in September (or directly to NSERC by December) of the year preceding the tenure of the fellowship. Details are available in the Department office.

University of Victoria Fellowships

Their value is up to a maximum of \$13,500 per annum (master's) or \$15,000 per annum (PhD). Students applying for admission can also apply for a fellowship on the last page of the admission application; continuing students can obtain details from the graduate adviser.

A grade point average of at least 7.0 (A-) is necessary.

Department Fellowships

Individual faculty may support graduate students from their own research grants.

Teaching Assistant 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

Students are normally admitted in September or January. Summer session courses are not generally offered.

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 section "Upgrading for Admission to Graduate Study" (page 17) or "Enhanced Programs" (page 17).

For a master's 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).

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

Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar).....	1.5
MATH 599 (Thesis).....	6.0
MATH or STAT courses at 500 level	4.5
MATH or STAT courses at 400 level or above ...	3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis

Thesis (6 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least three members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination

The Supervisory Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

Master's Program in Statistics – Thesis Option

Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar).....	1.5
STAT 599 (Thesis).....	6.0
MATH or STAT courses at 500 level	4.5
MATH or STAT courses at 400 level or above ...	3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Thesis

Thesis (6 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee of at least three members, including the student's academic supervisor, who also acts as chairperson of the committee.

Oral Examination

The Examining Committee examines the thesis and conducts a final oral examination of the candidate on the thesis. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

Master's Program in Statistics – Non-Thesis Option

Course Requirements

Each master's student must complete a minimum of 15 units, with the following requirements.

MATH 585 (Graduate Seminar).....	1.5
STAT 598 (Project).....	3.0
MATH or STAT courses at 500 level	7.5
MATH or STAT courses at 400 level or above ...	3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

Final Project

Final project (3 units) must be defended in a final oral examination.

Other Requirements

Each master's student is under the direction of a Supervisory Committee chaired by the student's academic supervisor and having at least one other member.

Oral Examination

The Examining Committee examines the project and conducts a final oral examination of the candidate on the project.

Program Length

One to two years (generally two years); a minimum of five full fee installments is required.

PhD Program

Course Requirements

Students admitted into the PhD program are required to complete a minimum of four graduate courses, including at most one seminar course, totaling 6 units. Students entering the program without a master's degree must complete a minimum of eight graduate courses, including at most one seminar course, totaling 12 units.

Candidacy

All students are required to pass a candidacy examination consisting of three parts in distinct areas within the first two years of study.

Other Requirements

A PhD student's Supervisory Committee may require the student to demonstrate a reading knowledge of one foreign language (French, German or Russian). For each PhD student there shall be a Supervisory Committee of at least four members, chaired by the student's academic supervisor, with at least one committee member from outside the Department of Mathematics and Statistics. The committee members must be approved by the Dean of Graduate Studies and are normally members of the Faculty of Graduate Studies.

Dissertation

A dissertation of original, publishable research is required.

Oral Examination

The Examining Committee examines the dissertation and conducts a final oral examination of the candidate on the dissertation. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

Program Length

Three to four years.

CO-OPERATIVE EDUCATION

The Department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. Approval to participate in graduate co-op is at the discretion of the Department. Work opportunities are negotiated through the Mathematics and Computer Science Co-operative Education co-ordinator. Two 4-month work terms are required for Co-operative Education designation for a master's student, and three 4-month work terms are required for Co-operative Education designation for a PhD student. The program length is normally extended by the duration of the Co-op work terms(s).

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 <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),
Room 548

Mailing Address:
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada

Courier Address:
3800 Finnerty Rd.
EOW Building, Room 548
Victoria, BC V8W 3P6
Canada

Telephone Number:.....(250) 721-8921
Fax Number:(250) 721-6051

E-mail: mechgrad@me.uvic.ca
 Website: <www.me.uvic.ca/graduate/>
 Chair: Zuomin Dong
 E-mail: zdong@me.uvic.ca
 Phone: (250) 721-8900
 Graduate Adviser: Henning Struchtrup
 E-mail: struchtr@me.uvic.ca
 Phone: (250) 721-8916
 Graduate Secretary: Dorothy Burrows
 E-mail: mechgrad@uvic.ca
 Phone: (250) 721-8921

Faculty Members and Areas of Research

Majid Bahrami, PhD (Waterloo), Assistant Professor

Microelectronics Cooling, Multi-Scale Heat Transfer and Fluid Flow, Contact Mechanics.

Colin Bradley, PEng, 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

Daniela Constantinescu, PhD (British Columbia), Assistant Professor
 Haptics, Robotics, Mechatronics, Dynamics, Control

Curran Crawford, PhD (Cambridge), Assistant Professor
 Multi-Disciplinary Design, Energy Systems, Wind Turbine Optimization.

Nikolai Dechev, PhD (Toronto), Assistant Professor
 Solid Mechanics, MEMS Design, Robotics and Automation, Mechatronics, Bio-Medical Design, Mechanism and Machine Design

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

Zuomin Dong, PEng, PhD (SUNY, 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, PEng, PhD (Birmingham), Associate Professor
 Materials Processing, Electron Microscopy, Electron Holography, Confocal Holography

Peter Oshkai, PhD (Lehigh), Assistant Professor
 Unsteady Flows, Flow-Acoustic Coupling, Microfluidics, Fuel Cell Technology, Free-Surface Flow Interaction with Submerged Structures, Vortex Systems in Shallow Water

Edward J. Park, PhD (Toronto), Assistant Professor
 Active Structural Control, Robotics, Control Applications of Smart Materials and MEMS, Biomaniplulation 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
Andrew M. Rowe, PEng, PhD (Victoria), Assistant Professor

Cryogenics, Energy Systems, Thermodynamics
David Sinton, PEng, PhD (Toronto), Assistant Professor

Microfluidics, Lab-on-chip technologies, Fluid Flow and Heat Transfer in Microstructures

Henning Struchtrup, PEng, Dr-Ing (Tech Univ Berlin), Associate Professor

Equilibrium and Non-Equilibrium Thermodynamics, Kinetic Theory of Gases, Transport Processes, Continuum Mechanics

Afzal Suleman, PEng, PhD (British Columbia), Professor

Computational and Experimental Structural Dynamics, Multi-disciplinary Design Optimization, Fluid-Structure Interaction

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, PEng, PhD (Victoria), Professor
 Renewable Energy Systems, Mechatronic Systems, Piezoelectric Sensors, Finite Element Analysis

Degrees and Specializations Offered

MEng, MASC, and PhD in Mechanical Engineering.

Facilities

The Department of Mechanical Engineering together with the associated Institute for Integrated Energy Systems (IESVic) and the Centre for Advanced Materials Technology (CAMTEC) has excellent research facilities. These include extensive computational hardware and software, an advanced manufacturing laboratory with a four axis machine centre, a two axis lathe, a co-ordinate measuring machine, a comprehensive robotics and vision technology laboratory, a versatile material testing machine, crystal growth and characterization facilities, a spray research apparatus, a water channel with laser Doppler velocimetry, a cryofuels laboratory, an adaptive optics laboratory, and a transportation fuel cell systems laboratory. The laboratories are well equipped with state-of-the-art measuring equipment.

Financial Support

Normally MASC and PhD students are provided with financial support from faculty research funds for the first year. Subject to satisfactory performance and the availability of funding, financial support may be renewed. 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 <www.uvic.ca/grad/add/fund/fund.htm> for additional funding information. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

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 or 90 on the Internet-based test (the minimum score for each section is Writing: 23; Speaking: 23; Reading: 20; Listening: 20). A minimum acceptable IELTS score is 7.0. Even with passing TOEFL/IELTS scores, students may be required to take English language courses in addition to their other course work.

The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between 14 and 20 students are admitted to the program each year.

On-line applications may be submitted by following the links from <web.uvic.ca/gradstudies/prospective/application.html>. If an applicant is unable to successfully submit an application on-line, domestic and international application forms may be downloaded from the web at the same address and should be sent directly to the Graduate Admissions and Records Office when completed. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

Additional information about graduate studies in the Department of Mechanical Engineering is available at: <www.me.uvic.ca/graduate>.

Admission To Master's Programs

Applicants will normally hold an undergraduate degree in Mechanical Engineering. The minimum requirement for admission to the MEng or MASC is a B+ (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work.

Admission to the PhD Program

The minimum requirement for admission to the doctoral program is a master's degree in science or engineering. In exceptional cases, a student registered for a master's degree in the Department of Mechanical Engineering may be allowed to transfer to the doctoral program without completing the master's program.

Deadlines

Entry points to the Department are September, January and May. International applications received after the University's deadlines may be accepted by the Department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

PROGRAM REQUIREMENTS

The supervisory committee, in consultation with the student, determines the program of study for each student. The supervisory committee may decide that additional course work is required. The program may also include senior undergraduate courses after assessment of the background strengths and deficiencies of the student.

Master 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. Typically, the Department of Mechanical Engineering MEng students are expected to complete program requirements within 24 months.

Master of Applied Science – Thesis Option

The work leading to the degree of MASc provides an opportunity for the student to pursue advanced studies and to carry out research or undertake creative design in a field of mechanical engineering under the supervision of a member of the Department's graduate faculty.

Course Requirements

The program consists of a minimum of 18 units, normally with not less than 9 units of graduate course work and a thesis (MECH 599).

Required course work is subject to the approval of the Department.

Other Requirements

The program allows for a maximum of two Directed Studies courses (MECH 590), of which only one may be directly related to the thesis topic.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

All MASc students are required to give a seminar (MECH 595) on their thesis research during the second year of the program. The seminar has no unit value.

Thesis

The thesis (MECH 599) for the MASc program is typically equivalent to 9 units. The topic of the thesis is subject to the approval of the Department.

Oral Examination

MASc students will be required to defend their completed thesis in a final oral examination which is open to the public.

Program Length

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering MASc students are expected to complete program requirements within 24 months. Normally, financial support will not be continued beyond this time limit.

Doctor of Philosophy

The objective of the PhD program is the accomplishment of independent and original research work leading to significant advancement of knowledge in the field of mechanical engineering. All PhD students will be under the supervision of a member of the Department's graduate faculty.

Course Requirements

The program for a student with a master's degree is a minimum of 33 units, normally with not less than 6 units of approved course work and a dissertation (MECH 699).

A student transferring from a master's program to the doctoral program is required to complete a program of at least 45 units. This program includes a minimum of 18 units of approved courses and a dissertation (MECH 699). For those students transferring from a master's program, credit will normally be given for courses already completed.

Required course work is subject to the approval of the Department.

Comprehensive Exams

Department of Mechanical Engineering does not normally require comprehensive examinations.

Candidacy

Within 18 months of registration, a PhD student must submit a written dissertation research proposal, defining the research topic, the goals of the research and the methodology to be used. The PhD student is required to pass an oral candidacy exam before their supervisory committee. The supervisory committee will question the candidate to determine that the candidate has the appropriate background knowledge and skills to undertake the proposed dissertation project, and that the project is likely to lead to results suitable for a PhD dissertation.

Other Requirements

Candidates who hold a master's degree from a university outside Canada or the United States will normally be required to complete at least 9 units of courses.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

The program allows for a maximum of one Directed Studies course (MECH 590).

Normally, all PhD students are required to give two seminars (MECH 695) on their thesis research within 16 months and 34 months of registration. These seminars have no unit value.

Dissertation

The dissertation (MECH 699) for the PhD program is typically equivalent to 27 units. The topic of the dissertation is subject to the approval of the Department.

Oral Examination

PhD candidates will be required to defend their completed dissertation in a final oral examination which is open to the public.

Program Length

The program length is determined by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering PhD students are expected to complete program requirements within 36 months. Normally, financial support will not be continued beyond this time limit.

Co-Operative Option

The Department participates in the Co-operative Education Program of the Faculty of Graduate Studies. Under this program, an MEng or MASc student normally spends the first year of the program on course work. The second year is spent working at a paid research-related position in either industry or government. During the third and subsequent years, the student alternates between the University and the place of work to complete the research and write and defend the thesis.

Under exceptional circumstances, when it is quite evident that the industrial work periods form an essential and integral part of a student's thesis project, a PhD student may participate in the co-operative graduate program.

Participation in the co-operative program requires:

1. acceptance of the student by a suitable sponsoring organization
2. the organization's agreement to allow the publication of the student's research findings in the open literature

As an integral part of the graduate program, students are normally required to undertake teaching or research assistantships within the Department.

School of Music

GENERAL INFORMATION

Contact Information

School of Music
 Location: MacLaurin Building, Room B102
 Mailing Address:
 PO Box 1700 STN CSC
 Victoria, BC V8W 2Y2
 Canada
 Courier Address:
 MacLaurin Building B102
 Victoria, BC V8W 2Y2
 Canada
 Telephone Number:(250) 721-7903
 Fax Number:(250) 721-6597
 E-mail: musi@finearts.uvic.ca
 Website: <www.finearts.uvic.ca/music/>
 Director: Dr. Gerald King
 E-mail: musdir@finearts.uvic.ca
 Phone:(250) 721-7901
 Graduate Adviser: Dr. Michelle Fillion
 E-mail: mfillion@uvic.ca
 Phone:(250) 721-7906
 Graduate Secretary: Linda Sheldon
 E-mail: musi@finearts.uvic.ca
 Phone:(250) 721-7902

Faculty Members and Areas of Research

Daniel Péter Biró, PhD (Princeton)
 Composition, music theory, ethnomusicology
 Benjamin Butterfield
 Voice
 Christopher Butterfield, MA (SUNY, Stony Brook)
 Composition, theory
 John A. Celona, PhD (Calif, San Diego)
 Composition
 Eugene Dowling, MM (Northwestern)
 Tuba, euphonium, trombone, aural skills
 Alexander Dunn, PhD (Calif, San Diego)
 Guitar
 Ann Elliott-Goldschmid, BM (Boston)
 Violin, chamber music
 Michelle Fillion, PhD (Cornell)
 Musicology, music theory
 Hugh Fraser
 Jazz studies
 Pamela Highbaugh Aloni, MM (Indiana)
 Cello, chamber music
 Joanna Hood, MM (Indiana)
 Viola, chamber music
 Kurt Kellan (Indiana)
 Horn, chamber music
 Gerald King, EdD (Brigham Young)
 Conducting, Wind Symphony, music education
 Patricia Kostek, MM (Michigan State)
 Clarinet, woodwind techniques
 Harald M. Krebs, PhD (Yale)
 Music theory (tonal and rhythmic structure in 19th- and early 20th-century music)
 May Ling Kwok, MM (Indiana)
 Piano

Susan Lewis Hammond, PhD (Princeton)
 Music history, musicology
 Bill Linwood, BMus (Indiana)
 Percussion, percussion techniques
 Bruce More, DMA (Yale)
 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
 Eva Solar-Kinderman, Perf Dipl (Vienna)
 Piano
 Sharon Stanis, MM (Indiana)
 Violin, chamber music
 Bruce Vogt, MMus (Toronto)
 Piano
 Susan Young, MMus (Calgary)
 Voice, aural skills

Degrees and Specializations Offered

The School of Music of the University of Victoria offers programs leading to the degrees of Master of Music in Performance and in Composition, Master of Arts in Musicology and in Musicology (with Performance), and Doctor of Philosophy in Musicology.

Facilities

The School of Music is housed in its own building, completed in 1978. It contains 40 practice rooms plus larger rehearsal rooms and teaching studios. It also contains the Phillip T. Young Recital Hall with superb acoustics, where all solo and chamber music performances are held. The School's large ensembles (Orchestra, Chorus, Wind Symphony) rehearse in the 1300-seat Farquhar Auditorium at the University Centre. Both halls have fully professional digital recording facilities. Students are encouraged to participate in School of Music performance groups, such as the University Chorus, Chamber Singers, Sonic Lab, Orchestra, Wind Symphony, and chamber ensembles. String chamber ensembles are coached by members of the Lafayette String Quartet, in residence at the School of Music. The McPherson Library has one of the major music collections in Canada. It covers a broad spectrum of areas, from the medieval period to the twentieth century, including world music and jazz. Currently there are over 70,000 volumes of scores and books and over 300 serial subscriptions, both electronic and in print. There are also over 40,000 sound recordings in the collection, spanning the recording age from 78's to compact discs. Special areas of interest include Beethoven (books, scores, facsimiles), British music, and twentieth-century American music, with a large collection of jazz on 78's.

In 2008 the music and audio collection is scheduled to move into the new Bessie Brooks Win-

spear Media Commons. This centre will house the media collections (compact discs, microforms and videos), the music reference collection, and scores. This facility will also include state-of-the-art listening and media production rooms, as well as areas for study and research.

Three digital music studios are housed in the School of Music building, providing integrated, state-of-the-art workspaces for students and faculty to investigate, create, and study music and music technology. They have been designed to integrate completely, allowing projects to move from studio to studio as necessary. The main Recording Studio is attached to the Phillip T. Young Recital Hall. It provides archival, audition, and production recording services for students, faculty, and the community. Twenty-eight microphone lines are available between the stage and recording booth. A Yamaha 01V96kHz console is augmented with Millennia Media microphone pre-amps and a Mytek analog-to-digital converter. A Digidesign 002 and Tascam DVRA-1000 are used for recording. Monitoring is provided by Dynaudio speakers and Bryston power amplification. Studio Two is a post-production and editing suite that also houses the remote recording unit. Two editing systems, Merging Technologies Pyramix and Digidesign Pro-Tools, allow for maximum flexibility and integration with the other studios.

The Computer Music Studio has extensive facilities for digital audio exploration and creation, providing both the latest in software and computer-based digital resources and rare and iconic musical instruments and controllers. A Buchla series 300 analog synthesizer, Korg Wave-drum, and a permanently installed Max Matthews Radio Drum controller form the basic collection that is continually augmented. Pro Tools, Max/MSP, Super Collider, Sibelius, and other music software are installed in the main computer, a 20" G5 iMac. At the centre of the Studio is a Yamaha 01V96kHz, monitored by Mackie HR824 self-powered speakers.

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 up to \$13,500 or \$15,000 for 12 months (for master's and PhD students of high academic standing, respectively). Teaching Assistantships of \$2,000-\$6,000 are available to full-time students in exchange for help with aspects of the academic curriculum in the School, such as keyboard harmony labs, chamber music coaching, recording, directing the listening tutorials of the introductory music history courses, or otherwise assisting with music history and theory courses.

ADMISSION REQUIREMENTS

General

The School of Music gives priority in admissions considerations to students intending to register on a full-time basis.

Applicants to the master's programs must hold a BMus or BA in music from a recognized university, with at least a B+ or 6.0 average in the work

performed in the last two years (or last 30 units) of undergraduate study.

All applicants should submit a one-to-two-page statement outlining their background, their goals as a musician and/or scholar, and their reasons for wishing to pursue their graduate degree at the University of Victoria.

Students admitted to a master's program, and holding a Bachelor's degree from a university other than the University of Victoria, will be required to write a theory placement examination, involving the analysis of compositions from various style periods. The examination will be administered early in September, before classes begin. While the results of the examination will not affect the student's admission into the program, they will determine whether the student must take undergraduate theory courses. Theory courses numbered below 300 cannot be counted toward the course requirements of a master's degree.

Admission To Master's Programs

MA in Musicology

In addition to the standard admission forms, applicants to the Musicology programs should submit two examples of their work in the field of music history, including an honours paper or senior thesis if available.

All Musicology students are required to demonstrate a good reading knowledge of German and French. Reading knowledge of an alternate foreign language may be substituted if necessary to the candidate's intended field of specialization. The applicant's present level of ability in these languages should be indicated in the admission statement.

MA in Musicology (with Performance)

This program is intended for Musicology students who are proficient performers and who wish to continue serious study of their instrument while pursuing musicological research. Applicants for this program are required to submit two written examples of their work in the field of music history as described under the MA in Musicology, and either arrange for an audition or submit a tape as described under the admissions process for the MMus in Performance.

The language requirements are identical to those for the MA in Musicology.

MMus in Composition

Applicants for admission to the MMus in Composition program should submit, in addition to the regular admission forms, copies of scores and CDs or tapes of their recent work in composition.

MMus in Performance

Acceptance to the MMus in Performance requires specialization at an advanced level in a specific performance medium (e.g., violin, piano, voice). Applicants are encouraged to audition in person. The audition repertoire should reflect a level of difficulty and variety appropriate for a graduate program, and be of at least thirty minutes in duration. Interested students are strongly encouraged to contact the School of Music Graduate Adviser or individual instructor by January 15 to discuss appropriate audition repertoire and to book an audition.

If live audition 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 video-tape or DVD as well. Please note however that some instructors may require live audition for acceptance to their class; for additional information please contact the instructor or the Graduate Adviser. Internal candidates may either audition in person or use their BMus graduating recital as their audition, provided that the recital takes place before March 1.

Admission to the PhD Program

Applicants to the PhD Program in Musicology must hold the master's degree in musicology, music history or music theory, or its equivalent, from a recognized university. They must also demonstrate potential for a career in musicology or music scholarship, and have a primary research interest compatible with the areas of specialization of the university's regular faculty.

A good reading knowledge of German, and French or Italian, is required of all applicants to this program. In addition, a reading knowledge of another foreign language may be required, if necessary to the candidate's intended field of specialization. Applicants should submit documentation of their ability in these languages with their applications (e.g., an official memo stating that language examinations were successfully completed). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation prospectus begins.

Applicants are requested to submit two examples of written work, including the master's thesis or the equivalent if available, as well as a personal statement of research interests and professional goals that must demonstrate the suitability of our program to those goals.

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 or dissertation. 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 or dissertation, composition or recital; to act as the core for the examining committee; and, generally, to supervise the student's progress in the program.

Transfer credits for courses towards the master's and doctoral programs taken at other universities will be accepted only in exceptional circumstances. Transfer students should note that the Faculty of Graduate Studies will require them to

pay the same number of fee installments for the degree as other students.

A student registered in the master's program may take up to 3.0 units of undergraduate courses at the 300 level or above; undergraduate credits must be approved by the academic supervisor and relevant to the student's program of study.

The Graduate Adviser administers the graduate program and is the faculty member responsible to the School of Music Director for the administration of graduate studies in the School of Music. The School of Music Graduate Secretary is a valuable source of information about the graduate programs.

In addition to the requirements listed below, graduate students are encouraged to take an active part in the performing groups and musical life of the University, and to participate in the Graduate Colloquium.

MA in Musicology – Thesis Option

The MA in Musicology is an integrated program involving music criticism, analysis, and applied theory as well as cultural and historical study. It offers students close mentoring leading to the development of skills appropriate to a career in musicology.

Course Requirements

Bibliography (MUS 503).....	1.5
Selected Problems in Theory and Analysis (MUS 500).....	1.5
Graduate Forum in Musicology (MUS 533).....	1.5
Thesis Proposal (MUS 589).....	1.5
MA Thesis (MUS 599).....	3.0

6 units of the following Musicology Seminars:

Topics in Musicology Before 1750 (MUS 530).....	1.5
Topics in Musicology After 1750 (MUS 531).....	1.5
Comparative Topics in Musicology (MUS 532).....	1.5
and a minimum of 3.0 units of electives, chosen in conjunction with the academic supervisor from the following*:	
MUS 500, 501, 502, 504, 506, 507, 530, 531, 532, 561, 580, 581, 590 (or approved undergraduate credit)	3.0
Total:	18.0

* Student may also select courses in other disciplines appropriate to the student's research interests. Students are encouraged to select these electives to create a secondary area of concentration in music theory, performance, composition, ethnomusicology, or an area outside music relevant to their thesis work.

Thesis

A substantial thesis is required of all students in the MA in Musicology. The thesis project consists of MUS 589 (Thesis Proposal) and MUS 599 (M.A. Thesis), followed by an oral examination.

The Thesis Proposal is submitted to the academic supervisor toward 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 prepare for 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 term 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, a preliminary draft of the thesis proposal, 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 secondary adviser for the thesis work.

Oral Comprehensive Examination

Full-time students are required to pass a comprehensive oral examination by December of their second year. The exam is designed to prepare students for doctoral work and teaching at the post-secondary level. In consultation with their academic supervisor, candidates develop a total of five topics of inquiry that address a range of approaches to musicology, theory, and analysis. The selection of these research areas generally takes place in the Spring semester of the student's first year, in the context of Music 533: Graduate Forum in Musicology. One of these topics is generally complementary to the student's projected thesis work, while the four remaining topics are expected to represent a variety of historical periods and genres or issues that have not been addressed in his/her coursework and research experience.

Preparation for the Comprehensive Orals involves critical reading, listening and repertoire building, and evaluation of current research in each area; the student is expected to:

1. prepare a select formal bibliography of the most important "classic" and recent scholarship on each topic; this bibliography represents the student's reading list for each area
2. prepare a repertoire list consisting of a select representative sampling of musical literature related to each area, including (where relevant) editions consulted and/or performances selected; this list represents the student's required listening for each area
3. write a 2-3-page summary of the present state of research in each area

4. submit this material to the student's academic supervisor one month before the scheduled Oral Comprehensive

On the basis of the above, the musicology faculty will select three of the student's topics, and prepare a question related to each, which will be presented to the student two weeks before the oral examination. The Oral Comprehensive Examination will be adjudicated by the members of the Musicology faculty, with the student's academic supervisor as chair, and will normally last about 90 minutes. The student will be requested to speak on the three pre-selected questions for about an hour. The remaining time will be devoted to discussion of issues elicited by the research summaries of all five topics, as well as additional questions related to them. Unsuccessful exams may be repeated, once, no later than three months after the first test.

MA in Musicology (with Performance) – Thesis Option

This program is intended for musicology students who are proficient performers and who wish to continue serious study of their instrument. The program is modeled on the MA in Musicology, but reduces the seminar requirement in order to accommodate performance activities.

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
OR an additional 1.5 units of MUS 530, 531, or 532	1.5
Performance Practices (MUS 504)	1.5
*Ensembles, taken each year (MUS 580).....	1.0
OR	
*Chamber Music, taken each year (MUS 581) ..	1.0
Lecture-Recital (MUS 596).....	1.5
Thesis Proposal (MUS 589).....	1.5
Thesis (MUS 599)	3.0
1.5 units of the following:	
Topics in Musicology Before 1750 (MUS 530) ..	1.5
Topics in Musicology After 1750 (MUS 531).....	1.5
Comparative Topics in Musicology (MUS 532) ..	1.5
and a minimum of 1.5 units of electives selected from the following:	
MUS 500, 501, 502, 506, 507, 530, 531, 532, 561, 590 (or approved undergraduate credit)	1.5
Total:	19.0

**Depending upon the student's instrument and upon the needs of the School, the student will be assigned to either MUS 580 or 581 in any given year.*

Other Requirements

The Language Requirement, First-Year Review, Oral Comprehensive Examination, and Thesis requirements are identical to those of the M.A. in Musicology (see above).

Additional requirements are:

- First-year Jury: A jury examination in performance must be taken in April of the first year of study. Results will be considered in First-Year Review.
- Lecture-Recital (MUS 596): Students are required to give a lecture-recital, which usually forms a basis for the written thesis and for the oral defense.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

MMus in Composition – Non-Thesis Option

The program includes private instruction in composition, and courses in musicology and theory. Opportunities are available to work in the School's electronic music studio and to take part in solo and ensemble performance.

Course Requirements

Seminar in Composition, taken each year (MUS 561)	1.5 or 3.0
Individual Instruction, taken in first year (MUS 555).....	3.0
Graduating Composition(s), taken in second year (MUS 598B)	3.0
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
Graduate Forum in Musicology (MUS 533).....	1.5
and a minimum of 3.0 units of electives selected from the following:	
MUS 501, 502, 504, 506, 507, 530, 531, 532, 533, 580, 581, 590 (or approved undergraduate credit)	3.0
Total:	18.0

Final Project

Candidates for the degree are required to complete one or more extensive original compositions (MUS 598B). These works will normally be performed during the final year of graduate study.

The candidate will also submit an analysis paper in addition to the graduating composition. The candidate's academic supervisor will approve the topic of the analysis paper and the graduating composition.

Final Examination

An oral examination will be administered by the supervisory committee a short time after the performance of the candidate's graduating composition(s). The student is required to demonstrate knowledge of the repertoire and major trends of contemporary music composition. Procedures and guidelines are available from the graduate adviser.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All

requirements must be completed within five years (60 months) of the date of first registration.

MMus in Performance – Non-Thesis Option

The candidate's individual program is designed to further growth as a soloist and ensemble participant; in addition to performance-related courses, the program includes study in related areas, such as conducting, performance practices, and music history.

Course Requirements

MUS 580 - Ensembles, taken each year	1.0
MUS 581 - Chamber Music, taken each year	1.0
MUS 545 - Major Instrument Study, taken each year.....	4.0
MUS 598A - Degree Recital	1.5
MUS 503 - Bibliography, taken in first year.....	1.5
and a minimum of 3.0 units of electives selected from the following:	
MUS 500, 501, 502, 504*, 506, 507, 530, 531, 532, 533, 588, 590 (or approved undergraduate credit)	1.5
Total:	18.0

* Note that one of the electives will normally be MUS 504 (Performance Practices)

Final Project

All candidates will perform a final graduating recital (MUS 598A), followed by an oral examination.

Other Requirements

All graduate performance majors are expected to participate in ensembles where appropriate to their instrument, as determined by the Head of Performance and the student's academic supervisor, in each year of their residency. Placement in large and small ensembles will be made according to the student's needs and the needs of the School.

In order to qualify for MUS 545 (Individual Tuition, 4 units), the performance major must be registered as a full-time student, taking a minimum of 9 units of course work within an eight-month period.

Final Examination

An oral examination approximately one hour in duration will be administered by the student's supervisory committee approximately a week after the student's graduating recital and will constitute part of the graduating requirements. The student is expected to demonstrate knowledge of solo and chamber music repertoire for his/her instrument or voice. Procedures and guidelines are available from the graduate adviser.

Program Length

All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration

PhD in Musicology

The PhD program in Musicology is small and selective, offering advanced students the opportunity for intensive directed research in the areas of expertise of its faculty. It emphasizes professional training in research and scholarship.

Given the current character of the discipline, the program encourages interdisciplinary work linking scholarship in music with related humanistic fields relevant to the student's area of research.

Course Requirements

The School requires a minimum of 12 units of course work, usually taken during the first three semesters of study, the successful completion of candidacy examinations, and the writing and defense of the dissertation. Courses will be chosen in consultation with the student's academic supervisor and the supervisory committee.

Normally, the course work consists of 6.0 units drawn from the following:

Topics in Musicology Before 1750 (MUS 530) ..1.5
Topics in Musicology After 1750 (MUS 531).....1.5
Comparative Topics in Musicology (MUS 532) .1.5
Graduate Forum in Musicology (MUS 533).....1.5
and an **additional 6.0 units of electives** in music and other areas relevant to the student's research as determined in consultation with the student's supervisory committee. These may include a maximum of 3.0 units of undergraduate courses at the 300 level or above in a department outside the School of Music, if relevant to the student's area of specialization. With the exception of MUS 421 (Special Topics in Musicology), no credit will be given for undergraduate courses taken in the School of Music.

In addition, students will register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The Dissertation is prepared in conjunction with MUS 699 (PhD Dissertation) on successful completion of the candidacy exams and after the approval of the prospectus (MUS 689). Between 20 and 30 units of credit are awarded for the dissertation.

Comprehensive Examinations

These are taken upon completion of the course work in the PhD program (normally at the end of the first three semesters of full-time studies in the program, and definitely not beyond the second year), and before registration in MUS 699 (PhD Dissertation). The candidacy examinations consist of written and oral components.

The written examination deals primarily with the student's broadly defined area of concentration, including representative musical repertoire, the present state of research in the field, and the cultural and intellectual context of the period. The student will select eight topics related to his/her area of concentration, representing a diversity of disciplinary approaches. The purpose of these topics is to ensure that the student has the knowledge base necessary for completion of the dissertation. The student will also select two additional field topics in music outside the area of concentration, identified and recommended by the advisory committee in conjunction with the first-year review (see below). The student will submit the ten proposed topics to the musicology faculty in the first-year review portfolio.

After approval of the topics, the student will:

1. prepare a select 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, and a statement regarding progress toward completion of the language requirement. 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

- a description of the state of research in the chosen field of study, including specific references to existing published studies, their scope and limitations
- a statement of the research problem(s) upon which the dissertation is to focus, and a summary of the proposed plan of study
- a description of the state of the primary source materials and their immediate availability
- 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 language requirement, 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.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Nursing

GENERAL INFORMATION

The UVic School of Nursing is dedicated to excellence in accessible and innovative undergraduate and graduate nursing education, research initiatives, and professional activities. The School is committed to generating knowledge, advancing the nursing profession and discipline, and enhancing nursing practice to improve health for individuals, families, community, and society. Through collaborative partnerships among educators, students, health practitioners, researchers, and policy developers, we strive to promote health and the conditions that support health and social change.

Our School's faculty are widely recognized for their contributions to the advancement of nursing as a scientific discipline and practice profession through research, leadership, practice, teaching, publications and presentations. A comprehensive listing of nursing faculty is located at <www.nursing.uvic.ca>.

All teaching faculty, as well as students, have the benefit of working with a skilled group of professional and support staff. These individuals help the School to live its philosophy of caring and empowerment.

Contact Information

School of Nursing

Location: HSD Building, Room A402

Mailing Address:

School of Nursing

P.O. Box 1700

Victoria, BC V8W 2Y2

Canada

Courier Address:

School of Nursing

HSD Building, Room A402

3800 Finnerty Road

Victoria, BC V8P 5C2

Canada

Telephone Number:.....(250) 721-7954

Fax Number:(250) 721-6231

E-mail: jnichol@uvic.ca

Website: <nursing.uvic.ca>

Associate Director, Graduate Education:

Dr. Marjorie MacDonald

E-mail: marjorie@uvic.ca

Phone: (250) 472-4265

Graduate Adviser (PhD): Dr. Anita Molzahn

E-mail: amolzahn@uvic.ca

Phone: (250) 721-7958

Graduate Adviser (APL): Dr. Rosalie Starzomski

E-mail: rosestar@interchange.ubc.ca

Phone: (604) 323-5922

Graduate Adviser (NP): Lynn Guengerich

Email: lynnnguen@uvic.ca

Phone: (250) 472-5678

Graduate Secretary: TBA

E-mail: TBA

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

Gweneth A. Doane, PhD (Victoria)

Family and women's health; health promotion; nursing practice education; multidisciplinary practice; family counselling

Elaine Gallagher, PhD (Simon Fraser)

Health of older persons; evaluation research; social support/stress

Virginia Hayes, PhD (California)

The impact of children's chronic conditions on family members and families; family-as-unit research; family centred care; program evaluation; qualitative methods

Marcia Hills, PhD (Victoria)

Health promotion; curriculum development; family health; participatory action research; international health

Marjorie MacDonald, PhD (British Columbia)

Health promotion; community/public health; adolescent health; social and health policy; health program evaluation; advanced nursing practice; primary health care; qualitative research

Karen MacKinnon, PhD (Calgary)

Rural maternity care and perinatal nursing, interprofessional practice and education, the social organization of women's childbearing experiences, Institutional Ethnography

Joan MacNeil, PhD (Wayne State)

Transcultural nursing and development of nursing theory; humanistic care; HIV/AIDS care and clinical management; harm reduction; improving access to services and promoting health for vulnerable populations e.g. homeless, injecting drug users, First Nations, people in developing countries

Janice McCormick, PhD (British Columbia)

Culture of health care; chronic illness; nephrology nursing practice; nursing care of children; qualitative research

Carol McDonald, PhD (Calgary)

The socio-political context of women's health, in particular the experiences of underserved groups such as older women and lesbian women; feminist hermeneutics and interpretive inquiry

Marjorie McIntyre, PhD (Colorado)

Philosophical/historical issues in nursing; feminist critique of women's healthcare practices; hermeneutics

P. Jane Milliken, PhD (Alberta)

Social causes and consequences of illness, mental health; telehealth; aging; grounded theory

Anita Molzahn, PhD (Alberta)

Social psychology of health and illness; quality of life

Deborah Northrup, PhD (Texas)

Nursing theory based research; research methodologies congruent with human science

perspective; exploration of lived experience such as time passing, suffering, facing the unknown

Bernie Pauly, PhD (Victoria)

Nursing ethics; health policy ethics; harm reduction; health inequities; access to health care; homelessness; addiction; HIV/AIDS

Mary Ellen Purkis, PhD (Edinburgh)

Social accomplishment of nursing practice; effects of contemporary health care discourses (health promotion and self care) on nurses' practices; ethnography and discourse analysis

Esther Sangster-Gormley, PhD (Wayne State University)

Primary health care, the role and function of the nurse practitioner in the delivery of primary health care. The acceptance role of the nurse practitioner by patients, physicians and health care administrators, and integration of the role into the health system

Rita Schreiber, DNS (State University of New York)

Women's mental health; depression; psychiatric-mental health nursing; professional misconduct; advanced nursing practice; grounded theory

Laurene Shields, PhD (Oregon)

Community health promotion practices; women's health; participatory practice; critical and feminist research methodologies

Kelli Stajduhar, PhD (British Columbia)

Palliative and end of life care; Family Caregiving; Home Care; HIV/AIDS; Oncology; Vulnerable and marginalized populations; Gerontology; Health services research; Qualitative and quantitative research methods; Mixed method study design; Collaborative, participatory research

Rosalie Starzomski, PhD (British Columbia)

Health care ethics; nursing ethics; health policy; nephrology; organ transplantation; implications of genetic testing

Lynne Young, PhD (British Columbia)

Family influence on individual response to heart-health initiatives; critical qualitative methodology conducted with research programmes that include quantitative approaches

Degrees and Specializations Offered

The School of Nursing offers a number of graduate education opportunities. Students may enroll in one of four options through the School of Nursing directly:

- The PhD in Nursing, on campus
- The Master of Nursing, Advanced Nursing Practice: Advanced Practice Leadership option (APL), by distributed learning
- The Master of Nursing, Advanced Nursing Practice: Nurse Practitioner option (NP), by distributed learning

Nurses with a strong interest in health and social service policy can enroll through the Faculty of Human and Social Development for a Master of Arts through the Studies in Policy and Practice in Health and Social Services Program (see page 126).

Facilities

The University of Victoria School of Nursing is uniquely situated in the Faculty of Human and Social Development. This faculty consists of the Schools of Social Work, Child and Youth Care, Public Administration and Health Information Sciences, as well as the Indigenous Governance Program, the Institute for Dispute Resolution and the Interdisciplinary Studies in Policy and Practice Graduate Program. Additionally, the School of Nursing provides the opportunity to pursue scholarly links with the University Centre on Aging, the Centre for Community Health Promotion Research, the Centre for Youth and Society and the Centre for the Study of Religion and Society. Off campus, we are linked with research centres at the University of British Columbia, including the Institute for Health Promotion Research, the Human Early Learning Partnership and the W. Maurice Young Centre for Applied Ethics. We also have strong research and practice linkages with the Vancouver Island Health Authority, the Vancouver Coastal Health Authority, the Fraser Health Authority, the Interior Health Authority, the Provincial Health Authority and the Ministries of Health Planning and Health Services.

Financial Support

The UVic School of Nursing administers a number of awards to students enrolled in nursing graduate programs at the University of Victoria. Detailed information on these awards and application procedures is available from the UVic School of Nursing website: <nursing.uvic.ca>. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

Faculty support will be available to students in the preparation of applications to major funding agencies. Students are not required to have funding in place when they apply to graduate programs in nursing; however, financial support may facilitate program completion.

Eligibility for nomination for scholarships administered by the School of Nursing will be determined on the basis of individual scholarship criteria, full-time registered status, Grade Point Average (gpa) and in the case of new students, the assessment ratings on application criteria. The nomination for scholarship process is competitive. Nominations are reviewed by professional staff and faculty in the School on an annual basis.

Eligible new MN students will be invited to apply for the Social Sciences and Humanities Research Council (SSHRC) master's award during their first year of study and will be assisted in preparing their applications. This is a competitive process at all levels, beginning with the School of Nursing, the University and finally SSHRC.

Research and teaching assistantships in the School of Nursing are limited and will be publicized to all registered students should they come available.

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 accom-

modation involving nursing practice experiences are the responsibility of the individual student.

Code of Ethics and Standards of Practice

All students must adhere to the Canadian Nurses Association (CNA) Code of Ethics and to the Standards of Practice (or equivalent) of the registered nurses' licensing organization in the jurisdiction in which they are undertaking their practice experience. Students who fail to adhere to these principles may be required to withdraw from the program. Please refer to the HSD Guidelines for Professional Conduct and Regulations Concerning Practica in UVic's Undergraduate Calendar and Professional Conduct and Student Progression, below.

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 CRNBC registration. Students undertaking practice experiences in a jurisdiction outside BC are responsible to ensure they have a Criminal Record Review or equivalent if required by their practice experience agency.

Applicants or students with criminal convictions are advised to contact the appropriate registered nurses' association with regard to specific questions involving criminal convictions and ability to register as a nurse in the jurisdiction in which they are undertaking their practice experience.

Health Insurance Coverage

All students must maintain basic and extended health care coverage throughout the duration of the program.

Immunizations and Current Basic Life Support Certificate

Many agencies require proof of current immunizations and basic life support certification. All costs and responsibilities associated with these are the responsibility of the individual student.

Oath of Confidentiality

Some agencies may require students to take an Oath of Confidentiality.

Regulations Related to Active Practising Registration

In addition to the above requirements, all students must have active practising registration as a Registered Nurse or the equivalent registration for the jurisdiction in which they are undertaking their practice experience. Periodically, information provided by students will be checked. Please note that students studying outside of BC are required to submit verification of active practising registration to the School of Nursing annually. Students studying in the US must also provide proof of current malpractice insurance, annually, for the duration of the program.

Professional Conduct and Student Progression

All students in the School of Nursing must follow the Faculty of Human and Social Development's (HSD) Guidelines for Professional Conduct and Regulations Concerning Practica (see *UVic's Undergraduate Calendar*) and are subject to the provisions of the Canadian Nurses Association Code of Ethics for Registered Nurses, and the College of Registered Nurses of British Columbia (CRNBC) Professional or Practice Standards (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 or Regulations Concerning Practica, the Canadian Nurses Association Code of Ethics for Registered Nurses or the CRNBC Professional or Practice Standards (or the provincial/territorial or state equivalent where the student's practicum is located), the course instructor may then:

- a) restrict activities of the student in the course in such manner as the instructor deems appropriate and/or
 - b) suspend the student's continued participation in the course prior to the course end date, and/or
 - c) assign a failing grade (grade F or N) to the student's performance in the course and report the failure to the Graduate Education Committee.
- ii) The School of Nursing Graduate Education Committee will review a student's enrollment in a nursing practice course (including review of practice appraisals) and/or the nursing degree program where:
 - a) a failing grade (grade of F or N) has been assigned to the student's performance in a course,
 - b) a report has been received that a student has breached the HSD Faculty Guidelines for Professional Conduct or Regulations Concerning Practica, the Canadian Nurses Association Code of Ethics for Registered Nurses or the CRNBC Professional or Practice Standards (or the provincial/territorial or state equivalent where the student's practicum is located).

After receiving a written request from the student, and giving the student an opportunity to be heard by telephone conference call, or in person, the Graduate Education Committee may permit a student to retake a course in which a student has been assigned a failing grade (with or without additional requirements/ conditions), OR require the student to withdraw from the graduate program in which the student is enrolled.

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 website <registrar.uvic.ca/grad> or the School of Nursing website: <nursing.uvic.ca>. Each applicant will be assessed individually by the School of Nursing.

Admission to the PhD Program

All interested applicants are required to contact the PhD Program Coordinator in the School of Nursing before beginning the application process.

Applicants will usually hold a baccalaureate and masters degree in Nursing. Masters degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development.

Applicants will be expected to have achieved a minimum Grade Point Average (GPA) of 7 (or equivalent) on the UVic scale of 9 in their master's program although students who have achieved a GPA of less than 7 and have appropriate work experience and additional credentials may be considered. In keeping with the current regulations of the Faculty of Graduate Studies, there will be no residency requirement per se. Nonetheless, students will be expected to maintain continuous registration throughout the program, which is structured to support them in moving through the requirements within specified time limits.

Direct Admission from UVic MN to PhD

The option of admitting directly from the MN program at UVic to the PhD program is intended for exceptional students who bring capacities and aptitude to be successful in doctoral studies and meet the recommended criteria. Please see the current Calendar or the PhD Program Coordinator for complete criteria and guidelines for applying for admission.

Application Requirements and Deadlines

Application information may be obtained from the Graduate Admissions and Records Office, or website, <registrar.uvic.ca/grad> or downloaded from the School of Nursing website <nursing.uvic.ca>. Applicants must provide two academic references. In addition, the School of Nursing requires the following:

- Evidence of your facility at scholarly writing for example, a published article, a chapter from your Master's thesis or a major paper submitted in a graduate course.
- Curriculum Vitae (see the pdf file: *Guidelines for Curriculum Vitae*.)
- All application materials must be submitted to the Faculty of Graduate Studies by January 15 of each year.
- Short-listed applicants will be invited to participate in a face-to-face or telephone interview.
- Applicants will be notified of admission to the program by March 15 of each year.

Please also check the School of Nursing website for ongoing program updates, <nursing.uvic.ca>.

Admission To Master's Programs

Applicants must usually hold an undergraduate degree in nursing. Usually a B+ average (grade point average of 6.0 on the University of Victoria scale of 9.0) for the last two years of university work is a minimum requirement for admission. Please note that practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point averages in order to calculate on 30 units. Students must provide official verification of active practising registration as a Registered Nurse (or the equivalent in the jurisdiction[s] in which the student is taking the program). Active practising registration must be maintained for the duration of the program. Students registered in the Nurse Practitioner option of the Advanced Nursing Practice program who reside outside British Columbia may be required to become licensed with the College of Registered Nurses of British Columbia. (CRNBC) prior to writing the BC Nurse Practitioner licensure examination. A minimum of two years of relevant practice experience is usually required. As of September 2006, applicants to the Nurse Practitioner program must be residents of British Columbia. Applications from residents outside BC will not be considered.

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 16). Nurse Practitioner applicants will be shortlisted and may be contacted for a face-to-face or telephone interview.

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 (one course only). The School of Nursing limits enrolment to one course prior to application to a graduate program. The course must be specified on the application for non-degree graduate studies, which must be submitted to the Graduate Admissions and Records Office. 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.

Deadlines

The application deadline is December 1 of each year for all MN options, for both domestic and international applicants, and for eligibility for financial support. 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", page 105).

All students admitted to MN distance programs (APL and NP) are expected to attend an onsite orientation to their program prior to program commencement in September. For Nurse Practitioner students, this onsite orientation is in addition to the required two onsite components that occur later in the NP program.

Master of Nursing programs admit part-time students; however, preference will be given to full-time applicants. Students admitted to the programs on a part-time basis may face limitations to their course scheduling and will be required to pay full-time fee installments when registered in courses of 3 or more units. Part-time students may pay more for their program, depending on completion times.

All master's students must complete program requirements within five years of admission to the program.

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

An oral examination on the completed thesis will be required.

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, page 26, under Faculty Academic Regulations for the Faculty of Graduate Studies. Students will usually be required to complete NURA 511, 512 and 513 prior to enrolling in any practice courses.

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) 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 Methods in Nursing

NURA 502 (1.5) Critical Methods of Inquiry

NURA 503 (1.5) Interpretive Methods in Nursing

Thesis (6.0 units)

NURA 599 (6.0) Thesis

Program Length

The process of thesis completion is dependent upon the research topic, type of research undertaken, time available, paid work and family commitments. Students studying full-time 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

An oral examination of the thesis proposal will usually be required, as well as an oral examination on the completed project.

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, page 26, under Faculty Academic Regulations for the Faculty of Graduate Studies. Students will usually be required to complete NURA

511, 512 and 513 prior to enrolling in any practice courses.

Practice Project Option (18.0 units):

Required Core ANP courses (7.5 units)

NURA 511 (1.5) Advanced Nursing Knowledge
NURA 512 (1.5) Experiences of Health, Illness and Healing

NURA 513 (1.5) The Context of Health and Health Care

NURA 514 (1.5) Nursing Ethics for Leadership and Practice

NURA 515 (1.5) Research and Evaluation

Required ANP Concentration courses (6.0 units)

NURA 516 (1.5) Advanced Nursing Practice

NURA 517 (1.5) Nursing Praxis I: Population and Setting of Practice

NURA 518 (3.0) Nursing Praxis II: Population and Setting of Practice

Elective (1.5 units)

Elective (chosen in consultation with the interim supervisor or supervisor)

Practice Project (3.0 units)

NURA 598 (3.0) Practice Project

Master of Nursing, Advanced Nursing Practice: Nurse Practitioner Option – by Distributed Learning (Non-Thesis Option)

The Master of Nursing degree in Advanced Nursing Practice, Nurse Practitioner (NP) option, offered by the University of Victoria School of Nursing, is a practice oriented, theory-based degree that prepares nurses to qualify as family Nurse Practitioners in British Columbia. Graduates of the program will be expert practitioners, leaders and role models in a wide range of primary health care settings. Students will usually be required to complete NURA 511 and 512 prior to enrolling in any practice course and NURA 513 concurrently with the first practice course.

Course Requirements

Students are expected to complete 30.5 units of study, including an onsite program orientation prior to program commencement in September (usually three days in length) and three additional condensed on-site components (usually one two-week and two one-week periods) and a 400-hour (4.5 unit) internship.

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 NP courses (23.0 units)

NUNP 531 (1.5) Body and Mind in Health and Illness

NUNP 532 (1.5) Pharmacological Interventions in Health and Illness

NUNP 540 (1.5) Advanced Assessment and Diagnostic Reasoning Theory (must be taken concurrently

- with NUNP 541 and NUNP 542)
- NUNP 541 (1.5) Advanced Assessment and Diagnostic Reasoning Practice (must be taken concurrently with NUNP 540 and NUNP 542)
- NUNP 542 (0.5) Advanced Assessment and Diagnostic Reasoning Institute (must be taken concurrently with NUNP 540 and NUNP 541)
- NUNP 550 (1.5) Integrated Primary Health Care Theory I (must be taken concurrently with NUNP 551)
- NUNP 551 (3.0) Integrated Primary Health Care Practice I (must be taken concurrently with NUNP 550)
- NUNP 560 (1.5) Integrated Primary Health Care Theory II (must be taken concurrently with NUNP 561 and NUNP 562)
- NUNP 561 (3.0) Integrated Primary Health Care Practice II (must be taken concurrently with NUNP 560 and NUNP 562)
- NUNP 562 (1.5) Integrated Primary Health Care Institute (must be taken concurrently with NUNP 560 and NUNP 561)
- NUNP 537 (4.5) Family Nurse Practitioner Internship
- NUNP 598 (1.5) Evaluation Project

PhD in Nursing, on campus

The goal of the Doctoral Program in Nursing is to prepare nurse scholars to contribute to the disciplinary knowledge development, to demonstrate a critical understanding of works of scholars in the field, and to conduct original research. Programmatic study involves engagement with a variety of philosophical and theoretical perspectives and methodological modes of inquiry with a view to enhancing human health. Graduates will be prepared to launch a program of research that addresses professional nursing practice, policy, or education as a way of enacting their chosen career paths.

PhD in Nursing graduates will be prepared to contribute to nursing knowledge in the following domains:

1. Research: Generating new disciplinary knowledge that informs and guides professional practice.
2. Teaching: Exploring processes of coming to know in relation to nursing knowledge, its influence on professional practice, and its use in research inquiry.
3. Practice: Generating, expanding, and critiquing nursing knowledge for the enhancement of professional practice.
4. Administration: Developing, critiquing, and implementing nursing and health policy in relation to disciplinary growth and professional practice.

Course Requirements

Programs of study are planned in relation to specified foci of nursing scholarship in concert with program design, supervisor expertise, and anticipated contributions to knowledge.

The PhD program requires satisfactory completion of at least 10.5 units of coursework (including a mandatory Dissertation Seminar), candidacy exams, a 30-unit Dissertation, and a final oral examination for a total program requirement of 40.5 units. Students who are not enrolled in the PhD in Nursing program may take only one course in the program with the permission of the instructor in the course.

Required courses

Nursing Science

- NURS 601 (1.5) Philosophy in Nursing
NURS 602 (1.5) Epistemological Discourses in the Study of Nursing

Research

- NURS 604 (3.0) Research Methods for Nursing and Health Care
NURS 680 (1.5-4.5) Special Topics in Research Methods

Seminars

Doctoral seminars provide students with the opportunity to critique proposed, ongoing and completed research in both qualitative and quantitative research. Students will be expected to alternately lead and participate in these seminars. The seminars will be ungraded resulting in a "complete" or "incomplete" on the student's academic record.

- NURS 621 (1.5) Doctoral Seminar in Nursing Scholarship
NURS 622 (1.5) Dissertation Seminar

Candidacy

Candidacy will be held following satisfactory completion of required coursework and within two years of first registering as a doctoral student in the program. Candidacy exams will include both a written and oral component. Students will write two papers approximately 25-30 pages in length, one focused on the substantive area of interest and the other on a chosen research methodology. Following submission of the written candidacy papers, candidates will engage in an oral defense of their written papers.

Dissertation (30 units)

All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.

Elective Courses, Topical Seminars, Research Internship

In consultation with academic advisors and/or dissertation supervisors, students may seek or be required to enroll in additional, elective course work. The number and nature of courses beyond those identified as required will vary according to the student's academic background, research and practice experience, and career goals. Electives in the student's substantive area and research method can be taken from the existing graduate program in the School of Nursing, courses developed by the School, in other Departments or Faculties (in acknowledgement of the interdisciplinary nature of much nursing related research), by directed studies, or offered

at other institutions (perhaps under the Western Dean's Agreement). Opportunities to engage in research internships will be available. You will need to discuss the appropriateness of elective courses with a graduate academic advisor or your supervisor. The following courses may be of interest to students seeking to deepen their appreciation of research within the discipline (NURA 501, NURA 502, NURA 503, NURA 504, NURS 680, NURS 690).

Pacific and Asian Studies

GENERAL INFORMATION

The Department of Pacific and Asian Studies offers graduate programs leading to a Master of Arts degree in one of two streams: Area Studies or Literary and Textual Studies. The MA includes course work and the writing of a Long or Short Thesis. The Department is multidisciplinary and covers China, Japan, Oceania and Southeast Asia. Particular research strengths include gender, national and ethnic identities; contemporary Asian fiction, cinema, popular culture; Chinese and Japanese linguistics; contemporary theatre (Indonesia, Japan); local societies, trade, globalization; Asian-Canadian studies; Oceania studies.

For further information, see the Pacific and Asian Studies departmental website: <web.uvic.ca/pacificasia>

Contact Information

Department of Pacific and Asian Studies
Location: Clearihue, Room C205

Mailing Address:

PO Box 3045, Stn CSC
Victoria, BC V8W 3P4
Canada

Courier Address:

Clearihue, C205
3800 Finnerty, Ring Road
University of Victoria

Telephone Number: (250) 721-7477

Fax Number: (250) 721-7219

E-mail: paciasia@uvic.ca

Website: <web.uvic.ca/pacificasia>

Chair: M. Cody Poulton

E-mail: cpoulton@uvic.ca

Phone: (250) 721-8707

Graduate Adviser: Michael H. Bodden

E-mail: mbodden@uvic.ca

Phone: (250) 721-6272

Graduate Secretary: Joanne Denton

E-mail: paciasia@uvic.ca

Phone: (250) 721-7477

Faculty Members and Areas of Research

Martin Adam, PhD (McGill)

Buddhism, with more general teaching interests in other Asian religious traditions (Hinduism, Jainism Confucianism, Taoism, Shinto)

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

Katsuhiko Endo, PhD (NYU)

Theory of capitalism, history of thought, modern Japan

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

Daromir Rudnyckij, PhD (UC Berkeley)

Indonesia/Southeast Asia. Globalization, religion, transnationalism, ethics, development, Islam, the state

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 of Pacific and Asian Studies endeavours to provide as many of its students as possible with a share of the funds necessary to help support their graduate studies. Available sources of funding include University Fellowships (department receives one per year worth \$13,500, which is often divided between two students), teaching and lab assistantships, several smaller fellowships and awards administered by the Department, and work study positions. Eligibility for funding is based upon GPA in the last two years of undergraduate studies, suitability for teaching assignments, and continued good progress in the student's graduate program. General aid packages offered by the Department have ranged from \$3000 to \$9700 per year, with an average of approximately \$6300 per year. Students receive priority for funding during the first two years of the MA program, though they may receive funds for a third year in some situations.

ADMISSION REQUIREMENTS

Admission To Master's Programs

Candidates for admission to the MA program should have a minimum B+ average in their last two years of undergraduate study and preferably have obtained their undergraduate degree in Asian Studies or a disciplinary field with significant Asia/Pacific-related course work. International students whose native language is not English must also include results from the Test of English as a Foreign Language or equivalent, with a minimum score of 575 (written) or 233 (computer-based).

Deadlines

Applicants from outside Canada must submit their application and all necessary materials by December 15. The deadline for domestic applicants is January 15. Students wishing to be considered for a University of Victoria Fellowship must apply by these deadlines.

PROGRAM REQUIREMENTS

The Department of Pacific and Asian Studies offers graduate programs leading to the degree of Master of Arts. The MA includes course work and the writing of a thesis or major research paper.

Students may choose either a Long Thesis option or a Short Thesis option. Both options require 15 units of work.

Master's – Long Thesis Option

This program requires 6 units of course work and a 9-unit thesis.

Program Requirements

Normally students must complete the following 1.5 unit courses for the Area Studies Stream: PAAS 500, 520, 550 and 590. Normally, students

must complete the following 1.5 unit courses for the Literary and Textual Studies Stream: PAAS 501, 521, 550 and 590.

Other Requirements

In the case of students whose research topic requires them to use original language materials, supervisors may require additional language courses or a period of study overseas either before admission or during the course of the program.

Thesis

In this program, students write a thesis (PAAS 599) of 90-120 pages.

Oral Examination

There will be a final oral examination of the thesis, ideally occurring towards the end of the second year of the student's program.

Program Length

The MA degree generally takes two years to complete, including the thesis, and normally requires the first year of study on campus as a full-time student.

No later than January 31 of the first year of study, the student will have formed her/his supervisory committee in consultation with the student's supervisor.

No later than October 15th of the second year of study, the student will submit his/her thesis proposal to all members of the supervisory committee.

Master's – Short Thesis Option

This program requires 9 units of course work and a 6-unit thesis.

Course Requirements

Normally students must complete the following 1.5 unit courses for the Area Studies Stream: PAAS 500, 520, 550 and 590. Normally, students must complete the following 1.5 unit courses for the Literary and Textual Studies Stream: PAAS 501, 521, 550 and 590. Students may also select from among the following electives: PAAS 580 or PAAS 590 (taught by faculty member other than supervisor). Students may also take one undergraduate 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

The MA degree generally takes two years to complete, including the thesis, and normally re-

quires the first year of study on campus as a full-time student.

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.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Philosophy

GENERAL INFORMATION

The University of Victoria offers a program of study leading to the degree of Master of Arts in Philosophy.

This program has particular strengths in Aesthetics, Applied Ethics, Ethics, Epistemology, Feminist Philosophy, History of Philosophy, Metaphilosophy, Political Philosophy, Philosophy of Religion, Philosophy of Science, Philosophy of Mind, and Philosophy of Language. Applications are particularly welcomed from students interested in these areas. Normally, applicants will have a strong undergraduate degree in Philosophy.

Contact Information

Department of Philosophy

Location: Clearihue, Room B334

Mailing Address:

PO Box 3045 STN CSC
Victoria, BC V8W 3P4
Canada

Courier Address:

Clearihue Building B334
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-7512

Fax Number:(250) 721-7511

E-mail: philweb@uvic.ca

Website: <web.uvic.ca/philosophy>

Chair: Dr. James O. Young

E-mail: joy@uvic.ca

Phone: (250) 721-7509

Graduate Adviser: Colin Macleod

E-mail: cmacleod@uvic.ca

Phone: (250) 721-7521

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

Monika Langer, PhD (Toronto)

European philosophy, existentialism, history
of philosophy and social/political issues

Colin Macleod, PhD (Cornell)

Contemporary political philosophy, ethics, and
philosophy of law

Patrick Rysiew, PhD (Arizona)

Epistemology, early modern philosophy,
philosophy of language and philosophy of
mind/cognitive science

David Scott, PhD (Reading)

Early modern philosophy, history of
philosophy

James Tully, PhD (Cambridge)

Political philosophy, history of political
philosophy, contemporary political philosophy

Scott Woodcock, PhD (Toronto)

Ethics, philosophy of biology

Audrey Yap, PhD (Stanford)

Logic, philosophy of mathematics, history of
mathematics and logic

James O. Young, PhD (Boston)

Philosophy of language, aesthetics and
metaphysics

Jan Zwicky, PhD (Toronto)

History of ideas, metaphilosophy and ancient
Greek philosophy

Degrees and Specializations Offered

The Department of Philosophy offers a program of graduate study leading to the degree of Master of Arts. Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy.

Facilities

The University library holds around 25,000 Philosophy volumes. Currently we have 79 active journal subscriptions, including print and online subscriptions. These holdings are supplemented by the collection of the Department's reading room.

Financial Support

Entering students receive financial packages of at least \$13,500 per year tenable for two years, subject to satisfactory performance. Students must apply by February 1st to be considered for a University Graduate Fellowship. Financial assistance may be available as RAs, TAs, and scholarships subject to Department funding. All eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS

Admission to the Master's Program

The Department of Philosophy normally accepts students for September entry only.

In addition to the admission requirements of the Faculty of Graduate Studies, the Department of Philosophy also requires a copy of the application form, a short sample of written work (about 10 pages) and a statement of the student's philosophical interests by February 1st.

Admission to MA study in philosophy is normally restricted to students with a strong undergraduate degree in philosophy. Students must have a minimum B+ average of the final 30 units of credit (or equivalent) of their Bachelor's degree. The Department requires a minimum score of 580 on the standard TOEFL test for applicants whose native language is not English.

Deadlines

A copy of the application form sent to the Graduate Admissions and Records Office, a short sample of written work (about 10 pages) and a statement of the student's philosophical interests must be received in the Department of Philosophy by February 1st.

PROGRAM REQUIREMENTS

Master's Program

Course Requirements

9 units of course work. When appropriate for a student's program of research, up to 3 units of this course work may be taken in departments other than the Department of Philosophy.

Thesis

Thesis of 9 units (PHIL 599).

Oral Examination

Required.

Program Length

Two years.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Physical Education

GENERAL INFORMATION

The School of Physical Education is an academic department within the Faculty of Education at the University of Victoria. Our mission is to advance knowledge and to prepare professionals in the area of physical activity and health through teaching, research and service. Prospective graduate students can find further information about our School and our programs on our website: <www.educ.uvic.ca/phed/>.

Contact Information

School of Physical Education

Location: McKinnon Building, Room 120

Mailing Address:

School of Physical Education
University of Victoria
PO Box 3015 STN CSC
Victoria, BC V8W 3P1
Canada

Courier Address:

School of Physical Education
University of Victoria
Room 120, McKinnon Bldg
3800 Finnerty Rd.,
Victoria, BC V8P 5C2
Canada

Telephone Number:(250) 721-8373

Fax Number:(250) 721-6601

E-mail: physed@uvic.ca

Website: <www.educ.uvic.ca/phed/>

Director: Dr. Douglas R. Nichols

Email: dnichols@uvic.ca

Phone:(250) 721-8376

Graduate Adviser: Dr. Frederick I. Bell

Email: fbell@uvic.ca

Phone:(250) 721-8382

Graduate Secretary: Norma Alison

Email: nalison@uvic.ca

Phone:(250) 721-6682

Faculty Members and Areas of Research

Frederick I. Bell, Associate Professor, EdD (North Carolina-Greensboro)

Teaching effectiveness in physical education, games teaching, assessment in game and gymnastics.

David Docherty, Professor, PhD (Oregon)

Neuromuscular responses and adaptations to resistance training; *bona fide* occupational fitness testing

Catherine A. Gaul, Associate Professor, PhD (Victoria)

Course Director, Foundations of Medicine, Island Medical Program; pediatric exercise physiology, women and exercise, health benefits of exercise in cancer patients, *bona fide* occupational fitness

Sandra L. Gibbons, Associate Professor, PhD (Oregon)

Moral development through sport/physical education, gender equity in physical education, affective domain in physical education, teaching effectiveness

Timothy F. Hopper, Assistant Professor, PhD

(Alberta)

Action research, teacher education in physical education, personal construct psychology, social constructivism and teaching, qualitative research software, field-based teacher education

Lara Lauzon, Assistant Professor, PhD (Victoria)

Teacher wellness, organizational and workplace wellness, leadership, active health, and media and body image

John Meldrum, Lecturer, MBA (Manitoba)

Management, organizational behaviour, and service quality in sport and leisure organizations. Understanding human relationships and the attachment to people, places and or things in a health, leisure or sport context.

Patti-Jean Naylor, Assistant Professor PhD (Victoria)

Socio-ecological approaches to health promotion, obesity and chronic disease prevention

Douglas R. Nichols, Professor, PhD (Oregon),

Outdoor recreation and leisure for special populations, recreation administration, environmental interpretation

Ryan Rhodes, Associate Professor, PhD (Alberta)

Michael Smith Foundation for Health Research Scholar; Canadian Institutes of Health Research New Investigator; behavioural medicine, psychology of physical activity and sedentary behaviour, social cognitive and personality theories of health behaviour, research methods, and psychometrics.

Vivienne A. Temple, Associate Professor, PhD (Royal Melbourne Institute of Technology)

Physical activity for people with disabilities and disadvantaged groups; inclusive pedagogy, movement skills of children

Geraldine H. Van Gyn, Professor, PhD (Alberta)

Skill acquisition and practice characteristics, cognitive factors in skilled behaviour

Howard A. Wenger, Professor, PhD (Alberta)

Physiological and performance adaptations to acute and chronic maximal exercise, application of physiological principles to elite sport

S. Joan Wharf Higgins, Associate Professor, PhD (British Columbia)

Canada Research Chair in Health and Society; health literacy community-based research; health promotion policy and practice; qualitative research design and methodology; social marketing; determinants of population health.

Lynne A. Wolski, Assistant Professor, PhD (British Columbia)

Exercise hematology and immunology, occupational physiology, development of pre-employment physical abilities tests, children and exercise, exercise prescription

E. Paul Zehr, Associate Professor, PhD (Alberta)

Michael Smith Foundation for Health Research Scholar; 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, gymnasiums, pool, dance studio, resource centre

MacLaurin Building: rehabilitation neuroscience lab, behavioural medicine lab

Financial Support

All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The School of Physical Education cannot guarantee funding although it is our intention that all graduate students in the first two years of their programs could receive some financial support. This may come in several ways.

University Fellowships

Students who have an A- (7.0 on the UVic grading scale) may qualify for a University Fellowship valued at approximately \$12,000.

Sessional Lecturers/Laboratory Instructors/Academic Assistants

These unionized positions are advertised on the notice board near the Physical Education General Office and listed on the Physical Education website: <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.

Academic Income Supplements (AIS)

Students who are employed in positions as described above may receive a subsidy of up to \$4,400 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 Academic Income 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 (April-August).



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 provided on the Graduate Admissions and Records Office website <registrar.uvic.ca/grad>.

Admission To Master's Programs

In addition to the requirements required by the Faculty of Graduate Studies, admission to the master's graduate programs in the School of Physical Education requires an undergraduate degree in physical education or related field. Applicants to the MA and MSc programs should state their specific area of research interest, include a brief statement of academic and career goals, and identify a faculty member as a possible supervisor. MEd Coaching Studies applicants should include a resume of their coaching experience and certification levels.

Deadlines

Applications may be received at any time, but see specific deadline below. Early application is appreciated.

February 15:

- For applicants to the School of Physical Education MSc or MA who are seeking admission the following September.
- For applicants to the School of Physical Education MEd Coaching Studies degree who are seeking admission the following July.

PROGRAM REQUIREMENTS

Master of Arts or Science in Kinesiology (MA or MSc) – Thesis Option

These programs are predicated on the "Inquiry Approach," allowing students to examine issues and questions related to the specific subdiscipline areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A thesis, subject to oral examination, is required.

Program Requirements: Total = 18 units

PE 573	3.0
Two of: PE 580, 581, 582, 583 or 584	3.0
Complementary course(s) in research techniques	1.5-3.0
Electives	3.0-6.0
Thesis (PE 599)	4.5-6.0

Program Length

Usually two years.

Master of Arts in Physical Education (MA) – Thesis Option

This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies. Course work provides the knowledge and skills to complete a required thesis, which is subject to an oral examination.

Program requirements: Total = 18 units

PE 573	3.0
Two of: PE 580, 581, 582, 583, 584	3.0

Complementary course(s) in research techniques	1.5-3.0
Electives	3.0-6.0
Thesis (PE 599)	4.5-6.0

Program Length

Usually two years.

Master of Education in Coaching Studies (MEd) - Non-Thesis Option

This degree provides students with a program of studies with a particular focus on coaching science. This is a summer-based program and is largely course-based. Twelve units of required courses are completed during July /August over two consecutive summers. An additional three units of elective courses must be completed and may be taken off campus. Students also complete two four-month cooperative work terms, a comprehensive exam and a project. It is also possible to complete some of the National Coaching Certification Program (NCCP) level 4/5 tasks during the MEd CS program, which is coordinated through the National Coaching Institute British Columbia (NCI).

Program Requirements: Total = 18 units + 2 work terms (4 units)

PE 570, 572, 574, 575, 576, 577, 578, & 579	12.0
Electives (to be determined)	3.0
Comprehensive Examination (PE 597)	0.0
Project (PE 598)	3.0
Cooperative Work Term (PE 801)	2.0
Cooperative Work Term (PE 802)	2.0

Program Length

Usually two years inclusive of two four-month cooperative education work terms.

Master of Arts in Leisure Service Administration (MALSA) - Thesis OR Non-Thesis Options

This degree is a program of study focusing on administration and management of recreation and leisure service organizations. A major project and comprehensive examination OR a thesis subject to oral examination, are required.

Program requirements

ED-D 560	1.5
PE 561, 562, 563, 573, & 574	7.5
PE 590 (topics to be determined)	4.5-6.0
either:	
PE 597 and PE 598	3.0
or:	
PE 599	4.5
Total	18

Oral Examination

Only with thesis (PE 599) option.

Program Length

Usually two years.

CO-OPERATIVE EDUCATION

Co-operative education is offered as an option to each of the graduate programs in Physical Education with the prior written agreement of the student's faculty supervisor. Co-operative education is a mandatory component of the MEd Coaching Studies program.

Physics and Astronomy

GENERAL INFORMATION

CONTACT INFORMATION

Department of Physics and Astronomy

Location: Elliott Building, Room 101

Mailing Address:

Department of Physics and Astronomy
University of Victoria
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada

Courier Address:

Department of Physics and Astronomy
University of Victoria
3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada

Telephone Number: (250) 721-7700

Fax Number: (250) 721-7715

E-mail: office@phys.uvic.ca

Website: <www.phys.uvic.ca/>

Chair: Dr. J. Michael Roney

E-mail: chair@phys.uvic.ca

Phone: (250) 721-7698

Graduate Adviser: Dr. Chris Pritchett

E-mail: pritchet@uvic.ca

Phone: (250) 721-7744

Graduate Secretary: Joy Austin

E-mail: joya@uvic.ca

Phone: (250) 721-7700

Faculty Members and Areas of Research

Justin Albert, PhD (Princeton)

Experimental nuclear and particle physics

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

Scott C. Chapman, PhD (British Columbia)

Astronomy and astrophysics

Byoung-Chul Choi, PhD (Freie Universit-t Berlin)

Condensed matter physics

Fred. I. Cooperstock, PhD (Brown)

General relativity and astrophysics

Patrick Côté, PhD (McMaster)

Astronomy and astrophysics

David Crampton, PhD (Toronto)

Astronomy and astrophysics

Rogério de Sousa, PhD (Maryland)

Condensed matter physics

James Di Francesco, PhD (Texas)

Astronomy and astrophysics

Harry W. Dosso, PhD (British Columbia)

Geomagnetism

Sara L. Ellison, PhD (Cambridge)

Astronomy and astrophysics

Harold W. Fearing, PhD (Stanford)
Medium energy and particle physics

Laura Ferrarese, PhD (Johns Hopkins)
Astronomy and astrophysics

Christopher J.R. Garrett, PhD (Cambridge)
Ocean physics

Ann C. Gower, PhD (Cambridge)
Astronomy and astrophysics

F. David A. Hartwick, PhD (Toronto)
Astronomy and astrophysics

Hendrik Hoekstra, PhD (Groningen)
Astronomy and astrophysics

Robert E. Horita, PhD (British Columbia)
Geomagnetism and space physics

Werner Israel, PhD (Trinity)
Theoretical astrophysics

Andrew I. Jirasek, PhD (British Columbia)
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

Jody M. Klymak, PhD (Washington)
Physical oceanography

Robert V. Kowalewski, PhD (Cornell)
Experimental particle physics

Michel Lefebvre, PhD (Cambridge)
Experimental particle physics

Robert McPherson, PhD (Princeton)
Experimental nuclear and particle physics

Julio Navarro, PhD (Universidad Nacional de Cordoba)
Astronomy and astrophysics

Arthur Olin, PhD (Harvard)
Experimental nuclear and particle physics

Charles E. Picciotto, PhD (California)
Theoretical nuclear and particle physics

Antoni I. Popescu, PhD (Kentucky)
Medical physics

Maxim Pospelov, PhD (Budker)
Theoretical particle physics and cosmology

Christopher J. Pritchett, PhD (Toronto)
Astronomy and astrophysics

Adam Ritz, PhD (Imperial College, London, UK)
Theoretical particle physics

J. Michael Roney, PhD (Carleton)
Experimental nuclear and particle physics

Thomas J. Ruth, PhD (Clark)
Medical physics

David Schade, PhD (UVic)
Astronomy and astrophysics

Colin D. Scarfe, PhD (Cambridge)
Astronomy and astrophysics

Randall J. Sobie, PhD (Toronto)
Experimental nuclear and particle physics

Geoffrey M. Steeves, PhD (Alta)
Condensed matter physics

Peter Stetson, PhD (Yale)
Astronomy and astrophysics

Don A. VandenBerg, PhD (Australian National University)
Astronomy and astrophysics

Kimberley A. Venn, PhD (Texas-Austin)
Astronomy and astrophysics

Jean-Pierre Véran, PhD (École Nationale Supérieure des Télécommunications - Paris)
Astronomy and astrophysics

Arthur Watton, PhD (McMaster)
Nuclear magnetic resonance in solids and liquids

John T. Weaver, PhD (Saskatchewan)
Geomagnetism

Derek M. Wells, PhD (Clemson)
Medical physics

Jon P. Willis, PhD (Cambridge)
Astronomy and astrophysics

Sergei F. Zavgorodni, PhD (Tomsk, USSR)
Medical physics

Degrees and Specializations Offered

The Department of Physics and Astronomy offers programs of study and research leading to the degrees of Master of Science and Doctor of Philosophy.

Both the MSc and PhD degrees in Physics and Astronomy require a basic knowledge respectively of Physics or Astronomy, in addition to a depth of knowledge in the field of specialization.

Areas of Study

Astronomy and Astrophysics: Faculty research interests include galaxy formation and evolution, clusters of galaxies, large-scale structure, computational astrophysics, galactic structure, stellar structure and evolution, stellar atmospheres, gravitational lensing, binary/multiple stars, and astrometry of comets and asteroids. The Astronomy Group benefits from close relations with the nearby Herzberg Institute of Astrophysics, its staff, telescopes (1.2m and 1.8m), and instrumentation. Faculty and students also have access to Canadian facilities such as the Canada-France-Hawaii 3.6m Telescope, the James Clerk Maxwell mm/submm Telescope, and the Gemini twin 8m telescopes.

Condensed Matter Physics: Condensed Matter Physics is the study of materials and their properties. The main focus at the University of Victoria is on nanoscale physics, in which the physical properties of magnetic, semiconductor and superconducting materials are studied on the nanometer range, that is, a bit larger than the size of individual atoms. Nanoscale physics is a new and rapidly developing field that encompasses both fundamental studies and applications. Current research activities include ultrafast magnetic imaging using modern femtosecond laser techniques, in-situ studies of magnetic properties of both thin film and nanostructured magnetic materials, computational magnetic microscopy, semiconductor spintronics and quantum information, dynamics of superconducting materials on nanometer

length scales, and time-resolved and spin-polarized scanning tunneling microscopy.

Experimental Particle Physics: The particle physics group is engaged in research at facilities around the world and, as one of the designers and builders of the TRIUMF facility in Vancouver, it benefits from interactions with TRIUMF physicists and access to TRIUMF facilities. The current activities of the group include the operation of the BABAR detector at SLAC and analysis of the data collected with it; detector construction and physics studies for the ATLAS experiment at CERN; detector research and development projects associated with the T2K long-baseline neutrino experiment and future e+e linear colliders; 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.

Financial Support

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from \$3,600 to \$4,200 for eight months' work. Additional TA-ships may be available for the summer term. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplements. There are also several awards that provide small numbers of exceptional or financially needy students with additional funds. Please contact the graduate advisor of the department for additional details.

ADMISSION REQUIREMENTS

See <www.phys.uvic.ca/grad/grad.shtml>.

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 must, in addition to the GRE, write the Test of English as a Foreign Language (TOEFL) and submit the scores to the Graduate Admissions and Records Office (see page 16 for Faculty requirements) together with their application forms and GRE results. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.

Admission To Master's Programs (Physics and Astronomy)

UVic Honours degree in Physics or Astronomy or equivalent. Students admitted to the master's program, but with backgrounds judged to be less than that of a UVic Honours degree (e.g., a Major degree), are normally required to take additional undergraduate courses in Physics, Astronomy and Mathematics to satisfy the stated prerequisite.

Admission to the Master's Program (Ocean Physics)

BSc Physics, Physics and Mathematics, Physics and Geology, Geophysics, or equivalent.

Admission To PhD Programs (Physics and Astronomy)

The equivalent of an Honours Physics or Astronomy degree.

Admission to the PhD Program (Ocean Physics)

MSc Physics, Geophysics or equivalent.

PROGRAM REQUIREMENTS

See <www.phys.uvic.ca/grad/grad.shtml>.

Graduate students must maintain a cumulative GPA of at least 5.0 (B), with no individual grade below B-, for all required course work. Grades of C+ or lower are considered unsatisfactory for required courses. Such grades shall be reviewed by the student's supervisory committee, and a recommendation made to the Department Graduate Committee.

(Note: Required courses are those specified by the supervisory committee for the student's program. The student may elect to take additional courses, and these will be identified on the student's transcript as electives.)

A student registered in a graduate program in the Department is normally required to work as a laboratory instructor and/or a research assistant as an integral part of a degree program.

A student registered in a graduate program in the Department is required to register in, and attend, either PHYS 560 or ASTR 560 throughout their period of registration.

The thesis requirement for advanced degrees (PHYS 599 or PHYS 699) applies to all students in the Department, both Physics and Astronomy.

Master's – Thesis Option (Physics)

Program Requirements

A minimum of 9 units of graduate Physics courses with at least 3 units from the core courses PHYS 500, 502A, 502B, 505, 5109.0

Additional courses as required3.0
Seminar PHYS 560

Thesis6.0

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 courses6.0

A minimum 3 additional units, as required3.0
Seminar ASTR 560

Thesis6.0

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 3 units chosen from PHYS 500, 502A, 502B, 505, 510)6.0

Additional undergraduate or graduate courses as required (minimum)3.0

(A student who has not previously taken PHYS 426 or its equivalent would normally take it as part of this requirement.)

Students (admitted to the master's program) not having at least one 1.5 unit senior undergraduate course in each of Electromagnetic Theory and Modern Physics are normally required to complete these courses in addition to the above requirement.

Seminar PHYS 560

Thesis (normally 6 units)6.0

Satisfactory completion of the final oral examination

Total (minimum)15.0

Master's – Thesis Option (Medical Physics)

Program Requirements

PHYS 534, 535, 539, 540, 5456.5

Additional courses, normally at the graduate level. PHYS 515 and 521A are strongly recommended3.0

Thesis6.0

Seminar PHYS 5600.0

Final oral examination

Total (minimum)15.5

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 6 units of the core courses (PHYS 500, 502A, 502B, 505, 510), or their equivalent.

2. Seminar PHYS 560

3. Dissertation (normally 30 units).

4. Satisfactory completion of a candidacy examination.

5. 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. Seminar ASTR 560

3. Dissertation (normally 30 units).

4. Satisfactory completion of a candidacy examination.

5. Final oral examination.

PhD (Medical Physics)

Program Requirements

1. Such other courses as required by the supervisory committee, with the total number of course units beyond the B.Sc. level being normally at least 12.5 and including at least 3 units from PHYS 500, PHYS 502A or PHYS 502B.

2. Seminar PHYS 560

3. Dissertation (normally 30 units).

4. Satisfactory completion of a candidacy examination.

5. 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. Seminar PHYS 560

5. Satisfactory completion of the Candidacy examination

6. 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 27).

Further information may be obtained from the Chair of the Physics and Astronomy Department Graduate Committee.

Political Science

GENERAL INFORMATION

Contact Information

Department of Political Science

Location: Cornett, Room A323

Mailing Address:

PO Box 3050 STN CSC
Victoria, BC V8W 3P5
Canada

Courier Address:

3800 Finnerty Road
Cornett A323
Victoria, BC V8W 3P5
Canada

Telephone Number:(250) 721-7486

Fax Number:(250) 721-7485

E-mail: poligrad@uvic.ca

Website: <web.uvic.ca/polisci/graduate/>

Chair: Dr. Colin Bennett

E-mail: chairpol@uvic.ca

Phone:(250) 721-7495

Graduate Adviser: Dr. Avigail Eisenberg

E-mail: gradpol@uvic.ca

Phone:(250) 721-7499

Graduate Adviser, beginning September 2007:

Dr. Amy Verdun

E-mail: gradpol@uvic.ca

Phone:(250) 721-7491

Graduate Secretary: Marilyn Arsenault

E-mail: poligrad@uvic.ca

Phone:(250) 721-7486

Faculty Members and Areas of Research

Colin J. Bennett, PhD (Illinois)

Comparative politics and public policy (advanced industrial countries); American government and politics; information and communications policy

Michelle Bonner, PhD (Toronto)

Comparative politics; Latin American politics; democratization; human rights; social movements; police violence and reform; gender and politics.

Claire Cutler, PhD (British Columbia)

International relations theory; international law and organization; private international trade law; international political economy; dispute resolution

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

Cosmo Howard, PhD (Australia National University)

Canadian and comparative public administration, social policy, theories of individualization, public management, policy processes, service delivery

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

James (Jamie) Lawson, PhD (York)

Canadian Politics and Public Policy; natural resource policy and politics; environmental policy and politics; forest policy and politics; Canadian political economy; indigenous/newcomer relations; historical and geographical approaches to politics; philosophy of history

Warren Magnusson, DPhil (Oxford)

Contemporary social and political thought; governmentality and politics; the local and the global; the political economy of the urban; urbanism as a way of life

Dennis Pilon, PhD (York)

Canadian and comparative democratic institutions, party systems (Western, industrialized countries), election administration, history of democratization, electoral reform, citizen engagement policies, working class politics, gay and lesbian politics

Oliver Schmidtke, PhD (European Univ. Inst., Florence)

Citizenship and Immigration; identity politics; comparative politics; xenophobia and racism; European integration

James H. Tully, PhD (Cambridge)

Political philosophy; history of political philosophy; contemporary political philosophy; Canadian political theory; constitutional theory

Amy C. Verdun, PhD (European University Institute, Florence)

European integration studies; monetary integration; European integration theory; European comparative politics; international political economy; international relations

R. B. J. (Rob) Walker, PhD (Queen's)

Contemporary social and political thought; theories of discourse, ideology and culture; philosophy of social science; international political theory; concepts of space and time in political thought; modernity/postmodernity

Scott Watson PhD (UBC)

International relations theory; international security; migration and refugee policy; securitization theory

Michael C. Webb, PhD (Stanford)

International political economy; globalization and governance; Canadian foreign policy

Jeremy Wilson, PhD (British Columbia)

British Columbia politics and government; BC environmental and natural resources policy; Canadian public policy; global environmental issues (climate change, biodiversity loss); migratory bird policy

Guoguang Wu, PhD (Princeton)

Comparative politics (developing, authoritarian, and communist countries), liberalization and democratization, East Asian politics, China, Hong Kong, Taiwan, Asia-Pacific international relations, Chinese political thought

Feng Xu, PhD (York)

Chinese politics, comparative politics (East Asia); gender politics (especially East Asia); migration and citizenship; national and diaspora identities; policy ideas, translation theory and global hegemony

Degrees and Specializations Offered

The Department of Political Science offers a program of study leading to the degrees of Master of Arts and Doctor of Philosophy in Political Science.

The MA program provides an opportunity for advanced research in most areas of Political Science. The PhD program is especially appropriate for students interested in any of the five areas of concentration:

- A. Contemporary Political Theory
- B. Transnational Politics and Global Political Economy
- C. Democratic Constitutionalism
- D. Comparative Public Policy and Governance
- E. Cultural, Social and Political Thought

Full information on supervisory resources and Political Science courses can be found on the Department's website: <web.uvic.ca/polisci/graduate>.

Facilities, Research Centres and Internships

In addition to the range of courses and faculty expertise within the Department, the program has many interdisciplinary resources and opportunities. Students are encouraged to take at least one course outside of the department. There is an extensive expertise on political issues in other departments, including Indigenous Governance, Law, Philosophy, Women's Studies, History, Environmental Studies and Public Administration. In addition, all five areas of concentration in the PhD program are deeply embedded in interdisciplinary perspectives. For example, Democratic Constitutionalism involves collaboration among the Departments of Philosophy, Political Science and Law; Cultural, Social and Political Thought combines perspectives from Anthropology, English, History, Political Science and Sociology; Comparative Public Policy and Governance draws on resources from Political Science and Public Administration.

A full slate of seminars, colloquia, lectures and conferences provide many excellent opportunities for collegial interaction 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 course credit. This colloquium involves the interaction of theorists with international reputations and students from a variety of disciplines.

The Department also has strong ties with various research centres on campus, including the Centre for Pacific and Asian Initiatives, the Centre for Global Studies, the Centre for European Studies and the Centre for Studies in Religion and Society.

The Department also collaborates in the administration of British Columbia's Legislative Internship Program. Interns may receive a two-course (3 unit) credit for a research report



related to their work (POLI 580) which they are required to submit to a two-member examination committee of the Department. This program is open only to selected graduates of British Columbia universities, who must apply to the program and are chosen on a competitive basis. Further information is available at: <www.legis.gov.bc.ca/info/2-5.htm>.

Financial Support

Political Science students are eligible for University of Victoria Fellowships. In addition, the Department offers several scholarships of varying amounts. Students are automatically considered for internal scholarships and they are awarded on a competitive basis. The Department also offers teaching and research assistantships, which are also awarded on a competitive basis, with priority given to incoming students. All candidates applying to our master's program by the January 15th deadline are automatically considered for a teaching assistantship. All other students must apply. All eligible students are also strongly encouraged to apply for funding from external sources such as SSHRC.

ADMISSION REQUIREMENTS

General

Admission into the Department is determined on a competitive basis. Applications are first reviewed by the Graduate Admissions and Records Office and then by the Political Science Admissions and Awards Committee. In addition to the materials required by the Graduate Admissions and Records Office (two letters from academic referees, application form and official transcripts), the Department asks all master's applicants to submit a one-to-two page statement of research interests. It requires that PhD applicants submit a two-to-five page statement of intent and a sample of their scholarly work, normally an academic paper. Not all students who meet the minimum requirements can be admitted. Typically, eight to ten MA students and two to five PhD students are admitted into the program each year.

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 normal minimum for admission to the MA program is a Bachelor of Arts (BA) preferably in Political Science, with an average of B+ (6.0 GPA) in the final two full years of study leading to this degree. Students without a strong background in Political Science may be considered for admission upon completing a non-degree undergraduate unclassified year of course work in upper-level political science courses and attaining first-class standing.

Admission to the PhD Program

The normal minimum for admission to the PhD program is an MA in Political Science with an average of A- in all Political Science graduate

courses. The Department will only consider applicants who are interested in one of the five areas of concentration (Contemporary Political Theory; Transnational Politics and Global Political Economy; Democratic Constitutionalism; Comparative Public Policy and Governance; Cultural, Social and Political Thought).

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 apply for admission to the CSPT Program Director. Only students already accepted into an MA or PhD program in English, History, Political Science or Sociology may be admitted to CSPT. For full information about the program see <web.uvic.ca/polisci/cspt>.

Students must meet the core graduating requirements of the individual departments as well as specific requirements of the CSPT program.

Deadlines and Entry Points

To be given full consideration for admission and funding, all domestic applicants are asked to apply by January 15 for September admission. International applicants must apply by December 15. The admissions process closes on May 15. Both the MA and PhD programs have September entry points.

PROGRAM REQUIREMENTS

All programs must be approved by the graduate adviser to ensure balance and focus in each student's program.

Master's Program

The Political Science Department offers only a thesis option MA program, which includes 6 units of course work and a thesis worth 9 units. The Master's program is designed to be completed in 12 months. Part-time study is permitted, but the degree must be completed within five years of the initial registration.

Course Requirements

All MA students are required to complete four 1.5 unit courses. At least two of these courses (3 units) must be taken from the following list of field seminars: POLI 507, 508, 509, 516, 540. Students may take one course (1.5 units) that is either a senior undergraduate course (300 or 400 level), a directed readings course (POLI 590) or a graduate course offered by another department. Students may take the remaining course (1.5 units) from other graduate courses offered in the Department.

Master's Thesis

All MA students are required to write a Master's thesis (POLI 599) worth 9 units which is no longer than 100 pages and which they defend through an oral examination conducted by their supervisory committee and an examiner chosen from outside the Political Science Department. Full-time students are required to have a thesis proposal approved by their supervisory committee by May 15 of the academic year in which they entered the program. Students who fail to submit a thesis proposal by October 15 of their second year will be asked to withdraw from the program.

Summary of Requirements

Field Seminars (POLI 507, 508, 509, 516, 540)	3.0
Elective courses	3.0
Thesis proposal complete	
Thesis (POLI 599)	9.0
Total	15.0

MA Program with CSPT

CSPT Master's students must complete 7.5 units of course work. Students must complete POLI 509 (1.5 units), a field seminar drawn from the following list: POLI 507, 508, 516, 540 (1.5 units); one additional graduate seminar in Political Science (1.5 units); and two CSPT graduate seminars (3.0 units). Students must also complete a MA thesis worth 9 units. The topic must be within the field of CSPT. At least two members of the examining committee must be drawn from the faculty members affiliated with the CSPT program.

Summary of Requirements

POLI 509	1.5
Other POLI Field Seminar	1.5
Other POLI Graduate Seminar	1.5
CSPT Graduate Seminars	3.0
Thesis proposal complete	
Thesis (POLI 599)	9.0
Total	16.5

PhD Program

PhD candidates are required to complete 39.0 units in accordance with the following program:

Course Requirements

All PhD students are required to complete six 1.5 unit graduate courses beyond the MA degree, including POLI 600 (Professional Development Seminar). Students must choose two field seminars (3 units) (POLI 607, 608, 609, 616, 640, CSPT 601) in each of the areas that they will be taking a candidacy examination. Students may be required to complete an additional course in methodology at the request of their supervisory committee. The remaining elective courses may be taken from PhD seminars offered by the Department. Students may also choose to take one graduate course (1.5 units) (and no more than two graduate courses) from outside the Political Science department. Students must pass all course work with at least a B+ average before proceeding to the field examinations.

Professional Development Seminar

This is a compulsory seminar for PhD students in Political Science that runs from September until April. Students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.

Candidacy Examinations

Field seminars will help prepare students for candidacy written and oral examinations. Readings for the candidacy exams will be broader than the course work and will be determined according to reading lists drawn up by the faculty in the field being examined and in consultation with the student. Students must successfully complete candidacy examinations in two of the

following fields: Canadian Politics, Comparative Politics, International Relations, 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.

Dissertation

Within three to six months after passing the candidacy examinations, students are required to write and orally 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 orally defend a dissertation worth 30 units of credit.

Summary of Requirements

3.0 units of field seminars (POLI 607, 608, 609, 616, 640; CSPT 601)	3.0
Elective courses	4.5
Professional Development Seminar	1.5
Two Candidacy Examinations complete	
Dissertation Proposal complete	
Dissertation (POLI 699)	30.0
Total	39.0

PhD Program with CSPT

CSPT doctoral students must meet the core requirements of their own department as well as the specific requirements of the CSPT program. A CSPT PhD student must complete 9.0 units of course work including POLI 600 (Professional Development Seminar). Students must complete POLI 609 (1.5 units), CSPT 601 (1.5 units); two other graduate courses in Political Science (3.0 units), and one other CSPT course or a related subject approved by the CSPT program director.

Students must write a dissertation that meets the requirements of both the Department of Political Science and the CSPT program. The topic must be within the field of CSPT. At least two members of the examining committee must be affiliated with the CSPT program.

Students enrolled in the CSPT program must successfully complete a candidacy examination in CSPT.

Summary of Requirements

POLI 609	1.5
CSPT 601	1.5
Other POLI Graduate Seminars	3.0
CSPT Graduate Seminar	1.5
Professional Development Seminar	1.5
Candidacy Examinations complete	
Dissertation Proposal complete	
Dissertation (POLI 699)	30.0
Total	39.0

Co-OPERATIVE EDUCATION

Full-time master's students may participate in graduate Co-operative Education by integrating two alternating work terms of a four-month duration each into their degree program. Application for this option must be made before the second week of the student's first term. See "General Regulations: Graduate Co-op", page 28.

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), Cognition and Brain Science, 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 program is fully accredited by both the Canadian and American Psychological Associations.

The program is designed to provide students with:

- knowledge and training in their area of specialization
- the skills necessary to conduct and communicate the results of new research and to work cooperatively with others in a research environment; and
- opportunities to gain practical experiences in various aspects of professional psychology.

The PhD involves at least two years of study beyond the master's degree, of which at least one entire Winter Session must be as a full-time student.

For more information, please see our website.

Contact Information

Department of Psychology

Location: Cornett A234

Mailing Address:

Psychology
University of Victoria
PO Box 3050, STN CSC
Victoria, BC V8W 3P5
Canada

Courier Address:

Psychology
University of Victoria
Cornett Building A234
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-7525

Fax Number:(250) 721-8929

E-mail: ptaylor@uvic.ca

Website: <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

Anthony T. Dugbartey, PhD (UVic)

Clinical psychology & clinical neuropsychology, ethics, neuropsychology of violence

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

Frederick M.E. Grouzet, PhD (UQAM)

Social psychology, positive psychology, human motivation and self-regulation, life goals and social values, self-determination theory, psychological well-being and happiness, pro-social and pro-environmental behaviours, cultural and life transition, posttraumatic growth.

Jennifer Hill Karrer, PhD (Tennessee)

Experimental Neuropsychology, Infant Brain Development

Clay B. Holroyd, PhD (U. of Illinois at Urbana-Champaign)

Neurobiological mechanisms of cognitive control; error detection and correction

David F. Hultsch, PhD (Syracuse)

Adult development and aging, memory and cognition

Michael A. Hunter, PhD (Simon Fraser)

Multivariate methods, theory of parametric vs. nonparametric statistical inference

Helena Kadlec, PhD (Purdue)

Quantitative methods, visual perception and psychophysics, mathematical models

Kimberly A. Kerns, PhD (Chicago Medical School)

Pediatric neuropsychology, clinical psychology, attention and memory disorders

Christopher E. Lalonde, PhD (British Columbia)

Social-cognitive development in childhood, children's theories of mind, identity development, cultural influences on development

Bonnie J. Leadbeater, PhD (Columbia)

Developmental psychopathology, depression, teen parenting, problem behaviours, victimization and injury prevention

D. Stephen Lindsay, PhD (Princeton)

Memory and cognition, subjective phenomenology of cognition, eyewitness memory

Stuart W.S. MacDonald, PhD (Victoria)

Life-span development, cognitive aging, risk factors for cognitive decline, intraindividual variability, analysis of change

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

Julie S. Rodgers, PhD (Berkeley)

Social psychology, cultural psychology, culture and well-being, stereotyping and stigma

Marsha G. Runtz, PhD (Manitoba)

Clinical psychology, child maltreatment, family violence, women's health

Ronald W. Skelton, PhD (British Columbia)

Cognitive neuroscience, spatial cognition, recovery from brain injury, outcome measurement

Timothy Stockwell, PhD (London, UK)

Prevention of alcohol and other drug-related harm, alcohol and other drug policy, measurement of alcohol consumption and related harms

Esther H. Strauss, PhD (Toronto)

Neuropsychology, neuropsychological assessment, age-related disorders

James W. Tanaka, PhD (Oregon, Eugene)

Face recognition, expert object recognition, human electrophysiology, autism

Holly Tuokko, PhD (University of Victoria)

Clinical neuropsychology, clinical aging, cognitive decline, competence, mental health

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 and 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 <web.uvic.ca/psyc/grad/grad-rules/Appendix_C.htm>. Specific programs (e.g., Cognition and Brain Science) have financial "packages" for graduate students. For the most up-to-date information, please see our website. All eligible graduate students are expected to apply for funding from provincial, federal and other external sources during their tenure in the graduate program.

ADMISSION REQUIREMENTS

General

An undergraduate degree in psychology or its equivalent with at least a B+ (6.0 GPA) average in the last two years leading to the degree is recommended. Applicants should have taken at least one course in applied statistics and courses in major areas of psychology such as learning/cognition, physiological/neuropsychology, and social/personality/abnormal psychology. Students whose first language is not English must take the Test of English as a Foreign Language and receive a score of at least 600 on the paper-based test or 250 on the computer-based test.

Graduate Record Examination

Under typical circumstances, applicants must provide scores from the General Test (verbal, quantitative, and analytical writing sections) of the Graduate Record Examination (GRE) unless an exemption is sought and approved by the department Graduate Executive committee. No specific cut-off scores are used to determine acceptability.

Personal Letter

Applicant must also provide a personal letter that:

1. identifies the primary area of specialization desired
2. describes areas of research interest
3. names at least two faculty members with whom the applicant wishes to work
4. gives details of current activity (e.g., courses in progress)
5. indicates whether financial support will be required

Admission requires that a faculty supervisor is available.

Clinical Applicants

Applicants intending to pursue clinical training with specialization in neuropsychology or life-span development must declare their intent at the time of application under Field of Study. Such applicants will then be reviewed by the admissions committee for the clinical program based on:

1. background, interest and experience
2. competitiveness of transcripts with other applicants for clinical training
3. a personal interview focusing on interests and suitability for clinical training

The academic progress and clinical aptitude of students admitted to clinical training will be reviewed annually.

Deadline

Applications are due at the Graduate Admissions and Records Office 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, graduate courses, or by course challenge.

Master of Science in Clinical Psychology Course Requirements

Methods and Statistics Requirements

PSYC 502: Research Apprenticeship (3.0 units)

Two of: PSYC 518, 532, 533, 541, 561, 564

Clinical Courses

PSYC 506B, PSYC 581, PSYC 582, PSYC 583, PSYC 584, PSYC 585, PSYC 589

Required Courses for the Neuropsychology Track

PSYC 540, PSYC 541, PSYC 545A, PSYC 548

Required Courses for the Life-Span Development Track

PSYC 561

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. The supervisory committee must approve this proposal before the student can begin the proposed thesis study.

Oral Examination

An oral exam of the completed thesis must be satisfactorily passed.

Program Length

Student should expect to complete all degree requirements in two, but not more than three, years of full-time study.

Manual for the Graduate Program in Clinical Psychology

Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their MSc programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

Master of Science in Psychology**Course Requirements**

PSYC 502: Research Apprenticeship (minimum 1.5 units)

Graduate-level statistics (two graduate courses in statistics chosen from listing in Departmental Regulations)

Required Courses for the Cognition and Brain Science Track

PSYC 576A, B, C, or D (3.0 units); a minimum of 1.5 units of PSYC 504; and PSYC 577 each winter session in residence

Required Courses for the Experimental Neuropsychology Track

PSYC 540* (1.5 units); PSYC 550 (1.5 units); 3.0 units of electives (e.g., PSYC 551, 575, 576A, B, C, or D)

* If offered during the first or second year of student's master's training.

Required Courses for the Life-Span Development Track

PSYC 561 (1.5 units); PSYC 562 (1.5 units); PSYC 563 (1.5 units)

Thesis

A thesis (PSYC 599) is required for all master's degree programs. The thesis should be based on original research in an established research area (typically in their supervisor's field). Prior to conducting the research, students are expected to orally present a proposal of their thesis to their supervisory committee.

Oral Examination

An oral exam of the completed thesis must be satisfactorily passed.

Program Length

Students should expect to complete all degree requirements in two years of full-time study.

Doctor of Philosophy in Clinical Psychology**Course Requirements**

Methods and Statistics Requirements

PSYC 512: Research Practicum (3 units)

Two of*: PSYC 518, 532, 533, 541, 561, 564

* The two selections must be different from those taken to fulfill the M.Sc. Methods and Statistics requirements.

Clinical Courses

PSYC 506A (Therapy); PSYC 586A; therapy courses selected from two of PSYC 588, 590, 593, 594; one of PSYC 565, 566, 567, 569, 591, 594*, 604**

* PSYC 594 must be taken from one used to fulfill therapy course requirement

** A PSYC 604 taken to fulfill this requirement must be approved by the student's supervisor and the Director of Clinical Training.

Clinical Practica & Internship

PSYC 503, 505, 603, 606

Required Courses for the Neuropsychology Track

PSYC 541, 543, 545B, 546A, 546B, 547, 548

Required Courses for the Life-Span Development Track

PSYC 586B; two of PSYC 562, 563, 567, 568.

Candidacy

Clinical Candidacy Exams and depending on specialty, 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 supervisory committee must approve this proposal before the student can begin the proposed thesis study. 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.

Manual for the Graduate Program in Clinical Psychology

Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their MSc programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

Doctor of Philosophy in Psychology**Course Requirements**

In addition to the MSc requirements:

Graduate-level statistics or methods (two courses)

Required Courses for the Cognition and Brain Science Track

At least one of PSYC 576A, B, C, or D (1.5 units); a minimum of 1.5 units of PSYC 602; a minimum of 1.5 units of PSYC 604; PSYC 577 each Winter session in residence.

Electives approved by the student's supervisory committee.

Required Courses for the Experimental Neuropsychology Track

PSYC 543 (1.5 units); At least one of PSYC 518 or 541

Electives approved by the student's supervisory committee (12.0 units; may include PSYC 602).

Required Courses for the Life-Span Development Track

PSYC 568 (1.5 units); PSYC 564 (1.5 units); PSYC 565 or 566 (1.5 units)

Electives approved by student's supervisory committee.

Candidacy

Major and Minor 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 two to three years of full-time study beyond the MSc.

Manual for the Graduate Program in Clinical Psychology

Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their MSc programs. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

Public Administration**GENERAL INFORMATION**

Since 1974, the School of Public Administration has been offering innovative and diverse programs for current and prospective practitioners in the public and non-profit sectors. We aspire to be a leading community of students, practitioners, alumni, faculty and staff developing knowledge through teaching, research and professional development.

Contact Information

School of Public Administration

Location: Human and Social Development Building, Room A302

Mailing Address:

PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada

Courier Address:

3rd floor, HSD Building
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number:(250) 721-8055

Fax Number:(250) 721-8849

E-mail: padm@uvic.ca

Website: <publicadmin.uvic.ca>

Chair: Evert A. Lindquist

E-mail: evert@uvic.ca

Phone: (250) 721-8084

Graduate Adviser: TBA

E-mail: gradspa@uvic.ca

Phone: (250) 721-8055

Graduate Administrative Assistant: 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

Cosmo Howard, PhD (Australian National University)

Front-line service delivery, impact of "individualization" of service on bureaucratic identity, autonomy of national statistics agencies

John Langford, PhD (McGill)

Canadian politics and government, machinery of government, administrative ethics

Evert A. Lindquist, PhD (California, Berkeley)

Machinery of government and policy-making, policy communities and networks, and the role of think tanks

James N. MacGregor, PhD (Victoria)

Organizational behaviour, human information processing

James C. McDavid, PhD (Indiana)

Program Evaluation, performance management, and local government service delivery

Pierre-Olivier Pineau, PhD (Montreal)

Electricity market reforms, energy policy, regulated markets, game theory, decision making and rationality

Rebecca N. Warburton, PhD (London)

Health economics, economic evaluation, evidence based management

Degrees and Specializations Offered

The School offers a Master's of Public Administration (MPA) program for full-time students (MPA On-Campus) and for part-time students (MPA Online). Also, in partnership with the Faculty of Law, the School offers a concurrent LLB/MPA program.

The School offers a PhD program that prepares students for scholarly and leadership roles in universities, government, non-profit organizations, research institutes and other settings where knowledge and research skills in public administration and policy are needed.

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 in Room A359. Student's final management reports (ADMN 598 and theses ADMN 599) are archived within the administrative office of the School of Public Administration.

PhD students have access to a designated computer and meeting room.

Financial Support

A number of awards, scholarships and bursaries are available to full-time graduate students from the School of Public Administration and UVic. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <web.uvic.ca/gradstudies/fund> or

through their office in the University Centre. Information on bursaries and scholarships is available at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <registrar.uvic.ca/safa>. In addition, the provincial and federal governments each offer student loans to full-time candidates who meet the requirements.

MPA

In addition to being able to compete for UVic Fellowships and School of Public Administration awards for their first year, on-campus, full-time students can use the income from up to three Co-operative Education work terms to help fund their studies.

Students working full-time and studying part-time are unlikely to qualify for student financial assistance or for School of Public Administration or UVic 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 assistantships are available to both online and on-campus MPA students, generally after the first term of core courses is completed. Students are encouraged to inquire directly through professors, or to apply for positions that are advertised on the school's email distribution list.

PhD

In addition to being able to compete for University of Victoria Fellowships for their first year as PhD students, the School provides opportunities for more senior PhD students to teach or assist faculty members or the School with teaching or research-related projects. These opportunities will vary from year to year and will be available on a competitive basis. School of Public Administration Awards may also be available to supplement the income from these jobs. Contact the Graduate Advisor for more information about funding opportunities.

The School of Public Administration also actively supports students seeking Social Sciences and Humanities Research Council of Canada fellowships (SSHRC) and Canada Graduate Scholarships.

ADMISSION REQUIREMENTS

General

Applications for admission are first received by the Graduate Admissions and Records Office. This office evaluates each applicant's transcripts to determine admissibility to the program. After this determination, the application is forwarded to the School of Public Administration for consideration by the department's Admissions Committee. The Admissions Committee is comprised of faculty, administrators and students.

Admission to Master's Programs

Admission requirements and procedures for the MPA On-Campus and the MPA Online are identical. To be eligible for admission, students must:

- Have an undergraduate degree with a minimum B+ average (75-79%) in the last two years (30 units) leading to the undergraduate degree.

- Fill out an application form online <www.pas.bc.ca/> or download the Faculty of Graduate Studies application form <registrar.uvic.ca/grad> and submit a hard copy by mail. To ensure that all documents are added to the application file, applicants should ensure that all online and hard copy documents submitted to the Graduate Admissions and Records Office are under the same name.
- Provide two Assessment Reports from academic referees. If it has been more than five years since you last attended a post-secondary institution, we recommend that you include three 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.
- Submit relevant transcripts.
- Submit a professional résumé.
- Submit a Letter of Intent describing why you are seeking an MPA and how the degree relates to your career plans, 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). Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results for the GMAT.

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 that all your documentation is complete and that all points in the Admission Check List have been satisfied.

Deadlines

- December 15 for International Students.
- February 15 for applicants who wish to be considered for University Fellowships. All applicants with a first class (A minus) average over the last two years of their undergraduate and graduate course work, as applicable, and whose applications are COMPLETE BY FEBRUARY 15 are automatically considered for these awards.
- March 15 for Domestic applicants.

Admission to PhD Program

To be eligible for admission, students require:

- a master's degree in a related discipline, with a minimum grade point average of A- (7.0) in the last two years (30 units) of academic work;
- demonstrated research potential; and
- the results of a GRE or GMAT examination.

Candidates are also strongly encouraged to apply for external funding and should indicate on their application where they have applied for such funding.

To apply for the program, students must:

- Fill out an application form online <www.pas.bc.ca/> or download the Faculty of Graduate Studies application form <registrar.uvic.ca/grad> and submit a hard copy by mail. To ensure that all documents are added to the application file, applicants should ensure that all online and hard copy documents submitted to

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the Graduate Admissions and Records Office are under the same name.

- Provide two Assessment Reports from academic referees. If it has been more than five years since you last attended a post-secondary institution, we recommend that you include three 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.
- Submit relevant transcripts.

In addition to the documentation required by the Faculty of Graduate Studies, the School of Public Administration requires that applicants submit an overview (up to a total of five single-spaced pages) of:

- the two fields in which the student plans to specialize;
- a proposed area for dissertation research;
- the names of faculty identified as possible research supervisors; and
- a list of applications submitted for external funding.

The Admissions Committee assesses an applicant's ability to successfully complete the PhD program. Admission decisions are based on an evaluation of the applicant's academic record, the Academic Assessment forms (included within the application package), applicable test scores, the overview, and the availability of appropriate faculty expertise to match the applicant's chosen research area.

All short-listed candidates will be interviewed (by teleconference or in person) by a faculty admissions committee.

Deadlines

- December 15 for International Students.
- February 15 for applicants who wish to be considered for University Fellowships. All applicants with a first class (A minus) average over the last two years of their undergraduate and graduate course work, as applicable, and whose applications are COMPLETE BY FEBRUARY 15 are automatically considered for these awards.
- March 15 for Domestic applicants.

International Applications

The Graduate Admissions and Records office provides a step-by-step application guide, including application forms for international students, available at: <registrar.uvic.ca/grad>.

Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results for the GMAT. International students whose first language is not English are required to provide test results for the Test of English as a Foreign Language (TOEFL). The minimum score for the TOEFL is 610 on the paper-based test, 253 on the computer-based test, and 102 on the Internet-based test.

PROGRAM REQUIREMENTS

Master's Programs

Students are admitted into either the MPA On-Campus or the MPA Online program. The MPA On-Campus and the MPA Online have exactly the same course requirements: nine required core courses supplemented by two electives.

- Core Courses

- ADMN 502A, 502B, 504, 507, 509, 512, 516, 551, 556
- Elective Courses
 - ADMN 503, 520, 523, 524, 530, 531, 537, 544, 548, 553, 554, 577
 - With permission of the Graduate Advisor, 400 level undergraduate courses through the School of Public Administration Diploma program or other academic programs.
- Final Requirement
 - ADMN 598 or 599

Students may not transfer from one MPA program to the other, or take courses from the other program that are not specifically open to students from both programs, without the permission of the Graduate Advisor.

Students have the opportunity to focus their studies on more specific areas of public policy and administration through their selection of electives, their co-op work term placements and the topic of their final report or thesis.

At the end of their program, all MPA students choose between an Advanced Management or Policy Report (ADMN 598), or a thesis (ADMN 599).

Program Length

The full-time MPA On-Campus program can be completed in just over 1.5 years, including two co-operative work terms. The part-time MPA On-line program can be completed in two years.

MPA On-Campus Program

The MPA On-Campus program consists of five compulsory terms - two full-time, residential academic terms, two co-operative work terms, and a third academic term. The third academic term may be completed either on-campus, online or through a combination of the two. Students also have the option of undertaking a third co-operative work term at the end of their program.

Term 1 (Fall Term, Sept-Dec)

- ADMN 504 (1.5) Public Sector Governance
- ADMN 502A (1.5) Research Design: Critical Appraisal of Information
- ADMN 509 (1.5) Public Sector Economics (Note: There may be a pre-course study requirement for ADMN 509).
- ADMN 551 (1.5) Administrative Law & Federalism
- ADMN 516 (0) Writing in the Public Sector

Co-op Work Term I (Spring Term, Jan-Apr)

Students have the option to register in one on-line course elective during their co-operative work term (1.5 units)

Term 2 (Summer Term, May-Aug)

- ADMN 502B (1.5) Statistical Analysis
- ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization
- ADMN 512 (1.5) Financial Management, Accountability and Performance Measurement
- ADMN 556 (1.5) The Public Policy Process

Co-op Work Term II (Fall Term, Sept-Dec)

Students have the option to register in one on-line course elective during their co-operative work term (1.5 units)

Term 3 (Spring Term, Jan-Apr)

Students register in either:
ADMN 598 (4.5 units) Advanced Management or Policy Report

or ADMN 599 (6.0 units) Masters' Thesis

Students selecting either option will be expected to attend the online 598/599 seminar during this term. If required to complete their program, students also have the option to register in an on-line course elective (1.5 units).

Optional Co-op Work Term III (Summer Term, May-Aug)

MPA Online Program

Courses in the MPA Online program are offered year-round. MPA Online students are advised to take two courses per term and can only take more than two courses with the permission of the Graduate Advisor. Students will also need the permission of the Graduate Advisor to take elective courses before completing core courses.

Term 1 (Fall Term, Sept-Dec)

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

Term 2 (Spring Term, Jan-Apr)

- ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization
- ADMN 509 (1.5) Public Sector Economics (Note: There may be a pre-course study requirement for ADMN 509).

Term 3 (Summer Term, May-Aug)

- ADMN 502B (1.5) Statistical Analysis
- ADMN 551 (1.5) Administrative Law & Federalism

Term 4 (Fall Term, Sept-Dec)

- ADMN 512 (1.5) Financial Management, Accountability and Performance Measurement
- ADMN 556 (1.5) The Public Policy Process

Term 5 (Spring Term, Jan-Apr)

Students register in two course electives

Term 6 (Summer Term, May-Aug)

Students register in either:
ADMN 598 (4.5) Advanced Management or Policy Report

or ADMN 599 (6.0) Thesis

Students selecting either option will be expected to attend the online 598/599 seminar during this term.

Students may do an Advanced Management or Policy Report (ADMN 598) or a master's thesis (ADMN 599) to complete their MPA requirements. Because ADMN 599 is 6.0 units while ADMN 598 is 4.5 units, thesis students may take one fewer elective (one instead of two) to complete their MPA program. More detailed information on the thesis option requirements is in-

cluded on the School of Public Administration website.

MPA – Advanced Management or Policy Report

ADMN 598: Advanced Management or Policy Report (4.5 units)

The Advanced Management or Policy Report is expected to be a substantial analysis of a management, policy or program problem for a client in the non-profit or public sector. Students have the choice of working individually or in teams of up to three persons. Team-based Management Reports must be designed and written so that each team member's contributions are clearly indicated. The ADMN 598 Report is prepared in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. Normally the academic supervisor is a member of the School faculty and is also a member of the Faculty of Graduate Studies. More detailed information about the Management Report requirement is included in the School's website.

Final Examination

The Management Report is defended in an oral examination, and the minimum Committee consists of the academic supervisor, the client, a second reader from the School of Public Administration and a Chair representing the Faculty of Graduate Studies. More detailed information about the Management Report requirement is included in the School's website.

MPA – Thesis Option

ADMN 599: Master's Thesis (6.0 units)

The Master's Thesis option is expected to be a substantial contribution to the knowledge in the field of Public Administration. An MPA thesis will demonstrate a student's mastery of a substantive body of scholarly or practice literature, as well as using appropriate and academically defensible methodologies to analyze research questions, test hypotheses or contribute new theoretical knowledge. Individual students will work with an academic supervisor in the School of Public Administration. Students who elect to undertake the thesis option may take one (1.5 unit) less course elective. More detailed information on the thesis option requirements is included on the School of Public Administration website.

Oral Examination

The thesis is defended in an oral examination, and the minimum Committee shall consist of the supervisor, a second member from within the School and an external member from the University of Victoria, together with a Chair and an external examiner appointed by the Faculty of Graduate Studies from outside the department. All members of the committee must be members of the Faculty of Graduate Studies.

For "Guidelines for Oral Examinations" please go to the following website: <web.uvic.ca/gradstudies/research/thesis.html>.

Concurrent LLB/MPA Program

In partnership with the Faculty of Law, the School of Public Administration offers an 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 LLB/MPA degree program, see Registration in Concurrent Degree Programs, page 22. Further information on the program may also be obtained from either the School of Public Administration or the Faculty of Law.

PhD Program

The PhD program offers learning and research opportunities in the fields of:

1. comparative policy and governance;
2. organizational studies; and
3. applied policy and program analysis.

The first year of the program is a full-time course of studies consisting of a total of 12 units of coursework, a non-credit doctoral seminar and language training (if required for the student's dissertation research). Students must be in residence to complete this part of their program:

- four core courses in two of the three field(s)
 - ADMN 604 (1.5) Theories of Public Management
 - ADMN 605 (1.5) Comparative Policy and Governance
 - ADMN 620 (1.5) Policy and Institutional Design and Analysis
 - ADMN 621 (1.5) Policy and Program Evaluation and Performance
 - ADMN 607 (1.5) Organizational Behaviour and Analysis
 - ADMN 645 (1.5) Organizational Theory and Change
- two methodology courses
 - ADMN 602 (1.5) Research Methods in Public Administration

and a further graduate-level quantitative or qualitative methods course with the approval of the Graduate Advisor (1.5)

- two elective courses (3.0)

Students may take graduate-level courses offered by the School of Public Administration, the Department of Political Science, other UVic departments, or other universities with the approval of the Graduate Advisor. Elective courses must be related to their two core fields of study.

- School of Public Administration Doctoral Seminar - The seminar emphasizes writing and research skills as well as the development of competencies that will allow students to de-

velop and publish research. No academic credit is given for the Doctoral Seminar.

Students who choose comparative policy and governance as one of their fields will do coursework in both the School of Public Administration and the Department of Political Science.

The total number of courses each student is required to take will depend on the background of the student and will be decided by the student and the Graduate Advisor and approved by the Admissions and Program Standards Committee. Twelve units of coursework is a minimum for the PhD Degree.

PhD students are expected to have a mastery of a second or third language if it is germane to their chosen fields of study. They will be expected to acquire needed language skills, in addition to their PhD coursework. No PhD credit will be given for language training.

Candidacy

During the second year of the program of study, students will complete Comprehensive Examinations in the two fields of study they have chosen. The examinations will be set by School field committees. A student who passes the comprehensive examinations is admitted to candidacy for the PhD degree.

Dissertation

ADMN 699 (40.5) Dissertation

Upon completing the comprehensive examinations, students will develop a dissertation proposal and defend the proposal in an oral presentation to their supervisory committee. Once the committee is satisfied that the dissertation proposal meets the standards of the program, students will begin their dissertation research.

Oral Examination

Students will defend the completed dissertation in an oral examination in accordance with the regulations of the Faculty of Graduate Studies.

Program Length

The entry date for the PhD program is September. The program operates year round. Courses, faculty members and facilities are available during Fall, Spring and Summer sessions. PhD candidates are expected to complete the program in five years.

Co-OPERATIVE EDUCATION

Co-operative education is a compulsory component of the MPA On-Campus program. The co-operative education program helps MPA On-Campus students apply and test their classroom knowledge, gain valuable work experience and build a network of potential employers.

Students are required to complete two co-operative placements. A third co-operative placement is an option. Students will receive a notation on their transcript indicating completion of the co-operative program.

Prospective students are encouraged to familiarize themselves with the Public Administration Co-op policy document, available on the website <mycoop.coop.uvic.ca/spacoop/>, and the General Regulations for Graduate Co-op, on page 28.

Social Work

GENERAL INFORMATION

Mission Statement

The emerging vision of the School of Social Work in both its undergraduate and graduate programs commits us to social justice and anti-oppressive social work practices, and to promoting critical enquiry that respects the diversity of knowing and being.

Our educational mission within the Master of Social Work Program is to prepare social workers skilled in critical self-reflection and with an advanced analytic understanding of the social, cultural, political and practical implications of their work. In particular, we emphasize structural, feminist, Indigenous and anti-oppressive analysis within a context of interdisciplinary work in an effort to link policy to practice.

Contact Information

Department of Social Work

Location: Human and Social Development Building, Room B302

Mailing Address:

School of Social Work
University of Victoria
PO Box 1700, STN CSC
Victoria, BC V8W 2Y2
Canada

Courier Address:

Human & Social Development Building,
Room B302
University of Victoria
Ring Road
Victoria, BC V8W 2Y2
Canada

Telephone Number: (250) 721-8036

Fax Number: (250) 721-6228

E-mail: socw@uvic.ca

Website: <socialwork.uvic.ca>

Director: TBA

E-mail: swdirect@uvic.ca

Phone: (250) 472-4129

Graduate Adviser: Dr. Donna Jeffery

E-mail: donnaj@uvic.ca

Phone: (250) 721-8037

Graduate Secretary: Susanne Carson

E-mail: fnandmsw@uvic.ca

Phone: (250) 472-5622

Faculty Members and Areas of Research

Andrew Armitage, PhD (Bristol) (Emeritus)

Family policy, social policy towards
Indigenous peoples, social service
administration

Leslie Brown, PhD (Victoria)

Research Methods, Indigenous Governance,
Social Work Education, Community
Development, Child Welfare

Marilyn Callahan, PhD (Bristol) (Emeritus)

Child welfare, employment equity, gender
discrimination

Jeannine Carriere, PhD (Alberta)

Indigenous child and family practice and
policy, Indigenous ways of knowing, mental
health and decolonization for Indigenous
people

Jacquie Green, MPA, PhD Candidate (Victoria)

Indigenous 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)

Research interests are interdisciplinary in
orientation: feminist, critical race and
poststructural scholarship in the contexts of
pedagogy, policy, knowledge production,
professional identity and social work
education

Patricia MacKenzie, PhD (Edinburgh)

Health promotion, interdisciplinary practice,
disability; rural issues; aging; gay, lesbian,
bisexual, transgendered issues; social work
practice in health care settings; qualitative
research methods

Cheryl Moir-van Iersel, MSW (British Columbia)

Feminist practice, working across difference,
group work practice

*Mehmoona Moosa-Mitha, MSW (McGill) PhD
(Southampton)*

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

Susan Strega, PhD (Southampton)

Child welfare policy and practice, research
methodologies and violence against women

Robina Thomas, MSW, PhD Candidate (Victoria)

Residential schools, Indigenous 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)

Restorative justice, transformative community
learning, family practice, workplace equity
issues, and social work and the law

Degrees and Specializations Offered

The School of Social Work offers a graduate program leading to the degree of Master of Social Work that is fully accredited by the Canadian Association of Schools of Social Work. The program is designed to provide graduate students with the opportunity to reflect on their practice experience in the context of the School's mission statement and to develop critical skills and their application to practice and/or research. A special cohort of students was admitted to the MSW program in 2004 in collaboration with the Cowichan tribes.

Specific objectives of the MSW degree include:

- building on students' own knowledge as experienced practitioners
- analyzing and critiquing social work theory

- contributing to the building and application of new social work theory, critical and anti-oppressive practice
- building skills in research and critical inquiry
- addressing the current impact of policy, organizational and professional changes
- cultivating the opportunity to work in inter-professional contexts
- acknowledging Indigenous ways of knowing, and building mechanisms to foster Indigenous 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, 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 <socialwork.uvic.ca/programs/msw/handbook.htm>.

Financial Support

All new applicants are evaluated for the University Fellowship. The minimum standard required for consideration is a first-class standing (A-). Grade calculations and equivalencies are determined by the Graduate Admissions and Records Office. The process is competitive and meeting the minimum standard for consideration does not guarantee that you will be successful in the competition.

A number of awards, scholarships and bursaries are available to full-time students. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <web.uvic.ca/gradstudies/fund/funding.html> or through their office in the University Centre. Information on bursaries and scholarships can be found at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <registrar.uvic.ca/safa>. In addition, the provincial, territorial and federal governments each offer student loans to full-time candidates who meet the requirements.

Students are encouraged to apply to postings that are advertised on the School's listserv, where additional opportunities may be provided.

ADMISSION REQUIREMENTS

General

Initial inquiries regarding graduate studies in social work should be addressed to the Graduate Adviser. Application forms and supporting documents can be obtained from the School of Social



Work website, at <socialwork.uvic.ca/programs/msw/index.htm>. Candidates are required to provide an employer's reference, a personal statement and a current CV as part of the application. 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. The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Between 5 and 10 students are admitted to the program each year.

Deadline

The closing date for applications is December 1.

Graduate Course Prior to Admission

Students not admitted to the MSW degree may be permitted to take up to 3.0 units of graduate Social Work courses. The prerequisites are admission to Graduate Studies and approval of the Graduate Adviser.

PROGRAM REQUIREMENTS

Master's - Thesis Option

The MSW degree requires a minimum of 18 units.

Course Requirements

- SOCW 501 (1.5) Debates, Ideas and Discourses in Social Work (formerly HSD 541)
- SOCW 510 (1.5) Policy Context of Practice (formerly half of HSD 510)
- SOCW 512 (1.5) Knowledge and Inquiry in Health and Social Services (formerly HSD 520)
- SOCW 516 (1.5) Research Methodologies in the Human Services (formerly HSD 516)
- SOCW 560 (1.5) Community Politics and Social Change (formerly the other half of HSD 510)

Thesis

- SOCW 599 (6.0) Thesis

Other Requirements

At least 1.5 units of Social Work elective courses selected from courses at the 400 or 500 levels, and 3.0 units of general graduate elective courses, subject to the approval of the School. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

Elective Courses:

- SOCW 500 (1.5) Promoting Professional and Community Learning (formerly HSD 503)
- SOCW 503 (1.5) The Social Construction of Health, Illness, and Aging (formerly HSD 505)

- SOCW 504 (1.5) Community Development in Health and Social Services (formerly HSD 540)

- SOCW 505 (1.5) Child Welfare Seminar
- SOCW 518 (1.5) Making Other/making Self: Race and the Production of Knowledge

- SOCW 580 (1.5 or 3.0) Special Topics in Social Work and Social Welfare

- SOCW 590 (1.5 or 3.0) Directed Studies

Program Length

Normally, full-time students require a minimum of two years to complete the MSW degree.

Master's - Non-Thesis Option

Course Requirements

- SOCW 501 (1.5) Debates, Ideas and Discourses in Social Work (formerly HSD 541)
- SOCW 510 (1.5) Policy Context of Practice (formerly half of HSD 510)
- SOCW 512 (1.5) Knowledge and Inquiry in Health and Social Services (formerly HSD 520)
- SOCW 516 (1.5) Research Methodologies in the Human Services (formerly HSD 516)
- SOCW 560 (1.5) Community Politics and Social Change (formerly the other half of HSD 510)

Final Project

- SOCW 506 (3.0) Practicum

And either

- SOCW 596 (3.0) Team Graduating Research Report/Project

Or

- SOCW 598 (3.0) Individual Graduating Research Project

Other Requirements

At least 1.5 units of Social Work elective courses selected from courses at the 400 or 500 levels, and 3.0 units of general graduate elective courses, subject to the approval of the School. An undergraduate elective course taken prior to admission to the MSW cannot be used for graduate elective credit.

Elective Courses:

- SOCW 500 (1.5) Promoting Professional and Community Learning (formerly HSD 503)
- SOCW 503 (1.5) The Social Construction of Health, Illness, and Aging (formerly HSD 505)
- SOCW 504 (1.5) Community Development in Health and Social Services (formerly HSD 540)
- SOCW 505 (1.5) Child Welfare Seminar
- SOCW 518 (1.5) Making Other/making Self: Race and the Production of Knowledge
- SOCW 580 (1.5 or 3.0) Special Topics in Social Work and Social Welfare
- SOCW 590 (1.5 or 3.0) Directed Studies

Program Length

Normally, full-time students require a minimum of two years to complete the MSW degree.

Sociology

GENERAL INFORMATION

At the level of graduate studies, the Department of Sociology includes among its research and teaching strengths the six core areas of concentration designated in its doctoral program: aging, gender, health, political sociology/social movements, social inequality, and cultural, social and political thought. Graduate studies in Sociology are designed to emphasize the connections between core areas and to encourage students to develop competencies in more than one area, particularly at the doctoral level. Further information is available at the Department's website (see below).

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: Dr. Zheng Wu

E-mail: zhengwu@uvic.ca

Phone:(250) 721-7576

Graduate Adviser: Margaret J. Penning

E-mail: mpenning@uvic.ca

Phone:(250) 721-6573

Graduate Secretary: Zoe Lu

E-mail: zoec@uvic.ca

Phone:(250) 721-7572

Faculty Members and Areas of Research

Douglas E. 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, critical social
theory and methods

Neena L. Chappell, PhD (McMaster)

Aging; health; health care and social policy

Aaron H. Devor, PhD (Washington)

Sex, gender and sexuality

Benedikt Fischer, PhD (Toronto)

Alcohol and drugs; criminal justice; medical
sociology

C. David Gartrell, PhD (Harvard)

Networks; social psychology; theory; methods and statistics; religion

Steve Garlick, PhD (Cuny Graduate Center)

Sex and gender; science and technology; theory; family culture; historical sociology; health and illness; social inequality (gender, sexuality, race and class); introduction to sociology

Helga K. Hallgrimsdottir, PhD (Western Ontario)

Social movements; historical sociology; gender; culture and social action; citizenship studies

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; research methods

André P. Smith, PhD (McGill)

Health; aging; mental health; qualitative research methods; social inequality

Peyman Vahabzadeh, PhD (Simon Fraser)

Classical and contemporary social theory; social movements; epistemology and the philosophy of social sciences; exile; 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; human factor studies

B. Singh Bolaria, PhD (Washington State)

Social inequality; labour migrations; immigration policy; health and illness

Thomas K. Burch, PhD (Princeton)

Demography; family; theory

Barry Edmonston, PhD (Michigan)

Demography; human ecology; quantitative methodology

James C. Hackler, PhD (Washington)

Deviance; social control; criminology and delinquency

Andrew D. Hathaway, PhD (McMaster)

Alcohol and drugs; criminal justice; medical sociology

Ken Hatt, PhD (Alberta)

Ecological sociology, sociology of organizations, deviance/criminology and ethnic relations

Mikael Jansson, PhD (Western Ontario)

Marginalization; youth; personal service work, methods, demography

Sharon M. Lee, PhD (Princeton)

Social demography; race and ethnicity; social inequality

Sara L. Leiserson, PhD (York)

Gender; family; disability; international relations

William A. Little, PhD (Victoria)

Contemporary Social Theory; Hate and Neofascism Studies

Rhonda J.V. Montgomery, PhD (Minnesota)

Aging and adult development; family relations; health care delivery

Dorothy E. Smith, PhD (UC, Berkeley)

Social organization of knowledge; institutional ethnography

Degrees and Specializations Offered

The Department of Sociology offers courses of study leading to the degrees of Master of Arts and Doctor of Philosophy.

Facilities

Facilities available exclusively for Sociology graduate students include the Roy Watson Computer Laboratory, where software is available for the analysis of both qualitative and quantitative data.

Through its affiliation with the B.C. Regional Data Centre, the University provides extensive access to Statistics Canada survey data at the university library. Graduate students have access to the B.C. Provincial Archives and to national and international data sets through the Inter-University Consortium for Political and Social Research (ICPSR).

The Department participates in research centers that include the Centre on Aging (arguably the best unit of its kind in Canada), the Centre for Addiction Research, and the Centre for Youth and Society, and in the highly innovative Interdisciplinary Program in Cultural, Social, and Political Thought (CSPT, see below).

Financial Support

Graduate students are supported by fellowships and scholarships, teaching and research assistantships, and (for master's students) work placements in UVic's Co-operative Education Program, the third largest in Canada. The co-op option allows master's students to gain valuable paid work experience while completing degree requirements.

Not all MA students can expect to be funded. As well, the Department normally funds MA students only in the first two years of their program. To qualify for second-year funding, a student needs to make adequate progress in the first year. Generally, this means completing six courses with a GPA of 6 or better.

All doctoral students are funded at a minimum level of \$12,000 for each of three years. The Department strives to support its doctoral students with funds approaching \$17,000 for each of these years. Sources for funds can include teaching and research assistantships, grants and fellowships from the Faculty of Graduate Studies, external grants and fellowships, and sessional teaching work for doctoral students in their third or fourth years of study.

All eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS

The Department welcomes applications from Canadian and international students with strong backgrounds in sociology or closely related fields. All applications should include a full set of official transcripts, at least two letters of reference, a writing sample, and a statement of intent.

With rare exceptions, master's and doctoral students enter their programs in September. This is mainly because funding is normally available only for students beginning their programs at that time. Graduate seminar courses are offered only in the fall and spring terms; however, graduate students may arrange with individual faculty to take Directed Studies courses (SOCI 590 and 690) in the summer term (May-August).

Admission to Master's Programs

Admission to the master's program requires a bachelor's degree, with a minimum overall average of B+ (6.0) in the final two full years of credit units or undergraduate work. All incoming master's students must fulfill the requirements expected of undergraduate Honours students in this Department. Students without the prerequisites for the graduate courses they need to take will be required to take the prerequisites as part of their degree program (see Sociology graduate course listings for details). The admissions selection process is competitive. Not all students who meet the minimum requirements will be admitted. Typically, between 8 and 10 master's students are admitted to the program each year.

Admission to the PhD Program

Admission to the PhD program normally requires a master's degree in Sociology or a related social science discipline with a minimum average of 7.0 to 7.5 (A- to A) in graduate courses. To be admitted to the program, an applicant must have excellent letters of reference, present a clear statement of research interests and submit an example of strong scholarly work. The University's English language competency requirement applies. All eligible applications are reviewed by the Departmental Graduate Committee (chaired by the Graduate Adviser).

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 Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write a thesis (SOCI 599) for which they receive 6 units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and method (two of SOCI 510, 511, 515).

In addition, normally students must complete at least one of the following: SOCI 525, 535, 545, 556, 566, 585. CSPT 500 or CSPT 501 may be substituted for these courses if the CPST section is taught by a member of the Sociology Department. These courses are designed to facilitate the range of interests displayed by traditional and contemporary sociological inquiry. The range of such interests is illustrated by the current areas of interest declared by the Sociology faculty.

Course Requirements

Thesis (SOCI 599).....6.0

One of the following:

Classical Sociological Theory (SOCI 503).....1.5

Contemporary Social Theory (SOCI 504).....1.5

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

Political Sociology (SOCI 535)1.5

Sociology of Health (SOCI 545).....1.5

Social Inequality (SOCI 556)1.5

Social Movements (SOCI 566)1.5

Seminar on Aging (SOCI 585)1.5

Topics in Cultural, Social and Political Thought (CSPT 500).....1.5

Contemporary Cultural, Social and Political Thought: I (CSPT 501).....1.5

Thesis Preparation

Before a student commences work on the thesis, a thesis proposal outlining the student's problem (from a theoretical and methodological viewpoint) must be approved at a meeting of the student and her/his supervisory committee. A copy of the proposal and the recommendations of the supervisory committee will be placed in the student's file. Typically, Sociology theses are between 80 and 120 pages long. Students should consult the Guide to Graduate Studies in Sociology, available at the Department's website, for details on thesis preparation.

Oral Examination

Students in the thesis option will be supervised by a committee consisting of their academic supervisor and two other members, 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. Students who take the Co-operative Education option can expect to take close to three years to complete the master's degree. Students who complete the master's degree on a part-time basis can expect to take three to four years, depending on how many terms involve full-time enrolment and how many involve part-time enrolment.

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 503 or 504) and method (two of SOCI 510, 511, 515). In addition, students must complete at least two of the following: SOCI 525, 535, 545, 556, 566, 585. CSPT 500 or CSPT 501 may be substituted for these courses if the CPST section is 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.

Course Requirements

Extended Essay (SOCI 598).....3.0

One of the following:

Classical Social Theory (SOCI 503)1.5

Contemporary Sociological Theory (SOCI 504)1.5

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:

Gender, Power and Social Justice (SOCI 525) ...1.5

Political Sociology (SOCI 535)1.5

Sociology of Health (SOCI 545).....1.5

Social Inequality (SOCI 556)1.5

Social Movements (SOCI 566)1.5

Seminar on Aging (SOCI 585)1.5

Topics in Cultural, Social and Political

Thought (CSPT 500).....1.5

Contemporary Cultural, Social and Political

Thought: I (CSPT 501)1.5

Final Project

In this program, students write an Extended Essay (SOCI 598) for which they receive 3 units of credit. Typically, the Extended Essay is between 40 and 60 pages long.

Oral 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.

PhD Program

The PhD program is open to students with research interests in one or more of the following core areas and their intersections:

- aging
- gender
- health
- political sociology/social movements
- social inequality
- cultural, social and political thought (CSPT)

The PhD degree requires 30 units in accordance with the following program.

Course Requirements

All students are required to complete six 1.5 unit graduate courses beyond the MA degree. Unless taken as part of a previous graduate program in Sociology, students will, by the end of their doctoral program, be required to complete two graduate-level social theory courses (SOCI 503 and 504) as well as graduate-level courses in qualitative (SOCI 515) and quantitative (SOCI 501) method. These four courses have prerequisites at the upper-undergraduate level. Students deficient in basic social theory and methods will be asked to complete the prerequisite courses (additional to the 9.0 required graduate-level units) before taking SOCI 501, 503, 504 and 515. CSPT courses taught by a Sociology faculty member are considered Sociology courses. Sociology doctoral students are encouraged though not required to take graduate courses from other disciplines to enhance their studies. They may take 3.0 units from other departments, selected from a list of approved courses.

Unit Values

Courses:9.0

Dissertation:21.0

Total:30.0

Comprehensive Exams

Comprehensive examinations are offered in each of the Department's five core areas as well as in CSPT. Students must complete any two of these. Each comprehensive examination includes a written and an oral examination component. The written component entails an in-depth review essay, critically engaging with the literature, based on a bibliography agreed to by the student and the examination committee. The

oral examination is based upon the review essay and normally is held within one month of the submission of the essay. Each examination (in both its written and oral components) is administered by a committee of three faculty members. CSPT comprehensive exams are set by the CSPT program.

Dissertation

Students are required to complete and defend a dissertation proposal before their supervisory committee, normally within six months of passing the comprehensive exams. 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 21 units of credit.

A Sociology (CSPT) student's dissertation must meet the requirements of both the CSPT Program and the Department of Sociology. The topic must be within the broad field of cultural, social and political thought.

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 MA 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 or CSPT 501. See the course listings for descriptions of CSPT 500 and CSPT 501.

Students pursuing the CSPT interdisciplinary option within their Sociology doctoral program are required to take one section of CSPT 500 plus one section of CSPT 501/601. In addition, such students write, as one of their comprehensive exams, a CSPT exam, set by the CSPT program. Students taking the CSPT doctoral option will have as their supervisor a CSPT faculty member who is also a member of the Sociology department and will complete a dissertation (SOCI 699) in the field of CSPT.

Admission to the program in CSPT is subject to the written approval of the Program Director. Applicants must already have been accepted for graduate studies 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 six units of course work by the time their work term placement is expected to begin. The Co-operative Education option is only available to full-time students; part-time students may apply for admission on the understanding that they will be required to change to full-time status for the remainder of their program.

Studies in Policy and Practice

GENERAL INFORMATION

Studies in Policy and Practice (SPP) is an innovative interdisciplinary MA graduate program of critical studies for those involved in activism, human services, and community work. The program provides graduates with a strong grounding in 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 MSW is offered in collaboration with this program. Information on the Social Work master's programs is available under the 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 <www.uvic.ca/spp>.

Contact Information

Studies in Policy and Practice Program
Faculty of Human and Social Development
Location: HSD Building, Room 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: <web.uvic.ca/spp>

Program Coordinator: Dr. Michael Prince
Email: mprince@uvic.ca
Phone: (250) 721-8043

Program Assistant: Barbara Egan
E-mail: began@uvic.ca
Phone: (250) 721-8204

Program Assistant: Heather Keenan
E-mail: hkeenanan@uvic.ca
Phone: (250) 472-4912

Faculty Members and Areas of Research

Susan Boyd, PhD (Simon Fraser)

Women in conflict with the law; drug law and policy; reproductive autonomy; research methodologies

Pamela Moss, PhD (McMaster)

Body politics; feminist research and theory; theory and praxis; women, space and identity; illness and disability

Michael J. Prince, PhD (Exeter)

Retirement income policy; public policy formation and implementation; public budgeting and resource allocation

Marge Reitsma-Street, PhD (Toronto)

Poverty, unpaid work and wealth; community development; young offenders; activist research

Katherine Teghtsoonian, PhD (Stanford)

Women's policy agencies; neoliberalism and public policy; gender mainstreaming initiatives

Degrees and Specializations Offered

Students completing this program will receive a Master of Arts.

Facilities

SPP Graduate Students share a large office with a telephone and two computers. Students also have access to a computer lab open seven days per week.

Financial Support

The Faculty of Graduate Studies awards a University Graduate Fellowship in the amount of \$13,600 for the student entering a program with the highest grade point average. SPP has the option of splitting this Fellowship equally between two students. SPP Students are eligible for several awards for which they need to apply. Also, some funds are available to support students in the program, in the form of Graduate Tuition Fellowships.

ADMISSION REQUIREMENTS

Admission to the Master's Program

SPP applicants must have a bachelor's degree in a relevant discipline and two years of relevant work experience. Usually, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement for admission to the program. The program usually requires applicants to have or to make up an undergraduate course in research methods. Students also need to have or make up background knowledge of Canadian government and policy.

In addition to transcripts, letters of recommendation and application forms required by the Faculty of Graduate Studies, the Studies in Policy and Practice Program requires applicants to provide a resume, a personal statement of interests including a rationale for application, and a brief biography.

Deadlines

The closing date for applications is December 1st.

PROGRAM REQUIREMENTS

Master's - Thesis Option

Students are required to complete 9.0 units of coursework (four required, plus the non-credit SPP 550 - Advanced Thesis Seminar course; and two electives) and a 6.0 thesis, for a total of 15.0 units.

Course Requirements

SPP 510 (1.5)	Policy Context of Practice
SPP 516 (1.5)	Research Methodologies
SPP 519 (1.5)	Theory for Policy and Practice
SPP 550 (0.0)	Advanced Thesis Seminar
SPP 560 (1.5)	Communities, Politics and Social Change
SPP 599 (6.0)	Thesis
SPP 699 (var)	Dissertation
Electives Courses (Please note: not all Electives are offered every year)	
SPP 501 (1.5)	Organizational Context of Practice
SPP 520 (1.5)	Advanced Methodology Seminar
SPP 521 (1.5)	Practice of Action-Oriented Research
SPP 530 (1.5)	Advanced Policy and Practice Seminar
SPP 580 (1.5 or 3.0)	Special Topics
SPP 590 (1.5 or 3.0)	Directed Studies

or any other senior undergraduate course approved by the student's supervisor and the SPP graduate adviser

Thesis

The thesis is to be approximately 100 pages that describes the research methodology, conceptual framework, data collection and analysis, discussion of findings and conclusions. Prior to starting their thesis, students will need to complete and have approved by their supervisory committee, a proposal of approximately 25 pages.

Program Length

Full-time students are expected to complete the program in three years or less. Part time students are given five years to complete the program.

CO-OPERATIVE EDUCATION

SPP offers a Co-operative Education option for students entering the program. Co-operative Education provides students with relevant work experience, either for building a career or making the transition to a different career. The Co-op option consists of two four-month work terms. The first placement begins after the student has completed two terms of coursework. At least one academic term has to be completed between placements. Prior work experience and continuing part- or full-time employment are not accepted for work term credit. Students completing two work terms and satisfying SPP academic requirements for the MA degree program will graduate with a Co-op designation on their transcript. See the Graduate Co-operative Education Entry in the Graduate Studies Calendar section of the Calendar. Students are advised that a Co-operative Education program fee is charged for each work term.

Theatre

GENERAL INFORMATION

The Philosophy of the Theatre Department is that the theatre should be studied in all its aspects and that it is best approached through a curriculum that leads to performance. Through all courses and productions, students are encouraged to focus on fundamental creative, interpretive, performative and technical skills as they study the historical, contemporary and educational theories and practices of the theatre arts.

Since theatre is a public art, the majority of our work is presented to the public. Our production format includes a mainstage season of shows, plus a spring festival of new and innovative work co-produced with the Department of Writing. For more information please consult our website: <finearts.uvic.ca/theatre>.

Contact Information

Department of Theatre
Location: Phoenix Building

Mailing Address:

University of Victoria, Theatre Department
PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Courier Address:

University of Victoria, Theatre Department
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone Number:.....(250) 721-7991

Fax Number:(250) 721-6596

E-mail: bdillon@finearts.uvic.ca

Website: <finearts.uvic.ca/theatre>

Chair: Brian Richmond

E-mail: brichmon@finearts.uvic.ca

Phone:(250) 721-8591

Graduate Adviser: Anthony Vickery

E-mail: avickery@uvic.ca

Phone:(250) 721-7998

Graduate Secretary: Barbara Dillon

E-mail: bdillon@finearts.uvic.ca

Phone:(250) 721-7991

Faculty Members and Areas of Research

Brian Richmond, MA (Toronto), Chair

Directing, dramaturgy, acting

Warwick Dobson, PhD (Sussex)

Applied theatre, drama/theatre in education, reminiscence theatre

Linda Hardy, MA (Toronto)

Acting, voice and speech for the stage, 19th century British theatre, directing

Giles W. Hogya, PhD (Northwestern)

Lighting and set design, directing, children's theatre

Mary Kerr, BFA (Manitoba)

Stage design (costume and set), Canadian theatre, dance, ballet, opera, musical theatre, film, television and special events design

Scott Malcolm, MFA (York)

Stage movement, acting

Allan Stichbury, BFA (Alberta)

Stage design (scenic, costumes and lighting), Canadian theatre

Anthony Vickery, PhD (Victoria)

Theatre history, especially melodrama and British and North American theatre of the 19th and early 20th centuries

Jennifer Wise, PhD (Toronto)

Theatre history, especially Ancient Greece and the 18th century, theories of acting, opera

Jan Wood, BFA (Alberta)

Acting, voice

Adjunct, Emeritus and Visiting Faculty

Juliana Saxton, BA (Toronto)

Applied theatre

Degrees and Specializations Offered

The Department offers the following graduate programs:

- MA in Theatre History
- MFA in Directing
- MFA in Design/Production

Facilities

The Phoenix Building is recognized as one of the most innovative and complete production/teaching facilities in Canada. In keeping with the academic philosophy of the teaching program, the Phoenix Building is designed and built around three distinct theatre architectural models, a thrust, a proscenium and a black box studio. Each space is provided with equipment designed to give students, actors, technicians and designers the opportunity to take part in many types of theatre: historic, modern, and experimental. Surrounding these performance spaces are fully equipped support areas: a design studio, scene, costume and properties workshops. In addition, there are rehearsal areas, makeup and dressing rooms, a movement studio, storage areas for props, scenery and costumes and of course classrooms.

In addition, the Department of Theatre has a good working relationship with the professional community, and educational theatres on Vancouver Island, providing opportunities for graduate students to do various types of practical work off-campus when time permits.

Financial Support

A few graduate students receive University of Victoria Fellowships (currently valued at approximately \$13,500 over 12 months), which are awarded annually by the Faculty of Graduate Studies. The primary requirement for a fellowship is a minimum GPA average of 7.0 (UVic scale = approximately an A- average of 80%) in each of the last two undergraduate years and every graduate year.

A limited number of assistantships (TA) are also available from the department for qualified students. The usual level of assistantships is \$3,000 per term, which can be matched by the Faculty of Graduate Studies for a total of \$6,000 per term or \$12,000 per year. Numerous other awards are administered through The Faculty of Graduate Studies. Details can be found on the Faculty of Graduate Studies website: <www.uvic.ca/grad>.

All eligible graduate students are encouraged to apply for funding from provincial, federal and

external sources. The Theatre Department cannot guarantee funding, although it is our intention that all graduate students receive some financial support in the initial years of their respective programs (for MA and MFA students, the first two years, and for PhD students, the first three years).

ADMISSION REQUIREMENTS

General

In addition to the documentation required by the Graduate Admissions and Records Office (see page 15), the Department of Theatre also requires applicants for admission to any of the graduate programs to send a letter to the Theatre Department Graduate Adviser with a statement of purpose and a detailed résumé of their educational background, theatre experience, and teaching experience, if applicable.

Applicants must have completed appropriate undergraduate theatre courses.

References should come from theatre professors and/or recognized theatre professionals.

In addition to satisfying the general requirements for admission to the Faculty of Graduate Studies (please see the UVic Graduate Calendar), applicants must be approved by the Department of Theatre; a minimum GPA of B+ (6.0) 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 the Graduate Admission and Records Office website <registrar.uvic.ca/grad> by February 1.

PROGRAM REQUIREMENTS

Master of Arts

MA candidates will normally follow the non-thesis option as described below. For the non-thesis option, all candidates must complete 13.5 units of graduate course work (as described in the separate entries below) and an MA Essay of 4.5 units. In exceptional cases, a candidate may be granted permission by the graduate adviser to follow the thesis option, which requires completion of 12 units of graduate course work and an MA thesis of 6 units.

Each student will be assigned a faculty supervisor who will assist the student in the development of the final project.

MA in Theatre History – Thesis Option

Course Requirements

Theatre History (including THEA 500)6.0
Courses to be chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be taken at the 300 or 400 level)6.0
MA Thesis (THEA 599)6.0

Thesis

The candidate will submit the thesis and orally defend it as part of the requirements of the Faculty of Graduate Studies.

Program Length

The residency requirement is one year. The expected completion time is two years.

MA in Theatre History – Non-Thesis Option

Course Requirements

Theatre History (including THEA 500)7.5
Courses chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be at the 300 or 400 level)6.0
MA Essay (THEA 598)4.5

Final Project (MA Essay)

Under the direction of the faculty supervisor, the candidate will prepare, orally defend during examination and submit a paper suitable for presentation at a recognized scholarly conference or a refereed academic journal.

Under special circumstances, the faculty supervisor may approve a student's request to pursue an MA thesis program. Information is available from the Graduate Adviser.

Program Length

The residency requirement is one year. The expected completion time is two years.

Master of Fine Arts

Applicants must have practical theatre experience and may be required to take a diagnostic examination. Any deficiencies will represent ad-

ditional 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 524)6.0

Final Project THEA 524, 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 two 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 524)6.0

Final Project THEA 524, 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 two calendar years of residency.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Visual Arts

GENERAL INFORMATION**Contact Information**

Department of Visual Arts

Location: Visual Arts Building, room 244

Mailing Address:

Graduate Adviser
PO Box 1700 STN CSC
Victoria BC V8W 2Y2

Courier Address:

Visual Arts Building, room 244
Visual Arts Department
University of Victoria
3800 Finnerty Road
Victoria BC V8P 5C2

Telephone Number:.....(250) 721-8011

Fax Number:(250) 721-6595

E-mail: vart@uvic.ca

Website: <www.finearts.uvic.ca/visualarts/>

Chair: Allan Stichbury

E-mail: astichbu@finearts.uvic.ca

Phone: (250) 721-8011

Graduate Adviser: Sandra Meigs

E-mail: smeigs@finearts.uvic.ca

Phone: (250) 721-8012

Graduate Secretary: Nedra Tremblay

E-mail: ntrembla@finearts.uvic.ca

Phone: (250) 721-8011

Faculty Members and Areas of Research

Vikky Alexander, BFA (NSCAD)

Photography

Lynda Gammon, MFA (York)

Drawing, sculpture

Steven Gibson, PhD (SUNY at Buffalo)

Digital media

Daniel Laskarin, MFA (UCLA)

Sculpture

Luanne Martineau, MFA (UBC)

Art theory and curatorial studies

Sandra Meigs, MA (Dalhousie)

Painting, drawing

Lucy Pullen, MFA (Tyler School of Art, Temple University)

Sculpture

Ho Tam, MFA (Bard College)

Video

Robert Youds, MFA (York)

Painting

Degrees and Specializations Offered

MFA

Financial Support

Normally, work as a research assistant or teaching assistant is available to students in the graduate program.

ADMISSION REQUIREMENTS**General**

The MFA program is centred around the major areas: Drawing, Painting, Sculpture, Photography and Digital Multimedia. In the tradition of contemporary practice, members of the Department also recognize and encourage work that does not fit singularly into the above categories.

Admission To Master's Program

Applicants to the MFA program must submit a folio of work (consult the Visual Arts website for details regarding folio submission.) 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: Completed applications to the MFA program must be submitted to the Graduate Admissions and Records Office by January 15.

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.

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 Humanities, Fine Arts, and Professional Writing Co-op office early in the term in which they are applying.

Research Centres

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 University's 15 interdisciplinary research centres.

Website: <www.research.uvic.ca>

British Columbia Institute for Co-operative Studies

Ian MacPherson, BA (Assumption U of Windsor), MA, PhD (W Ont), Professor Emeritus

The Institute is committed to defining and establishing Co-operative Studies as an important field of inquiry within the University and the community. It has a particular interest in understanding how the co-operative model functions within different kinds of contexts; how it can be further utilized in meeting economic and social needs; and how it can empower people and communities in controlling the forces that shape their lives.

Working with individuals, co-operatives, governments and other research organizations, the Institute is developing a rich resource base on Co-operative Studies in books and periodicals within the McPherson Library and in archival collections on its own premises.

The Institute collaborates with the Division of Continuing Studies, governments and the co-operative sector to ensure the information gathered on the resource base and the research activities fostered by the Institute are made readily available to the public, especially to people interested in developing co-operatives, and researchers and students in academic institu-

tions. 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.

Website: <web.uvic.ca/bcics>

Centre for Addictions Research of B.C.

Tim Stockwell, PhD (University of London), Director

The mission of the Centre for Addictions Research of B.C. (CARBC) is to create an internationally recognized centre, distributed across B.C., that is dedicated to research and knowledge exchange on substance abuse, harm reduction, and addiction.

Established at the University of Victoria in 2003 through an endowment from the B.C. Addiction Foundation, CARBC has developed relationships with a large network of addictions-related agencies in B.C. and has formal partnerships with the other four major universities in B.C.: the University of B.C., Simon Fraser University, Thomson Rivers University and the University of Northern B.C. CARBC sits at arms length from government while working on shared concerns with multiple government departments, including health, police, education, and liquor licensing.

Guided by a comprehensive five year strategic plan, CARBC tracks performance results in four key areas:

- Build research infrastructure and capacity across B.C. for the conduct of research that will increase understanding and support more effective responses to substance use
- Conduct high-quality research that increases understanding of substance use and addiction, and informs effective responses
- Disseminate research findings that increase understanding of substance use and addiction, to increase awareness of related harms, and to identify effective responses
- Contribute to the implementation of evidence-based policy and practice

CARBC maintains a research and administration office at the University of Victoria, and a communication and resource unit in Vancouver, B.C.

Website: <www.carbc.uvic.ca>

E-mail: carbc@uvic.ca

Centre for Advanced Materials and Related Technology (CAMTEC)

Director: Robin Hicks (Guelph)

The Centre for Advanced Materials and Related Technology (CAMTEC) at the University of Victoria is a research centre committed to interdisciplinary work on advanced materials and technology. The scope of this work covers a wide spectrum of research in theoretical and applied areas. CAMTEC coordinates related research among the Departments of Biology, Chemistry, Electrical and Computer Engineering, Mechanical Engineering and Physics. CAMTEC members work in close association with scientists and engineers from the private and public sectors to ensure technology transfer to industry.

The Centre's key research areas and areas of application include: crystal growth of semiconductors, dielectric materials characterization, magnetic and superconductive materials and their applications, microscopy and nanopores, microwave and optical applications of advanced materials, advanced composites, alloys, and ceramics, integrated circuit technology, infrared detectors, microensors for environmental and medical applications, opto-electronic and micro-electronic devices, piezoelectric actuators, and chemical sensors, with recent emphasis being in nanostructures and nanotechnology.

The Centre stimulates the development of new equipment and facilities on campus and also attracts graduate students and visiting scientists interested in advanced materials. As an interdisciplinary centre, CAMTEC has an impressive array of equipment and facilities at its disposal. The knowledge and experience gained from the research into advanced materials at CAMTEC is disseminated throughout the University, to the private and public sectors, and to other Canadian universities and institutions. The Centre accomplishes this through scientific publications, conferences, workshops and seminars, as well as through courses offered by the members.

Website: <www.camtec.uvic.ca>

E-mail: CAMTEC@engr.uvic.ca

Telephone: (250) 721-8821

Centre for Asia-Pacific Initiatives (CAPI)

Richard King, MA (Cantab), PhD (Brit Col), Director

Andrew Harding, MA (Oxon), LLM (NUS), PhD (Monash), Chair in Asia-Pacific Legal Relations

Guoguang Wu, MA, PhD (Princeton), China Program Chair

Helen Lansdowne, MA (UVic), Assistant Director



Heidi Tyedmers, MA (UVic), Program Officer

The purpose of the Centre is to conduct and support the University of Victoria's Asia Pacific research and related initiatives, and to encourage the development of the University's Asia-Pacific programs and resources. The Centre's current research interests include: Southeast Asian law and development, Japan and Asia-Pacific relations, and China and Asia-Pacific relations. Associates and Research Fellows who share research interests are attached to the Centre. Linkages are established with other units on campus for purposes of collaborative research, as well as with individuals and institutions across Canada and in the Asia-Pacific. In addition to the research activities undertaken by CAPI, a wider role is taken on campus in disseminating information through conferences, workshops, symposiums and publications. The Centre manages an internship program that offers 8-month internships in the Asia-Pacific region for recent graduates. The Centre is not a teaching unit, and the faculty associated with the Centre teach in their respective departments or faculties.

For further information on CAPI programs and events, visit the centre's website at <www.capi.uvic.ca>

Centre for Asia-Pacific Initiatives
Room 131, Anne and Murray
Fraser Building
University of Victoria
P.O. Box 1700 STN CSC
Victoria, BC Canada V8W 2Y2
Tel.: (250) 721-7020; Fax: (250) 721-3107

Centre for Biomedical Research

Ben F. Koop, BS, MS (Texas Tech), PhD (Wayne St), PDF (Caltech), Director

The Centre for Biomedical Research employs a multidisciplinary approach, with an emphasis on genetics, molecular biology and biotechnology, to promote interdisciplinary basic, translational and clinical biomedical research. Areas of expertise include genetic disease, environmental mutation, human genetics, molecular and developmental biology, cancer, genomics and evolution.

The Centre is a collaborative group of scientists and clinicians investigating genetic disease, the impact of environmental factors, cancer and genome research.

Co-operating University departments include Biology, Biochemistry and Microbiology, Computer Science, Anthropology, Integrated Energy Systems (IESVIC), the Centre for Studies in Religion and Society, and the Environmental Studies Program. Research is done in collaboration with the BC Cancer Agency, Department of Fisheries and Oceans, BC Ministry of Environment, private companies and local hospitals. Graduate students wishing to take part in the work of the Centre must be registered with an appropriate University department. Personnel from the Centre and co-operating agencies participate in giving appropriate course work. Both master's and doctoral work can be conducted through the Centre.

The Centre is financially supported through contributions from the University, granting councils, contract work, and donations from individuals, foundations and business. For further

information, contact the Centre at 472-4067 or visit the Centre's website at: <web.uvic.ca/cbr>.

Centre for Community Health Promotion Research

Marcia Hills, RN, PhD, Director

The Centre for Community Health Promotion Research at the University of Victoria is engaged in multidisciplinary research to investigate the complex interrelatedness of the broad determinants of health, their impact on health, and systemic changes required to promote health, particularly at the community level. Researchers at the Centre direct their efforts at facilitating change within communities and health systems provincially, nationally and internationally by linking policy, practice and research.

The vision of the Centre is to create equitable conditions for health through research, practice and education.

The Centre 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.

Researchers at the Centre are involved in the following programs of research: Primary Health Care and Public Health Renewal, Health Promotion Effectiveness, Assets for Health and Development, Literacy and Health, Women's Health, Youth Health Promotion and School Health, Aboriginal People's Health, Rural and Remote Health and International Health.

Website: <hp.uvic.ca>

E-mail: chpc@uvic.ca

Centre for Earth and Ocean Research

Director (Interim): Dr. Rosemary E. Ommer, MA (Mun), PhD (McGill)

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 administers several research facilities and large research projects: the Canadian Marine Acoustic Remote Sensing (C-MARS) facility; the Canadian Consortium for Ocean Drilling (CCOD); and the west coast portion of the Coasts Under Stress Project (CUS), for example.

Research topics which can be pursued under the auspices of this Centre include: geophysics and geology, both terrestrial and marine; physical, chemical, geological and biological oceanography; underwater acoustics; atmospheric and oceanic modelling and climate change.

Website: <web.uvic.ca/ceor>

Centre for Forest Biology

Barbara J. Hawkins, BSF(UBC), PhD (Cant), Department of Biology, Director

The purpose of the Centre is to carry out fundamental and applied research and to train graduate students and postdoctoral fellows in Forest Biology, emphasizing the adaptation of trees and their interactions with the environment. Faculty members collaborate and work in close association with scientists from Forestry Canada at the Pacific Forestry Centre (PFC) and the B.C. Ministry of Forests and Range (MOFR) Research Branch. Also, associations with the forest industry and forest industry laboratories are maintained in order to ensure maximum technology transfer. The knowledge generated is disseminated through scientific publications, conferences, lectures and through the diverse academic courses offered by the Centre.

Research topics which can be pursued under the auspices of this Centre include: conifer embryogenesis; plant stress physiology, water relations and gas exchange; plant and fungal molecular biology; plant-pest interactions; microbial ecology; and carbon sequestration by forests and soils.

Cooperating University departments are: Biology and Biochemistry and Microbiology. Graduate students wishing to take part in the work of the Centre register with an appropriate University Department, but may conduct a large part of their thesis research working with personnel and equipment of a cooperating agency. Personnel from the agencies participate in giving appropriate course work. Both master's and doctoral work can be conducted through the Centre.

Website: <web.uvic.ca/forbiol>

Centre for Global Studies

Gordon S. Smith, BA (McGill), PhD (MIT), Director

Barry Carin, Hons BA (McGill), PhD (Brown), Associate Director

The Centre for Global Studies (CFGS) is engaged in research and public awareness that promotes informed policy responses to the challenges of global governance, security and sustainability. CFGS is a unique "centre of centres," creating a dynamic, multidisciplinary environment. Currently there are:

- four programs
 - Globalization and Governance
 - Technology and International Development
 - International Women's Rights Project (IWRP)
 - Pacific Climate Impacts Consortium (PCIC)
- two institutes
 - International Institute for Child Rights and Development (IICRD)
 - Canadian Institute for Climate Studies (CICS)

The Centre is strongly committed to public awareness and outreach to both the academic and public communities, allowing CFGS members to share their collective knowledge and promote debate on important issues and events.

The breadth of the Centre's activities provides employment and volunteer opportunities for several students and interns each year.

CFGS was established in 1998 through the generosity of local community donors. The Centre continues by enhancing its already extensive network of international research and funding partners, with whom it collaborates on a project-to-project basis.

For more information, please visit our website at <www.globalcentres.org>.

Centre for Studies in Religion and Society

Conrad Brunk, BA, MA, PhD (Northwestern), 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, rigorous inquiry, whether from a disciplinary or an interdisciplinary perspective.

The Centre encourages participation from scientists, social scientists, humanists, and academics in professional schools; it addresses some of the major questions facing society by bringing together academics from a variety of disciplines; it seeks to bridge the gap between university and community by promoting dialogue between academics and the lay public.

The Centre pursues these objectives through research fellowships, interdisciplinary research, lectures, seminars, conferences, publications, library acquisitions and other academic activities. For further information, visit our website at

<www.csrs.uvic.ca> or e-mail the Centre at csrs@uvic.ca.

Centre for Youth and Society

Bonnie J. Leadbeater, BSc, MAEd (Ottawa), PhD (Columbia), Director

The Centre for Youth and Society was formally established at the University of Victoria in the spring of 2002, after several years of collaborative activity involving professors from the Faculties of Social Sciences, Education and Human and Social Development in partnership with representatives of youth-serving agencies from the Greater Victoria region.

The mission of the Centre for Youth and Society is to promote the health and well-being of youth from diverse social, economic and ethnic backgrounds in evolving societal circumstances. The Centre strives to identify the concerns of youth themselves and of society as a whole so that programs, research and training priorities are responsive to those concerns. The establishment of the Centre enables the university community to foster effective relationships with youth and members of the wider community who work with them in order to cooperatively generate and disseminate knowledge concerning the strengths, challenges, opportunities and problems of youth.

The core mandate of the Centre is to promote research and actions that contribute to the well-being of youth from diverse social, economic, and ethnic backgrounds; across developmental transitions; and in evolving societal circumstances. Additionally the goal of our research is to

- provide for the generation and dissemination of knowledge concerning strengths, challenges, opportunities, and problems of youth
- ensure that the concerns of youth themselves and of society as a whole are identified so that programs, research and training priorities are responsive to these concerns
- advance inter-disciplinary community-based research on adolescent health and development; to train specialists in interdisciplinary community-based research, education and health-care of adolescents
- advocate for youth with policy-makers and research funding agencies. In all of our research emphasis on ethical approach and scientific rigor is applied

Several faculty members of the Centre are working together with community partners on interdisciplinary research in the areas of youth health, recreation, maturity, social competence, community-youth involvement, victimization, bullying, substance abuse, depression, injury prevention and making successful transitions to adulthood.

Website: <www.youth.society.uvic.ca>

E-mail: ysr@uvic.ca

Centre on Aging

Elaine Gallagher, BSc (Windsor), MSc (Duke), PhD (S Fraser), (Professor, Nursing), Director

Research Areas: health of older persons, evaluation research, social support and stress, safety and security, gerontology, health promotion, community development, elder abuse, falls among the elderly

Neena L. Chappell, BA (Car), MA, PhD (McM), FRSC, CRC in Social Gerontology, (Professor, Sociology), Professor

Research Areas: health care, social policy, informal and formal support, aging and ethnicity, utilization of services

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), (Associate Professor, Social Sciences), Associate 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

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

Kelli I. Stajduhar, BSN (UVic), MSN, PhD (UBC), (Assistant Professor, Nursing), Assistant Professor

Research Areas: palliative care, family caregiving, HIV/AIDS, vulnerable and marginalized populations, home care, cancer, mixed method research, qualitative and quantitative research

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

Tom Ackerley, Survey Research Centre Manager
Lindsay Cassie, Secretary

Joan McHardy, BA (Concordia), PhD (Oxford), BC-NAR Regional Liaison Officer

Lois Edgar, BA (Alta), Administrative Coordinator

Anita Jessop, Project Secretary

Phyllis McGee, BA (York), MEd, EdD (Toronto), Health Research and Community Liaison Officer

Arlene Senft, Project Administrative Assistant

Julie Shaver, BA, MA (UVic), Research Coordinator

The Centre on Aging is a multidisciplinary research centre established to advance knowl-

edge throughout the life course with an emphasis on aging. The Centre conducts and facilitates applied and basic research in the social and behavioural sciences, health care and service delivery. Examples of research the Centre promotes: needs assessments and social surveys, experimental research, program evaluations, development of clinical diagnostic tools and social policy research.

Research conducted at the Centre on Aging is undertaken in collaboration with the community, government, and academics across a wide variety of disciplines. Centre researchers are drawn from many faculties, departments, and schools, including Anthropology, Child and Youth Care, Economics, Geography, Human and Social Development, Health and Information Science, Law, Nursing, Physical Education, Public Administration, Philosophy, Psychology, Social Work, Engineering and Sociology.

The Survey Research Centre (SRC) provides survey data collection services to researchers at the University of Victoria as well as researchers at other institutions and organizations. A wide range of services are offered to health and social sciences, economics, political, industrial and program evaluation researchers. The call centre operations perform telephone research using up-to-date computer assisted technology and skilled interviewing staff. The SRC can also host survey data collection using web-based, e-mail, or postal mail techniques.

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, the Michael Smith Foundation of Health Research Infrastructure Support, granting councils, contract work, and donations from individuals, foundations, and business. For further information, contact the Centre at 721-6369 or visit the Centre's website at: <www.coag.uvic.ca>.

Institute for Dispute Resolution

Maureen Maloney, Q.C., LLB (Warwick), LLM (Toronto), Director

Christina Hantel-Frazer, CandPhil (Bonn), MTS (Harvard), PhD (Bonn), Adjunct

Catherine Morris, BA, LLB (Alberta), LLM (British Columbia) Adjunct

Tara Ney, BA, MA (UVic), PhD (Southampton), Adjunct

Richard Price, BComm, BDiv, MA (Alberta), Adjunct

The Institute for Dispute Resolution is an interdisciplinary centre at the University of Victoria focused on public policy dispute resolution research, education, professional training, and community development. The Institute also acts as a resource service, not only for UVic students and faculty, but for government departments, non-governmental organizations, community groups, professionals, and others interested in improving dispute resolution processes or in applying alternative dispute resolution (ADR) techniques to their practical problems.

The Institute works collaboratively with a range of faculties and departments at the University of Victoria and maintains strong links to the dispute resolution community external to the University.

The Institute's diverse research program has examined disputes in both public and private settings, including those involving land use and development, the environment, and the community. The Institute has also researched issues relating to the resolution of complex, multi-party public policy disputes, disputes involving First Nations, the institutionalization of ADR procedures, the relationship between culture and conflict, and the nature of power in dispute resolution, and has been involved in dispute resolution education and consultation nationally and internationally.

The Institute administers an interdisciplinary graduate program in public sector dispute resolution. An interdisciplinary Master of Arts in Dispute Resolution is offered through the Faculty of Human and Social Development. Professional development workshops are also offered in cooperation with the Division of Continuing Studies.

The Institute receives support from the University, external research funding, and contract work.

Website: <dispute.resolution.uvic.ca>

Institute for Integrated Energy Systems (IESVic)

Ned Djilali, BSc (Hatfield Polytechnic), MS (Imperial Coll, London), PhD (Brit Col), PEng, Director

Lawrence Pitt, BSc, MSc (Alberta), PhD (UVic), 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 labo-

ratory with hydrogen production and fuel cell testing equipment is available for research use. This lab is designed primarily for prototyping and testing new fuel cell designs. IESVic makes extensive use of students at both the undergraduate and graduate levels to assist with research, and IESVic members frequently participate in supervising students whose interests are non-technical but still related to issues surrounding the development of sustainable energy systems.

Website: <www.iesvic.uvic.ca>

Laboratory for Automation, Communication and Information Systems Research (LACIR)

Colin Bradley, BSc (UBC), MS (Heriot-Watt), PhD (UVic), Director

Founded at the University of Victoria in 1987, LACIR is an on-campus, cross-disciplinary research centre. University members are engaged in advanced systems research. Specific research areas include adaptive optics systems, ocean technology and micro-machining.

LACIR engages in collaborative research with industry, government, and other universities. Currently, LACIR works with the Thirty Meter Telescope Project (Caltech), the Herzberg Institute of Astrophysics (Victoria), McGill University and CANARIE.

The laboratory is financially supported by the Natural Science and Engineering Council of Canada, National Research Council of Canada, Canada Foundation for Innovation, British Columbia Knowledge Development Fund, CANARIE and the Innovation Council of British Columbia.

LACIR encourages collaborative research among its members and with industry, government and other BC universities. LACIR also promotes education in advanced systems.

LACIR is a member of the Vancouver Island Advanced Technology Centre. VIATeC monitors the needs and supports the development of local high tech industries, distributes information, and provides networking opportunities.

Website: <web.uvic.ca/lacir>

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Courses of Instruction



This section presents the descriptions of all courses offered at the University of Victoria. Courses are listed in alphabetical order by course abbreviation (BIOL, EDUC). The course abbreviations for all courses offered within each faculty are listed on page 135. A list of the course abbreviations and their corresponding subject areas is presented on page 136.

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 <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

EDCI Curriculum and Instruction Studies
Department of Curriculum and Instruction

PE Physical Education 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

INTD Interdisciplinary Program

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 Slavic Studies

GRS Greek and Roman Studies Department of Greek and Roman Studies

HIST History Department of History

ITAL Italian Department of Hispanic and Italian Studies

LING Linguistics Department of Linguistics

PAAS Pacific and Asian Studies Department of Pacific and Asian Studies

PHIL Philosophy Department of Philosophy

SPAN Spanish Department of Hispanic and Italian Studies

Faculty of Law

LAW Law

Faculty of Science

ASTR Astronomy Department of Physics and Astronomy

BIOC Biochemistry Department of Biochemistry and Microbiology

BIOL Biology Department of Biology

CHEM Chemistry Department of Chemistry

EOS Earth and Ocean Sciences School of Earth and Ocean Sciences

FORB Forest Biology Department of Biology

MATH Mathematics Department of Mathematics and Statistics

MICR Microbiology Department of Biochemistry and Microbiology

MRNE Marine Science Department of Biology

PHYS Physics Department of Physics and Astronomy

STAT Statistics Department of Mathematics and Statistics

Faculty of Social Sciences

ANTH Anthropology Department of Anthropology

CSPT Cultural, Social and Political Thought
Department of Political Science

ECON Economics Department of Economics

ES Environmental Studies School of Environmental Studies

GEOG Geography Department of Geography

POLI Political Science Department of Political Science

PSYC Psychology Department of Psychology

SOCI Sociology Department of Sociology

Courses By Subject Area

Advanced Nursing Practice	NURA
Faculty of Human and Social Development	
Advanced Nursing Practice: Nurse Practitioner Option	NUNP
Faculty of Human and Social Development	
Anthropology	ANTH
Faculty of Social Sciences	
Astronomy	ASTR
Faculty of Science	
Biochemistry	BIOC
Faculty of Science	
Biology	BIOL
Faculty of Science	
Chemistry	CHEM
Faculty of Science	
Child and Youth Care	CYC
Faculty of Human and Social Development	
Computer Science	CSC
Faculty of Engineering	
Cultural, Social and Political Thought	CSPT
Faculty of Social Sciences	
Curriculum and Instruction Studies	EDCI
Faculty of Education	
Dispute Resolution	DR
Faculty of Human and Social Development	
Earth and Ocean Sciences	EOS
Faculty of Science	
Economics	ECON
Faculty of Social Sciences	
Educational Psychology and Leadership Studies	ED-D
Faculty of Education	
Electrical Engineering	ELEC
Faculty of Engineering	
English	ENGL
Faculty of Humanities	
Environmental Studies	ES
Faculty of Social Sciences	
Forest Biology	FORB
Faculty of Science	
French	FREN
Faculty of Humanities	
Geography	GEOG
Faculty of Social Sciences	
German	GER
Faculty of Humanities	
Graduate Studies By Special Arrangement	GS
Faculty of Graduate Studies	
Greek and Roman Studies	GRS
Faculty of Humanities	
Health Information Science	HINF
Faculty of Human and Social Development	
History	HIST
Faculty of Humanities	
History in Art	HA
Faculty of Fine Arts	
Human and Social Development	HSD
Faculty of Human and Social Development	
Indigenous Governance	IGOV
Faculty of Human and Social Development	
Interdisciplinary Program	INTD
Faculty of Graduate Studies	
Italian	ITAL
Faculty of Humanities	

Law	LAW
Faculty of Law	
Linguistics	LING
Faculty of Humanities	
Marine Science	MRNE
Faculty of Science	
Master's of Business Administration	MBA
Faculty of Business	
Mathematics	MATH
Faculty of Science	
Mechanical Engineering	MECH
Faculty of Engineering	
Microbiology	MICR
Faculty of Science	
Music	MUS
Faculty of Fine Arts	
Nursing	NURS
Faculty of Human and Social Development	
Nursing Policy and Practice	NURP
Faculty of Human and Social Development	
Pacific and Asian Studies	PAAS
Faculty of Humanities	
Philosophy	PHIL
Faculty of Humanities	
Physical Education	PE
Faculty of Education	
Physics	PHYS
Faculty of Science	
Political Science	POLI
Faculty of Social Sciences	
Psychology	PSYC
Faculty of Social Sciences	
Public Administration	ADMN
Faculty of Human and Social Development	
Social Work	SOCW
Faculty of Human and Social Development	
Sociology	SOCI
Faculty of Social Sciences	
Software Engineering	SENG
Faculty of Engineering	
Spanish	SPAN
Faculty of Humanities	
Statistics	STAT
Faculty of Science	
Studies in Policy and Practice	SPP
Faculty of Human and Social Development	
Theatre	THEA
Faculty of Fine Arts	
Visual Arts	ART
Faculty of Fine Arts	



HOW TO USE THE COURSE LISTINGS

Course Abbreviation and Number

Courses are listed alphabetically by course abbreviation of up to four letters (e.g., ANTH for Anthropology) and course number (e.g., 501). 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 136 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 135 for a list of courses offered by each faculty and page 136 for a list of course abbreviations.

Units of Credit

This figure is the number of units of credit assigned to each course. Some courses are listed with a range of units (1.5-3) or with the notation "to be determined." Further information on the unit value of the course will usually be found in the course description. Students may also contact the department or faculty offering the course for information on variable credit courses.

SAMP 501 Units: 1.5

Hours: 3-0-1

Sample Course Name

Also: **CD500**

Formerly: **SAMP 500A and 500B**

This sample course description illustrates the notations commonly found in the course descriptions. Not all course descriptions include all the information shown in this sample. For clarification on any information presented in a course description, contact the department or faculty offering the course.

Course descriptions may also include sub-courses offered under the same course number.

Note: Up-to-date information is available from Department offices and from the Graduate Registration Guide and Timetable, which is published every year in June by Graduate Admissions and Records.

Prerequisites: Admission to UVic

Grading: INP/COM, N or F

Hours of Instruction

The numbers refer to the hours of instruction per week:

- first digit: hours assigned for lectures or seminars
- second digit: hours assigned for laboratory or practical sessions
- third digit: hours assigned to tutorials

Notes

Notes provide information about any restrictions on the assignment of credit in cases where courses overlap, as well as the maximum allowable credit for courses that may be taken more than once. Notes may also provide special information about a course.

Grading

Courses that are not graded using standard letter grades will include the alternative classifications for evaluation. See page 26 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

ADMN 502A Units: 1.5 Research Design: Critical Appraisal of Information

Understanding how research is structured and conducted is a vital skill in the public sector. This course introduces students to essential skills and components of the research process, weaknesses and strengths. Key issues in research ethics and design are explored including: research and data validity, measurement, qualitative methods, sampling, survey research techniques, questionnaire design, research design, measures of central tendency, dispersion, correlation and computer-based analyses.

ADMN 502B Units: 1.5 Statistical Analysis

Policy analysis and management require an understanding of how statistical data analysis is performed, and how to interpret the results. Building on knowledge acquired in ADMN 502A, this course further explores issues in statistical analysis as well as standard tools including: inferential statistics, parameter estimation issues in the context of public opinion polling and related survey research paradigms, statistical testing applied to data collected from survey research, correlational studies, and experimental and quasi-experimental research designs.

Prerequisites: 502A or permission of the instructor.

ADMN 503 Units: 1.5 Economic Policy Analysis

Building on knowledge acquired in ADMN 509, this course applies economic theory and methods to public sector topics. Key issues are explored, including: rationales for and problems with government intervention in the economy (including market failures, externalities, and public goods), economic evaluation, taxation, income distribution, discrimination, environmental economics, natural resources, health care, welfare and labour markets.

Prerequisites: 509, or equivalent, or permission of the instructor.

ADMN 504 Units: 1.5 Public Sector Governance

This is a foundation course that helps students to build and refine their understanding of Canadian public sector governance. The focus is on key governance institutions and processes, the efforts being made to reform them and the theories lying behind those efforts. Specifically, the course will examine reforms in areas such as service delivery, regulation, policy making, budgeting, citizen engagement, federal-provincial relations, public sector ethics and accountability.

ADMN 507 Units: 1.5 Public Sector Leadership: Teams, Self and Organization

An understanding of team dynamics and of personal capacity in a team environment, are vital to public sector work. This course introduces students to the internal and external challenges they may face in the work environment, and arms them with the skills and strategies necessary to analyze, motivate and manage human resources in public sector organizations.

ADMN 509 Units: 1.5 Public Sector Economics

This course provides a foundation in economics, focusing on the rationale for the existence of the public sector and tools for economic policy analysis. Students will be introduced to supply and demand, market efficiency and market failure, externalities, public goods, public choice, optimal taxation, national income accounting, unemployment, Canadian government finances and intergovernmental fiscal relations, fiscal and monetary 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 may 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: 1.0-3.0, normally 1.5 Special Topics in Public Sector Management

This course provides a unique chance to study selected topics drawn from the current literature in Public Sector Management or related fields. ADMN 523 provides an excellent opportunity to explore the academic theory underpinning current public sector functions.

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

ADMN 524 Units: 1.5 Serving Citizens: Managing Information and Engagement

Public sector institutions must manage a vast range of information, and this course introduces learners to key concepts and procedures for designing and managing effective information systems. The roll of the Web and the relevant issues of security, access and citizen engagement to e-government are also covered.

Note: Credit will not be given for both 524 and 424.

ADMN 530 Units: 1.5 Increasing Organizational Effectiveness: Working with Consultants

This course is an introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations.

Prerequisites: ADMN 504 and 507 recommended.

ADMN 531 Units: 1.5 Strategic Human Resource Management

This course is intended to explore the vital role of human capital in organizations. Strategic human resource management focuses on the alignment of the organization's strategic objectives with its human capital. You will learn how to structure each of the human resource management functions, including planning, staffing, training, performance management, compensation and labour relations, in ways that optimizes organizational performance. This course will also assist you in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

Note: Credit will not be given for both 531 and 431.

Prerequisites: ADMN 507 recommended.

ADMN 537 Units: 1.5 Program Evaluation and Performance Measurement

This course focuses on program evaluation and performance measurement in public and non-profit organizations. Emphasis is placed on acquiring skills needed to model programs, measure key constructs, select appropriate research designs, and conduct both quantitative and qualitative program evaluations. Issues involved in designing and implementing program performance measurement systems are introduced.

Note: Credit will not be given for both ADMN 437 and ADMN 537.

Prerequisites: ADMN 502A and 502B or permission of the instructor.

ADMN 544 Units: 1.5 Economic Evaluation of Public Sector Projects

A practical introduction to the theory and methods of economic evaluation, including cost-benefit analysis, cost-effectiveness analysis, and cost-utility analysis, with emphasis on public sector applications.

Prerequisites: 502A, 502B, and 509; or permission of the instructor.

ADMN 548 Units: 1.0-3.0, normally 1.5 Special Topics in Public Policy

A study of selected special topics in Public Policy drawn from the current literature in Public Administration or related fields.

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

ADMN 551 Units: 1.5 Formerly: 551A and 551B Administrative Law and Federalism

This course examines the constitutional and administrative principles that underlie the Canadian federal state in comparative perspective with the United States, Great Britain and France. Students develop a critical understanding of (1) the legal principles under which they will operate as public sector decision makers, (2) the characteristics of the Canadian federal system, (3) the Canadian administrative tribunal system and (4) the influence of Inter-

national Public Law Regime and tribunal decisions on the activities of the Canadian state.

Note: Credit will not be given for both 551 and either 551A or 551B.

ADMN 553 Units: 1.5 **Understanding Cities**

Cities are a basic building block to society, and offer an interesting opportunity to study political, social and economic issues. In this course, students examine European and North American/Canadian cities using academic and government resources to analyze and compare their various aspects.

ADMN 554 Units: 1.5 **Responsible Public Management**

This course is designed to give students the opportunity to: understand the value dimensions of public management; reflect upon and enhance their own ethical reasoning skills; critically examine existing behavioural standards and guidelines for public managers; work with colleagues to establish what actions would be morally defensible in real administrative and policy making situations; and consider what steps can be taken to enhance responsible public management.

Note: Credit will not be given for both ADMN 554 and ADMN 422

ADMN 556 Units: 1.5 **The Public Policy Process**

This course focuses on the theory and practice of public policy, emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. It is designed to give you the opportunity to develop a thorough understanding of public policy and the dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of a globalized political environment and addresses the involvement of key players such as the courts, media, and interest groups.

Prerequisites: ADMN 504 and ADMN 509 recommended.

ADMN 577 Units: 1.5 **Strategic Planning and Project Management**

This course is designed to examine the concepts and practice of strategic planning and project management. You will learn how to negotiate strategic planning initiatives, construct mandate, mission and vision statements, analyze the environment, conduct stakeholder analyses, and prepare the organization for implementation of the plan. In addition, you will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. You will become familiar with the key 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: 1.0-3.0, normally 1.5 **Directed Studies**

Note: May be taken more than once for credit in different topics with permission of the Director. Pro forma required.

ADMN 598 Units: 4.5 **Advanced Management or Policy Report**

The Advanced Management or Policy Report is expected to be a substantial analysis of a management, policy or program problem for a client in the non-profit or public sector. The ADMN 598 Report is

prepared in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. The Management Report is defended in an oral examination. For more information, please refer to the School of Public Administration website.

Grading: INP, COM, N or F.

ADMN 599 Units: 6.0 **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.

ADMN 602 Units: 1.5 **Research Methods in Public Administration**

This course provides an overview of the most prominent research methods employed in public administration, concentrating on procedures for collecting and analyzing empirical data. Students are introduced to key methodological issues and debates and are required to critically appraise examples of applications of methods in the literature.

ADMN 604 Units: 1.5 **Theories of Public Management**

This seminar explores different theories and approaches to understanding public administration and reform. It considers variations in three areas: political and constitutional authority, accountability and responsibility, and the roles of elected and non-elected officials; government structures, responsibilities for policy and service delivery, and distributed governance; and patterns and trends in central decision-making, budgeting, control, transparency, and citizen engagement. Students will review seminal comparative studies on administrative practice and reform, and undertake a comparative study on a selected topic.

ADMN 605 Units: 1.5

Also: POLI 607 **Comparative Policy and Governance**

This seminar focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. It will focus on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project.

Note: Credit will be granted for only one of 605, POLI 507, POLI 607.

ADMN 607 Units: 1.5 **Organizational Behaviour and Analysis**

This seminar reviews the origins, analytic traditions, and evolution of the study of organizations, but its focus is on exploring and analyzing the behaviour of public organizations. Topics include goal formation, tasks, technology, formal structure, informal organization, motivation, perception, values, culture, information, decision making, group dynamics, conflict, leadership, empowerment, creativity, learning and innovation. Concepts and theories are complemented by reviewing seminal literature on private, public, and nonprofit organizations, and by undertaking field research.

ADMN 620 Units: 1.5 **Policy and Institutional Design and Analysis**

This seminar reviews the interdisciplinary foundations of the analysis and design of public policy, and the institutions and strategies for implementing them. It examines the rationale, comparative advantage, and combinations of government hierarchies, markets, networks, and policy instruments. It considers how to meld different disciplinary and professional perspectives and techniques for addressing design and implementation challenges, and how to draw lessons from different policy domains and jurisdictions, through case studies and projects in selected policy domains.

ADMN 621 Units: 1.5 **Policy and Program Evaluation and Performance**

This seminar evaluates and compares different sources of information and methodologies that policy-makers and policy analysts use to inform policy debates and decisions, implementation and management strategies, accountabilities, and program reviews. Topics include meta-analysis, cost-benefit analysis, quasi-experiments, program evaluation, performance measurement, smart practices, and other quantitative and qualitative methodologies. It explores the challenges of securing reliable and valid data, the trade-off between high quality and timely information, and conveying complex findings. These approaches and challenges are explored through intensive assessments of existing studies, cases and projects.

ADMN 645 Units: 1.5 **Organizational Change and Development**

This seminar focuses on the philosophy, history, and evolving approaches associated with organizational change and development, with special focus on initiating and managing change in the public sector. It reviews the diverse perspectives on change and the special roles of those who seek to change and develop organizations. The seminar includes topics such as planned and unplanned change, alternative interventions, resistance, leadership, and incremental versus radical change. Students will undertake case studies and assessments of organizational change initiatives.

ADMN 699 Units: 40.5 **Dissertation**

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**

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510F - Cultural Ecology

510G - Cultural Change

510H - Medical Anthropology

Note: Students must consult the department before enrolling in this course.

ANTH 516 Units: 1.5
Seminar in Anthropological Research Methods

An advanced consideration of the assumptions which lie behind various approaches to conducting research in anthropology.

ANTH 530 Units: 1.5
Ethnology of Selected Areas

Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:

530A - North America

530B - Circum-Polar Region

530C - Middle America

530D - South America

530E - Oceania

530F - Northeast Asia

530G - Southeast Asia

530H - Sub-Saharan Africa

530J - Pacific Northwest

530K - South Asia

Note: Students must consult the department before enrolling in this course.

ANTH 540 Units: 1.5
Seminar in Archaeology and Culture History

ANTH 542 Units: 1.5
Archaeology of a Selected Area

Note: Students must consult the department before enrolling in this course.

ANTH 550 Units: 1.5
Seminar in Physical Anthropology

ANTH 552 Units: 1.5
Selected Topics in Physical Anthropology

Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:

552A - Applied Topics in Osteological Methods

552B - Soft Part Methods in Population Variation

552C - Anthropometry and Disease

552D - Primatology

Note: Students must consult the department before enrolling in this course.

ANTH 561 Units: 1.5
Selected Topics in Linguistic Anthropology

ANTH 590 Units: 1.5-3.0
Directed Studies

Note: Students must consult the department before enrolling in this course.

ANTH 598 Units: 0
Comprehensive Examinations
Grading: INP, COM, N or F.

ANTH 599 Units: 6.0
Thesis
Grading: INP, COM, N or F.

ART

Visual Arts

Department of Visual Arts
Faculty of Fine Arts

ART 500 Units: 9.0
First Year Drawing

ART 501 Units: 9.0
Second Year Drawing

ART 511 Units: 9.0
First Year Painting

ART 512 Units: 9.0
Second Year Painting

ART 521 Units: 9.0
First Year Sculpture

ART 522 Units: 9.0
Second Year Sculpture

ART 541 Units: 9.0
First Year Photography

ART 542 Units: 9.0
Second Year Photography

ART 551 Units: 9.0
First Year Digital Media

ART 552 Units: 9.0
Second Year Digital Media

ART 570 Units: 3.0
Independent Study

This is an independent study course normally taken during the semester between the student's first and second year.

ART 580 Units: 6.0
First Year Seminar

ART 581 Units: 6.0
Second Year Seminar

The graduate seminar meets weekly, serving as a forum for active investigation of contemporary art practices as they pertain to student and faculty research areas. The seminar also serves as an occasional forum for visiting artists and critics. Students are expected to make presentations based on their work and research, to participate actively in discussion and to demonstrate their critical and analytical abilities in dealing with the material presented.

ART 598 Units: 0
MFA Degree Exhibition

This final exhibition will be the major source of evaluation for the student's attainment of the MFA and should be regarded as the equivalent of the scholarly thesis of an academic discipline. The degree exhibition will be evaluated by the student's committee which will submit its decision to the department for approval. Graduating students will speak to their work and answer questions from the examining committee. The committee may ask questions about the cultural, social and theoretical relations apparent in the student's work. Students are required to provide documentation of their graduating exhibition which will be on file in the department. This documentation will take the form of slides, photographs, videotapes or other forms appropriate to the student's production.

Grading: INP, COM, N, or F.

ASTR

Astronomy

Department of Physics and Astronomy
Faculty of Science

ASTR 500 Units: 1.5 or 3.0
Stellar Atmospheres

ASTR 501 Units: 1.5 or 3.0
Stellar Structure and Evolution

ASTR 502 Units: 1.5 or 3.0
Binary and Variable Stars

ASTR 503 Units: 1.5 or 3.0
The Interstellar Medium

ASTR 504 Units: 1.5 or 3.0
Galactic Structure

ASTR 505 Units: 1.5 or 3.0
Galaxies

ASTR 506 Units: 1.5 or 3.0
Stellar Populations

ASTR 507 Units: 1.5 or 3.0
Stellar Dynamics

ASTR 508 Units: 1.5 or 3.0
Cosmology

ASTR 511 Units: 1.5 or 3.0
Advanced Topics in Astronomy
Note: May be taken more than once for credit.

ASTR 512 Units: 1.5 or 3.0
Astronomical Instrumentation

ASTR 560 Units: 0
Seminar
Grading: INP, COM, N or F.

ASTR 580 Units: 1.0-3.0
Directed Studies
Note: May be taken more than once for credit. Pro forma required.

BIOC

Biochemistry

Department of Biochemistry and Microbiology
Faculty of Science

BIOC 501 Units: 1.5
Gene Expression in Eukaryotes

An advanced study of gene expression in eukaryotes. Topics will include: supramolecular organization of chromatin, gene structure, eukaryotic transcription, transcriptional regulation and post-transcriptional processing. Students will be required to write an advanced research paper as part of the course evaluation.

Prerequisites: 300A and 300B, or 300 and CHEM 213, or permission of the department.

BIOC 503 Units: 1.5
Lipids and Membranes

The molecular properties of the various classes of lipids and glycolipids, as well as their biosynthesis and regulation, will be considered. The supramolecular structure, function and assembly of biological membranes will constitute the major content of the course. The course will consist of formal lectures in addition to required reading and brief seminars by the students. Students will be required to write an advanced research paper as part of the course evaluation.

Note: Credit will be granted for only one of 503, 403.

Prerequisites: 300A and 300B, or 300; or permission of the department.

BIOC 504 Units: 1.5

Also: **BIOC 404**

Proteins

Detailed examination of protein structure and function emphasizing techniques for the determination of protein structure and the study of protein interactions in binding and catalysis. The course will consist of formal lectures in addition to required readings.

Note: Credit will be granted for only one of 504, 404.

Prerequisites: 300A and 300B, or 300; or permission of the department.

BIOC 507 Units: 1.5

Also: **FORB 507**

Plant Molecular Biology and Biochemistry

An advanced study of biochemistry and molecular biology of higher plants with specific examples. Topics will include: seed biochemistry and embryogenesis, si RNA, chromatin remodelling, structure and function of hormone receptors and photoreceptors, cell signaling pathways during development and abiotic stress, plant-microbe interactions, innate immune responses and defense signaling, applied biochemistry.

Note: Students may not receive credit for 507 and 407 or FORB 507.

Prerequisites: 300A and 300B, or 300; or permission of the instructor.

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 525 Units: 1.5

Topics in Biochemistry

Selected topics in biochemistry as presented by members of the Faculty.

BIOC 570 Units: 1.0-3.0

Directed Studies in Biochemistry

A wide range of biochemical topics will be available for assignments. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.

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

BIOC 580 Units: 0

Seminar

Attendance and participation are required. Formal presentation of a major research topic in biochemistry other than the student's own research will be required.

Grading: INP, COM, N or F.

BIOC 599 Units: to be determined

MSc Thesis: Biochemistry

Grading: INP, COM, N or F.

BIOC 680 Units: 0

Advanced Research Seminar

Attendance and participation are required. Formal presentation of thesis research in biochemistry and critical discussion of other research seminars.

Prerequisites: 580 or permission of the department.

Grading: INP, COM, N or F.

BIOC 699 Units: to be determined

PhD Dissertation: Biochemistry

Grading: INP, COM, N or F.

BIOL

Biology

Department of Biology

Faculty of Science

BIOL 500 Units: 1.5

Selected Topics in the History and Philosophy of Biology

An epistemological introduction to the history of biological ideas, and creative scientific methodology. Brief introductory readings preface weekly evening tutorials in the first term. Evaluation is based upon student oral and written presentations on a wide range of historical and philosophical topics pertaining to biology.

BIOL 501 Units: 1.5

Principles of Genome Analysis

A series of lectures and seminars providing an overview of the structure and organization of viral, prokaryotic and eukaryotic genomes. Construction of genetic maps, the nature of repetitive DNAs and how various types of DNA sequences can be used for research in diverse disciplines such as biotechnology, medicine, forestry, agriculture, ecology, and evolution. Students will prepare written reports and give oral presentations on selected topics.

BIOL 509A Units: 1.5

Neurobiology Seminar

One hour/week seminar on topics in current research in neurobiology.

BIOL 509B Units: 1.5

Neurobiology Lecture

See BIOL 409A

BIOL 509C Units: 1.5

Neurobiology Laboratory

See BIOL 409B

BIOL 510 Units: 3.0

Advanced Topics in Ichthyology

BIOL 512 Units: 1.5

Advanced Benthos Ecology

BIOL 513 Units: 1.0-3.0

Topics in Developmental Biology

BIOL 514 Units: 1.5

Advanced Zooplankton Ecology

BIOL 515 Units: 1.5

Ecology Seminar

BIOL 516 Units: 1.5

Neuroethology

BIOL 518 Units: 1.5

Electron Microscopy

An introduction to the principles and basic techniques of electron microscopy emphasizing common preparative methods for transmission and scanning electron microscopy. A final report illustrated by the student's electron photomicrographs is required.

Note: Enrollment is restricted to 3 students per term.

Prerequisites: 344 or 417 or equivalent, and permission of the Electron Microscopy Supervisor.

BIOL 519 Units: 1.5

Advanced Electron Microscopy

BIOL 520 Units: 1.5

Techniques in Molecular Biology

This course is intended to provide participants with an intensive overview of molecular biological techniques with both theoretical background and "hands-on" experience. Techniques such as restriction endonuclease analysis; agarose, polyacrylamide, and pulsed field gel electrophoresis; molecular cloning; Southern blot analysis; mRNA extraction and Northern blot analysis; expression vectors; and polymerase chain reaction will be performed.

BIOL 521 Units: 1.5

Advanced Topics in Marine and/or Freshwater Algae

BIOL 522 Units: 1.5

Sensory Biology

Examination of how sensory systems guide the behaviour of animals. A survey of sensory systems will include: anatomical, electrophysiological and behavioral descriptions of the evolution and functional properties of sensory systems, and integrative processing. Case history examples will elucidate the importance of interactions between sensory processing and behavior. Research papers and seminar presentations will be emphasized.

Prerequisites: 365; 409A is recommended.

BIOL 524 Units: 1.5

Anthropod Diversity and Conservation

Insects and their relatives tend to dominate terrestrial and freshwater ecosystems and contribute significantly to biodiversity. Studies of invertebrates are now included in all assessments of forest biodiversity. This course will provide an opportunity for students to develop, organize and participate in long-term forest anthropod biodiversity research projects.

BIOL 525 Units: 1.5

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' adaptations and interactions with their environment are to be emphasized. Students will prepare a critical analysis of a subject for presentation orally and in a written report.

BIOL 526 Units: 1.5

Topics in Biological Ultrastructure

BIOL 527 Units: 1.0-3.0

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: **BIOL 555**
Topics in Evolutionary Biology
A lecture and discussion course dealing with the processes of evolution. Topics vary, and may include one or more of the following: microevolutionary and macroevolutionary processes, speciation mechanisms, phylogeny reconstruction, molecular evolution, genetic basis of morphological change. Areas of current controversy will be explored.
Prerequisites: 230 and 455 or equivalent.

BIOL 536 Units: 1.5
Human Molecular Genetics
An advanced study of the supramolecular organization, structures and functions of the human genome, and their implications in genetic diseases, including cancer. Topics will include current advances in the human genome project, DNA footprinting, animal models of diseases, molecular pathology and gene therapies.

BIOL 538 Units: 1.5
Topics in Microbial Ecology
See BIOL 438.

BIOL 540 Units: 1.5 Hours: 3-0
Molecular Epidemiology
Lectures will cover the principles of epidemiology from a molecular perspective. Students will make oral presentations on a chosen human gene to establish a modern view of human population genetics based upon molecular data.
Note: Offered in second term of odd-numbered years.

BIOL 541 Units: 1.5 Hours: 3-0
The Molecular Basis of Mutation
Lectures and student reports on assigned topics will concentrate on the various pathways that create mutation including errors of replication, endogenous DNA damage and environmental assault. The nature of DNA damage and DNA repair will be considered.
Note: Offered in second term of even-numbered years.

BIOL 543 Units: 1.5
Critical Evaluation of Emerging Ecological Issues
Students will review controversial and current topics in ecology. A list of topics will be provided that cover freshwater, marine and terrestrial ecology. Students will be required to select two topics, at least one of which is outside their own area of research. Each student will submit thorough bibliographic searches, make two oral presentations covering the critical analysis of each topic, and actively participate during the oral presentations of the other students.

BIOL 544 Units: 1.5
Molecular Evolution
An advanced study of the evolution of genomes and macromolecules. Topics include: genome projects, mechanisms, patterns and consequences of molecular change, gene and species evolution, population genetics, polymorphism and disease prebiotic evolution and the evolution of life. Students will be expected to do considerable outside reading from books and journals. Class will involve lectures, discussion and individual presentations.

BIOL 549 Units: 1.0-6.0
Individual Study
549A - Evolution

549B - Ecology
549C - Physiology
549D - Cell Biology
549E - Molecular Biology
Note: May be taken more than once in any of the above areas under the appropriate faculty member. Pro forma required.

BIOL 550 Units: 1.0-6.0
Directed Studies
550A - Evolution
550B - Ecology
550C - Physiology
550D - Cell Biology
550E - Molecular Biology
Note: May be taken more than once in any of the above areas under the appropriate faculty member. Pro forma required.

BIOL 555 Units: 1.5
Advanced Evolutionary Biology
BIOL 560 Units: 1.0
Graduate Seminar
Required of all graduate students every year of their degree program except by Departmental permission. Shall be treated, in its grading, as the thesis or the dissertation and shall be given one unit of credit upon completion.
Grading: INP, COM, N or F.

BIOL 563 Units: 1.5
Also: STAT 563
Topics in Applied Statistics
Survival analysis, generalized linear models, multivariate normal models, resampling methods, non-parametric and robust methods, meta-analysis, miscellaneous techniques.
Note: Joint with STAT 563.

BIOL 599 Units: to be determined
Thesis
Grading: INP, COM, N or F.

BIOL 699 Units: to be determined
PhD Dissertation
Courses listed below are offered irregularly as lectures or seminars in a specialized area. Students should consult with their supervisor or the Graduate Adviser on the availability of such courses. For some of these courses, students may be asked to complete the requirements for a senior undergraduate course as well as additional assignments.
Grading: INP, COM, N or F.

CHEM

Chemistry Department of Chemistry Faculty of Science

CHEM 509 Units: 1.0
Seminar
Grading: INP, COM, N or F.

CHEM 510 Units: 1.5
Instrumentation

CHEM 511 Units: 1.5
Topics in Instrumental Analysis

CHEM 523 Units: 1.5
Organometallic Chemistry

CHEM 525 Units: 1.5
Advanced Transition Metal Chemistry

CHEM 526 Units: 1.5
Topics in Advanced Inorganic Chemistry
Note: Pro forma required. May be taken more than once for credit.

CHEM 527 Units: 1.5
Advanced Main Group Chemistry

CHEM 533 Units: 1.5
Organic Synthesis

CHEM 536 Units: 1.5
Organic Photochemistry/Reactive Intermediates

CHEM 538 Units: 1.5
Supramolecular Chemistry

CHEM 547 Units: 1.5
Reaction Dynamics and Spectroscopy

CHEM 550 Units: 1.5
Chemical Applications of Group Theory

CHEM 555 Units: 1.5
Statistical Thermodynamics

CHEM 556 Units: 1.5
Topics in Advanced Physical Chemistry
Note: Pro forma required. May be taken more than once for credit.

CHEM 577 Units: 1.5
Computational Chemistry

CHEM 590 Units: 1.0-3.0
Directed Studies
Note: Pro forma required. May be taken more than once for credit.

CHEM 599 Units: 12.0
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 676 Units: 1.5
Polymer Science

CHEM 680 Units: 1.5
Reactivity, Dynamics and Spectroscopy Discussion
Note: May be taken more than once for credit.

CHEM 699 Units: 33.0
PhD Dissertation
Grading: INP, COM, N or F.

CSC**Computer Science**

Department of Computer Science
Faculty of Engineering

CSC 505 Units: 1.5
Computer Graphics

This course provides students with a solid background in interactive, generative graphics techniques and hands-on experience programming a modern high resolution, raster display workstation. The course covers the hardware and software structures of modern workstations, raster algorithms and data structures (Bresenham's line and circle algorithms, polygon clipping, region filling, colour), transformations (two- and three-dimensional translation, scaling, and rotation as matrix operations), viewing and representation of three-dimensional shapes, approximation of curves and shapes, hidden line and hidden surface elimination algorithms.

CSC 520 Units: 1.5
Analysis of Algorithms

General techniques for designing and analysing algorithms; an in-depth examination of several problems and algorithms with respect to their time and space requirements; advanced data structures; sorting and searching; graph algorithms; geometric algorithms; backtracking; NP complete problems; approximation algorithms.

CSC 521 Units: 1.5
Parallel Algorithms and Architectures

The course studies: algorithms for massively parallel, SIMD machines; particular kinds of architectures, for example: grids, butterflies, hypercubes, as well as abstract models, for example: the PRAM; simulations of one architecture by another; how to map problems of unlimited size onto a machine of fixed size; elements of parallel complexity theory that can indicate what kind of problems can benefit from parallelisation.

CSC 522 Units: 1.5
Graph Algorithms

The course includes a detailed study, from the algorithmic point of view of some tractable and intractable graph problems. Tractable problems covered include: path problems, spanning trees, network flows, matchings, planarity testing.

The theory of NP completeness is reviewed and applied to graph problems which are apparently intractable, e.g. the clique, independent set, vertex cover, Hamiltonian circuit, Travelling Salesman and colouring problems. Approximation and probabilistic solutions to the intractable problems are discussed.

Models of randomized and parallel computation and their associated complexity classes are outlined and examples of these kinds of algorithms for some graph problems are examined.

CSC 523 Units: 1.5
Randomized Algorithms

Basic techniques in design and analysis of randomized algorithms: moments and deviations, Markov chains and random walks, martingales, and algebraic techniques. Other topics include: the probabilistic method, random structures, and complexity. Applications are selected from: parallel algorithm, routing networks, combinatorial optimization, data structure, approximate solutions to intractable problems, cryptography, pattern matching, and computational geometry.

CSC 524 Units: 1.5
Computational Complexity

The course covers elements of the theory of computational complexity. Topics covered include: the distinction between tractable and intractable problems; definition of computational models and complexity classes; techniques for comparing the complexity of problems; the classes P (deterministic polynomial time); and NP (nondeterministic polynomial time); P and NP completeness; Auxiliary Push-down 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
Computational Geometry

This introductory course covers algorithms and data structures which are used to solve geometrical problems. Topics include geometric searching, convex polygons and hulls, Voronoi diagrams, plane sweep algorithms, promity, and intersections. Application areas which are discussed include computer graphics, VLSI design and graph theory.

CSC 528 Units: 1.5
Combinatorial Algorithms

This course is concerned with the interfaces between combinatorics and Computer Science. Algorithms and data structures that are used to manipulate, generate, and randomly select combinatorial objects are studied. Such objects include sets, permutations, combinations, trees, graphs. Methods for analyzing combinatorial algorithms such as recurrence relations, asymptotics, and amortized complexity are presented.

CSC 530 Units: 1.5
Advanced Compiler Construction

This course presents an in-depth study of recent developments in the theory and practice of compiler construction. The major topics include: program flow analysis, code optimization, attribute grammars, automatic code generation methods, and incremental compilers.

CSC 534 Units: 1.5
Dataflow Computation

This course is concerned with both software and hardware aspects of the dataflow approach to computation. We will examine various machine architectures and the corresponding dataflow languages. Special attention will be given to software engineering issues, and the students will have access to an interpreter for the dataflow language LUCID.

CSC 536 Units: 1.5
Advanced Programming Languages

This course examines the principles underlying modern programming languages. Topics presented include: functional programming, type systems, polymorphism, higher order objects, modularity, and models of concurrency.

CSC 540 Units: 1.5
Numerical Analysis: I

Numerical Linear algebra. Topics include: Gaussian elimination and its variants; sparse positive definite linear systems; sensitivity of linear systems; condition and stability; orthogonal matrices and least squares; eigenvalues and eigenvectors; the QR algorithm; the singular value decomposition.

CSC 541 Units: 1.5
Numerical Analysis: II

This course consists of a thorough discussion of a topic selected from the following areas:

541A - Approximation theory**541B - The numerical solution of differential equations****541C - Numerical quadrature****541D - Optimization**

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

CSC 545 Units: 1.5
Operations Research: I

This course is primarily concerned with linear programming and its applications. Topics discussed include the following: the simplex method, the revised simplex method, computer implementation of linear programming, duality, dual simplex and primal dual algorithms, parametric analysis and postoptimality analysis. Applications are selected from: the transportation problem, the assignment problem, blending problems, inventory problems, activity analysis, game theory and network analysis.

CSC 546 Units: 1.5
Operations Research: II

This course provides an introduction to model design using queuing theory and simulation techniques. Topics covered include a brief introduction to queuing theory, basic ideas in simulation, random number generators, sampling, critical event and time slice methods, organization of a simulation study, and basic concepts of simulation programming.

CSC 550 Units: 1.5 Hours: 3-3
Computer Communications and Networks: I

This course introduces concepts in computer communications and networks. Topics include: layered network architecture, packet switching networks, local area networks, protocol design and verification, network security, and applications in distributed computing.

CSC 551 Units: 1.5
Computer Communications and Networks: II

Selected topics in computer communications and networks including: origins of computer networking, connection-based and connectionless communication, the Internet, layers above the transport level, recent developments in communications including the impact of new media and related protocols. The course emphasizes the evolution of communications concepts from first inception to present form and considers future directions for research and development in communications.

CSC 552 Units: 1.5
Advanced Switching Theory

This course covers a selection of topics in switching theory and their application to the design of digital systems. The emphasis is on techniques suited to computer aided design (CAD). Topics to be covered are selected from: formal aspects of switching theory; spectral logic; combinational and sequential circuit synthesis; algorithmic state machines; and the software aspects of hardware design such as hardware description languages.

CSC 554 Units: 1.5
Fault Tolerant Computing

In this course, issues of fault tolerant computing are discussed, ranging from the choice of fault tolerant architectures, to expert systems for the design and test of integrated circuits. Topics include: design and test of defect free integrated circuits, fault modelling, built in self test, data compression, error correcting codes, simulation software/hardware, fault tolerant system design, CAD tools for design for testability.

CSC 556 Units: 1.5
VLSI Design Algorithms

This course covers algorithmic aspects of the design and application of VLSI circuits and systems. Topics to be covered are selected from: the fundamental components of CAD tools for VLSI design progressing from simple geometric layout packages through to silicon compilation; languages for the description of VLSI systems; simulation at the circuit, switch, functional and behavioural levels; VLSI architectural issues including systolic arrays. Fundamental design principles of VLSI systems are covered.

CSC 558 Units: 1.5
Multiple Valued Logic and Switching Theory

This course gives an introduction to the area of multiple valued logic as an alternative to conventional binary logic. Topics will include: representation of multiple valued functions; simplification and minimization techniques; synthesis and design of multiple valued circuits; multiple valued arithmetic units; multiple valued simulation.

CSC 560 Units: 1.5 Hours: 3-3
Design and Analysis of Real-time Systems

Fundamental issues in the design of real-time operating systems and application software. Typical topics include: hard real-time scheduling, interrupt driven systems, process communication and synchronization, language requirements for real-time systems, decomposition of real-time requirements into process model, and case studies. A project involving design, implementation and testing of a real-time executive and real-time application software will also be included.

Note: Not open to students registered in or with credit in 460.

CSC 561 Units: 1.5
Multimedia Systems

Introduction to multimedia systems and applications. Topics include multimedia system design issues, representation, processing and retrieval of temporal and non-temporal media types, compression techniques, JPEG and MPEG encoding, multimedia system architecture, operating systems, networking, quality of service and database system issues, object-oriented multimedia programming, user interface, virtual worlds.

CSC 562 Units: 1.5
Distributed Computing

This course deals with recent developments and advanced research topics in the area of distributed computing. Topics include: distributed operating systems, interprocess communications, remote procedure calls, network transparency, file server, execution location, and failure transparency, fault tolerant distributed systems, process replication, load balancing, task migration and performance issues, interconnection strategies, network configurations, problem decomposition, distributed updating of multiple copies, global object addressing, centralized and decentralized control mechanisms, reliability and the reconnection problem, and finally case studies of some of the more significant distributed systems.

CSC 563 Units: 1.5
Data Compression

Principles and concepts of lossless and lossy data compression methods, beginning with basic concepts of Information Theory, and covering Huffman codes, dictionary-based compression methods, Ziv-Lempel methods, arithmetic coding, context modeling methods, transform-based compression methods based on discrete cosines and wavelets, and

fractal compression; standard compression methods including JBIG, JPEG, and MPEG.

CSC 566 Units: 1.5
Advanced Software Engineering

The goal of Software Engineering is the construction of complex, maintainable software at reasonable cost. This course provides the opportunity to gain software engineering experience in a controlled environment. Methods for software specification and design are emphasized. Additional topics may include design for change, configuration management, and software tools.

CSC 576 Units: 1.5
Topics in Software Development and Evolution

Offered as CSC 576A, 576B, 576C, 576D.

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

CSC 577 Units: 1.5
Topics in Software Management

Offered as CSC 577A, 577B, 577C, 577D.

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

CSC 578 Units: 1.5
Topics in Software Applications

Offered as CSC 578A, 578B, 578C, 578D.

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

CSC 581 Units: 1.5
Topics in Artificial Intelligence

Offered as CSC 581A, 581B, 581C, 581D.

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

CSC 582 Units: 1.5
Topics in Theoretical Computer Science

Offered as CSC 582A, 582B, 582C, 582D.

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

CSC 583 Units: 1.5
Topics in Programming Languages

Offered as CSC 583A, 583B, 583C, 583D.

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

CSC 584 Units: 1.5
Topics in Numerical Analysis and Operations Research

Offered as CSC 584A, 584B, 584C, 584D.

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

CSC 585 Units: 1.5
Topics in Hardware and Computer Architecture

Offered as CSC 585A, 585B, 585C, 585D.

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

CSC 586 Units: 1.5
Topics in Computer Systems and Software

Offered as CSC 586A, 586B, 586C, 586D, 586E, 586F.

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

CSC 589 Units: 1.5
General Topics in Computer Science

Offered as CSC 589A, 589B, 589C, 589D.

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

CSC 591 Units: 1.5
Directed Studies

Individual studies under the direct supervision of a faculty member. The content and evaluation must be approved by the department.

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

CSC 595 Units: 1.5
Seminar
Grading: INP, COM, N or F.

CSC 598 Units: 3.0
Master's Project
Grading: INP, COM, N or F.

CSC 599 Units: 6.0
Master's Thesis
Grading: INP, COM, N or F.

CSC 699 Units: 33.0
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 600 Units: 1.5 Hours: 3-0
Advanced Topics in Cultural, Social and Political Thought

An interdisciplinary PhD Seminar on selected topics in Cultural, Social and Political Thought.

Note: Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit with permission of the Director of the Program. Open to PhD students in Social Sciences or Humanities with permission of the Director of the Program.

cialized information literacy training with the university library, and other issues of writing and research.

CYC 561* Units: 1.5 or 3
Special Topics in Child and Youth Care Theory
This course will explore specialized areas of theoretical interest in the field of Child and Youth Care.

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

CYC 562* Units: 1.5 or 3
Special Topics in Child and Youth Care Intervention

Students will learn models of intervention in child and youth care which are specific to their area of specialization.

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

CYC 563 Units: 1.5 or 3.0
Specialized Practicum in Child and Youth Care

In consultation with a faculty adviser, students will select a special setting for advanced work and training. In some settings, this may take the form of a clinical internship. Students will work under supervision and will consult regularly with both the practicum supervisor and faculty course instructor. Students may be required to complete a specialized theory or intervention course in their area of focus prior to undertaking the specialized practicum.

Students are required to complete 165 hours.

Prerequisites: 553.

Grading: INP, COM, N or F.

CYC 564* Units: 1.5
Special Topics in Child and Youth Care Research

This is a variable content course that is focused on research in selected areas of Child and Youth Care. Topics will vary and students may take the course more than once for credit provided that the topics are different.

CYC 565* Units: 1.5
Child and Adolescent Development in Context

This course provides a holistic and contextualized perspective on child and adolescent development highlighting the importance of culture and context to human development. Recent publications highlighting non-western perspectives on human and social development will constitute a significant part of the course.

CYC 566 Units: 1.5
Implementing the UN Convention on the Rights of the Child

This course examines the history of the Convention on the Rights of the Child, its relation to other human rights frameworks, and its use as an advocacy tool by professionals working with children and youth. Students will synthesize and apply this information through practice involving children, youth, and families. Examples of the application of the Convention on the Rights of the Child in various cultures and countries will be used to build advocacy strategies at the individual and system level.

CYC 567 Units: 1.5
Program Design and Development in Child and Youth Care

This course will engage learners in the processes of program planning drawing upon relevant research and theory. Learners will examine the iterative cycle of planning and delivering programs in the field of child and youth care and apply and advance their skills in the formulation of goals and objectives, acquiring and managing resources, forming partnerships, conducting feasibility analyses, overseeing

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.

CSPT 690 Units: 1.5 Hours: 3-0
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 690 or SOCI 690 for CSPT 690, with permission of the Director of the program. May be taken more than once for credit in different topics.

CYC

Child and Youth Care School of Child and Youth Care Faculty of Human and Social Development

Courses included in the SCYC-ECDVU Master's Degree Program (<http://www.ecdvu.org>) are identified by an asterisk (*)

** Subject to Senate Approval.

CYC 541* Units: 1.5
Historical and Contemporary Theoretical Perspectives in Child and Youth Care

This course focuses on an exploration of historical and contemporary perspectives in child and youth care, including selected works of international pioneers across a range of child and youth care areas of practice. The theoretical and applied elements of the child and youth care perspective will be examined in relation to direct practice. Significant issues and trends will be investigated. All analyses will include critiques informed by cross-cultural and gender sensitive perspectives.

CYC 543* Units: 1.5
Qualitative Research Methods in Child and Youth Care

This course provides an overview of approaches to qualitative research which are applicable to child and youth care practice. Students will learn about the underlying assumptions of qualitative research design and will practice techniques for collecting and analyzing qualitative data.

CYC 545* Units: 1.5
Quantitative Research Methods in Child and Youth Care

Students will be expected to learn and be able to apply the techniques of quantitative research methodology to the field of child and youth care. Topics covered will include: research design and problem formulation, sampling, measurement and scaling, research ethics, and data analysis.

CYC 546 Units: 1.5
Human Change Processes: From Theory to Practice

The framework for exploring human change processes will grow out of questions like the following: What is change? How does change occur? What kinds of change strategies are more effective than others? Students will pursue their research and practice interests by examining and reflecting on the current literature on 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* Units: 1.5
Models and Strategies For Child and Youth Care Intervention

Child and youth care models and strategies for applied work with children, youth and their families in a variety of settings will be explored. These will include integrated approaches to assessment, intervention and evaluation suitable for front-line work in the client's life space.

CYC 551* Units: 1.5
Ensuring Quality in Child and Youth Care Programs

This course will explore what we know about creating quality programs for children, youth and their families. Recent advances in defining quality, creating client-centred standards, assessing outcomes, developing self-renewing organizations, and involving families and communities will be examined from a child and youth care practice perspective.

CYC 552 Units: 1.5
Ethics in Practice

This course is designed to facilitate the exploration of ethical, legal and professional issues in child and youth care practice. The child and youth care practitioner is challenged to develop a discerning and informed ethical conscience that can be guided by both minimum requirements of the law and professional organizations and a sensitive and informed awareness of the effects that his/her actions will have on clients, the community and the profession.

CYC 553 Units: 1.5
Practicum in Child and Youth Care

Students are required to work in an applied program for children, youth and their families with supervision in order to develop their professional skills to an advanced level of competency. In some settings, this may take the form of a clinical internship. Regular contact with the course instructor and consultations between the student, placement supervisor and instructor will be required.

Students will be required to complete 165 hours.

Grading: INP, COM, N or F.

CYC 554 Units: 1.5
Diversity in Practice

This course will explore the complexity of personal, social and cultural diversity that shapes the contexts of professional practice with children, youth and their families who come from different communities, represent a wide range of social networks, familial structures and belief systems. The attitudes and skills necessary to equip professionals to be attentive to the socially and culturally diverse populations that they face will be the focus of this course.

CYC 558 Units: 1.5
Graduate Writing Seminar

This course will engage students in the process of proposal writing in preparation for either their Master's research thesis or applied research project. The course will include a consideration of the Human Research Ethics Board review process, spe-

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delivery, and establishing the basis for evaluating programs.

CYC 568 Units: 1.5
Program Evaluation and Policy in Child and Youth Care

Drawing on knowledge and skills in program design and development, learners will learn to utilize program and personnel evaluative practices and explore strategies for ensuring transfer from program delivery and outcomes to policy formulation and development.

CYC 569 Units: 1.5
Human and Organizational Change

This course will explore theories and case studies relating to the nature of change at various levels of personal and organization functioning. Developmental, therapeutic and transformational change will be examined in the contexts of the evolving national and international systems of governmental and non-governmental child, youth and family services. Strategies and dynamics related to selected topics such as the management of change, the use of teams and teamwork, program development, project management and leadership will be addressed.

CYC 571 Units: 1.5
Youth Substance Use: Perspectives on Theory, Research and Practice

Contemporary theoretical perspectives on youth substance use will be critiqued and students will apply research strategies used to identify prevalence and risk factors associated with youth substance use patterns, and assess effectiveness of prevention and intervention approaches. A critical review of current approaches to prevention and treatment will be undertaken to increase awareness of the limitations and strengths of these interventions and their abilities to address child and youth care needs.

CYC 580 Units: 1.5
Child and Youth Care in the Context of International Development

This course presents an historical perspective on the relationship among various constructions and understandings of children and their identified needs, and the policies, initiatives and priorities of various governmental and non-governmental organizations and programs. The characteristics of these initiatives as they have been operationalized within specific regions and countries will be examined. Participants are expected to identify an initiative and a country or region of interest and develop a case study for presentation.

CYC 582 Units: 1.5
Children's Survival, Health, and Development in Ecocultural Context

Learners will explore the diversity of settings, goals, opportunities and challenges for children's survival and development. It will also expand learners' 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 learners' 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
Quantitative Research in Child and Youth Care

Students will be exposed to an in-depth exploration and application of specific quantitative methods for studying issues related to child and youth care. Examples of possible foci include secondary analyses, quantitative approaches when working with small sample sizes, research on clinical practice, and program evaluation.

Prerequisites: *3.0 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.*

CYC 671 Units: 1.5
Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy

This course uses a problem-based approach to learning that situates concepts and theories within issues related to children, youth, and families. The course will utilize existing child and youth care research in relation to the challenges of practice and policy in various settings and cultural locations.

Prerequisites: *Generating Knowledge in Child and Youth Care.*

CYC 680 Units: 1.5 or 3.0
Doctoral Seminar in Child and Youth Care

This course will build a collegial environment to support doctoral students in the midst of their inquiry and research process by providing opportunities for participating in collaborative inquiry, for presenting and critiquing work in progress and for engaging in discourse with experienced practitioners engaged in the practice of research. Students will engage in a practice of writing and re-writing to develop their inquiry.

Note: *May be taken more than once for credit to a maximum of six units.*

Prerequisites: *Enrollment in a doctoral program.*

CYC 682 Units: 1.5**
Internship in Child and Youth Care Research

Learners may be involved in an ongoing research project in CYC or a closely related field in which they will play an active role in some aspect(s) of conducting the research. Learners will be expected to spend a minimum of 10 hours per week in the practicum and to meet with a faculty supervisor on a regular basis for a minimum of 150 hours.

Note: *Learners may not be paid for work on this research project during the time that they are undertaking the practicum course for university credit.*

Grading: *INP, COM, N or F.*

CYC 690 Units: 1.5 or 3.0**
Directed Studies in Child and Youth Care

This course involves individual study at the doctoral level 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 registration in the course.

Note: *Pro Forma is required for registration. May be taken more than once for credit in different topics.*

CYC 699 Units: 18.0-21.0
PhD Dissertation

DR

Dispute Resolution
Interdisciplinary Master of Arts in Dispute Resolution
Faculty of Human and Social Development

DR 501 Units: 1.5
Conflict Analysis and Resolution: Basic Concepts and Skills in Dispute Resolution

Encourages participants to analyze, characterize, and objectify conflict and to imagine and apply appropriate dispute resolution methodologies and approaches to a wide array of conflicts. Subjective elements of conflict including context, culture, relationship, and values are studied. Alternative Dispute Resolution is approached from a theoretical, procedural, and skill perspective requiring critical assessment from participants. Conflict addressing modalities of negotiation and mediation are emphasized. Examples are drawn from environmental, domestic, Aboriginal, commercial, legal, multi-party, and public policy contexts.

DR 502 Units: 1.5
Conflict, Culture, and Diversity

Cross-cultural conflicts involve navigating among diverse identities, meanings and ever-changing perceptions. In this course, we will use experiential education and dialogue to explore processes, capacities, and tools to bridge cultural conflicts that draw on multiple intelligences. We will develop flu-

ency with ways of naming, framing, and taming conflict across cultural contexts; and fluency with culture as it animates and offers creative ways through conflict. Participants will apply theory and research to interpersonal, intercommunal, and international conflicts.

Prerequisites: None; however, DR 501 or equivalent background courses in dispute resolution recommended.

DR 503 Units: 1.5
Public Policy, Law, and Dispute Resolution

The course examines a range of contemporary issues of governance. It focuses on the interaction of legislative, judicial, and administrative institutions and processes as they respond to such pressures as the demand for enhanced representation; public participation and direct democracy; access to justice and alternative dispute resolution; aboriginal self government; fiscal restraint; public accountability; and ethics.

DR 507 Units: 1.5
Dispute Resolution and International Human Rights

Examines the extent to which international law serves as an effective vehicle for the protection of human rights. It explores the nature of civil and political rights and social and economic rights, the rights of women, of indigenous peoples and ethnic and cultural minorities, and of children. It examines a number of institutional issues, particularly the forms of dispute resolution and institutional mechanisms utilized to enforce human rights and covers the United Nations system and regional enforcement mechanisms (in Europe, the Americas and Africa). The relationship between international and domestic legal orders is examined. Broader themes of the course include the debate between universalism and cultural relativism, the interpretation of international human rights law and other international and domestic legal fields, the relevance of the public-private distinction, and modern and post-modern understandings of state sovereignty.

DR 508 Units: 1.5
Dispute Resolution and Indigenous Peoples

Explores the theory and practice of negotiation and mediation within the context of public issues and disputes involving indigenous peoples. Includes a comparative examination of perspectives on negotiation of dominant society and indigenous peoples in Canadian and other settings. A critical approach is taken to the application of dominant society models of negotiation and mediation to conflict situations involving indigenous people, including the examination of historical factors, dynamics of power, and cross-cultural factors.

Prerequisites: 501 and 502 or permission of the Graduate Adviser.

DR 510 Units: 1.5-3.0
Special Topics

From time to time, the program offers courses that are special topics under the course code DR 510. Prerequisites will be established for each course.

Note: Students may take 510 more than once with the permission of the Graduate Adviser.

Prerequisites: Determined in consultation with the Graduate Adviser.

DR 590 Units: 1.5-3.0
Directed Studies

Individual studies under the supervision of a faculty member, with permission of the Graduate Adviser.

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

DR 598 Units: 4.5
Master's Project

The non-thesis option requires students to complete a major project in consultation with the student's 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 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 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 inference, 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: ECON 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: ECON 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 565 Units: 1.5
The Econometrics of Cross-Section Data

An overview of the models, estimation techniques and tests used when analyzing cross-section data. The methods studied are particularly applicable to labour and health economics and industrial organization. Theory and empirical applications are covered. Topics may include binary and multinomial

logit and probit models, limited dependent variable models, count data and duration analysis.

ECON 570 Units: 1.5
Advanced Topics in Industrial Organization

A seminar covering contemporary topics in industrial organization.

ECON 571 Units: 1.5
Advanced Topics in Labour Economics

This course applies economic theory to the study of labour market institutions. Topics covered may include: discrimination; human capital theory; the theory of contracts; efficiency wages; internal labour markets, hierarchies, and team production; search and mobility; and unions.

ECON 572 Units: 1.5
Advanced Topics in Environmental and Resource Economics

A seminar covering contemporary topics in environmental and resource economics and policy.

ECON 573 Units: 1.5
Economic Growth

An examination of determinants of long-run growth rates and income levels in different economies. Topics will typically include: neoclassical, multisectoral, and endogenous growth theories; tests of these theories, and their policy implications. Other topics may include the effects of social security, endogenous population growth, public education, research and development, resource and environmental issues, and the international flows of capital, labour and knowledge.

ECON 575 Units: 1.5
Advanced Topics in Econometrics

Advanced topics in econometric theory and practice. Topics may include: recent developments in time-series analysis; estimation and testing with panel data; the use of nonparametric and semiparametric techniques; limited and qualitative dependent variables models; modelling financial data; switching-regimes models; specification analysis and model selection; and applications of Bayesian inference.

ECON 595 Units: 1.5
Directed Studies in Economics

Individual titles will be assigned to each lettered section A-Z.

Note: Pro forma required.

ECON 598 Units: 3.0
Extended Essay
Grading: INP, COM, N or F.

ECON 599 Units: 4.5
Thesis
Grading: INP, COM, N or F.

ECON 698 Units: 3.0
Research Seminar

This course is concerned with research methods and strategies. Students attend one of the department seminar series, and write reports on a selection of the papers presented. Students complete the course requirements when they develop a dissertation topic and present their own research in a Department seminar. Students must enroll in this course no later than the first Winter Session term following their admission to full candidacy.

Grading: INP, COM, N or F.

ECON 699 Units: 21.0
Dissertation
Grading: INP, COM, N or F.

ED-D**Educational Psychology and Leadership Studies****Department of Educational Psychology and Leadership Studies****Faculty of Education**

*Courses marked with an * are Subject to Senate Approval.*

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 intensive graduate level course specializing in Level B assessment techniques and intervention-based academic assessment methods for children with learning difficulties and disabilities.

Prerequisites: 420 or 422 and 402 or 415 or permission of the instructor.

ED-D 516* Units: 1.5
Advanced Remediation of Learning Disabilities

An intensive graduate level course specializing in academic interventions for children with learning difficulties and disabilities. Observation, practice, and seminar discussion will be involved.

Prerequisites: 515 or permission of the instructor.

ED-D 517 Units: 1.5 or 3.0
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 Advanced Theories in Counselling Psychology

Origin, development and data bases for counselling. Core elements in counselling. The life cycle, developmental needs and counselling. Contemporary counselling approaches.

ED-D 519 Units: 1.5
Advanced Seminars in Counselling Psychology**519A - Child and Adolescent Development and Counselling**

A study of issues and counselling interventions with children and adolescents. Topics include developmental context; identity; assessment; counsellor roles; consultation with teachers, other professionals and parents or guardians; family issues; career/educational planning; and individual and group interventions.

519B - Qualitative Research in Counselling*

Introduction to various modes of qualitative inquiry; identification and examination of qualitative research methods in a variety of helping-related contexts and settings.

519C - Ethics and Legal Issues in Counselling

An examination of professional, ethical, and legal issues related to practice and research in counselling. Personal beliefs, values, and biases will be examined, as well as the professional codes and literature of the discipline.

519D - Creative Arts Therapy

The study and practice of creative and artistic approaches to counselling. Specific focus may include counselling using art, movement, writing, play, drama, and bibliotherapy.

519E - Cognitive-Behavioural Approaches in Counselling

The study and practice of cognitive-behavioural counselling strategies for helping individuals meet their emotional, cognitive and behavioural goals. May include self-control strategies such as relaxation training, systematic desensitization, cognitive restructuring, problem solving, stress inoculation, and modeling.

519G - Relationship Counselling

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

519H - Career Development and Counselling Across the Life Span

Lifespan and career development as a dynamic, holistic, life-long enterprise. Theories and techniques are explored from a developmental perspective. Career development assessment, selecting, implementing and evaluating interventions for focus populations, the practice of career counselling, and issues in work settings are major areas of focus.

519J - Peer Helping

Examines the use of peers in the helping/learning process. Topics include history, theory and research. Provision will be made for skill building and training experience.

519K - Consultation in Education and Counselling

Examines the provision of information, support and skill development to those who provide direct services in schools and the community. Skill practice included.

519L - Group Counselling

The conceptualization and practice of group counselling and therapy. Leadership skills will be examined. Particular attention will be given to leadership skills and exploring the foundation and application of experiential learning in groups.

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.

519P - Trauma Counselling

Theoretical and practical understanding of issues related to treatment of psychological trauma. Topics typically include definitions, safety/stabilization, symptoms, disorders, assessment/diagnosis and outcomes.

Note: Credit will not be given for both 519P and ED-D 591 Selected topics: Trauma Counselling.

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 3.0
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 3.0
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: 3.0
Formerly: ED-B 531**Concepts and Theory of Organization**

Critical examination of organizational constructs and leadership theories. The emphasis is on philosophy, decision-making processes, power and authority, diversity and complexity within a framework of contemporary social and cultural issues facing leaders in schools, public sector institutions and the community.

Note: *Not open to students with credit in ED-B 531.*

ED-D 532* Units: 1.5 or 3.0
Formerly: ED-B 532**Educational Program Leadership**

Models for program design and review range from external, objective-based processes to participatory action research. This course examines issues of implementation, collaboration, accountability, inclusiveness and responsiveness to community. It also offers practical experiences in a range of evaluative methods.

Note: *Not open to students with credit in ED-B 532.*

ED-D 533 Units: 1.5 or 3.0
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 - Decision-Making and the Law*

This course will develop awareness of the legal considerations and principles which apply to decision-making in school and other workplaces. It contains introductions to the interface between law, legislation and policy; statutes and the delegation of powers to decide, and the common law principles which govern decision-making by those with statutory authority. An array of case studies is used.

Note: *Not open to students with credit in ED-B 533B.*

533D - Leadership*

An examination of general leadership concepts, and practices as they apply to educational institutions, other workplaces, organizations and the community.

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 3.0

Formerly: ED-B 534

Leadership for School Improvement

This course surveys contemporary thinking about professional learning communities and learning teams, emphasizing how leaders can build and support collaborative and inclusive learning environments in order to effect positive school change.

Note: *Not open to students with credit in ED-B 534.*

ED-D 535* Units: 1.5 or 3.0

Formerly: ED-B 535

Comparative Perspectives on Leadership**535A - Regional Comparisons ***

Comparative study of educational systems and practices across Canada and around the world. Leadership/management, local/national, organizational contexts and structures and current international issues affecting education receive special attention.

Note: *Not open to students with credit in ED-B 535A.*

535B - Institutional Comparisons *

Selected cross-organizational studies of leadership and education in public sector, private or community organizations.

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 3.0

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 3.0

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 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.*

537G - Leadership in Educational Administration *

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.*

Note: *May be taken once for credit in each of the areas listed above.*

ED-D 538 Units: 1.5 or 3.0**Community Leadership and Adult Learning**

This course will focus on leadership and learning strategies in communities and schools that work towards educational, social, environmental, and cultural change. Topics will include inter-connections between school and community; relations of power and social inequity; just learning societies; concepts of democracy, citizenship and governance; critical pedagogy/theory; feminist theory and leadership; aboriginal perspectives on leadership; cross-cultural and anti-racist dialogues; ethics and values in leadership; social learning, collectivity and collaboration.

Note: *Credit will be granted for only one of 538, 591, if 591 topic was Adult Education and Community Leadership.*

ED-D 539 Units: 1.5**Leadership, Learning and Social Justice**

This course examines concepts of social justice and their relationship to leadership in schools, institutions and organizations and community. It focuses on issues of race/ethnicity, gender, class, sexual orientation and ability as enacted in everyday practice. Conceptions of democracy, privilege, power, and citizenship are central. Discussions extend to ecological and global issues of justice.

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 561A Units: 1.5

Formerly: ED-D 561

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.

Note: *Credit will be granted for only one of 561A, 561.*

ED-D 561B Units: 1.5**Introduction to Research (Leadership Studies)**

Designed to prepare students in Leadership Studies to undertake independent, scholarly research so that they might fulfill the research requirements for the M.Ed. degree in Leadership Studies. Students will become familiar with different lines of inquiry, appropriate methodologies, proposal preparation and the ethics involved in doing research.

ED-D 562 Units: 1.5**Advanced Statistical Methods in Education**

Applied multiple linear regression; factor analysis; discriminant function analysis; canonical correlation; multivariate analysis of variance; advanced computer data processing.

Prerequisites: 560 or equivalent.

ED-D 567 Units: 1.5
Single Case Research

This course is designed to provide students with an understanding of single case and case study research designs and experience in critically evaluating research that has been conducted using these methodologies. Topics considered will include single case experimental designs, case study techniques, article and human subject application preparation, reliability and validity considerations, data evaluation procedures, and the critical review of the application of the various designs discussed.

ED-D 568 Units: 1.5
Formerly: ED-D 566A**Seminar in Special Education: Program, Practices and Policies**

A consideration of historical perspectives and present trends in Special Education theory and practice. Topics considered include the context of special education, economic and legislative issues, families, classification and other assessment issues, teaching practices, social competency, early intervention, quality of life, and ethical and policy issues.

Note: Not open to students with credit in ED-D 566A.

ED-D 569 Units: 1.5
Formerly: ED-D 566B**Seminar in Special Education: Current Issues, Research, and Applications**

A consideration of present trends and other topical issues affecting individuals with special educational needs. Students select from a wide array of topics to determine course content. Examples include health related issues, behavior management, multiculturalism, juvenile offenders, school leavers and repeaters, death and loss, abuse and violence, technological shifts, links to the community, and personal preparation.

Note: Not open to students with credit in ED-D 566B.

ED-D 590 Units: to be determined
Special Problems - Educational Psychology and Leadership Studies

Note: May be taken more than once for credit in different topics. The student must obtain consent of the chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.

ED-D 591 Units: 1.5 or 3.0
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

Note: 4.5 units for ED-D 599 is only for Counselling and Leadership Studies Programs.

Grading: INP, COM, N or F.

ED-D 617 Units: to be determined
Internship in Counselling Psychology

Field work and advanced practical experience under supervision for doctoral candidates specializing in counselling psychology.

Note: May be taken more than once for credit with approval of the student's supervisory committee.

Grading: INP, COM, N or F.

ED-D 618 Units: to be determined
Doctoral Seminars in Counselling Psychology

The doctoral seminars are organized around professional studies in counselling; counselling theory and techniques; group procedures and processes; areas of critical life choice; professional identification; ethics; and research in counselling. The seminars may be taken more than once for credit, providing the course content is different from that previously taken, by doctoral candidates upon consultation with the student's supervisory committee. The specific content of each area will be designated prior to registration.

ED-D 660 Units: 3.0
Proseminar in Educational Psychology

A seminar for doctoral-level students designed to provide an understanding of current approaches to inquiry in the component areas of educational psychology: learning and development; special education; measurement, evaluation and computer applications; and counselling. Current issues and central concepts in each of these areas will also be considered. Attention is also given to guidelines for professional practice, such as ethical practices in research.

ED-D 690 Units: to be determined
Special Problems

Note: May be taken more than once for credit in different topics. The student must obtain consent of the chair of the supervisory committee and the instructor offering the area of individual study prior to registering in 690. Pro forma is required for registration.

ED-D 699 Units: to be determined
PhD Dissertation

Grading: INP, COM, N or F.

EDCI**Curriculum and Instruction Studies**

Department of Curriculum and Instruction
Faculty of Education

EDCI 500 Units: 1.5
Formerly: ED-A 552**Advanced Seminar in Music Education**

Using the lenses of history, philosophy, psychology and sociology to study recent trends and issues in education and music education, and their impact on music curriculum.

Note: Not open to students with credit in ED-A 552.

EDCI 501 Units: 1.5
Formerly: ED-A 550**Research and Evaluation in Music Education**

Students are introduced to the various research methods used in music education. Evaluation in mu-

sic 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 520.

EDCI 503 Units: 2.0
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: 2.0
Formerly: ED-A 521**Jazz Repertoire Analysis and Rehearsal Techniques**

A study of jazz performance techniques and literature, applications to education, and participation in the jazz ensemble.

Note: Not open to students with credit in ED-A 521.

EDCI 505 Units: 1.5
Formerly: EDCI 505A and 505B
Curriculum in Music Education

Contemporary theory, research, trends and issues in school music curricula.

Note: Not open to students with credit in ED-A 540, 541, EDCI 505A or 505B.

EDCI 506 Units: 1.5
Pedagogical Issues in Music Education

This is a variable content course focusing on contemporary approaches to music education. The topic will be listed each year.

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

EDCI 507A Units: 1.5
Musicianship I

A study of the elements of music and developing musicianship through singing, listening, composing, movement, playing and reflecting.

EDCI 507B Units: 1.5
Musicianship II

Deepening musical understanding through production, perception and reflection in an in-depth project.

EDCI 508 Units: 1.5
Advanced Instrumental Music

Advanced professional development for the practising instrumental music educator.

508A - Conducting I

508B - Conducting II

508C - Conducting III and Literature

Note: Students may enroll in each of the areas listed above at 1.5 units each. 508A is prerequisite for 508B; 508B is prerequisite for 508C.

EDCI 509 Units: 1.5
Formerly: ED-A 558A**Development and Implementation of the Curriculum in Art**

Application of relevant theories and models to the design and development of school curricula in art.

Note: Not open to students with credit in ED-A 558A.

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EDCI 510 Units: 3.0 Hours: 3-0
Formerly: **ED-A 570**
Research Issues and Studio Development in Art
Review of contemporary art education research issues; development of a teaching creed and proposal; studio exploration linked to current instructional practice.
Note: Not open to students with credit in ED-A 570.

EDCI 511 Units: 3.0 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: 3.0
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: 3.0
Community Art Education
Issues related to community art programs that play a role in sociocultural development and raising awareness about aesthetics.

EDCI 515 Units: 1.5
Formerly: **ED-B 515**
e-Research: Harnessing and Understanding Technology in Research
This course is a blended multi-media/research course that focuses on relevant issues involved in using information and communication technologies (ICT) and the Internet for research purposes. In addition to developing some foundational skills, students will learn about methods, techniques, as well as ethical and practical issues.
Note: Credit will be granted for only one of 515 or ED-B 515.

EDCI 520 Units: 1.5 or 3.0
Formerly: **ED-B 520**
Seminar in Contemporary Educational Issues in Philosophical Perspective
A survey of issues selected from leading contemporary thinkers and how they relate to the basic values, purposes and problems of education.
Note: Not open to students with credit in ED-B 520.

EDCI 521 Units: 1.5
Formerly: **EDCI 521A and EDCI 521B**
Contemporary Educational Issues in Historical Perspective
Historical examination of significant educational writings, the social context in which they were written, and their influence on contemporary educational issues. Special emphasis is placed on writings that illuminate themes of educational change and that illustrate the relationship between the character of a society and the nature of its educational institutions.
Note: Not open to students with credit in ED-B 521A, ED-B 521B, EDCI 521A, EDCI 521B.

EDCI 522 Units: 3.0
Formerly: **ED-B 522**
Philosophy and Film
Critical analysis of film as a pedagogical tool. Philosophical issues in the analysis of film including science and value theory, knowledge and perspectivism, authenticity and social relations, and modern vs. post-modern views.
Note: Not open to students with credit in ED-B 522.

EDCI 523 Units: 1.5
Diverse Voices and Visions in Education
This course examines diverse educational and cultural perspectives in education and ways of knowing not usually encompassed in other courses. Students will explore how these diverse perspectives shape, challenge, and enrich established educational methodologies.

EDCI 525 Units: 1.5
Planning for Effective Schools
Today's schools require effective team-based approaches to school accountability initiatives. This course surveys the growing body of school effectiveness literature and assists school professionals to prepare and implement school effectiveness projects.

EDCI 527 Units: 1.5
Wind Literature
A study of concert band literature with an emphasis on score study.

EDCI 528 Units: 1.5
Arranging and Orchestration
Applying knowledge of instrumentation and arranging in a variety of styles for instrumental ensembles.

EDCI 529 Units: 1.5
Teaching Wind and Percussion Instruments
Advanced instrumental techniques for concert band instruments.

EDCI 531 Units: 1.5
Formerly: **EDCI 531A and 531B**
Critical Discourses in Curriculum Studies
An exploration of the implications of modern thought and social trends on current concepts and practices of curriculum in formal and informal educational settings. The course invites students to reflect on their own educational concepts and practices and to imagine new possibilities.
Note: Not open to students with credit in ED-B 555A, 555b, EDCI 531A or 531B.

EDCI 532 Units: 1.5
Emerging Trends and Topics in Curriculum Studies
An examination of recent publications, presentations and conference proceedings to identify and discuss emerging trends and topics in the field of curriculum studies.

EDCI 533 Units: 1.5
Formerly: **ED-B 556 and ED-B 557**
Theory and Practice in Curriculum Design and Change
Description of traditional and alternative approaches to curriculum planning and implementation in terms of origins, underlying assumptions, utility in various settings, and effects. The course invites students to identify and characterize their own approaches to curriculum planning and implementation.
Note: Not open to students with credit in ED-B 556 or ED-B 557.

EDCI 540A Units: 1.5
Formerly: **half of ED-B 540 or EDCI 540**
Research in Language and Literacy: Curriculum Development
A critical analysis of theories and research related to curriculum development and implementation in language and literacy.
Note: Not open to students with credit in ED-B 540 or EDCI 540.

EDCI 540B Units: 1.5
Formerly: **half of ED-B 540 or EDCI 540**
Research in Language and Literacy: Theory into Practice
Review of key theorists and landmark research that have informed instructional practices in language and literacy.
Note: Not open to students with credit in ED-B 540 or EDCI 540.

EDCI 541 Units: 3.0
Formerly: **ED-B 541**
Research in Curriculum and Instruction - Secondary English
Review of the literature; critical analysis of significant research; planning curriculum research at the secondary level.
Note: Not open to students with credit in ED-B 541.

EDCI 542A Units: 1.5
Formerly: **half of ED-B 542 or EDCI 542**
Reading Processes in the School Curriculum: Research and Processes
This course examines and analyzes research and models of reading, and the processes of reading and reading development.
Note: Not open to students with credit in ED-B 542 or EDCI 542.

EDCI 542B Units: 1.5
Formerly: **half of ED-B 542 or EDCI 542**
Reading Processes in the School Curriculum: Methods and Materials
This course examines and analyzes research on methods, strategies, and materials in the teaching and learning of reading which inform current classroom practice.
Note: Not open to students with credit in ED-B 542 or EDCI 542.

EDCI 543A Units: 1.5
Formerly: **half of ED-B 543 or EDCI 543**
Language Processes in the School Curriculum: Oracy
An examination of processes through which competence in listening and speaking is developed. Course will include analysis of research, methods and materials relevant to oracy.
Note: Not open to students with credit in ED-B 543 or EDCI 543.

EDCI 543B Units: 1.5
Formerly: **half of ED-B 543 or EDCI 543**
Language Processes in the School Curriculum: Writing and Representing
An examination of processes through which representational skills and competence in writing are developed. Course will include analysis of research, methods and materials relevant to instruction in composition.
Note: Not open to students with credit in ED-B 543 or EDCI 543.

EDCI 544 Units: 3.0
Formerly: **ED-B 544**
Advanced Course in Remedial Reading
This course focuses on theoretical and practical issues in the causation, diagnosis, and remediation of reading difficulties as these are encountered in the school setting. Seminar discussions will centre on the research literature relevant to reading difficulties; the practical component will involve students in working in a clinical setting with children with reading problems.
Note: Not open to students with credit in ED-B 544.

EDCI 545 Units: 1.5Formerly: **ED-B 545****The Reading Curriculum in the Secondary School: Theory and Practice**

This course will focus on issues in the definition, development and function of secondary school developmental, corrective, and remedial reading programs. The course will also consider the role of the reading consultant in program implementation.

Note: Not open to students with credit in ED-B 545.

EDCI 546 Units: 1.5Formerly: **ED-B 546****Interpretation and Analysis of Language Arts Research**

A critical review of research methodologies used in the general area of language arts. Consideration of the appropriateness of specific methodologies to research in classroom problems.

Note: Not open to students with credit in ED-B 546.

EDCI 547 Units: 3.0Formerly: **ED-B 547****Issues in English Education in the Secondary Grades**

The extensive critical examination of issues in the learning and teaching of English in the secondary grades.

Note: Not open to students with credit in ED-B 547.

EDCI 548 Units: 1.5Formerly: **ED-B 558****Development and Implementation of the Curriculum**

Application of relevant theories and models to the design and development of school curricula in a specific area.

548A - Language**548B - Reading****548C - English**

Notes: - Students may enroll in more than one of the areas listed above at 1.5 units each.

- Not open to students with credit in ED-B 558.

EDCI 549 Units: 1.5**Gender and Pedagogy**

Will draw upon historical and contemporary perspectives to provide lenses for analyzing various research issues and concerns in relation to educational policy and classroom practice. Inclusion and transformation are critical elements of the concepts developed in this course. Issues of gender influencing educational policy and practices will be examined, including areas such as curriculum development, teaching strategies, selection of curricular materials, professional interactions, and selection of teaching specialty areas.

Note: Not open to students with credit in EDCI 591: Gender and Pedagogy.

EDCI 550 Units: 1.5Formerly: **ED-B 550****Seminar: Research in Early Childhood Education**

Analysis, interpretation, and evaluation of selected research in early childhood education through study of its conceptual and methodological bases.

Note: Not open to students with credit in ED-B 550.

Prerequisites: A minimum 1.5 units of graduate level early childhood education or permission of the Early Childhood Adviser.

EDCI 551 Units: 1.5Formerly: **ED-B 551****The Young Child in Today's Society**

An exploration of topics related to young children (birth through age 9), and their education in the

context of Canadian society. This course addresses several major questions, including: Who are today's young children? What are the issues and challenges facing Canadian children and families? How can early childhood programs address these challenges?

Note: Not open to students with credit in ED-B 551.

EDCI 552 Units: 1.5Formerly: **ED-B 552****Contemporary Trends in Early Childhood Education**

An examination of program innovations and adaptations designed to make early childhood education relevant and responsive to the expectations, challenges and needs of today's children and families. Typical topics include early intervention and outreach programs; parent involvement; multiculturalism and anti-bias curricula; the impact of technology and media; professionalism and advocacy.

Note: Not open to students with credit in ED-B 552.

EDCI 553 Units: 1.5Formerly: **ED-B 553****International Early Childhood Education: Comparing Commonalities and Differences**

Different countries approach the issues in educating young children in a rich variety of ways. This course examines, from a comparative perspective, common themes and recurrent issues affecting preschool, kindergarten, and primary-aged children in selected countries, with emphasis on the Pacific Rim.

Note: Not open to students with credit in ED-B 553.

EDCI 554 Units: 1.5Formerly: **ED-B 549****Comparative Early Childhood Education: Curriculum, Context and Culture**

Analysis and evaluation of approaches to curriculum, administration, and assessment in programs for preschool, kindergarten, and primary-aged children in cross-cultural contexts.

Note: Not open to students with credit in ED-B 549.

EDCI 555 Units: 1.5Formerly: **ED-B 548****Program Development For Early Childhood**

Current issues in planning, implementing, and evaluating early childhood programs for children 0-9 years. Topics will include examination of the implications of current conceptions of developmentally appropriate practice, child-centred and play-based curricula, and efforts at inclusion.

Note: Not open to students with credit in ED-B 548.

EDCI 559 Units: 3.0Formerly: **ED-B 559****Adult Learning in the Organizational Setting**

The purpose of this course is to assist individuals and organizations to conduct and utilize research in the design, development and delivery of educational programs and services for adult learners. The course will also contribute directly to the preparation and writing of graduate theses and projects that reflect research questions in adult education.

Note: Not open to students with credit in ED-B 559.

EDCI 560 Units: 1.5Formerly: **ED-B 516****Teaching and Learning in Higher Education**

This course prepares graduate students for teaching roles in post-secondary education. The focus is on understanding basic learning principles, approaches to instructional design, interpersonal skills in teaching, and the facilitation of learning. The course is intended for those with little or no formal preparation as educators.

Note: Credit will be granted for only one of 560 or ED-B 516.

EDCI 570 Units: 1.5Formerly: **ED-E 540****Research in Curriculum and Instruction in the Elementary Grades**

Review of the critical issues; analysis of significant research on curriculum development at the elementary school level.

570A - Mathematics**570B - Science****570C - Social Studies****570D - Environmental Education**

Notes: - Students may enroll in more than one of the areas listed above at 1.5 units each.

- Not open to students with credit in ED-E 540.

EDCI 571 Units: 1.5Formerly: **ED-E 541****Research in Curriculum and Instruction in the Secondary Grades**

Review of the critical issues; analysis of significant research on curriculum development at the secondary level.

571A - Mathematics**571B - Science****571C - Social Studies****571D - Geography****571E - History****571F - Environmental Education**

Notes: - Students may enroll in more than one of the areas listed above at 1.5 units each.

- Not open to students with credit in ED-E 541.

EDCI 572 Units: 1.5Formerly: **ED-E 558****Development and Implementation of the Curriculum in a Specific Area**

Application of relevant theories and models to the design and development of school curricula in a specified area.

572A - Mathematics**572B - Science****572C - Social Studies****572D - Geography****572E - History****572F - Environmental Education**

Notes: - Students may enroll in more than one of the areas listed above at 1.5 units each.

- Not open to students with credit in ED-E 558.

EDCI 573 Units: 1.5Formerly: **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: One of ED-E 484, EDCI 424B, 459, EDUC 422B or permission of the instructor.

EDCI 574 Units: 1.5Formerly: **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, atti-

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tudes and values; teaching strategies; and assessment techniques. Selected field trips.

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

EDCI 575 Units: 1.5

Formerly: ED-E 546

Global Education

This course explores critical global issues through the strands of environment, development, peace and human rights. Pedagogical concerns vary with student interests and include values education, teaching controversial issues, and dealing with children's despair about the future.

Note: Not open to students with credit in ED-E 546.

EDCI 577 Units: 1.5**Language in Learning Mathematics Technology and Science**

The small but growing literacy research base in science, mathematics and social studies clearly indicates that language is both a means and an end to contemporary content literacy. Contemporary literacy comprises the abilities and habits of mind to construct understanding, the big ideas of the disciplines, and the communications to inform and persuade other people about these big ideas. In this course print-based language components of science literacy, numerical literacy and the reading-learning-writing connections will be explored.

EDCI 578 Units: 1.5**Science, Technology, Society and the Environment: Implications for Teaching**

An exploration of the nature and relationships between science, technology, environment and society towards helping children find possibilities that ensure a continuing future for humankind. Topics include a critical examination of the way science is experienced in school science, expanding notions of technology and environment with students, and encouraging social responsibility with an STS(E) approach to science education.

EDCI 579 Units: 1.5

Formerly: ED-E 545

Knowing and Learning in Everyday Contexts

This course is designed to look into the nature of knowing and learning in school and everyday settings and from a variety of perspectives. These perspectives include traditional information processing, Heideggerian cognitive science and artificial intelligence, anthropology, cognitive anthropology, sociology of scientific knowledge, ethnomethodology, and historical and philosophical approaches to the study of human knowing and learning. The course reflects recent developments in the understanding of knowing and learning in real-world (non-laboratory) settings.

Note: Not open to students with credit in ED-E 545.

EDCI 580 Units: 1.5**Formerly: ED-B 580
Interpretive Inquiry**

A basic introduction to various forms of human science research such as ethnography and phenomenology with special emphasis on the contribution of such approaches to professional practice.

Note: Not open to students with credit in ED-B 580.

EDCI 581 Units: 1.5**Research Methodologies in Education**

The purpose of this course is for students to become familiar with various approaches to research, especially those relevant to their inquiries with special emphasis on the intellectual, social, and cultural contexts and ethics of research.

EDCI 582 Units: 1.5

Formerly: ED-B 582

Writing As Research

This seminar focuses on writing as a mode of inquiry, with particular emphasis on the practice of writing. The scope of the course includes all forms of interpretive inquiry, especially narrative, phenomenological, hermeneutic and autobiographical inquiry.

Note: Not open to students with credit in ED-B 582.

EDCI 583 Units: 1.5**Researching with Aboriginal Peoples:
Aboriginalizing Research**

This course looks at research from a First Nations positioning. Aboriginal methodologies, practices and protocols are discussed to illustrate the importance to Aboriginal Peoples and their communities of having control over every aspect of research projects involving them. Students are encouraged to reflect on their own research projects so that their work is ethical, reciprocal and culturally respectful.

EDCI 590 Units: to be determined

Formerly: ED-A, ED-B and ED-E 590

Special Problems - Curriculum and Instruction

Note: May be taken more than once for credit in different topics. The student must obtain consent of the chair of his or her supervisory committee and the instructor offering the area of individual study prior to registering in this course. Pro forma is required for registration.

EDCI 591 Units: 1.5 or 3.0

Formerly: ED-A, ED-B and ED-E 591

Selected Topics in Education

This is a variable content course. Normally restricted to course offerings and not individual study.

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

EDCI 597 Units: 0

Formerly: ED-A, ED-B and ED-E 597

Comprehensive Examination - Curriculum and Instruction

Comprehensive examination which must be passed as required for individual Master of Education programs within the Faculty of Education.

Grading: INP, COM, N or F.

EDCI 598 Units: to be determined

Formerly: ED-A, ED-B and ED-E 598

Project - Curriculum and Instruction

Grading: INP, COM, N or F.

EDCI 598A Units: 1.5**Project Proposal and Literature Review**

The seminar will encourage discussion of alternate approaches to project topics as well as examine the components of a project proposal, especially the features of an effective literature review. The proposal and literature review for the MEd project must be accepted by the EDCI 598A course instructor and the student's program supervisor.

Note: Students who do not complete the course requirements may register a second time for the course. Incomplete course requirements in the second term will result in withdrawal from the program. There are appeal procedures for extenuating circumstances.

Grading: COM/INC.

EDCI 598B Units: 1.5**Project Presentation and Dissemination**

The project proposal approved in 598A is to be completed and will include the approved literature review, an analytic and professional reflection on the contributions of the project, and a dissemination

activity. A project may be presented in any appropriate form – prose, performance, multimedia, or exhibition for example – but must include a written submission of moderate length. The successful completion of the project requires the approval of the course instructor and the student's program supervisor.

Note: Students who do not complete the course requirements may register a second time for the course. Incomplete course requirements in the second term will result in withdrawal from the program. There are appeal procedures for extenuating circumstances.

Prerequisites: EDCI 598A or suitable equivalent.

Grading: COM/INC.

EDCI 599 Units: to be determined

Formerly: ED-A, ED-B and ED-E 599

Thesis - Curriculum and Instruction

Grading: INP, COM, N or F.

EDCI 600 Units: 1.5**Contemporary Discourses in Educational Studies**

The purpose of this course is for students to engage in a critical examination of contemporary literature on fundamental educational concepts, research issues, and curriculum and instruction implications. Part of such discourse may address the cognitive, cultural, social and political determinants and underpinnings of these central issues.

EDCI 601 Units: 1.5**Interdisciplinary Doctoral Seminar**

The purpose of Doctoral Seminar is to create a community of scholars in which faculty and graduate students share and support each other's current research projects.

Note: May be taken more than once for credit, to a maximum of 6 units.

Prerequisites: Enrollment in a doctoral program.

EDCI 602 Units: 1.5**Doctoral Seminar in Arts Education**

Philosophical and sociological examinations of contemporary issues in arts education.

EDCI 603 Units: 1.5**Doctoral Seminar in Curriculum Studies**

The purpose of this seminar is to immerse students in a variety of discourses found in the field of Curriculum Studies, such as for example, political, cultural, feminist, post structural, historical, spiritual, philosophical, and aesthetic discourses, with attention to their constitutive effects. Course topics through which these effects might be studied might include issues of social justice and eco justice, multiple ways of knowing, expanded notions of technology, social relations of cultural reproduction in education, among others.

EDCI 632 Units: 1.5**Critique of Emerging Trends and Topics in Curriculum Studies**

An examination and theoretical critique of emerging trends and topics in the field of curriculum studies as they appear in recent publications, presentations, and conference proceedings.

Note: Not open to students who have credit in EDCI 532

EDCI 633 Units: 1.5**Critical Discourses in Curriculum Design and Change**

Identification, analysis and critique of current discourses of curriculum development, implementation, and change found in educational practice and in theoretical literature.

Note: Not open to students who have credit in EDCI 533

EDCI 642A Units: 1.5
Formerly: half of ED-B 642, EDCI 642

Advanced Reading Processes: Research and Process

This course examines and analyzes research and models of reading, and the processes of reading and reading development.

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

Prerequisites: ED-B 542, EDCI 542 or suitable equivalent.

EDCI 642B Units: 1.5
Formerly: half of ED-B 642 or EDCI 642

Advanced Reading Processes: Methods and Materials

This course examines and analyzes research on methods, strategies and materials in the teaching and learning of reading which inform current classroom practice.

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

Prerequisites: ED-B 542, EDCI 542 or suitable equivalent.

EDCI 643A Units: 1.5
Formerly: half of ED-B 643 or EDCI 643

Advanced Language Processes: Oracy

An examination of processes through which competence is developed in listening and speaking. Course will include analysis of research, methods and materials relevant to oracy.

Note: Not open to students with credit in ED-B 643 or EDCI 643.

Prerequisites: ED-B 543, EDCI 543 or suitable equivalent.

EDCI 643B Units: 1.5
Formerly: half of ED-B 643 or EDCI 643

Advanced Language Processes: Writing and Representing

An examination of processes through which representational skills and competence in writing are developed. Course will include analysis of research, methods and materials relevant to instruction in composition.

Note: Not open to students with credit in ED-B 643 or EDCI 643.

Prerequisites: ED-B 543, EDCI 543 or suitable equivalent.

EDCI 644 Units: 3.0
Formerly: ED-B 644

Research Foundations For Remedial Reading

Critical review and analysis of research in diagnosis, correction and remediation of reading difficulties; criteria for appraising research findings; educational implications.

Note: Not open to students with credit in ED-B 644.

EDCI 647 Units: 3.0
Formerly: ED-B 647

Advanced Course in Secondary English Education

Advanced study of the processes of learning English language and literature in the secondary grades.

Note: Not open to students with credit in ED-B 647.

EDCI 649 Units: 1.5
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: Credit will be granted for only one of 649, ED-B 649.

EDCI 650 Units: 1.5
Doctoral Seminar in Early Childhood Education

Doctoral seminar to consider analysis, interpretation, and evaluation of selected research in early childhood education; study of conceptual and methodological bases.

EDCI 672 Units: 1.5
History and Philosophy of Mathematics, Science and Technology

Selected moments in the history of science, mathematics and technology, and aspects of the writings of philosophers such as Bacon, Pascal, Descartes, Popper, Kuhn, Franklin, Harding, Matthews, Maturation, and Varela provide a context for understanding current issues and possibilities for reform in school science, mathematics, and technology education.

EDCI 673 Units: 1.5
Information and Communication Technologies in Environmental Education, Mathematics, and Science Instruction

This course will explore the changes information and communication technologies (ICT) have made on learning and instruction in environmental, mathematics and science education. Theoretical, classroom instruction, and research implications will be considered.

EDCI 681 Units: 1.5
Advanced Research Methodologies

The purpose of the research component is to have students become familiar with and learn to distinguish among multiple research methodologies appropriate to specific research problems, questions, and contexts.

Prerequisites: Master's level research methods course or by permission of instructor.

EDCI 690 Units: 1.5 or 3.0
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 3.0
Formerly: ED-B 691

Special Problems - Curriculum and Instruction

Issues pertaining to students' research interests and faculty expertise will be examined.

Note: May be taken more than once for credit in different topics. Pro forma is required for registration.

Prerequisites: Appropriate prerequisites to be determined in specific instances.

EDCI 699 Units: to be determined
Formerly: ED-B 699
PhD Dissertation - Curriculum and Instruction
Grading: INP, COM, N or F.

ELEC

Electrical Engineering Department of Electrical and Computer Engineering Faculty of Engineering

ELEC 501 Units: 1.5
Linear Systems

State space description of systems. Controllability, observability and minimality. Stability and the Lyapunov criterion. Linear state feedback, asymptotic observers and compensator design. Polynomial and matrix fraction descriptions.

ELEC 503 Units: 1.5
Engineering Design by Optimization: I

The steepest descent and Newton methods for unconstrained optimization. Golden section, quadratic, cubic and inexact line searches. Conjugate and Quasi-Newton methods. The Fletcher-Reeves algorithm. Application to the design of circuits, control systems, filters, and mechanical systems using optimization techniques. Introduction to constrained optimization. Students are required to complete one project that applies some of the optimization techniques to be studied in the course to an engineering analysis or design problem.

Note: Not open to students registered in or with credit in 403.

Prerequisites: 310 and MECH 245 or equivalent.

ELEC 504 Units: 1.5
Random Signals

Review of random variables, moments and characteristic functions; random processes, noise models, stationarity, ergodicity, correlation and power spectrum, spectrum measurements; response of linear systems to random inputs, cross-spectral densities, narrow band noise; introduction to discrete time and space processes. Students are required to complete a project.

Note: Not open for credit to students registered in or with credit in 400.

Prerequisites: 310; STAT 254 or 260 or equivalent.

ELEC 505 Units: 1.5
Engineering Applications of Advanced Matrix Analysis Methods

SV, LU, QR, polar and other matrix decompositions. Eigen-Analysis of various dynamic systems. Spectral perturbation theory. Applications in digital signal processing, control systems and mechanical engineering. Computational considerations. Introduction to available numerical software.

Prerequisites: MATH 133, 458 or equivalent.

ELEC 509 Units: 1.0
Seminar

Participation in a program of seminars. Required of all Master's students every year of their program as an addition to the normal program except by Departmental permission. One unit of credit shall be given upon completion.

Grading: INP, COM or N.

ELEC 510 Units: 1.5
Computer Communication Networks: I

Introduction to computer networking principles and engineering including remote access, wide-area networking, local area networks, network topology, communication hardware and software protocols, open-system-interconnection model, routing and flow control, performance, reliability, security, example networks. Students are required to complete a project.

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Note: Not open to students registered in or with credit in CENG 460.

Prerequisites: CSC 230 and ELEC 350 or equivalent.

ELEC 511 Units: 1.5
Error Control Coding Techniques in Communication

Communication channels and the coding problem. Important linear block codes (cyclic, Hamming, BCH and RS codes). Encoding and decoding with shift registers. Threshold decoding. Introduction to convolutional codes. Coding and system design considerations.

ELEC 512 Units: 1.5
Digital Communications

Source and channel descriptions. Source digitization, entropy and the rate distortion tradeoff, lossless source codes (Huffman and run length codes), optimal and adaptive quantization. Digital modulation techniques, optimal coherent receivers, performance evaluation, the incoherent case. Special topics - case studies, fiber optics, satellite systems, mobile radio systems.

ELEC 513 Units: 1.5
Data and Computer Communications

Analysis and design of computer communication networks. Queueing theory. Circuit, message and packet switching. Modems, multiplexors and concentrators. Network topologies. Routing and flow control. Multiple access techniques. Capacity calculations. Throughput/delay tradeoffs. Multilayer protocols and the OSI model. Survey of existing data networks, including local area networks. Packet radio and broadcast schemes.

ELEC 514 Units: 1.5
Analysis and Design of Computer Communication Networks

Markov chains and techniques for studying their transient and steady-state behavior. Queueing theory and discrete time queues. Queueing models for media access, error control and traffic management protocols. Quality of service. Modeling of traffic and inter-arrival time. Self similar distributions and traffic. Analysis and design of switching fabrics. Switch design alternatives and performance modeling. Simulation of networks. Students are required to complete a project.

Note: Not open to students registered in or with credit in CENG 461.

Prerequisites: STAT 254 or 260 or equivalent.

ELEC 521 Units: 1.5
Microwave and Millimeter Wave Engineering

Introduction to theory and technique of modern microwave and millimeter wave engineering. Propagation effects. Properties of various planar transmission lines at millimeter wave-length. Microwave and millimeter wave integrated circuits (mic's). CAD aspects of mic's: filters, matching networks, directional couplers, nonreciprocal devices. Nonlinear devices.

Prerequisites: 404 and 454, or equivalent.

ELEC 522 Units: 1.5
Antennas and Propagation

Antenna and propagation fundamentals, Friis transmission formula, radar equation, Maxwell's equations for radiation problems, antenna parameters, simple radiators, array theory, mutual coupling, wire and broadband antennas, aperture radiators, scattering and diffraction, multipath propagation and fading, antenna measurement techniques, surface-wave and ionospheric propagation, microwave and millimeterwave propagation. Students are required to complete a project.

Note: Not open to students registered in or with credit in 453.

Prerequisites: 340 or 404 or equivalent.

ELEC 523 Units: 1.5
Optical Communications

Light and electromagnetic waves, dielectric slab waveguide, step-index fiber, graded index fiber, effects of dispersion, phase velocity, attenuation, LED (principles), principles of lasers, semiconductor lasers, principles of semiconductor photodetectors, PIN photodiode, avalanche photodiode, electro-optic modulators, couplers, attenuators, isolators, switches, fiber optic systems. Students will be required to complete a project.

Note: Not open for credit to students registered in or with credit in 452.

Prerequisites: 340 or equivalent.

ELEC 531 Units: 1.5
Digital Filters: I

Introduction of the digital filter as a discrete system. Discrete time transfer function. Time domain and frequency domain analysis. Structures for recursive and nonrecursive digital filters. Application of digital filters for the processing of continuous time signals. Solution of the approximation problem in recursive and nonrecursive filters. Quantization effects. The course includes a project in which a complete digital filter is designed.

Note: Not open to students with credit in 458.

Prerequisites: 360 or 408 or equivalent.

ELEC 532 Units: 1.5
Multidimensional Digital Signal Processing

Two- and multidimensional signals. Two-dimensional sampling. Multidimensional discrete Fourier transform. Design and implementation of two-dimensional systems. Stability of two-dimensional recursive filters and finite wordlength effects. Application in image processing, seismic signal processing and beamforming.

Prerequisites: 407 or equivalent.

ELEC 533 Units: 1.5
Design of Analog Filters

Introduction to analog signal processing. Characterization, properties, and analysis of analog filters. Butterworth, Chebyshev, and elliptic approximations. Introduction to the realization of LC one- and two-port circuits; Darlington's method. Active elements such as gyrators and generalized impedance converters, and their representation by singular elements. Design of high-performance, low-sensitivity active filters. The course includes a project in which a complete analog filter is designed.

Note: Not open to students registered in or with credit in 408.

Prerequisites: 310 and 380 or equivalent.

ELEC 534 Units: 1.5
Digital Signal Processing

Decimation and interpolation of discrete signals. Least-squares signal modeling. The LMS algorithm and application in adaptive interference cancellation and system identification. Basic multirate DSP systems. Polyphase representation and design of multirate systems. Application of multirate systems in signal compression and noise removal. Representation and digital processing of speech signals. Neural network and applications. Students are required to complete a project.

Note: Not open to students registered in or with credit in 459.

Prerequisites: 407 or equivalent.

ELEC 535 Units: 1.5
Pattern Recognition

Parallel and sequential recognition methods. Bayesian decision procedures, perceptrons, statistical and syntactic approaches, recognition grammars. Feature extraction and selection, scene analysis, and optical character recognition. Students are required to complete a project.

Note: Not open to students registered in or with credit in 485.

Prerequisites: STAT 254 or 260 or equivalent.

ELEC 536 Units: 1.5
Computer Vision

Overview of the main concepts and methods in computer vision; geometry and physics of imaging, as related to image formation and image acquisition; low-level methods of image analysis, such as filtering, edge detection, feature detection, and segmentation; methods for extracting and representing three-dimensional scene information; motion analysis and algorithms for video understanding. Students are required to complete a project.

Note: Not open to students registered in or with credit in CENG 421.

ELEC 538 Units: 1.5
Audio Signal Processing

Fundamentals: A/D, oversampling converters, jitter, dither, spectral analysis. Formats: CD, DVD, SACD. Perceptual coding: MP3, AAC. Sound synthesis: modal, additive, subband vocoder, subtractive, LCP, non-linear, FM, physical modelling, granular. Spatial audio, surround sound. Noise reduction. Systems and applications. Students are required to complete a project.

Note: Not open to students registered in or with credit in 484.

Prerequisites: 310 or equivalent.

ELEC 542 Units: 1.5
Analog Integrated Circuit Design

Review of IC technology, device models and feedback. Design of monolithic op amp, regulators, multipliers, oscillators, phase-locked loops and other nonlinear circuits. Study and design of filter circuits, switched-capacitor circuits, CCD and other sampled-data circuits. System applications of analog-digital LSI.

Prerequisites: 380 and 320 or equivalent.

ELEC 543 Units: 1.5
Design of Digital and VLSI Systems

Advanced combinational and sequential logic design. Optimization of finite state machines; timing methodologies and synchronization issues. Hardware description languages (HDL): structural and behavioural descriptions, simulations and testbenches, coding styles, design with HDL and FPGA implementation. Design for test: testing concepts, scan-based design and built-in self-test (BIST). Design for high speed: timing analysis, pipelining and retiming. Design for low power: sources of power dissipation, design transformations. Students will be required to complete a project.

Note: Not open to students registered in or with credit in CENG 441.

Prerequisites: CENG 241 or CENG 290 or equivalent.

ELEC 544 Units: 1.5
Analog VLSI and Neural Systems

Review of basic electronics; model of the neuron and its signal propagation. Amplifiers, networks and analog VLSI circuits. Time-varying signals and transient effects. The axon: its operation and its equivalent circuit. Models of the visual system and the auditory system and their chip implementation. Tactile

sensor arrays and motion sensor arrays and their networking. Optical sensor arrays and their signal transmission. Other devices and circuits relevant to neural networks.

Prerequisites: 310, 320 and 380 or equivalent.

ELEC 545 Units: 1.5 **Nanotechnology**

Nanoscale materials and devices. Techniques and tools of nanostructure fabrication and characterization. Properties of low-dimensional materials. Semiconductor nanostructures, metallic nanoparticles, carbon nanotubes, organic molecules, quantum dots. Applications including nanoelectronics and molecular devices, biotechnology, nanoscale computation, nanomechanical devices and nanophotonics. Students required to complete a project.

Note: Not open to students registered in or with credit in 420.

Prerequisites: 320 or equivalent.

ELEC 553 Units: 1.5 **Introduction to Parallel and Cluster Computing**

Overview of massively parallel and cluster computers. Processing models (shared memory versus message passing). Processes and threads. Standard algorithms utilizing parallelism. Matrix and vector operations. N-body problems, collective communications. Parallel application environments MPI and OpenMP. The course will include significant exposure to parallel applications including developing and coding of sample parallel codes. Students are required to complete a project.

Note: Not open to students registered in or with credit in CENG 453.

ELEC 561 Units: 1.5 **Microcomputer Architecture**

This course will study the architecture of modern 32 bit microprocessor-based computers and modern signal processors. Topics covered will include packaging, performance, instructions, coprocessors, memory management, bus systems and multiprocessing.

Prerequisites: CENG 355 or equivalent.

ELEC 563 Units: 1.5 **Advanced Computer Architecture**

Advances in computer architecture. Topics covered include advanced techniques in processor design: hazard detection and resolution, precise interrupts, superscalar, superpipeline, very long instruction word, multithreading; impact of VLSI; architectural performance analysis; high-level language machines; application-directed machines; stack architecture, systolic arrays, associative processors, operating system support and software-oriented architecture.

Prerequisites: CENG 450 or equivalent.

ELEC 564 Units: 1.5 **Neural Networks and Their Implementation**

Biological inspiration, historical background, learning in neural nets (backpropagation, hebbian, etc.), single- and multi-layer networks, associative memories, classification and clustering models, recurrent networks. Neural network technology, implementation software and hardware technologies, algorithm definitions, computational requirements, solution methods, parallel processing hardware. VLSI and optical implementations of neural networks.

Prerequisites: CENG 420 or equivalent.

ELEC 565 Units: 1.5 **Digital Integrated Circuits**

Silicon logic: logic design with MOSFET, CMOS, and BiCMOS; physical structure, physical design, fabrication. Logic-electronic interface: characteris-

tics of MOSFETS, CMOS analysis and design. VLSI design: CAD tools, system components, arithmetic circuits, memory and programmable logic, system-level physical design, clocking and testing. Students are required to complete a project.

Note: Not open to students registered in or with credit in CENG 442.

ELEC 566 Units: 1.5 **Computer Networks and Distributed Systems**

Current topics in data switching and computer networking including asynchronous transfer mode (ATM), broadband integrated services digital network (B-ISDN), narrowband ISDN (N-ISDN) and the internet. Alternatives to ATM. Local area network emulation, switched ethernet. Frame relay and switched multi-megabit data service (SMDS). Applications to multi-media. Very large scale integration implementation.

Note: Not open to students registered in or with credit in CSC 551.

Prerequisites: CENG 460 or CSC 450 or equivalent.

ELEC 567 Units: 1.5 **Computer Security Engineering**

With the recent development of open distributed systems such as the Internet and mobile communication devices, the design and implementation of reliable computer security systems becomes an important issue. This course presents available security models, services and mechanisms, and introduces the techniques used in the different steps of the development of secure systems. Topics include security risk analysis, security policies and models, access control models and mechanisms, information flow and interference controls, cryptographic algorithms and protocols and network security technologies such as intrusion detection and firewall systems.

ELEC 568 Units: 1.5 **System-on-Chip Engineering for Signal Processing**

Design and System-on-Chip (SOC) implementation for signal processing applications. SOC design and testing methodologies, Platform-based design, Intellectual Property (IP) reuse, and built-in self-test. Controlling power consumption in SOC implementations. SOC multi-technology integration of analog and digital electronics, sensors and MEMS. Students are required to complete a project.

Note: Not open to students registered in or with credit in 466.

Prerequisites: CENG 355 or MECH 405 or CSC 355; ELEC 310 or MECH 435 and MECH 455 or equivalent.

ELEC 571 Units: 1.5 **Underwater Acoustic Systems**

Propagation of acoustic plane waves in a homogeneous medium and its electrical equivalent model. Acoustic impedance. Pressure measurements and units. Acoustic transducers and equivalent circuits. Acoustic arrays, beam forming and beam steering. Sound transmission in the ocean. Ambient noise. Sonar equations. Performance analysis of active and passive sonar systems. Introduction to specialized acoustic systems.

Prerequisites: 300 and 260 or equivalent.

ELEC 581 Units: 1.5 **Power Electronics**

Characteristics of power semiconductor switching devices, e.g., silicon controlled rectifiers, bipolar and MOS power transistors, insulated gate bipolar transistors, gate-turn-off thyristors. Basic principles of phase controlled converters, dc to dc choppers, dc to ac inverters (square wave and pulse width modulated), switching power supplies, resonant

converters. Applications to communication and computer power supplies, electric drives, induction heating, etc.

ELEC 582 Units: 1.5 **Electrical Drive Systems**

Elements of drive systems, characterization of mechanical loads, requirements of electrical drive systems, dynamic equations and modelling of electrical machines, dc drives with various dc power sources, induction motor drives, ac controller, slip-energy recovery, constant air-gap flux, synchronous motor drives, permanent magnet motors, reluctance motors. Students are required to complete a project.

Note: Not open to students registered in or with credit in ELEC 482.

Prerequisites: 365 or 370 or equivalent.

ELEC 583 Units: 1.5 **Digital Video Processing**

Representation of digital video. Image formation models. Spatio-temporal sampling and sampling structure conversion. Two- and three-dimensional motion estimation techniques. Optical flow, block-based and pel-recursive methods for motion estimation. Still image and video compression methods and standards. Interface compression and model-based methods for video compression. Digital video systems and applications. Students are required to complete a project.

Note: Not open to students registered in or with credit in 483.

Prerequisites: 310 or equivalent.

ELEC 586 Units: 1.5 **Wavelets and Multirate Signal Processing**

Functional analysis and Fourier analysis; downsampling, upsampling, noble identities, polyphase representations of signals and filters, uniformly maximally decimated filter banks, and tree-structured filter banks; multiresolution approximations, wavelet systems, scaling and wavelet functions, and relationship between wavelets and filter banks; applications of wavelet systems in signal compression and noise reductions. Students will be required to complete a project.

Note: Not open to students with credit in ELEC 486.

Prerequisites: 310 or equivalent.

ELEC 590 Units: 1.5 **Directed Study**

A wide range of topics will be available for assignments. Topics will be restricted to recent advances. MASc students can take two Directed Study courses for credit as part of their program. M.Eng. students can take three Directed Study courses for credit as part of their program. PhD students can take one Directed Study course for credit when four courses are required for their program and two Directed Study courses when six courses are required for their program.

Note: Pro Forma is required for registration. May be taken more than once for credit in different topics.

ELEC 597 Units: 0 **M.Eng. (Mechatronics and Embedded Systems Option) Project**

Presentation and defense of the M.Eng. (Mechatronics and Embedded Systems Option) Project.

Prerequisites: ENGR 466.

Grading: INP, COM, N or F.

ELEC 598 Units: 3.0 **MEng Project** **Grading:** INP, COM, N or F.

ELEC 599 Units: 12.0
MASc Thesis
Grading: INP, COM, N or F.

ELEC 601 Units: 1.5
Adaptive Control

Concepts of stochastic processes and stochastic models. Analysis of dynamic systems whose inputs are stochastic processes. Minimum variance strategies for discrete systems. Self-tuning regulators and other adaptive control schemes. Examples of adaptive control implementations.

Prerequisites: 460 or equivalent.

ELEC 603 Units: 1.5
Engineering Design by Optimization: II

Fundamentals of constrained optimization theory. Simplex methods for linear programming. Modern interior-point methods such as primal-dual path-following methods and Mehrotra's predictor-corrector algorithm for linear programming. Active-set methods and primal-dual interior-point methods for quadratic and convex programming. Semidefinite programming algorithms. Sequential quadratic programming and interior-point methods for nonconvex optimization. Implementation issues and current software packages for constrained optimization. Applications in digital signal processing, control, robotics, and communications.

Prerequisites: 403 or 503 or equivalent.

ELEC 609 Units: 1.0
Seminar

Participation in a program of seminars. Required of all Doctoral students every year of their program as an addition to the normal program except by Departmental permission. One unit of credit shall be given upon completion.

Grading: INP, COM or N.

ELEC 613 Units: 1.5
Spread Spectrum Communications

Review of basic concepts in digital communications and information theory. Direct sequence modulation and frequency hopping. Interference models. Signal acquisition. Anti-jam performance. Anti-fade performance. Coded systems. Code division multiple access. Implementation issues and applications.

Prerequisites: 350, 450, 511, 512 or equivalent.

ELEC 619A Units: 1.5
Selected Topics in Digital Communications

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 619B Units: 1.5
Selected Topics in Computer Communications

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 619C Units: 1.5
Selected Topics in Secure Communications

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 621 Units: 1.5
Numerical Techniques in Electromagnetics

Introduction to theoretical principles, and applications of numerical techniques for solving electromagnetic field problems. Static and dynamic field problems in modern microwave and millimeter wave transmission media. Maxwell's equations and their principal solutions. Boundary and interface conditions. Finite difference and finite element method (FDM, FEM). Method of moments (MM). Spectral

domain and mode matching techniques. Transmission line method (TLM).

Prerequisites: 521 or equivalent.

ELEC 622 Units: 1.5
Nonlinear Microwave Components

Linearity and nonlinearity, frequency generation, representation of two-port networks, travelling wave and transmission-line concepts, scattering matrix and chain scattering matrix, Smith chart, impedance matching networks, signal flow graphs, characteristics of microwave bipolar junction and field-effect transistors, microwave transistor amplifiers, noise, broadband and high-power design methods, microwave oscillators, millimeter-wave amplifiers and oscillators, diode mixers, FET mixers, millimeter-wave mixers.

Prerequisites: 454 or 521 or equivalent.

ELEC 623 Units: 1.5
Advanced Optical Systems

Overview of the basic technologies and system design principles for modern optical communications. Component fundamentals, including optical fiber, lasers, transmitters, photodetectors, receivers, passive components, optical amplifiers. Optical modulation, demodulation, wavelength multiplexing techniques. Applications to wide-area and access networks, microwave photonics. System impairments related to noise, fiber dispersion, nonlinearity. Students work in groups to design a national-scale broadband system, combining primary course elements and commercial software.

ELEC 624 Units: 1.5
Theory and Design of Waveguide Components

Modern integrated waveguide technologies, numerical analysis aspects and design strategies; mode-matching techniques; commonly used waveguides; transformers and transformer prototypes; phase shifters; power dividers; directional couplers; waveguide filters; multiplexers; polarizers; orthomode transducers; mode converters; angle diversity systems.

ELEC 629 Units: 1.5
Selected Topics in Microwaves, Millimeter Waves and Optical Engineering

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 631 Units: 1.5
Digital Filters: II

Design of recursive and nonrecursive digital filters satisfying prescribed specifications. Design of recursive filters by optimization, Newton, quasi-Newton, and minimax algorithms, design of equalizers. Design of nonrecursive filters by optimization, Remez exchange algorithm, efficient search methods, application to the design of differentiators, Hilbert transformers, and multiband filters. Effects of coefficient and product quantization, signal scaling, minimization of roundoff noise, limit-cycle oscillations. Introduction to multirate signal processing.

Prerequisites: 458 or 531 or equivalent.

ELEC 632 Units: 1.5
Adaptive Filters

Applications overview. Echo cancellation, noise cancellation, equalization, speech coding, and spectral estimation using Transversal and Lattice filters. Minimum mean square error, gradient algorithm, block and recursive least squares.

Prerequisites: 310, 400, 408 or equivalent.

ELEC 633 Units: 1.5
Optimal Estimation

Random variables review. Estimation methods; maximum likelihood, minimum mean squared error, maximum a posteriori, conditional mean, minimum variance, orthogonality principle. State space system models. Kalman Filtering. Adaptive and nonlinear filtering.

Prerequisites: 504 or equivalent.

ELEC 639A Units: 1.5
Selected Topics in Digital Signal Processing

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 639B Units: 1.5
Selected Topics in Image Processing

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 642 Units: 1.5
Mapping DSP Algorithms Onto Processor Arrays

Parallel algorithms and their dependence. Applications to some common DSP algorithms. System timing using the scheduling vector. Projection of the dependence graph using a projection direction. The delay operator and z-transform techniques for mapping DSP algorithms onto processor arrays. Algebraic technique for mapping algorithms. The computation domain. The dependence matrix of a variable. The scheduling and projection functions. Data broadcast and pipelining. Applications using common DSP algorithms.

Prerequisites: CENG 465 or equivalent.

ELEC 649A Units: 1.5
Selected Topics in Electronic Circuits

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 649B Units: 1.5
Selected Topics in VLSI Design

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 651 Units: 1.5
Control Aspects in Robotics

Direct and inverse kinematics. Direct and inverse dynamics. Path planning. PID control and its robustness. Computer torque method. Resolved acceleration control. Differential geometric approach. Adaptive control as applied to manipulators. Hybrid force/position control. Robustness issues of various control algorithms. Computational considerations.

Prerequisites: 425 and 501 or equivalent.

ELEC 659A Units: 1.5
Selected Topics in Robotics

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 659B Units: 1.5
Selected Topics in Automatic Control

Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 661 Units: 1.5
Introduction to Parallel Computer Systems

General formalism and description of parallel systems. Sequential and parallel execution. Synchronization. Principles of pipeline and vector processing. SIMD and MIMD machines. Multi-stage and

computer interconnection networks. Routing (e-cube, hyperswitch, wormhole, virtual channels) and flow control in computer interconnection networks. Shared memory and multicomputer systems. Caches and cache coherence. Data flow systems (macro and micro data flow).

Prerequisites: CENG 450 or equivalent.

ELEC 669 Units: 1.5
Selected Topics in Computer Engineering
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 679 Units: 1.5
Selected Topics in Underwater Acoustic Systems
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 688 Units: 1.5
Selected Topics in Electronics
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 689 Units: 1.5
Selected Topics in Power Electronics
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.
Prerequisites: Permission of the instructor.

ELEC 699 Units: 30.0-36.0
PhD Dissertation
Grading: INP, COM, N or F.

ENGL

English Department of English Faculty of Humanities

ENGL 500 Units: 1.5 Hours: 3-0
Introduction to Textual Studies and Methods of Research

This course introduces students to research skills, textual studies, disciplinary issues, and professional life. The course covers bibliography (analytical, descriptive, and enumerative), methods of research, appropriate forms of citation and documentation, and the dissemination of research. One section each year will usually focus on pre-1800 texts, and one will usually focus on post-1800 texts.

Note: This course is compulsory for all graduate students, except those who can show equivalent previous credit. The course will be evaluated on a pass/fail basis.

Grading: COM, N or F.

ENGL 502 Units: 1.5 Hours: 1.5-1.5
Teaching Literature and Composition

A preparation for teaching English literature and composition at universities and colleges. Includes: 1) a seminar and 2) a practicum in which students acquire practical experience in classrooms both at the University of Victoria and Camosun College. Will cover a range of theoretical issues relating to teaching and learning as cultural activities such as: class, race and gender in the classroom; the politics, power dynamics and ethics of pedagogy; the influence of theory on pedagogical practice.

Note: This course will be evaluated on a pass/fail basis. Seminar and practicum time are given equal weight; however, their proportion may vary from week to week and from term to term.

Grading: COM, N or F.

ENGL 503 Units: 1.5 Hours: 3-0
Special Studies: I

This year:

Fall: Literary Computing, Analysis

The computing humanist's approach to knowledge manifested in issues related to archival representation, interpretive theory and critical analysis, and knowledge transfer modelled with computational techniques. With a focus on critical analysis, an examination of literary critical practices via computational processes that have potential to advance them; survey of related intellectual traditions; study of the centre of such approaches (the electronic text and electronic scholarly edition); exploration of the application to extant and emerging schools of literary criticism. Will be cross-listed with CSC 484A/F01 and CSC 589A/F01.

Spring: Modern/Drama: Terms in Debate

An inquiry into the nature of Modernism through drama, and vice versa. Emphasis on recent critical and theoretical work exploring connections between theatre, philosophy, and modernism; attention also to drama in relation to the cultural and political dimensions of modernity and the modern.

ENGL 504 Units: 1.5 Hours: 3-0
Special Studies: II

ENGL 505 Units: 1.5 Hours: 3-0
Studies in Literary Theory: Area Course

This year: The Subject and Postmodern Culture

Seminar focuses on impact of deconstructive, (neo-)marxist, and psychoanalytic theories on postmodern self-understanding of decentered and commodified subject. Subjective agency will be seen to be at stake in paradigm shift from modernity to postmodernity as it is foregrounded in poststructuralist/postmodern debates. Theories will be examined according to ideological implications and studied within historical contexts. Attention will be paid to gender, race, class.

ENGL 506 Units: 1.5 Hours: 3-0
Studies in Literary Theory: Special Topic

This year: Pierre Bourdieu and the Concept of the Literary Field

A study, first, of the French sociologist Pierre Bourdieu's *The Rules of Art* (in English translation), his major work on the origins and nature of the "literary field," and secondly, of important recent theoretical work that extends, applies, and critiques Bourdieu's methodology. Course will be comprised primarily of theoretical readings, though attention will necessarily be given to literary works by such authors as Poe, Flaubert, James, Joyce, Stein, and Faulkner.

ENGL 510 Units: 1.5 Hours: 3-0
Studies in Old English Literature: Special Topic

This year: Old English Poetry

An investigation into the nature of Old English poetry as illustrated by a representative sample of Old English poems: riddles, elegies, and "The Dream of the Rood," together with selections from *Beowulf*. Issues to be considered: textual — manuscripts and editions, including digital; technical — metrics, diction, and apposition; thematic — the celebration of ingenuity, loyalty, endurance and heroism confronted by mutability and forgetfulness. Will be offered in conjunction with ENGL 341.

ENGL 515 Units: 1.5 Hours: 3-0
Studies in Middle English Literature: Area Course

This year: Moral Fictions: Ethics, Aesthetics, and Medieval Texts

A study of Middle English poetry and rhetorical culture. Emphasis on major early English authors such

as Geoffrey Chaucer, John Gower, the Pearl-poet, and John Lydgate. Questions will be raised about the relations between stories and morality; the authority of fables and fantastic texts; and the affective and practical ends of reading. Topics include gender and sexuality, death and mourning, chance and destiny. Discussions framed by the so-called "ethical turn" in literary criticism and theory.

ENGL 516 Units: 1.5 Hours: 3-0
Studies in Middle English Literature: Special Topic

ENGL 520 Units: 1.5 Hours: 3-0
Studies in Renaissance Literature: Area Course

ENGL 521 Units: 1.5 Hours: 3-0
Studies in Renaissance Literature: Special Topic

ENGL 530 Units: 1.5 Hours: 3-0
Studies in the Literature of the 17th Century: Area Course

This year: Poetry and Protestant Culture in 17th-Century England: Donne, Herbert, Milton

A study of the relations between 17th-century poetry and early modern English religious culture(s) through reading of Donne, Herbert, and Milton. 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 heresy; religion and violence; politics of scriptural allusion and translation; the body in devotion; and more.

ENGL 531 Units: 1.5 Hours: 3-0
Studies in the Literature of the 17th Century: Special Topic

ENGL 540 Units: 1.5 Hours: 3-0
Studies in the Literature of the 18th Century: Area Course

This year: Gothic, Romance, History

The rise of the Gothic; the effects and ideological consequences of the French Revolution; the tension between novel and romance; the difficulty of differentiating between novel and romance; a comparative study of Romantic-era British and American fiction; genre theory and the novel; how the novel narrates history; key terms in the critical debates concerning the rise of the novel.

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

ENGL 551 Units: 1.5 Hours: 3-0
Studies in the Literature of the 19th Century: Special Topic

This year:

F01: The Brownings

Comparative study of the poetry of the Brownings, from the period c. 1840-1870. Special focus on their poetic, ideological, and cultural engagements. Topics include generic innovation, politics, publishing practices, courtship and desire, literary afterlives.

F02: Film and the 19th-Century Novel

Will study selected 19th-century novels and their 20th and 21st century film and television adaptations. Recent theories of film adaptation will be used to analyse these fictional and film texts, with particular attention to intertextuality, representations of gender, psychoanalytic theories of readership/spectatorship, and their relation to realism.

160 COURSE LISTINGS

ENGL 560 Units: 1.5 Hours: 3-0
Studies in 20th-Century British and Irish Literature: Area Course

ENGL 561 Units: 1.5 Hours: 3-0
Studies in 20th-Century British and Irish Literature: Special Topic

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

This year: Rupture and Recitation: Hybridity, Dislocation, and (Trans)national Perspectives in Post-colonial Literature, Film, and Theory

This seminar will explore a range of fiction, film, and theory arising in response to colonialism's nominal demise. Questions the course will pose: How does postcoloniality rupture modern narratives of collective memory, time, nation, and identity, and help to precipitate (and perhaps contest) the advent of postmodernity and globalization? How are concerns of the contemporary postcolonial subject made legible? How does the cultural hybridization of post-colonialism facilitate or subvert the globalizing forces of postmodernity?

ENGL 581 Units: 1.5 Hours: 3-0
Studies in Commonwealth and Postcolonial Literatures: Special Topic

This year: Writing by Women of Colour and Transnational Feminisms

Examines women of colour, Indigenous women, and Third World women's writing amidst the conceptual frameworks of transnational feminist theory; explores current conditions, challenges and possibilities of intersectional feminist theorizing, practice and cultural production.

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: Contemporary Poetry

A study of the range of poetry in contemporary Canada. The aesthetic and theoretical issues that help to define contemporary poetry, including the relationship between formal experimentation and political affect in poetry, the subversion/persistence of the apparently coherent speaking subject in poetry, the contrast between language-centred modes and confessional modes, and the evolution of the documentary tradition.

ENGL 590 Units: 1.5 Hours: 3-0
Directed Reading

ENGL 598 Units: 3.0
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: 6.0
Candidacy Examination
Grading: INP, COM, N or F.

ENGL 699 Units: 18.0-33.0
PhD Dissertation
Grading: INP, COM, N or F.

EOS

Earth and Ocean Sciences School of Earth and Ocean Sciences Faculty of Science

EOS 500 Units: 1.5
Organic Geochemistry

This course tracks the fate of organic matter from its formation through its transformation and destruction during depositional, diagenetic (remineralization) and catagenic (petroleum generation) processes. The concepts and analytical techniques of water and interstitial fluid chemistry, geochemical biomarkers, stable isotope geochemistry and petroleum source rock geochemistry are examined.

EOS 503 Units: 1.5
Global Biogeochemical Cycles

This course tracks the fate of organic matter from its formation (primary production) through its transformation and destruction during transport, depositional, and diagenetic remineralization processes. Global carbon, nitrogen, phosphorus, 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 3.0
Selected Topics in Geochemistry

This course may repeat with a different content (offered as 504A, 504B, 504C and 504D). Topics will be selected in or will span the fields of solid Earth, marine, atmospheric and planetary geochemistry. Examples include ocean biogeochemical processes, applications of geochemical tracers in oceanography and climate, principles of isotope geochemistry, hydrosphere-lithosphere reactions, and mantle-lithosphere exchange processes, discussion of geological controls on major and trace element and isotope signatures of coal, oil, carbonaceous shales, and environmental implications of use.

EOS 506 Units: 1.5
Global Bioevents and the Paleobiological Record

Analysis of major global bioevents in the Phanerozoic paleobiologic record; causes and consequences of extinction bioevents; patterns of adaptive radiation; changes to the planetary biota in relation to continental drift, ocean chemistry and circulation, climate change, and bolide impacts.

EOS 508 Units: 1.5
Marine Geology

A seminar course covering modern processes of marine geology, including depositional processes and diagenesis of marine sediments. The course will examine a range of depositional environments: fjord and coastal, shelf, slope, and oceanic; with consideration of the data obtained from DSDP and ODP drilling.

EOS 510 Units: 1.5
Plate Tectonics: the Geological Record

An examination of the processes of plate tectonics as revealed by the geological record, including Precambrian evolution of cratons; rifts and passive margins; convergent margins and orogens; plate motions through time.

EOS 511 Units: 1.5
Plate Tectonic Processes

An overview of plate tectonic regimes with emphasis on physical processes and geophysical aspects related to the evolution of the Earth's plate system. The course will be organized primarily as seminars and discussions, supplemented by special lectures by faculty and adjuncts.

EOS 512 Units: 1.5
Earth System Science

An examination of the interrelationships between the complex systems operating in the solid Earth, hydrosphere and atmosphere; methods of systems analysis for the planet; modelling of global processes, especially past and future climate change.

Note: Credit will be given for only one of 512, 460.

EOS 516A Units: 1.5
Ocean Acoustics I

This course provides an introduction to the ocean as an acoustic medium, sound sources in the ocean, ray theory, normal modes, reflection and refraction processes at ocean boundaries and discusses sound propagation in deep and shallow water. The basic concepts are applied to special topics such as parabolic equation propagation models, sound propagation in bubbly fluids and ambient noise models.

EOS 516B Units: 1.5
Ocean Acoustics II

This course deals with theory and applications of ocean acoustic propagation modelling and acoustic signal processing. Propagation modelling topics to be considered include the normal-mode model including adiabatic and coupled modes and the ray-mode equivalence, and wave-number integration methods. Applications to acoustic interaction with the seabed, such as reflection from elastic media, are considered. Signal processing topics include the sonar equation, plane-wave beamforming techniques, and matched-field processing and inversion.

EOS 519 Units: 1.5
 Also: **PHYS 519A**
Selected Topics in Geophysics

EOS 520 Units: 1.5
 Formerly: **EOS 520A**
Geophysical Fluid Dynamics

This course will examine fluid motions in the atmosphere and ocean for which the Earth's rotation cannot be ignored. Emphasis will be placed on flow instabilities, and their manifestation in the atmosphere and ocean. Topics will include general criteria for instability, shear instabilities, the Eady and Charney problems, convective instabilities, instabilities of the coupled atmosphere-ocean system, as well as the Lorenz problem.

EOS 523 Units: 1.5
Seismology

Theoretical and practical aspects of seismic wave propagation, earthquake seismology, and processing and interpretation of reflection and refraction data.

EOS 525 Units: 1.5
Research Frontiers in Earth and Ocean Science

This transdisciplinary Earth and Ocean Science course examines, in detail, global topics that are current, significant and which require input and integration across diverse disciplines. The specific topics of the course change annually and the subject is team-taught by several SEOS/UVic faculty members. Themes include: ice cores-ocean circulation-climate; extinctions-radiation-global bioevents; Eemian-Younger Dryas thermohaline circulation; atmospheric evolution-origin of life; mantle dynamics-plate tectonics-isotope records.

Note: May be taken more than once for credit.

EOS 526 Units: 1.5
Inverse Theory in Earth and Ocean Sciences

Inverse theory and its applications in Earth and Ocean Sciences. Topics include non-uniqueness, general linear least-squares, singular-value decomposition, empirical orthogonal functions, regularization, linearization, and global inversion methods such as simulated annealing and genetic algorithms. Applications will be drawn from the research literature, and include topics such as inversion of geo-electromagnetic and seismic data, tomography, matched-field inversion, modal decomposition, and remote sensing.

EOS 530 Units: 1.5
Waves in the Ocean

The physics and mathematical theories of surface gravity waves, internal waves, Rossby waves and other wave motions in the ocean are introduced, with an emphasis on general results that describe the effects on the waves of variable properties of the medium, and the back effects of the waves on the mean flow.

EOS 531 Units: 1.5
Physical Oceanography

Physical properties of sea water, equation of state, gravitational stability, large-scale ocean currents, meridional distribution of salinity and temperature, surface heat budgets, water masses, estuary flows.

EOS 534 Units: 1.5
Ocean Mixing Processes

The distribution of properties in the ocean and ocean circulation are greatly influenced by small scale processes that cannot be explicitly included in numerical models of the ocean. The physics and parameterization of processes such as breaking internal waves, double diffusion and boundary mixing are analyzed, with discussion of observational techniques as well as theories.

EOS 537 Units: 1.5
Isotopes in Earth and Ocean Sciences

Basic principles controlling isotope distributions, including natural abundances, radiogenic decay, equilibrium and kinetic isotope effects. Applications of these principles in the fields of: 1) Earth history - global processes and chronology; 2) mineralization - diagenesis, 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 oxic and anoxic environments in natural aquatic systems (rainwaters, ground waters, rivers, lakes, estuaries and oceans). Other topics include the ap-

plication of natural and anthropogenic tracers to geochemical problems with aquatic systems.

Note: Credit will not be given for both 425 and 538.

Prerequisites: Third-year Chemistry or permission of the instructor.

EOS 540 Units: 1.5
Hydrosphere-Lithosphere Reactions in Hydrogeology

The location, chemistry, age and migration of fluids in the Earth's crust and surficial deposits. Theory of groundwater flow, surface-groundwater interactions, changes in groundwater 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 quasigeostrophy, 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 seasonal to millennial time scales. Techniques and data for developing and evaluating models are outlined, and existing models that attempt to explain the variations are examined to highlight their strengths and limitations.

EOS 554 Units: 1.5
Formerly: EOS 520B**Atmospheric Dynamics**

This course will examine theories explaining the large-scale dynamics of the atmosphere with an emphasis on those describing wave mean-flow interactions. Specific topics will include barotropic and baroclinic Rossby waves; wave propagation; the non-acceleration and Eliassen-Palm theorems.

EOS 560 Units: 1.5
Time Series Analysis

Many data sets in the ocean and Earth sciences arise from continuous sampling in either space or time. Analysis techniques are based on spectral (Fourier) decomposition, starting with univariate analysis and progressing to concepts such as frequency-domain empirical orthogonal functions. Techniques of statistical prediction are also outlined.

EOS 570 Units: 0
Seminar

A program of seminars by internal and external speakers designed to provide discussion on topics beyond those covered in courses taken for credit. All SEOS graduate students are expected to attend the seminars.

Note: Students entering the MSc program or new students in the PhD program must register in this course in their first fall and spring terms.

Grading: COM.

EOS 580 Units: 1.0 to 3.0
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.

ES**Environmental Studies**
School of Environmental Studies
Faculty of Social Sciences

*Courses marked with an * are Subject to Senate Approval.*

ES 500 Units: 1.5
Perspectives on Environmental Theory

An examination of contemporary theories that support ethnecology, ecological restoration and political ecology. Emphasis will be given to the intersection of scientific, humanistic and traditional knowledge. Weekly seminars will be preceded by a 3-day field camp in late August/early September (additional cost for field camp).

Note: Required core course. Normally restricted to graduate students in the School of Environmental Studies.

ES 501* Units: 1.5
Methods, Research Design and Communication

Students will learn about different research methods, including qualitative and quantitative approaches, their strengths and weaknesses, rationales for their application, and how they can be combined in interdisciplinary research; they will develop effective written, oral and graphical communication skills and an understanding of the range of ways for gaining reliable knowledge. Course will be

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offered in two one-week intensive sessions (semi-distance format, with assignments in between).

Note: Required core course. Normally restricted to graduate students in the School of Environmental Studies.

ES 502 Units: 1.5 Thesis Proposal Preparation

Students will work individually with their supervisor (or co-supervisors) and supervisory committee to develop a thesis proposal. An oral defense of the proposal shall take place no later than September 30th of the student's second year of full-time study or third year of part-time study. An annual research showcase will provide an opportunity for students to present their work in a formal setting. Credit shall be granted upon acceptance of the proposal with revisions (as necessary).

Note: Required core course.

ES 570 Units: 1.5 Field Study

Supervised research or organized projects related to environmental problems, supplemented by directed individual study. A formal report is required.

ES 580 Units: 1.5 Seminar in Political Ecology

Flexible topics course offered in a seminar format.

Note: May be taken more than once on different topics up to a maximum of 3.0 units.

ES 581 Units: 1.5 Seminar in Ethnoecology

Flexible topics course offered in a seminar format.

Note: May be taken more than once on different topics up to a maximum of 3.0 units.

ES 582 Units: 1.5 Seminar in Ecological Restoration

Flexible topics course offered in a seminar format.

Note: May be taken more than once on different topics up to a maximum of 3.0 units.

ES 590 Units: 1.5 Directed Studies

Individual studies under the direct supervision of a faculty member. The content and evaluation must be approved by the School.

ES 599 Units: 7.5 MA, MSc Thesis Grading: INP, COM, N or F.

FORB

Forest Biology Department of Biology Faculty of Science

FORB 507 Units: 1.5 Also: BIOC 507 Plant Molecular Biology and Biochemistry

An advanced study of biochemistry and molecular biology of higher plants with specific examples. Topics will include: seed biochemistry and embryogenesis, siRNA, chromatin remodeling, structure and function of hormone receptors and photoreceptors, cell signaling pathways during development and abiotic stress, plant-microbe interactions, innate immune responses and defense signaling, applied biochemistry.

Note: Students may not receive credit for 507 and BIOC 507.

Prerequisites: BIOC 300A and 300B, or 300; or permission of the instructor.

FORB 515 Units: 1.5 Advanced Experimental Mycology

See BIOL 415B. An additional research paper or presentation is required.

FORB 523 Units: 1.5 Hours: 3-0 Also: MICR 523 Molecular Biotechnology

This course is designed to provide an introduction to recent advances in molecular biotechnology. The following topics will be addressed: recombinant DNA technology, genetic engineering; vectors for genetic transformation, direct gene transfer via liposomes, electroporations, microinjection of DNA, specific examples of transgenics, protein engineering; targeting, import and export of chimeric proteins in cells and organelles, monoclonal antibodies, antisense RNA, industrial enzyme production. This course will consist of formal lectures with written and oral presentations by the students on selected topics. Seminars will be presented by visiting speakers, and several faculty members will contribute to the course in their area of expertise.

Note: Credit will not be given for both BIOC/MICRO 405, and FORB/BIOC 523.

Prerequisites: BIOL 230, BIOL 331A/B or BIOL 366.

FORB 527 Units: 1.5 Advanced Plant Biochemistry and Biochemical Ecology

See BIOL 458. An additional research paper or presentation is required.

FORB 528 Units: 1.5 Advanced Plant Stress Physiology

See BIOL 453. An additional research paper or presentation is required.

FORB 538 Units: 1.5 Topics in Microbial Ecology

See BIOL 438. A research paper on soil-plant microbial interactions is required.

FORB 549 Units: 1.5 Individual Study in Forest Biology

- 549A - Tree Physiology
- 549B - Tree Molecular Biology
- 549C - Trees and Fungi
- 549D - Forest Soils
- 549E - Forest Ecology
- 549F - Forest Genetics

Note: May be taken more than once in any of the above areas under the appropriate faculty member. Pro forma required.

FORB 560 Units: 1.5 Forest Biology Seminar

Student and guest seminars on selected topics in forest biology and forest biotechnology and regeneration. Required of all graduate students in forest biology every year of their degree program (except by Departmental permission) but will not count as part of their minimum graduate course requirement.

Grading: INP, COM, N or F.

FORB 570 Units: 1.5 Advanced Topics in Forest Biology

A series of lectures and seminars examining subjects of current interest that focus on the adaptations of trees and their interaction with the forest environment.

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

FREN

French Department of French Faculty of Humanities

FREN 500 Units: 1.5 Hours: 3-0 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. Weekly presentations by various faculty members demonstrating the application of varied research methodologies.

Note: This course is compulsory for all first-year graduate students.

FREN 502 Units: 1.5 Hours: 3-0 Studies in Applied Linguistics

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

FREN 503 Units: 1.5 Hours: 3-0 Studies in French Linguistics

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 504 Units: 1.5 Hours: 3-0 Studies in Culture and Society

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

FREN 505 Units: 1.5 Hours: 3-0 Studies in Literary Theory and Criticism

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

FREN 507 Units: 1.5 Hours: 3-0 Studies in Medieval Literature

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

FREN 508 Units: 1.5 Hours: 3-0 Studies in Renaissance Literature

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

FREN 509 Units: 1.5 Hours: 3-0 Studies in Seventeenth Century Literature

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

FREN 511 Units: 1.5 Hours: 3-0 Studies in Eighteenth Century Literature

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

FREN 512 Units: 1.5 Hours: 3-0 Studies in Nineteenth Century Literature

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

FREN 513 Units: 1.5 Hours: 3-0 Studies in Twentieth Century Literature

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

FREN 514 Units: 1.5 Hours: 3-0 Studies in Children's Literature

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

FREN 515 Units: 1.5 Hours: 3-0 Studies in French-Canadian Literature

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

FREN 516 Units: 1.5 Hours: 3-0
Studies in Quebec Literature

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 517 Units: 1.5 Hours: 3-0
Studies in Francophone African Literatures

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 518 Units: 1.5 Hours: 3-0
Studies in Francophone Caribbean Literatures

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 519 Units: 1.5 Hours: 3-0
Studies in Film Adaptation of Literary Texts

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 520 Units: 1.5 Hours: 3-0
Studies in Diasporic Literatures in French

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 522 Units: 1.5 Hours: 3-0
Studies in French and Francophone Cinemas

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 523 Units: 1.5 Hours: 3-0
Studies in Writing and Gender

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 524 Units: 1.5 Hours: 3-0
Studies in Editorial Mediations

Note: Variable content course. May be taken more than once for credit on different topics.

FREN 525 Units: 1.5 Hours: 3-0
Studies in Literature and Translation

Note: Variable content course. May be taken more than once for credit on different topics.

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 3.0
Directed Studies

A course designed to enable students to pursue individual interests.

Note: May be taken more than once for credit. Pro Forma registration.

FREN 598 Units: 3.0
Reading List/Oral

A reading list compiled in consultation with advisers, a short critical paper, and an oral exam.

Grading: INP, Com, N or F.

FREN 599 Units: 6.0
Thesis/Oral

Thesis (topic to be selected in consultation with Graduate Committee as the development of course work) and oral examination.

Note: Thesis option is by invitation of the Graduate Committee only.

Grading: INP, Com, N or F.

GEOG

Geography Department of Geography Faculty of Social Sciences

GEOG 500 Units: 1.5
 Formerly: **GEOG 500A and GEOG 500B**
Colloquium and Communication in Geography

A seminar course to develop students' capacity to present and participate in geographical discourse. Speakers from a broad range of research areas provide colloquium topics, supplemented by student presentations, culminating in the creation of a graduate research proposal.

Note: Master's Program required core course.

Grading: INP, COM, N or F.

GEOG 522 Units: 1.5
Geographical Enquiry

This course introduces students to the process of geographical research. Students will examine the literature, develop and support research hypotheses and construct a research design. The history and diversity of modern geography will be exposed through reading, discussion and presentations. Each course component will be used to develop the students' research proposal.

Note: Required core course.

GEOG 523 Units: 1.5
Qualitative Methods in Geography

This course introduces commonly used qualitative research methods. Students are introduced to the schools of thought and theoretical foundations underlying the various qualitative methods, and are given an opportunity to critically review examples of applications focusing on results achieved, strengths, weaknesses and limitations.

Note: Master's Program students are required to take either 523 or 524.

GEOG 524 Units: 1.5
Quantitative Methods in Geography

This course examines the use and interpretation of selected multivariate statistics. Practical exercises emphasize the problems that arise when test assumptions are violated.

Note: Master's Program students are required to take either 524 or 523.

Prerequisites: An introductory level statistics course is required.

GEOG 536 Units: 1.5
Seminar in Human and Social Geography

An examination of theoretical issues and major research paradigms in human geography.

Note: Credit will not be given for both 536 and 560.

GEOG 537 Units: 1.5
Seminar in Physical Geography

This course is for students intending to pursue selected research topics in biogeography, climatology, hydrology, geomorphology and soil science. Course content will vary annually, depending on graduate and faculty research interests. Seminars, faculty and guest lecturers and individual research projects will be utilized.

Note: Credit will not be given for both 537 and 525.

GEOG 538 Units: 1.5
Seminar in Geomatics

This course identifies and reviews knowledge and influential thought that have shaped and advanced the science of geomatics and associated technology through time. Students are introduced to the contemporary knowledge in geomatics, areas of appli-

cation, unresolved questions and the present and future research agenda. The course includes presentations by guest lecturers, readings and literature reviews.

GEOG 539 Units: 1.5
Seminar in Resource Management

A team-taught seminar dealing with resources management areas currently (or recently) being researched by members of the department. Topics will include: problem formulation, conceptual/literature background, fieldwork/data issues, analytical approaches and results/interpretation.

Note: Credit will not be given for both 539 and 552.

GEOG 546 Units: 1.5
Advanced Topics in Human and Social Geography

An examination of contemporary theoretical issues and competing research paradigms in human geography.

Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 547 Units: 1.5
Advanced Topics in Physical Geography

An examination of contemporary theoretical and/or applied research subjects in physical geography.

Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 548 Units: 1.5
Advanced Topics in Geomatics

An examination of contemporary theoretical and/or applied research subjects in geomatics.

Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 549 Units: 1.5
Advanced Topics in Resource Management

A seminar dealing with conceptual and research design issues involved with a project or problem area in resource management of interest to a faculty member.

Note: Not offered on a regular basis. May be taken more than once for credit in different topics.

GEOG 590 Units: 1.5
Directed Studies in Geography

Note: MA, MSc and PhD students may only take one 590 course as part of their minimum program requirements. If they wish to take additional 590 courses these can be added to their minimum course load. Individual titles will be assigned to each numbered section of the course arranged by supervisory committees.

GEOG 599 Units: to be determined
MA, MSc Thesis

Note: Credit to be determined

Grading: INP, Com, N or F.

GEOG 699 Units: to be determined
PhD Dissertation

Note: Credit to be determined

Grading: INP, Com, N or F.

GER

German Department of Germanic and Slavic Studies Faculty of Humanities

GER 501 Units: 1.5
Introduction to Bibliography, Methods of Research, and Theory of Literary Criticisms

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GER 510 Units: 1.5
Studies in Medieval Literature

GER 520 Units: 1.5
Studies in 17th Century Literature

GER 530 Units: 1.5
Studies in 18th Century Literature

GER 540 Units: 1.5
Studies in 19th Century Literature

GER 550 Units: 1.5
Studies in 20th Century Literature: I

GER 551 Units: 1.5
Studies in 20th Century Literature: II

GER 560 Units: 1.5
German-Canadian Studies

GER 590 Units: 1.5
Directed Studies: I
Note: *Pro Forma required.*

GER 591 Units: 1.5 or 3.0
Directed Studies: II
Note: *Pro Forma required.*

GER 599 Units: 6.0-9.0
Thesis

GRS

Greek and Roman Studies
Department of Greek and Roman Studies
Faculty of Humanities

GRS 501 Units: 3.0
Greek Literature

GRS 502 Units: 3.0
Formerly: **GRS 541**
Greek History

GRS 503 Units: 3.0
Latin Literature

GRS 504 Units: 3.0
Formerly: **GRS 542**
Roman History

GRS 505 Units: 3.0
Formerly: **GRS 543**
Ancient Art and Archaeology

GRS 590 Units: 1.5-3.0
Formerly: **CLAS 590**
Directed Individual Study
Note: *May be taken more than once for credit to a maximum of 4.5 units. Pro-forma required for registration.*

GRS 599 Units: 6.0-9.0
Formerly: **CLAS 599**
MA Thesis
Note: *Before beginning the thesis the candidate must arrange with the supervisory committee and the Graduate Adviser the number of units to be assigned.*
Grading: INP, COM, N or F.

GS

Graduate Studies By Special Arrangement
Faculty of Graduate Studies

GS 500 Units: 1.5 or 3.0 Hours: 3-0
Special Topics
See Graduate Studies for information.

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

GS 501 Units: 1.5 or 3.0
Interdisciplinary Topics

Courses may be offered between academic departments through the Faculty of Graduate Studies.

Note: *At least one of the offering departments must have a regular graduate program. May be taken more than once for credit in different topics.*

GS 502 Units: to be determined
Approved Exchange

University of Victoria students attending courses under approved exchange agreements may register in this course to maintain their UVic registration status. Exchange students attending the University as research rather than coursework students may register for an on-campus section.

Note: *Permission of the Dean of Graduate Studies required.*

Grading: INP, COM, N, F.

HA

History in Art
Department of History in Art
Faculty of Fine Arts

HA 501 Units: 3.0 Hours: 3-0
Colloquium in Theories and Practices
Note: *This course is compulsory for all graduate students, except Ph.D. students who have taken a comparable seminar.*

HA 502 Units: 1.5 Hours: 3-0
Special Topics in the History of Art
Prerequisites: *Permission of the instructor.*

HA 510 Units: 1.5 Hours: 3-0
Seminar in Film Studies
Prerequisites: *Permission of the instructor.*

HA 520 Units: 1.5 Hours: 3-0
Seminar in Medieval Art
Prerequisites: *Permission of the instructor.*

HA 530 Units: 1.5 Hours: 3-0
Seminar in South/South-East Asian Art
Prerequisites: *Permission of the instructor.*

HA 540 Units: 1.5 Hours: 3-0
Seminar in Renaissance Art
Prerequisites: *Permission of the instructor.*

HA 545 Units: 1.5 Hours: 3-0
Seminar in Early Modern Art, c. 1500-1750
Prerequisites: *Permission of the instructor.*

HA 550 Units: 1.5 Hours: 3-0
Seminar in Islamic Art
Prerequisites: *Permission of the instructor.*

HA 555 Units: 1.5 Hours: 3-0
Seminar in Canadian Art
Prerequisites: *Permission of the instructor.*

HA 560 Units: 1.5 Hours: 3-0
Seminar in Modern Art: I
Prerequisites: *Permission of the instructor.*

HA 561 Units: 1.5 Hours: 3-0
Seminar in Modern Art: II
Prerequisites: *Permission of the instructor.*

HA 565 Units: 1.5 Hours: 3-0
Seminar in Native North American Arts
Prerequisites: *Permission of the instructor.*

HA 570 Units: 1.5 Hours: 3-0
Seminar in East Asian Art
Prerequisites: *Permission of the instructor.*

HA 580 Units: 1.5 Hours: 3-0
Topics in Cultural Resource Management
Prerequisites: *Permission of the instructor.*

HA 590 Units: 1.5
Directed Studies MA Level
Note: *Pro forma.*

HA 598 Units: 4.5
Research Paper
An extended research paper of approx. 10,000 words which will also be presented to a public audience.

Note: *Required for MA students who elect the Research Paper Option.*

Grading: INP, COM, N or F.

HA 599 Units: 7.5
MA Thesis
Grading: INP, COM, N or F.

HA 690 Units: 1.5-6.0
Directed Studies PhD Level
Note: *Pro forma.*

HA 698 Units: 6.0
Candidacy Preparation
Grading: INP, COM, N, or F.

HA 699 Units: 30.0
PhD Dissertation
Grading: INP, COM, N or F.

HINF

Health Information Science
School of Health Information Science
Faculty of Human and Social Development

HINF 503 Units: 1.5
Research Methods in Health Informatics
This course examines a variety of study designs used in medical informatics and outcomes research. These include experimental designs, observational and predictive studies, and qualitative inquiries. For each study design, appropriate analytical approaches and use of related software will be covered. Offered in alternate years.

HINF 510 Units: 1.5
Information Management and Technology
This course critically examines the application of state-of-the-art IM&T principles and methods in the private sector and the degree to which they apply to Canadian health care organizations. In doing so, it identifies the issues which chief information officers face in their attempts to provide the right information to the right people at the right time for the right price. Offered in alternate years.

HINF 511 Units: 1.5
Clinical Decision Support Systems
This course will provide an overview of clinical decision support (CDS) systems and methods. Students will be introduced to CDS tools and techniques that will help them make informed decisions within their organization and participate in strategic planning activities. Course modules include: a conceptual framework for describing and analyzing CDS, effectiveness of CDS interventions, policies affecting CDS deployments, and health information standards pertinent to CDS initiatives.

HINF 515 Units: 1.5
Patient Care Information Systems

This course provides a thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. It includes a review of factual and patient information systems, signal and pattern processing applications, decision support, simulation, education and training applications. Offered in alternate years.

HINF 516 Units: 1.5
Telemedicine in Action

This course takes a case-based approach to telemedicine and its applications in the field. Enrollees will engage in curriculum around the three following contextual cases: clinical; education; administration applications. Students will interact with, experience, and review, a range of technology-enabled learning tools, participate in technology demonstrations, and engage in exchanges with various telehealth and informatics personnel and experts.

Specific units of this course are also modularized for CME accreditation.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 517 Units: 1.5
PDA Use for Clinicians

This course provides an online workshop environment designed to help health professionals especially physicians harness the full potential of the Personal Digital Assistant in medical practice. This offering is designed as an advanced course for those who have completed the face to face digital medicine workshop offered through CME-UBC and would like to learn more, or for graduate students with an interest in health informatics and telehealth/telemedicine applications. Those without such pre-requisites require instructor approval.

HINF 550 Units: 1.5
Health Information Systems Design

This course studies how to design health information systems. Case studies will be used to discuss how systems are designed and implemented in complex settings. Students will work in teams with other students to develop a total system solution to a particular health care problem. Offered in alternate years.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 551 Units: 1.5
Electronic Health Record

This course examines recent efforts in modeling health information and documents. It covers a structured review of the current literature, development of a means for selecting key articles, and development of a structure for findings, including types and classes of health information, methods of health information documentation, and current status of use of XML in health information systems, including a summary of current limits and challenges.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 552 Units: 1.5
Evaluation in E-Health

This course offers practical insights and understanding of an evaluation process for e-health initiatives. This includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 553 Units: 1.5
E-Health Sustainability

This course focuses on the issue of sustainability and how e-health applications can be planned in a manner that encourages ultimate integration and routine use.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 554 Units: 1.5
Critical Appraisal of the Health Sciences Literature

The intent of this course is to help students improve their ability to find, appraise and use evidence about health care interventions appearing in the health sciences literature. Using an online virtual classroom format, students will gain knowledge of the criteria used to appraise the validity, importance and applicability of different types of health literature.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 560 Units: 1.5
Health Care Quality Improvement

This course offers practical insights and understanding of an evaluation process for e-health initiatives. This includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 570 Units: 1.5
Epidemiology in Health Services Management

An examination of the principles and methods of managerial epidemiology. The course focuses on the design, implementation and evaluation of epidemiological analyses as applied to management in the health and social services, including the role of epidemiology in health services planning and policy formulation, health status indicators, outcome measurement and utilization analysis. Offered in alternate years.

HINF 571 Units: 1.5
Health Systems Data Analysis

This course covers the major health system databases and how, with record linkage, they can be analyzed to create pictures of system components for strategic planning, ongoing program management, monitoring and evaluation. By working with real data and real problems, you will learn basic tools and methods of health system data analysis.

Note: This course is only available through our Distributed Stream MSc and is not available on campus.

HINF 580 Units: 1.0
Health Informatics Graduate Seminar

This course explores key themes, issues and trends in Health Informatics. It consists of presentations by faculty and students on different Health Informatics subject areas.

HINF 590 Units: 1.5
Directed Studies in Health Informatics

This course allows the student to pursue directed readings or a project under the supervision of a faculty member. Offered in alternate years.

HINF 591 Units: 1.5
Topics in Health Informatics

Advanced topics in various areas of health informatics. Topics vary depending on faculty interests and availability. Students may take this course more than once.

HINF 598 Units: 3.0
Research Project

The student is required to conduct a major research project in health informatics under the supervision of a faculty member.

HINF 599 Units: 6.0
Health Informatics Thesis

The thesis provides the student with the opportunity of conducting original research and interpretation of those results in Health Informatics.

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

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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 528	Units: 1.5
Field School in Ethnohistory	
A 6-week intensive community-based course where students move to the host First Nations' community to research.	
HIST 550	Units: 1.5
Non-Thesis MA Historiography/Research Methods	
HIST 590	Units: 1.5 or 3.0
Directed Reading - Field	
HIST 591	Units: 1.5 or 3.0
Directed Reading - Topical Field	
HIST 598	Units: 6.0
MA Major Research Paper	
Grading: INP, COM, N or F.	
HIST 599	Units: 9.0-10.5
MA Thesis	
Grading: INP, COM, N or F.	
HIST 699	Units: 30.0-36.0
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 3.0
Special Topics in Human and Social Development

This is a variable content course which will focus on the policy, practice and/or research interests of faculty and students in the Faculty of Human and Social Development.

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

HSD 590 Units: 1.5-3.0
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.

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

IGOV
**Indigenous Governance
Indigenous Governments Certificate
Program and MA in Indigenous
Governance
Faculty of Human and Social Development**
IGOV 520 Units: 1.5
Indigenous Peoples in a Global Context

A broad literature review and intellectual framework for understanding the essential characteristics of and contemporary conflicts within indigenous societies, and for developing a critical perspective of the present relationship between indigenous peoples and the state.

IGOV 530 Units: 1.5
Research Seminar

A perspective on the methods and approaches used in the study of indigenous issues, providing the basic tools and methods to conduct applied research, and a consideration of the practical and political issues involved in conducting research in Native communities.

IGOV 540 Units: 1.5
Native American Political Philosophy

An introduction to the fundamental values and principles of indigenous social and political thought, an overview of the traditional forms of government and social organization among indigenous peoples, and an examination of the ways in which indigenous nations have adapted those forms to the modern reality.

IGOV 550 Units: 1.5
Self-Determination and Indigenous Peoples in Canada

An analysis of current processes to decolonize the relationship between indigenous peoples and states, with particular emphasis on the legal and social context within Canada, questions of land ownership, sovereignty, nationhood, self-determination, and treaty-making in a comparative context.

IGOV 560 Units: 1.5
Indigenous Peoples and the State

An examination of the legal and political relationships that exist between indigenous peoples and states, with a focus on the status of indigenous peoples in international law, a comparison of various state policies concerning indigenous people, and an overview of the status of indigenous people in various countries.

IGOV 570 Units: 1.5
Indigenous Women and Governance

A review of the special concerns, issues, and perspectives of indigenous women on government and politics, with a particular emphasis on developing an appreciation for the status and role of women in traditional indigenous philosophies, governance practices and structures.

IGOV 590 Units: 1.5-3.0
Directed Readings

Individually structured reading or research seminars under the direction of a participating faculty member, allowing students to pursue their interests in topics related to indigenous governance but not specifically covered in the seminars.

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

IGOV 595 Units: 1.5
Special Topics in Indigenous Governance

Seminars focusing on issues of particular contemporary relevance taught by visiting scholars.

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

IGOV 598 Units: 6.0
Community Governance Project
Grading: INP, COM, N or F.

IGOV 599 Units: 6.0
Thesis
Grading: INP, COM, N or F.
INTD
**Interdisciplinary Program
Faculty of Graduate Studies**
INTD 580 Units: 1.5-3.0
Directed Studies for INTD Program

Note: May be taken more than once for credit provided course content differs.

INTD 599 Units: 4.5 - 12.0
Thesis
Grading: INP, COM, N, F.

INTD 680 Units: 1.5-3.0
Directed Studies for INTD Program

Note: May be taken more than once for credit provided course content differs.

INTD 699 Units: 15.0-30.0
Dissertation
Grading: INP, COM, N, F.
ITAL
**Italian
Department of Hispanic and Italian
Studies
Faculty of Humanities**

ITAL 503 Units: 1.5 Hours: 3-0
Also: SPAN 503
Core Reading List Course II
Grading: INP, COM, N or F.

ITAL 505 Units: 1.5 Hours: 3-0
Also: SPAN 505
Medieval Literature

ITAL 507 Units: 1.5 Hours: 3-0
Also: SPAN 507
Renaissance and Baroque Literature

ITAL 590 Units: 1.5 or 3.0 Hours: 3-0
 Also: SPAN 590
 Directed Studies

LAW

Law

Faculty of Law

LAW 501 Units: 1.5
Graduate Seminar in Law and Society

A critical introduction to theoretical perspectives on Law and Society. This course is designed to expose students to a range of substantive issues in advanced legal research, as a foundation for the development of each student's thesis research.

Note: Open only to Graduate students in Law.

LAW 502 Units: 1.5
Graduate Seminar in Applied Legal Methodology

A review of methodological approaches to advanced legal research, particularly as applied to the diverse research interests of seminar participants. This course is intended to support each student's implementation of their research question through presentation, commentary and refinement.

Note: Open only to Graduate students in Law.

LAW 543 Units: 1.5
Contemporary Issues in Law

This course is concerned with legal issues which are contemporary and problematic. Each issue will be examined in the light of existing legal rules, social and related implications, the legal process, and possible reform.

Notes: - Students may take the course for credit more than once.

- Open only to Graduate students in Law unless otherwise agreed to by instructor. Check with Law Graduate Advisor.

LAW 590 Units: 1.5-3.0
Directed Studies in Law

Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Advisor prior to registering in this course.

Note: May be taken more than once, so long as course content is different from that previously taken. Pro forma required.

LAW 596 Units: 1.5-3.0
Special Topics in Law

This is a variable content course which will focus on the policy, practice and/or research interests of faculty and students in the Faculty of Law.

Note: May be taken more than once, so long as course content is different from that previously taken.

LAW 598 Units: 6.0
Major Research Paper in Law
 Grading: INP, COM, N or F.

LAW 599 Units: 9.0
LL.M Thesis
 Grading: INP, COM, N or F.

LAW 690 Units: 1.5-3.0
Directed Studies in Law

Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Advisor prior to registering in this course.

Note: May be taken more than once, so long as course content is different from that previously taken. Pro forma required.

LAW 699 Units: 24.0-36.0
Ph.D. Dissertation
 Grading: INP, COM, N or F.

LING

Linguistics

Department of Linguistics
Faculty of Humanities

LING 500 Units: 1.5 Hours: 2-2
Linguistic Field Methods

An introduction to the methods of data analysis, organization, and collection required in the field situation. Language of consultant may vary from year to year. The department has a particular interest in North American Native Languages.

LING 503 Units: 1.5 Hours: 3-0
Syntactic Theory

Recent developments in syntactic theory.

LING 504 Units: 1.5 Hours: 3-0
Current Issues in Morphology

Recent developments in morphological theory.

Note: May be taken more than once for credit to a maximum of 3 units.

LING 505 Units: 1.5 Hours: 3-0
Phonological Theory

A survey of the development of phonological theory, including such topics as phonological universals.

LING 507 Units: 1.5 Hours: 3-0
Semantics

Recent developments in semantic theory.

LING 508 Units: 1.5 or 3.0 Hours: 3-0
Current Issues in Generative Grammar

Selected topics reflecting ongoing work in generative theory.

Note: May be taken more than once for credit.

Prerequisites: 503 or equivalent.

LING 509 Units: 1.5 Hours: 3-0
Sociolinguistics

Selected topics in recent research related to language variation such as bilingualism, language and gender, language attitudes, social dialects. Each registrant will select a particular topic for individual research.

LING 510 Units: 1.5-3.0 Hours: 3-0
Current Issues in Phonology

An examination of recent developments in phonological theory.

Note: May be taken more than once for credit.

Prerequisites: 505 or equivalent.

LING 517 Units: 1.5 Hours: 3-0
Experimental Phonetics Laboratory

Review of recent research in the phonetic and acoustic analysis of speech and in spoken language processing. A focus on experimental procedures designed to allow students to pursue individual topics in speech research.

Note: May be taken more than once for credit to a maximum of 3 units.

LING 520 Units: 1.5-3.0 Hours: 3-0
Pacific Rim Languages

An overview of the structure of selected Indigenous languages spoken around the Pacific Rim.

Note: May be taken more than once for credit to a maximum of 3 units.

LING 527 Units: 1.5 Hours: 3-0
Topics in Historical and Comparative Linguistics

Study of principles of historical and comparative linguistics.

Note: May be taken more than once for credit to a maximum of 3 units.

LING 531 Units: 1.5 Hours: 3-0
Community-Based Language Research in BC First Nations: A History

An examination of the history of language research in BC First Nations communities and considerations for the future. The diversity of languages and of community approaches will be highlighted. Students will prepare in-depth studies of individual First Nations communities.

LING 560 Units: 1.5 Hours: 3-0
 Also: ANTH 561
Linguistic Anthropology

Selected Topics in Linguistic Anthropology.

Note: Credit will be given for only one of LING 560, ANTH 560, or ANTH 561

LING 561 Units: 1.5 Hours: 3-0
Topics in Chinese Linguistics

Current issues in Chinese language and linguistics.

LING 570 Units: 1.5-3.0 Hours: 3-0
 Also: PSYC 570
Psycholinguistics

A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been word recognition and lexical access, sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

LING 571 Units: 1.5 or 3.0 Hours: 3-0
 Also: PSYC 571
Developmental Psycholinguistics

A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn taking, questioning and answering, 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
Second Language Acquisition Theory and Research

A survey and critical examination of the research on second language acquisition (SLA). Current issues and research findings related to the teaching and



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learning of second languages inside second language classrooms are also 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 and Corrective Feedback in Second Language Classrooms

This course explores the role of focus-on-form and corrective feedback in L2 classrooms. Through a combination of reading and critical analysis of research studies, the course examines the current theoretical perspectives and research findings on the various roles that form-focused interaction and corrective feedback play in second language development.

LING 577 Units: 1.5 Hours: 3-0 Issues in Minority Language Maintenance

An investigation of the issues surrounding minority language maintenance.

LING 578 Units: 3.0 Hours: 3-0 Sociocultural Theory and Second Language Learning

This course is designed to introduce graduate students to aspects of second language learning from the perspectives of sociocultural theory and cognitive development. Students will become familiar with key concepts and principles of sociocultural theory, such as mediation, activity theory, the genetic method, internalization, the zone of proximal development, private speech, and scaffolding; examine the growing body of research in language learning and teaching from this theoretical perspective; and consider its implications for language pedagogy.

LING 580 Units: 1.5 or 3.0 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 3.0 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: 3.0 Major Research Paper

A major research paper (40-45 pages) reporting independent research under the direction of a faculty member. Students meet in a seminar weekly with the course instructor to discuss research topics including research designs, data collection and analyses, reporting and presentation research results, and other research related issues.

LING 599 Units: to be determined MA Thesis Grading: INP, Com, N or F.

LING 690 Units: 1.5 or 3.0 Individual Studies

A research topic will be pursued in depth under the direction of the student's supervisor. Students are expected to write a research paper (or papers) and to present a colloquium based on their work.

Note: *This course may be taken more than once for credit to a maximum of 6 units.*

LING 699 Units: to be determined PhD Dissertation

Note: *Credit to be determined; normally 21 units.*

Grading: *INP, Com, N or F.*

MATH

Mathematics Department of Mathematics and Statistics Faculty of Science

MATH 510 Units: 1.5 Abstract Algebra

MATH 511 Units: 1.5 Topics in Matrix Theory and Linear Algebra

MATH 520 Units: 1.5 Number Theory

MATH 522 Units: 1.5 Combinatorics Prerequisites: 422 or permission of the department.

MATH 523 Units: 1.5 Graph Theory Prerequisites: 423 or permission of the department.

MATH 529 Units: 1.5 Topics in Discrete Mathematics

Note: *May be taken more than once for credit in different topics with permission of the Chair of the department.*

MATH 530 Units: 1.5 Real Analysis

Abstract measure and integration; product measures; measures on locally compact spaces and the Riesz representation theorem; the Stone-Weierstrass theorem.

MATH 531 Units: 1.5 Functional Analysis

MATH 532 Units: 1.5 Introduction to Operator Theory

MATH 533 Units: 1.5 Topics in Operator Theory and Operator Algebras

Note: *May be taken more than once for credit in different topics with permission of the Chair of the department.*

MATH 535 Units: 1.5 Topics in Analysis

Topics may include some of the following: ergodic theory, dynamical systems, potential theory, harmonic analysis.

Note: *May be taken more than once for credit in different topics with permission of the Chair of the department.*

MATH 538 Units: 1.5 Complex Analysis

Topics chosen from: conformal mappings, the Riemann mapping theorem, the maximum principle, infinite products, Picard's theorem, normal families, Hp-spaces, approximation by rational functions, the Riemann zeta function, analytic continuation and Riemann surfaces.

Prerequisites: *330B or 338 or 438 or equivalent.*

MATH 540 Units: 1.5 Topology

MATH 550 Units: 1.5 Topics in Applied Mathematics

Note: *May be taken more than once for credit in different topics with permission of the Chair of the department.*

MATH 551 Units: 1.5 Differential and Integral Equations

MATH 555 Units: 1.5 Topics in Probability

Note: *May be taken more than once for credit in different topics with permission of the Chair of the department.*

MATH 560 Units: 1.5 Mathematical Models

The formulation, analysis and interpretation of mathematical models of selected scientific topics.

MATH 570 Units: 1.5 Optimal Control Theory

Formulation of calculus of variations and optimal control problems. Euler and Jacobi necessary conditions. Method of dynamic programming. Existence and regularity of optimal controls. Optional topics may include: stochastic optimal control of discrete systems; optimal control and optimal stopping of Markov diffusion processes governed by stochastic differential equations and optimal control of piecewise deterministic processes.

MATH 580 Units: 1.5
Topics in Pure Mathematics

Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 581 Units: 1.5
Directed Studies

Directed studies may be available in the areas of faculty interest.

Note: May be taken more than once for credit in different topics with permission of the Chair of the department. Pro forma required.

MATH 585 Units: 0 or 1.5
Seminar

Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences. An INP grade may be assigned.

MATH 586 Units: 0 or 1.5
Operator Theory Seminar

Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.

MATH 587 Units: 0 or 1.5
Applied Math Seminar

Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.

MATH 588 Units: 1.5
Discrete Mathematics Seminar

Note: May be taken more than once for credit with permission of the Chair of the department.

MATH 591E Units: 1.5
Topics in Mathematics For Secondary Teachers

Intended for students enrolled in a master's program specializing in Mathematics Education but open to students enrolled in other master's programs in Education. One of the four topics: Geometry, Mathematical Modelling, Data Analysis, History & Philosophy of Mathematics will be taught in a given term. Topics will be rotated each term the course is offered.

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

Prerequisites: 3 units of mathematics courses numbered 300 or higher.

MATH 599 Units: 6.0
Master's Thesis

Grading: INP, COM, N or F.

MATH 690 Units: 1.5 to 3.0
Directed Studies

May be available in areas of faculty interest.

Note: May be taken more than once for credit in different topics with permission of the Chair of the department. Pro forma required.

MATH 699 Units: 24.0 - 33.0
Dissertation

Grading: INP, COM, N or F.

MBA**Master's of Business Administration**
Faculty of Business**MBA 500** Units: 0
Essentials of Business and Leadership

An intensive module that constitutes the first month of the MBA program for all full-time and part-time students. Content includes overview of business as a system; introductory sessions on accounting, finance, marketing, IT strategy, statistics, economics, leadership, decision-making, case analysis, and ethics; teamwork and presentations skills; a business simulation; guest speakers; and orientation and social activities.

Grading: INC, COM, N or F.

MBA 501 Units: 0
Integrative Management Exercises

A series of three (full-time or evening-based program) project-based exercises of fifty hours each, taking place at regular intervals throughout the Foundation module of the MBA program. Exercises will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of each exercise.

Note: Attendance and participation are required.

Grading: INP, COM, N or F.

MBA 502 Units: 0
Professional Development

A course of sessions/activities, delivered throughout the foundation of the MBA program, providing practical knowledge and practice in areas vital for professional success in the business world. Content includes: skills training; co-op and career preparation; mentor program and networking events; guest speakers; and IME (integrative management exercise) prep/debriefing.

Grading: INP, COM, N or F.

MBA 510 Units: 1.5
Marketing Management

Controllable and uncontrollable marketing variables that managers face in today's business environment. Topics include factors affecting consumer demand and methods of satisfying it, market structure, and product selection, distribution, promotion, pricing and market research. The course structure, exercises, projects and case problems are all designed to develop the students' ability to generate effective marketing strategies in the face of uncertainty.

MBA 511 Units: 1.0-1.5
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 Management

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 514 Units: 0.5
Business & Sustainability

Introduction to the business challenges and opportunities arising from the world's growing ecological problems, social issues, climate change and population growth. Examines current sustainability tools (e.g., stakeholder and community focus, triple-bottom line management, Natural Step sustainability reporting, base-of-the pyramid strategies) for their contribution to long-term sustainable value and profitability.

Note: Credit will be given for only one of 514 or 580, 595 if given in the same topic.

MBA 515 Units: 1.0
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

This course serves as an introduction to corporate financial management. The primary objective is to provide a framework, concepts, and tools for ana-

lyzing financial decisions. Main topics include discounted cash flow techniques, the valuation of financial assets, financial statement analysis, capital budgeting decisions, risk and return tradeoffs, diversification and portfolio theory, capital market efficiency, and the cost of capital to the firm.

MBA 531 Units: 1.5
Taxation For Managers

Business organization and expansion, the raising of capital and business acquisitions and divestitures are significantly influenced by alternative tax treatments. The first half of the course concerns the fundamentals of the tax system. The second half develops alternative forms of business organization from a tax perspective and establishes tax planning techniques which maximize cash flow and return on investment. Also reviews of personal financial planning and investment decisions.

Prerequisites: 520 and 530.

MBA 535 Units: 1.5
Operations Management

An introduction to the concepts for managing the systems organizations use for producing goods and services. Topics include operations strategy, capacity and technology planning, purchasing and materials management, workflow planning and scheduling, project management and quality management and control.

MBA 540 Units: 1.0
Applied Data Analysis and Forecasting

A survey of the concepts and techniques used in the analysis and interpretation of data for managerial decision making. Experimental design, sampling and statistical testing procedures are discussed. Statistical software is utilized extensively. A heavy emphasis is placed on multiple regression and forecasting.

MBA 544 Units: 1.5
Information Technology in the Organization

An introduction to the capabilities and utilization of information technology (IT), information systems (IS), and networks. A variety of approaches using IT and IS will be covered to provide a broad understanding of how they can be used effectively in today's internetworked enterprise. A number of cases and other assignments will be used to illustrate the evolving role of IS and networks in today's interconnected organization both within and external to it.

MBA 550 Units: 1.5
Strategic Analysis and Action

Introduces the integrative nature of management. It deals with the overall general management of the organization, and the formulation, development and implementation of the strategic direction of the firm. This course intends to develop an appreciation of the role of a general manager from a conceptual as well as an operational standpoint.

MBA 553 Units: 1.5
Managing People and Organizations I

Examines the behaviour of individuals, groups and total organizations from the standpoint of organizational design. Topics covered include: development of management thoughts; organizational structure and design; individual perception, motivation and job satisfaction; group processes; leadership and organizational culture.

MBA 555 Units: 1.0
Managing People and Organizations II

This course examines the issues in managing employees in organizations. Topics include recruitment and hiring, retention practices, performance review, compensation design, layoffs and selected employment and human rights legislation.

MBA 557 Units: 1.0
Business, Government, and Globalization

The course will examine the significant policy shifts in the world's approach to international trade and finance flows and their impact on Canada. The course will focus on the coalescing of international trading blocs and the major economic and trade agreements. In addition, it will analyze several major recent financial crises. The course will also review the relative successes and failures of policy responses by two levels of government in Canada and the implications for management of Canadian-based companies.

MBA 559 Units: 1.0
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 560 Units: 0.5
The Law of Commercial Agreements

This course addresses the elements of a contract; when and under what circumstances contracts may be invalid or otherwise unenforceable; the rules (both common law and statutory) of contract interpretation; and remedies for breach of contract. The course will examine, in particular, contracts for the sale of land and the sale of goods, insurance contracts, agency and employment contracts. Course components will include lectures, analysis of judicial decisions and relevant legislation, and class discussion.

MBA 561 Units: 1.5
Planning Cognitions: Acquiring Entrepreneurial Expertise

Part of the integrated MBA Entrepreneurship program, this course develops Venturer Expertise: understanding the venturing knowledge structure and how to improve it and how to plan a venture to succeed by choosing venture characteristics that lead to the outcomes that you want. The course will assist in developing the analytical structures and courses of action necessary to solve previously unstructured problems.

Note: Not open to students with credit in the Entrepreneurship module courses previously offered under MBA 595.

Corequisites: This course is part of the Entrepreneurship Module and must be taken concurrently with MBA 562 and MBA 563.

MBA 562 Units: 1.5
Promise Cognitions: Entrepreneurial Marketing

Part of the integrated MBA Entrepreneurship program, this course focuses on the knowledge sets required to: identify business opportunities, understand customers, develop valued products, gain market acceptance, overcome or mitigate opportunism, and manage stakeholder relationships.

Note: Not open to students with credit in the Entrepreneurship module courses previously offered under MBA 595.

Corequisites: This course is part of the Entrepreneurship Module and must be taken concurrently with MBA 561 and MBA 563.

MBA 563 Units: 1.5
Competition Cognitions: Entrepreneurial Strategy

Part of the integrated MBA Entrepreneurship program, this course focuses on the knowledge structures required to assess the viability of ventures, set up ventures to succeed, and develop sustainable competitive advantage.

Note: Not open to students with credit in the Entrepreneurship module courses previously offered under MBA 595.

Corequisites: This course is part of the Entrepreneurship Module and must be taken concurrently with MBA 561 and MBA 562.

MBA 570 Units: 1.0
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: 1.0-1.5
International Financial Management

An examination of international financial markets and the financial decision making of multinational firms. Topics include international monetary systems, exchange rate determination, foreign currency derivatives, risk management techniques, and investments, financing and operations in global markets.

Prerequisites: MBA 530 and MBA 570

Corequisites: This course is part of the International Business and Management module and must be taken concurrently with MBA 572 and MBA 573

MBA 572 Units: 1.0-1.5
International Marketing and Global Strategy

An examination of the strategic challenges facing businesses in an international context, with a focus on marketing issues. Topics include the problems associated with controlling and coordinating activities in multiple markets, managing diverse markets, responding to consumer and competitor differences, understanding the impact of different institutional structures, and coping with market consolidation.

Prerequisites: MBA 510 and MBA 570

Corequisites: This course is part of the International Business and Management module and must be taken concurrently with MBA 571 and MBA 573

MBA 573 Units: 1.0
Managing People and Relationships in a Global Context

An examination of the issues involved in managing subordinates and partners in an international context. Particular attention will be paid to how internationalization poses additional challenges to the development of human resources management practices and how cultural values affect interpersonal relationships.

Prerequisites: MBA 555 and MBA 570

Corequisites: This course is part of the International Business and Management module and must be taken concurrently with MBA 571 and MBA 572

MBA 575 Units: 2.0
Cross-Cultural Management in Malaysia

This course examines the cross-cultural issues involved in international management. In addition to 20 hours of classroom instruction in Canada, this course includes a 6-week field study in Kuala Lumpur, Malaysia, where students will be exposed to in-class instruction on the business environment

of Malaysia and the ASEAN region, and a practicum in a Malaysian organization.

Prerequisites: *Permission of the instructor.*

MBA 585 Units: 1.5
Consulting Methods

The Consulting Methods course is designed to provide an overview of the "ins" and "outs" of management consulting. The main objective of the course is to help students gain a thorough understanding of the management consulting profession and to highlight specific consulting skills. These consulting skills can be used in the pursuit of a consulting career or integrated as part of your general management knowledge. The course is ultimately designed to prepare students for MBA 596 Consulting Project.

MBA 588 Units: 1.0-7.5
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: 1.0-3.0
Directed Study

The content, credit value, and method of evaluation must be approved by the Director as well as the instructor offering the area of individual study prior to registration.

Note: *May be taken more than once for credit in different topics. Pro forma required.*

MBA 595 Units: 0.5-5.0
Special Topics in Business Administration

The course content will reflect the interests of the faculty members and current issues in business and industry. Topics will vary annually.

New specialization modules will also be introduced under MBA 595.

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

MBA 596 Units: 3.0
Management Consulting Report

An individual or group consulting report. Participating students work individually or are placed into small teams and under faculty supervision, maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed oral and written recommendations.

Grading: *INP, COM, N or F.*

MBA 598 Units: 3.0
Research Report

A substantial analysis of a significant management problem or policy issue, prepared individually in consultation with a faculty adviser.

Note: *Students choosing to take MBA 598 Research Report, rather than MBA 596 Management Consulting Report, will be required to take an appropriate Research Methods course of 1.5 units in lieu of or in addition to MBA 585. Students choosing MBA 598 should consult with their academic supervisor to identify an appropriate Research Methods course.*

Grading: *INP, COM, N or F.*

MECH

Mechanical Engineering Department of Mechanical Engineering Faculty of Engineering

MECH 501 Units: 1.5 Hours: 3-0
Introduction to Continuum Mechanics

Analysis of deformation, motion and stress in Cartesian coordinates. Thermodynamics of continua. Constitutive equations. Linear elasticity. Fluid flow. Special problems in linear elasticity and fluid mechanics.

MECH 504 Units: 1.5 Hours: 3-0
Mechanical Vibration

Multi-mass linear systems; flexibility and stiffness matrices, natural frequencies, mode shapes and orthogonal properties, coupled and uncoupled system equations, solutions for damped or undamped response to arbitrary forcing and initial conditions. Linear continuous systems; wave equation problems and lateral beam vibration with classical boundary conditions. Effects of added mass or stiffness on frequencies and modes. Forced and transient response. Transfer matrix methods for lumped parameter systems and continuous systems; application to axial and torsional vibration of rods, shafts and beams with attached mass or stiffness. Non-linear vibration; basic methods for solution. Characteristic non-linear effects. Random vibration; elements of describing random response, Fourier transforms and frequency response functions.

MECH 520 Units: 1.5 Hours: 3-0
Computer-Aided Design CAD

Basic elements of CAD and relevance to current industrial practice. Computational geometry for design and 3-D geometry. Methods for curve and surface fitting. Input and output devices for computer graphics, passive as well as active. Representation of physical surfaces and computer aided drafting. Graphical programming languages. Development of interactive 3-D computer graphics.

MECH 521 Units: 1.5 Hours: 3-3*-1
Computer-Aided Manufacture (CAM)

Introduction to manufacturing operations, features of numerically controlled machine tools and types of CNC programming. Manual part programming with G-codes; canned cycles, subprograms, custom macros; simulation program. CNC machining of curved surfaces with ball-mill and end-mill cutters; matching of tool and surface geometry. Curved surface machining strategies and case studies; reverse engineering of curved surface models.

** Indicates a 3 hour laboratory taken by students on alternate weeks.*

MECH 524 Units: 1.5
Planning and Control of Advanced Manufacturing Systems

Introduction to manufacturing and production systems with the basic taxonomy of manufacturing, types of production processes, components of a production system, and concept of production control. Production process planning covering the experience-based process planning, knowledge-based approach using decision tables and decision trees, process capability analysis, group technology, and Computer-Aided Process Planning. Topics of planning and control of production systems, including forecasting, inventory system, aggregate production planning, material requirements planning, and operation sequencing and scheduling. Case studies on the planning and control of advanced manufacturing systems.

MECH 528 Units: 1.5 Hours: 3-0
Formerly: MECH 620

Analysis, Reasoning and Optimization in CAD and Concurrent Engineering

Optimization: conventional engineering optimization methods, global optimization schemes, advanced search methods, and multiple objective optimization. Intelligent systems: knowledge representation and reasoning, expert systems, fuzzy reasoning system, artificial neural networks, and fuzzy-neural systems. A review on virtual prototyping techniques: parametric computer modelling and integrated model analysis through structure, dynamic, heat transfer and motion analysis using Pro/E System integration and applications in quantitative concurrent engineering.

Note: *Credit will not be given for both 620 and 528.*

MECH 531 Units: 1.5 Hours: 3-0
Fluid Mechanics

Governing principles; continuity, momentum, energy, stress, constitutive relations. Viscous incompressible flow; exact solutions of Navier-Stokes equations. Boundary-layer theory. Potential flow. Stability and turbulence.

MECH 535 Units: 1.5
Computational Fluid Dynamics and Heat Transfer

Methods of prediction and historical perspective. Governing differential equations. Finite difference and finite volume discretization. Schemes for steady and unsteady multidimensional heat conduction problems. Stability analysis and convergence. Control volume formulation for fluid flow. Schemes for convection dominated flows. The SIMPLE algorithm. Computation of turbulent flows; wall functions; turbulence modelling. The course will involve individual projects.

MECH 536 Units: 1.5 Hours: 3-0
Microfluidics

Fundamentals of liquid flow, capillarity, two-phase flow, species transport, ionic transport, electroosmosis, electrophoresis and other electrokinetic phenomena in microstructures. Overview of experimental, computational and microfabrication methods. Applications to lab-on-chip processing and fuel cell technologies.

MECH 537 Units: 1.5 Hours: 3-0
Kinetic Theory and Microscale Flows

Distribution function of gases and its moments, Boltzmann equation, conservation laws, H-Theorem (2nd law), BGK models, continuum limit; the laws of Navier-Stokes and Fourier (NSF), temperature jump and velocity slip, beyond NSF; higher order methods and moment equations, Knudsen layers. Applications to ideal gases, flow in micro channels, electrons, energy transfer in solids, etc.

MECH 540 Units: 1.5 Hours: 3-0
Transport Phenomena

Fundamentals of thermomechanics; kinematics, motion, stress, thermodynamics, fundamental principles of thermomechanics. Constitutive equations; basic principles and axioms, linearization of constitutive equations, constitutive equations of special materials such as Newtonian fluids and binary mixtures. Field equations for binary fluid mixtures. Mass transport; diffusivity and mechanisms of mass transport, examples of concentration distributions in binary solids and fluids (laminar flow), examples from ternary systems.

MECH 541 Units: 1.5 Hours: 3-0
Advanced Thermodynamics

Principles of classical thermodynamics; postulates, conditions of equilibrium, some relationships and

simple systems, reversible process, Legendre transformations, extremum principles, Maxwell relations, stability, first-order phase transitions. Thermodynamics of irreversible processes. Fundamentals of statistical thermodynamics.

MECH 542 Units: 1.5 Hours: 3-0
Exergy Analysis and Energy Systems

Second law efficiencies. Exergy property relations. Chemical exergy and fuel chemical exergy. Energy systems modelling and macro models.

MECH 543 Units: 1.5
Cryogenic Engineering

Cryogenics: definition and applications. Refrigeration and liquefaction cycles - cascade, Linde, Claude and Collins cycles; liquefaction of air, hydrogen and helium. Regenerative refrigeration cycles - Stirling, Gifford-McMahon cycles and their derivatives. Magnetic refrigeration - Carnot, Ericsson and AMR processes; application to liquefaction of natural gas and hydrogen. Refrigeration below 1K - dilution refrigeration, magnetic refrigeration. Non-conventional refrigeration methods.

MECH 544 Units: 1.5 Hours: 3-0
Renewable Energy

Overview of major classes of renewable energy: solar photovoltaic, wind, biomass, hydro, solar thermal, tidal and wave. Examination of renewable energy from the perspective of: (1) extent, distribution and accessibility of the resource, (2) technologies for the conversion of the resource (3) current applications, and (4) prospects for future implementation.

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

Overview of current fuel cell technology. Operating principles, fundamental thermodynamics and electrochemistry. Types of fuel cells and applications. Proton exchange membrane fuel cells; components; performance; testing. Micro fuel cells. High temperature fuel cells. Modelling of transport phenomena in fuel cells. Hydrogen production and storage. Fuel cell systems and ancillaries.

MECH 550 Units: 1.5 Hours: 3-0
Advanced Control Theory

State-space representation of dynamics systems. Linear time-invariant systems. State-space realization of transfer functions and canonical forms. Controllability and observability. Design of state-space controllers, including pole-placement and optimal control. Linear observers. Kalman filters. Digital control systems.

MECH 551 Units: 1.5 Hours: 3-0
Advanced Kinematics of Manipulators

The material covered includes: point and direction, and line and screw motion description; homogeneous, line and screw coordinate, and quaternion representations; inverse displacement solution by analytic, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and transforms; local and globally optimum solution of redundant rates; overdetermined and near degeneration solutions; multi-arm kinematics. Application to open, closed parallel and hybrid, simple and general structures is considered.

MECH 559 Units: 1.5 Hours: 3-0
Theoretical Kinematics

Solution of nonlinear problems of kinematics involved in mechanism synthesis and manipulator solutions. Techniques including compatibility equations, 1/2 angle substitutions and eliminates. Applications including 4 and 5 precision point mechanism synthesis, and the inverse displacement solution of general serial layout and the forward displacement solution of parallel manipulators.

MECH 561 Units: 1.5 Hours: 3-0
Analytical Methods in Engineering

Analytic Functions and Applications in Fluid Mechanics: multi-valued complex functions, analytic functions, Cauchy integral theorem, residues, singularities, conformal mapping and applications. Laplace transform and its applications to elementary problems in vibrations, wave propagation and heat transfer in solids. Fourier analysis and boundary value problems and applications in vibration, wave propagation, solid mechanics. Introduction to calculus of variation. Energy methods, and approximate methods in solid and fluid mechanics.

MECH 563 Units: 1.5 Hours: 3-0
Finite Element Analysis

Introduction to the basic principles of finite element analysis. Development of discrete equations for problems of 1, 2, and 3D elasticity. Applications to problems of stress analysis, vibrations, heat transfer and fluid flow. This course includes a number of projects encouraging students to use large-size finite element analysis programs. It should be of interest to mechanical and electrical engineers, as well as students from the departments of Computer Science and Mathematics.

MECH 564 Units: 1.5 Hours: 3-0
Advanced Finite Elements

A continuation of Introduction to Finite Element models (420/563) that covers more advanced FEM applications to linear static problems in structural mechanics. In particular, axisymmetric solids, 3D solids, plates and shells, special elements and mesh generation. Emphasis will be given to modern formulations of high-performance finite elements, especially for plates and shells, as opposed to the classical displacement formulation covered in IFEM. The course begins with an overview of variational formulations useful for FEM.

MECH 565 Units: 1.5 Hours: 3-0
Formerly: MECH 664
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.

Note: Credit will not be given for both 565 and 664.

MECH 571 Units: 1.5
Fracture, Fatigue and Mechanical Reliability

Linear elastic and elasto-plastic fracture mechanics. Classical fatigue analysis. Crack propagation. Low cycle fatigue. Reliability, durability and damage tolerance analysis. Stochastic processes and their application to reliability. Maintenance and inspection optimization. Industrially significant applications are highlighted throughout the course.

Prerequisites: 320 or equivalent.

MECH 573 Units: 1.5 Hours: 3-0
Ferrous and Non-Ferrous Metals

The iron-carbon and iron-cementite phase diagrams; nucleation and growth of microstructural constituents; the martensite phase transformation; time-temperature-transformation (TTT) curves; properties affected by quenching, tempering and annealing; alloy additions; structural, high strength and specialty steels; welding; tool and stainless steels; cast irons; super alloys; metal 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 carbide, boride and nitride ceramics; ceramic processing; mechanical properties; toughening mechanisms for brittle ceramics; design concepts; ceramic capacitors; ferroelectrics; piezoelectrics and electro-optic ceramics.

MECH 577 Units: 1.5
Formerly: MECH 545
X-ray Analysis of Engineering Materials

Topics to be covered: X-ray sources. Absorption of X-rays and radiography. Scattering of X-rays by atoms, molecule and aggregates. Laue and Bragg equations. Single crystal orientation. Preferred orientation in wires and sheets. Lattice parameter measurements. Determination of grain size and residual stress. Search/Match methods for component identification. Integrated intensity measurements and quantitative analysis of components. High temperature measurements for in situ examination of phase transformations. These techniques will also be demonstrated in laboratory classes.

Note: Credit will not be given for both 545 and 577.

MECH 580 Units: 1.5
Selected Topics in Mechanical Engineering

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

MECH 590 Units: 1.5
Directed Studies

A wide range of topics will be available.

Note: Pro forma is required.

MECH 595 Units: 0
Seminar

Participation in a program of seminars by internal and external speakers on current research topics. All MASc students will be required to give a seminar on their thesis research during the second year of the program.

Grading: INP/COM.

MECH 598 Units: 3.0-6.0
MEng Project Report
Grading: INP, COM, N or F.

MECH 599 Units: 9.0
MASc Thesis
Grading: INP, COM, N or F.

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, N or F.

MECH 699 Units: 27.0
PhD Dissertation
Grading: INP, COM, N or F.

MICR

Microbiology
Department of Biochemistry and Microbiology
Faculty of Science

MICR 502 Units: 1.5
Virology

An advanced consideration of the molecular aspects of viruses. Emphasis will be placed on the animal viruses with respect to: infection process; repli-

cation 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 508 Units: 1.5

Also: **MICR 408**

Microbial Pathogenesis

Advanced coverage of bacterial pathogens; emphasis on molecular mechanisms of pathogenesis including antigenic variation, host cell parasitism, evasion of host immune defences, and mimicry of eukaryotic structures.

Note: Students may only receive credit for one of 508, 301, 408.

Prerequisites: 302 or BIOL 361; 303 or BIOL 360; BIOC 300A and 300B, or BIOC 300; or permission of the department.

MICR 520 Units: 1.5

Microbial Genetics

A consideration of recent advances in selected areas of microbial genetics.

Prerequisites: MICR 302 or permission of the department.

MICR 523 Units: 1.5

Also: **FORB 523**

Molecular Biotechnology

Advanced topics in microbiology examining developments and applications of biotechnology. Topics will vary from year to year but will include some of the following: recombinant DNA technologies, bioinformatics, fermentation processes, plant-microbe interactions, plant biotechnology, transgenics, proteomics, aquaculture and related topics in ocean microbiology. Seminars will be presented by visiting experts and several faculty members.

Note: Credit will not be given for both 405 and 523/FORB 523.

Prerequisites: BIOC 300A and 300B, or 300, or permission of the department.

MICR 525 Units: 1.5

Topics in Microbiology

Selected topics in microbiology as presented by members of the faculty.

MICR 570 Units: 1.0-3.0

Directed Studies in Microbiology

A wide range of microbiological topics will be available for assignment. Topics will be restricted to an analysis of recent advances. The student's graduate adviser will not normally participate in directed studies taken for more than one unit of credit.

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

MICR 580 Units: 0

Seminar

Attendance and participation are required. Formal presentation of a major research topic in microbiology other than the student's own research will be required.

Grading: INP, COM, N or F.

MICR 599 Units: to be determined

MSc Thesis: Microbiology

Grading: INP, COM, N or F.

MICR 680 Units: 0

Advanced Research Seminar

Attendance and participation are required. Formal presentation of thesis research in microbiology and critical discussion of other research seminars.

Prerequisites: 580 or permission of the department.

Grading: INP, COM, N or F.

MICR 699 Units: to be determined

PhD Dissertation: Microbiology

Grading: INP, COM, N or F.

MRNE

Marine Science

Department of Biology

Faculty of Science

MRNE 500 Units: 1.0-6.0

Directed Studies

MRNE 501 Units: 3.0

Special Topics

MRNE 502 Units: 1.5

Special Topics

MUS

Music

School of Music

Faculty of Fine Arts

MUS 500 Units: 1.5 Hours: 3-0

Selected Problems in Theory and Analysis

Note: May be taken more than once for credit at the discretion of the School.

MUS 501 Units: 1.5 Hours: 3-0

Seminar in Musical Notations

MUS 502 Units: 1.5 Hours: 3-0

Musical Aesthetics and the Theory of Criticism

MUS 503 Units: 1.5 Hours: 3-0

Introduction to Graduate Study and Music Bibliography

Note: All students in musicology must register for this course in their first term of graduate study.

MUS 504 Units: 1.5 Hours: 3-0

Seminar in Performance Practices

Note: May be taken more than once for credit at the discretion of the School.

MUS 506A Units: 1.5 Hours: 2-2

Advanced Recording Techniques

Advanced study to the theory and practice of recording audio technology, studio techniques and procedures. Study to include: advanced stereo microphone techniques, introduction to surround sound, high resolution formats including SACD, DVD-A, DSD, electroacoustic measurements and multi-track recording and theory. Practical work includes recording sessions, mixing and producing.

MUS 506B Units: 1.5 Hours: 3-0

Sound Recording Seminar

Advanced study of sound recording and music production techniques using the production of a full length CD or DVD as a model. Topics will include techniques in audio post-production and editing with advanced equipment, music production, location recording, and readings of current research and technical papers. This course requires the completion of a full length CD or DVD project.

Note: MUS 506A or permission of the School.

MUS 507 Units: 3.0 Hours: 0-3

Computer Music Seminar

MUS 508 Units: 1.5 Hours: 3-0

Formerly: **MUS 506**

Musical Acoustics

The physics of musical sound and the acoustics of musical instruments. Timbre, scales, tuning and temperament. An introduction to psychoacoustical issues.

Note: Credit will be granted for only one of 508, 506.

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 1.0 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: 4.0 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: 3.0 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 3.0 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: 1.0 Hours: 0-4

Ensembles

Performance candidates and candidates for the MA degree in Musicology with performance will normally register for both this course and MUS 581 in each year of study. Placement in large and small ensembles will be made according to the student's needs and the needs of the School.

Grading: INC, COM, N or F.

MUS 581 Units: 1.0 Hours: 0-3

Chamber Music

Performance candidates and candidates for the MA degree in Musicology with performance will normally

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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: 1.0 MMus Practicum

Recital for performance candidates in first year.

Grading: INC, COM, N or F.

MUS 589 Units: 1.5 Thesis Proposal

For candidates for MA degrees in Musicology or Musicology with Performance.

Grading: INP, COM, N or F.

MUS 590 Units: 1.5 or 3.0 Directed Studies

Note: May be taken more than once for credit at the discretion of the School.

MUS 596 Units: 1.5 Lecture-Recital

A lecture-recital of substantial duration, its topic likely related to the student's thesis. For students in the MA program in musicology with performance.

Grading: INP, N, COM or F.

MUS 598A Units: 1.5 MMus Practicum

Degree recital required for performance candidates in final year.

Grading: INP, COM, N or F.

MUS 598B Units: 3.0 MMus Graduating Compositions

Grading: INP, INC, COM or F.

MUS 599 Units: 3.0 MA Thesis

Grading: INP, COM, N or F.

MUS 689 Units: 1.5 Dissertation Proposal

For candidates for the PhD in Musicology.

Grading: INP, COM, N or F.

MUS 690 Units: 1.5 or 3.0 Directed Studies

Note: May be taken more than once for credit at the discretion of the School.

MUS 699 Units: to be determined PhD Dissertation

Note: Credit to be determined.

Grading: INP, COM, N or F.

NUNP

Advanced Nursing Practice: Nurse Practitioner Option School of Nursing Faculty of Human and Social Development

Courses marked with an * are Subject to Senate Approval.

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NUNP 531 Units: 1.5 Applied Pathophysiology

This course provides students with the advanced knowledge of pathophysiology required to under-

stand, diagnose and treat health and illness in primary health care contexts. The course will include an overview of individual and family growth and development as well as the epidemiology of health and disease across the lifespan. Students will learn about the etiology, signs and symptoms, assessment and treatment of common acute/episodic health conditions, diseases or disorders and chronic illnesses prevalent across the lifespan.

NUNP 532 Units: 1.5 Pharmacological Interventions in Health and Illness

In this course students will gain advanced knowledge of pharmacology, including pharmacokinetics and pharmacodynamics. Students will learn about evidence-based practice in the selection, prescription and monitoring of drugs to treat diseases, disorders or conditions and injuries. By the end of the course they will know how to select drug therapy based on knowledge of pharmacology, drug interactions, client health history and client disease, disorder or condition. Students will be prepared to write prescriptions that meet both provincial and federal standards and legislative requirements, including responsibilities relevant to prescription and management of controlled substances. Further, students will examine the effects of the marketing practices of pharmaceutical companies on prescribing practices and explore the ethics and implications for practice as a family nurse practitioner.

NUNP 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 400 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 Primary Health Care 1 and Primary Health Care 2, 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 540 Units: 1.5 Advanced Assessment and Diagnostic Reasoning Theory

NUNP 540 is the theory component of the Advanced Assessment and Diagnostic Reasoning course. This course will give students the theory and content needed to perform comprehensive and holistic health assessments on individuals. Health history and advanced physical examination will be taught as well as appropriate screening and diagnostic tests. Integration of a nursing perspective will help students critique various approaches to assessment. Students will learn to integrate the psychosocial, emotional, ethnic, cultural and spiritual dimensions of health and illness. And students will also be able to perform comprehensive family and community assessments. Students will receive a letter grade upon completion. NUNP 540 is a co-requisite of NUNP 541 and NUNP 542.

Note: Credit will not be given for both NUNP 533 and NUNP 540.

Prerequisites: NURA 511 and 512.

Corequisites: NURA 513, NUNP 541 and 542.

The three components of Advanced Assessment and Diagnostic Reasoning, NUNP 540, 541 and 542 must be taken concurrently, and a student must pass all three pieces to advance to the next course, NUNP 550. If a student fails one piece, they may be required to complete all three pieces again the next time it is offered.

NUNP 541 Units: 1.5 Advanced Assessment and Diagnostic Reasoning Practice

NUNP 541 is the practice component of Advanced Assessment and Diagnostic Reasoning. Once students have completed the institute, NUNP 532, and in conjunction with the theory component, NUNP 540 they will complete forty hours of practicum in their community. The focus is to practice and hone their history and physical assessment skills on a variety of patients representing people from across the life span. They will receive a pass/fail grade upon completion.

Note: Credit will not be given for both NUNP 533 and NUNP 541.

Prerequisites: NURA 511 and 512.

Corequisites: NURA 513, NUNP 540 and 542.

The three components of Advanced Assessment and Diagnostic Reasoning must be taken concurrently, and a student must pass all three pieces to advance to the next course, NUNP 550. If a student fails one piece, they may be required to complete all three pieces again the next time it is offered.

Grading: COM/INC/F/N.

NUNP 542 Units: 0.5 Advanced Assessment and Diagnostic Reasoning Institute

NUNP 542 is the onsite lab portion co-requisite to NUNP 540 Advanced Assessment and Diagnostic Reasoning. It is comprised of 2 institutes that are each one week in length. The first institute will be held at or near the start of NUNP 540 and the second institute will be held near the end. Students will attend onsite for 72 hours of laboratory and assessment experiences where they will practice and demonstrate their physical assessment skills. Students must attend this two week institute and upon completion will receive a pass/fail grade.

Note: Credit will not be given for both NUNP 533 and NUNP 542.

Prerequisites: NURA 511 and 512; NUNP 531.

Corequisites: NURA 513, NUNP 540 and 541.

The three components of Advanced Assessment and Diagnostic Reasoning, NUNP 540, 541 and 542, must be taken concurrently, and a student must pass all three pieces to advance to the next course, NUNP 550. If a student fails one piece, they may be required to complete all three pieces again the next time it is offered.

Grading: COM/INC/F/N.

NUNP 550 Units: 1.5 Integrated Primary Health Care Theory I

In NUNP 550, Integrated Primary Health Care Theory I, 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, 540, 541 & 542 to learn to assess, diagnose and manage the physical and mental health and illnesses of adults, older adults and their families within the context of community. Upon completion of the theory component, students will receive a letter grade.

Note: Credit will not be given for both NUNP 534 and NUNP 550.

Prerequisites: NUNP 532, 540, 541 and 542.

Corequisites: NUNP 551. Please note NUNP 550 and NUNP 551 must be taken concurrently, and a student must pass both components to advance to the next course, NUNP 560 Integrated Primary Health Care Theory and Practice II. If a student fails one component, they may be required to complete both components again the next time it is offered.

NUNP 551 Units: 3.0

Integrated Primary Health Care Practice I

During NUNP 551 Integrated Primary Health Care Practice I the students will integrate and practice their knowledge by engaging in 180 hours of practice in a primary health care setting under the guidance of a course instructor and practice mentor(s). Students will be able to incorporate the content from 550 and build on what they learned in 531, 540, 541 & 542 as they see patients in a clinical setting. The practice will focus primarily on adult and older adults health issues. At the completion of the practice component, the students will receive a pass/fail grade.

Note: Credit will not be given for both NUNP 534 and NUNP 551.

Prerequisites: NUNP 532, 540, 541, 542.

Corequisites: NUNP 550. Please note the two components of Integrated Primary Health Care I must be taken concurrently, and a student must pass both components to advance to the next course, NUNP 560 Integrated Primary Health Care Theory and Practice II. If a student fails one component, they may be required to complete both components again the next time it is offered.

Grading: COM/INC/F/N.

NUNP 560 Units: 1.5

Integrated Primary Health Care Theory II

During NUNP 560, 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 previous courses 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. After completion of the theory component, the students will receive a letter grade.

Note: Credit will not be given for both NUNP 535 and NUNP 560.

Prerequisites: NUNP 550 and NUNP 551.

Corequisites: NUNP 561, 562. Please note the three components of Integrated Primary Health Care II, NUNP 560, NUNP 561 and NUNP 562 must be taken concurrently, and a student must pass all three pieces to advance to the next course, NUNP 537. If a student fails one piece, they may be required to complete all three pieces again the next time it is offered.

NUNP 561 Units: 3.0

Integrated Primary Health Care Practice II

Concurrent to the theory piece of NUNP 560, students will integrate and practice their knowledge by engaging in 180 hours of practice in a primary health care setting under the guidance of a course instructor and practice mentor(s). Students will be able to incorporate the content from 560 and build on what they learned in previous courses as they see patients in a clinical setting. The practice will focus primarily on children and childbearing families. Upon completion of the practice component, the students will receive a pass/fail grade.

Note: Credit will not be given for both NUNP 535 and NUNP 561.

Prerequisites: NUNP 550 and NUNP 551.

Corequisites: NUNP 560, 562. Please note the three components of Integrated Primary Health Care II, NUNP 560, NUNP 561 and NUNP 562 must be taken concurrently, and a student must pass all three pieces to advance to the next course, NUNP 537. If a student fails one piece, they may be required to complete all three pieces again the next time it is offered.

Grading: COM/INC/F/N.

NUNP 562 Units: 1.5

Integrated Primary Health Care Institute

After successful completion of 560 and 561, students are required to come to Victoria for two weeks for NUNP 562 Integrated Primary Health Care Institute. At this time there will be a workshop with laboratory experiences (72 hours) to assist in the consolidation and evaluation of students' competencies learned and practiced in NUNP 550, 551, 560, and 561. This institute is mandatory and at the completion of the institute the student will receive a pass/fail grade.

Note: Credit will not be given for both NUNP 535 and NUNP 562.

Prerequisites: NUNP 550 and NUNP 551.

Corequisites: NUNP 560, 561. Please note the three components of Integrated Primary Health Care II must be taken concurrently, and a student must pass all three pieces to advance to the next course, NUNP 537. If a student fails one piece, they may be required to complete all three pieces again the next time it is offered.

Grading: COM/INC/F/N.

NUNP 597* Units: 1.5

Evaluation Project

In this course students will have the opportunity, under the supervision of a faculty member, to develop 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. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

Grading: INP, COM, N or F.

NURA

Advanced Nursing Practice

School of Nursing

Faculty of Human and Social Development

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Courses offered by the School of Nursing are also found under the following course codes: NUNP, NURP and NURS.

NURA 501 Units: 1.5

Post-Positivist Research Methods in Nursing

This course will provide students with the opportunity to explore a variety of empirical research methods that have been used in the development of nursing science. Specifically descriptive, comparative, historical, experimental, and survey research will be examined.

NURA 502 Units: 1.5

Critical Methods of Inquiry

This course will provide an opportunity to examine the theoretical underpinnings of various critical approaches to research and associated methodologies and critique of their relevance for nursing research. In addition, students and faculty will collaboratively explore such topics as power, social construction of knowledge, critical praxis, and emancipation, and the ways in which these and related concepts inform the process, action, and conduct of research. Feminist and participatory action research will be addressed.

NURA 503 Units: 1.5

Qualitative Approaches to Research in Nursing

Nursing phenomena will be considered through interpretive research perspectives in this course. Central to this process will be an exploration of the interrelationships among the philosophical tenets and the construction of research questions, selection of methods, and data analysis strategies of various qualitative research methodologies. Understanding and critiquing the similarities and differences of a variety of methodologies such as hermeneutics, phenomenology, grounded theory, and ethnography will facilitate student engagement in the development of a research proposal.

NURA 504 Units: 1.5

Phenomenological and Hermeneutic Approaches to Inquiry

This course provides the opportunity to explore assumptions and values underlying selected approaches to interpretive inquiry: hermeneutics and phenomenology. The class will focus on the philosophical and methodological underpinnings of interpretive thinking/practice/research through readings/conversation of interpretive texts. The practice of developing interpretive writing/thinking is an important part of this process. Students will participate in a project that provides an experience for the generation and interpretation of text, related to their area of practice/research interest.

NURA 511 Units: 1.5

Advanced Nursing Knowledge

The purpose of this course is to explore the historical, philosophical, and theoretical underpinnings of professional nursing. Students will explore the historical development of nursing science and the emergence of nursing philosophy and theories. Students will examine how concepts of interest to nursing have evolved, as well as the influence of contemporary understandings on the issues and problems facing advanced practice nursing.

Note: Credit will not be given for both 511 and NURP 521.

NURA 512 Units: 1.5

Experiences of Health, Illness, and Healing

The focus of this course situates the art of advanced practice nursing in client experiences of health, illness, and healing in the context of family, community, and health care settings. Using a variety of theoretical, clinical, and practice perspectives, students will explore the centrality of the human body and human relationships in the processes of health, illness, and healing. Critical, postmodern, poststructuralist, feminist, and other perspectives will be used to analyze and critique the gendered nature of illness experiences, and the impact of technology, illness, and healing on notions of the body, sexuality, and the self. Throughout these explorations, students will focus on the relational nature of nursing practice and the capacity and resourcefulness of people within the broader social context.

NURA 513 Units: 1.5
The Context of Health and Health Care

In this course students will explore the social, political, economic, and historical factors that impact health and health care. Students will critically examine the impact of institutional structures and global, national, provincial and local influences on the delivery of health care and on the enactment of advanced nursing practice. Students will also examine nurses' historical and contemporary roles in fostering advocacy and change within the health care system to improve client health and healing. Students develop skill in analyzing the social context as a foundation to health promoting practice.

NURA 514 Units: 1.5
Nursing Ethics for Leadership and Practice

This course focuses on nursing ethics for leadership and practice. Through the examination of empirical and theoretical work on current and future issues in health care ethics, students will develop expertise and strategies to deal with ethical problems in health care and in nursing. Furthermore, they will critically examine the relationship of health care ethics to social and health policy, as well as the implications for health care system change.

NURA 515 Units: 1.5
Research and Evaluation

This course provides students with opportunities to explore traditional and evolving approaches to nursing research and evaluation. Students will critically examine the various processes of, and approaches to research and evaluation. Students will develop a beginning competence in the use of evaluation methods and critical application of research findings to advanced nursing practice.

NURA 516 Units: 1.5
Advanced Nursing Practice

In this course, students will have the opportunity to integrate and consolidate concepts from core courses related to advanced nursing practice. This course is intended to help students reflect critically on previous knowledge, past experience and skills and to think at an advanced level about working collaboratively with specific patient/client populations and with other disciplines. The content in this course is aimed at assisting students to explore in-depth their population of focus as well as theories and approaches used by advanced practice nurses in the care of selected individuals, families/groups and communities. Further, students will have the opportunity to explore their evolving roles as advanced practice nurses and develop learning plans for the praxis courses NURA 517 and NURA 518.

Pre- or corequisites: NURA 511 and NURA 512 or NURA 513 or by permission of the Director or designate.

NURA 517 Units: 1.5
Nursing Praxis I: Population and Setting of Practice

In this course, students will have an opportunity to integrate their evolving knowledge base in practice with their chosen population and setting. Students will reflect critically on their competencies for advanced practice and will identify key concepts related to their practice with their population of focus in relation to the principles of primary health care. Working in their chosen practice setting with a field guide, students will implement a personalized learning plan and engage in a minimum of 104 hours of practice.

Prerequisites: NURA 516 or by permission of the Director or designate.

NURA 518 Units: 3.0
Nursing Praxis II: Population and Setting of Practice

In this course, students will continue to develop their expertise with their chosen population and setting with a minimum of 208 hours of practice. Students will work in their chosen practice setting with a field guide, and will implement their personalized learning plans. There will be emphasis on students' evolving practice and role(s). This will include specific strategies, based on the principles of primary health care that students can use in their practice to promote health, well-being, and a sense of community.

Prerequisites: NURA 516 and NURA 517 or by permission of the Director or designate.

NURA 530* Units: 1.5
Engaging with Pedagogy: Teaching and Learning in Nursing Education

Exploration and critical examination of the philosophical, theoretical, and ethical perspectives informing pedagogy in nursing education.

NURA 531* Units: 1.5
Critical Analysis of Discourses in Nursing, Nursing Education and Evaluation

Interrogation of the critical issues surrounding professional nursing practice and the implications of these for nursing education across a variety of settings.

NURA 532* Units: 1.5
Critical Examination of Education Processes in Nursing Education

Critical discussions of a variety of topics in Nursing Education including curriculum design, program and course development, and creative options for classroom offerings.

NURA 598 Units: 3.0
Practice Project

Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as advanced practice nurses. The project is an alternative to the Thesis Option (NURA 599). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

Note: Not open to students with credit in 597.

NURA 599 Units: 6.0
Thesis

Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. The thesis option is an alternative to the Practice Project (NURA 598). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

NURP**Nursing Policy and Practice**
School of Nursing
Faculty of Human and Social Development

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Courses offered by the School of Nursing are also found under the following course codes: NURA, NUNP and NURS.

NURP 598 Units: 3.0
Formerly: NURP 597
Practice Project

This course is designed for students not completing the Thesis Option (NURP 599). Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students' graduate experience and contribute to their development as a leader in nursing. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

Note: Not open to students with credit in 597.

NURP 599 Units: 6.0
Thesis

This thesis option is an alternative to the Practice Project (NURP 598). Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

NURS**Nursing**
School of Nursing
Faculty of Human and Social Development

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Courses offered by the School of Nursing are also found under the following course codes: NURA, NUNP and NURP.

NURS 590 Units: 1.5 or 3.0
Directed Studies

This course provides opportunities for students to develop individual studies at the graduate level (e.g. directed readings, research project etc.) with the supervision of one or more faculty members. A plan of study including focus, credit value and evaluation method is developed in consultation with a faculty member and must be approved by the graduate adviser prior to registering in this course.

NURS 601 Units: 1.5
Philosophy in Nursing

This course explores the range of philosophical schools of thought and traditions that have influenced the development of the discipline of Nursing. This course is intended to prepare students to participate in and contribute to knowledge development that will shape the evolution of the discipline.

NURS 602 Units: 1.5
Epistemological Discourses in the Study of Nursing

An advanced investigation of the current state of theorizing that underpins Nursing's disciplinary and knowledge claims. This course will include an exploration of historical and contemporary forms of knowledge development.

NURS 604 Units: 3.0
Research Methods for Nursing and Health Care

This course will explore assumptions and claims underlying various methodologies that inform research

in professional nursing practice and health care. In this course qualitative and quantitative research designs are examined with particular emphasis on their appropriateness for addressing nursing and health problems. Issues specific to the design of nursing and health care studies are explored. Included in the types of designs analyzed are: historical, philosophical inquiry, experimental and quasi-experimental, survey, correlational, descriptive, ethnographic, grounded theory, evaluation, hermeneutics, phenomenology, and others.

NURS 620 Units: 1.5 or 3.0
Research Internship

Research Internships may be taken in a specific faculty member's research program, and may be taken over one term or several terms. They provide an opportunity to supplement learned research skills with hands-on experience in designing and carrying out research, e.g., conception, methods design, applying for funding, obtaining ethical approvals, accessing the field, data collection, analysis, writing, and various dissemination strategies.

NURS 621 Units: 1.5
Doctoral Seminar in Nursing Scholarship

The first seminar provides students with opportunities to meet with established doctorally prepared scholars/scientists both in the university and the community to help students envision the possibilities that doctoral education offers. This early seminar will seek to provide opportunities for students to share their experiences of selecting a supervisor and other issues that arise in navigating through the doctoral program.

Grading: COM, INC, F, N.

NURS 622 Units: 1.5
Dissertation Seminar

This second seminar provides opportunities for students to share their evolving research ideas, proposal development, preparation of candidacy and dissertation defense, and for the students to arrange speakers that suit the particular needs of that cohort.

Grading: COM, INC, F, N.

NURS 680 Units: 1.5-4.5
Special Topics in Research Methods

Based on student demand, courses on the following focused topics will be organized for individuals or groups of students: issues of measurement, evaluation research, grounded theory, ethnography, hermeneutics and phenomenology, discourse analysis, historical analysis, instrument development and testing and participatory action research. Courses will be available to small groups of interested students by faculty members and visiting faculty. Students will be required to take 1.5 units of NURS 680 course work and can, with permission from their program supervisor, enroll in as many as 4.5 units of NURS 680 course work.

NURS 690 Units: 1.5 or 3.0
Directed Studies

This course provides opportunities for students to develop individual studies at the doctoral 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.

NURS 699 Units: 30.0
Dissertation

All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to

prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.

PAAS

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

PAAS 500 Units: 1.5
Theories of Pacific Region Societies

This course will offer a critical review of contemporary social theory pertinent to the study of Pacific and Asian societies. Drawing on various scholarly approaches from the fields of sociology, anthropology, political science and history, readings will address the institutions, mechanisms and values involved in social, cultural and political transformations. The course focuses on current theory about the nature and scope of globalization, commodification, or modernization, with particular emphasis on the effect of these on local social and cultural practice.

PAAS 501 Units: 1.5
Cultural, Linguistic and Literary Theories in Asia-Pacific Studies

This course will offer a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing from various scholarly approaches of Marxism, post-structuralism, semiotics, feminist psychoanalysis, and critical art history, readings will address the often implicit meanings and conceptual boundaries encoded in cultural and artistic products. This course will explore the consequences of modernization and global vs. local realms, with a focus on the disturbances and complexities they generate in the subjective realm, where they often form the basis of creative expressions.

PAAS 520 Units: 1.5
Special Topics in Pacific Studies

This course will focus on an area of faculty specialization. The topic will vary but may include one of the following: migration studies; state and civil society; the politics of culture; global and local relations; and gender and ethnic identity.

PAAS 521 Units: 1.5
Special Topics in Asia-Pacific Literature, Linguistics and Culture

This course will focus on an area of faculty specialization. The topic will vary but may include one of the following: theatre studies; postcolonial literature; linguistics; popular culture; cinema studies; and critical assessments of the works of individual authors and artists.

PAAS 550 Units: 1.5
Research Methodologies

This course is required of all graduate students. We will work through the mechanics of designing a thesis, from initial conceptualization through to methodologies and analysis. Students will design a full thesis proposal and participate in a mock defense.

PAAS 580 Units: 1.5
Advanced Readings in Japanese, Chinese or Indonesian

Critical reading and analysis of advanced works in the original language.

PAAS 590 Units: 1.5
Directed Studies

A directed readings course, to be taken with the thesis supervisor, which will allow students to de-

velop in-depth understanding of their topic/area of specialization.

PAAS 599 Units: 6.0-9.0
MA Thesis
Grading: INP, COM, N or F.

PE

Physical Education
School of Physical Education
Faculty of Education

PE 561 Units: 1.5
Formerly: ED-C 561
Current Issues in Leisure Services

Addresses the problems, challenges and opportunities facing the recreation-leisure service professional. Focus on concepts, theories and historical framework of leisure; nature and scope of the profession.

Note: Not open to students with credit in ED-C 561.

PE 562 Units: 1.5
Formerly: ED-C 562
Administrative Planning Process

Examination of the planning process as it exists within federal, provincial, regional and municipal government recreation departments as well as not-for-profit and private sector leisure delivery organizations. Role of the recreation manager-administrator as leader, team member and facilitator.

Note: Not open to students with credit in ED-C 562.

PE 563 Units: 1.5
Formerly: ED-C 563
Community Leisure Service Development

Exploration of the nature and function of leisure service development as a community based function. Focus on the development and use of other social service organizational models.

Note: Not open to students with credit in ED-C 563.

PE 570 Units: 1.5
Formerly: ED-C 570
Skill Acquisition in Physical Education and Sport

A review of learning theories and principles as they pertain to the acquisition and retention of motor skills; the neural mechanisms involved in the learning and control of motor patterns; information processing in human performance; detailed study of research on memory, attention, retrieval systems, and movement control.

Note: Not open to students with credit in ED-C 570.

PE 572 Units: 1.5
Formerly: ED-C 572
Physiology in Physical Education and Sport

The study of physiological basis for sport performance and fitness. The assessment of physiological status and the rationale for the prescription of exercise programs.

Note: Not open to students with credit in ED-C 572.

Prerequisites: 441 or permission of the instructor.

PE 573 Units: 1.5 or 3.0
Formerly: ED-C 573
Research Methods in Kinesiology

An overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in the School of Physical Education. Underlying assumptions of both qualitative and quantitative research are discussed and the respective research processes are reviewed. Other topics include: the role of the researcher, selecting and developing a research problem; reviewing the literature; developing research hypotheses; issues in

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measurement; data collection issues, writing research proposals; research ethics; and communicating the results of research.

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

PE 574 Units: 1.5

Formerly: ED-C 574

Administration of Physical Education, Recreation and Sport

After presenting a theoretical base for administrative and organizational theories, a link will be made to specific situations in the fields of physical education, recreation, and sport.

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

PE 575 Units: 1.5

Formerly: ED-C 575

Applied Sport Psychology

The course will provide students with a 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.

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

PE 576 Units: 1.5

Formerly: ED-C 576

Teaching and Coaching Effectiveness in Physical Education and Sport

A review of current models of effective teaching and coaching; observation and coaching systems; analysis of teaching and coaching behaviours; a review of current research.

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

PE 577 Units: 1.5

Formerly: ED-C 577A or PE 577A

Research Methods and Techniques in Coaching Studies

The development of research skills required to interpret the literature related to coaching and sport performance and develop a project proposal as part of the requirements for the degree.

Notes: - Taught in summer only.

- Not open to students with credit in ED-C 577A or PE 577A.

Prerequisites: Enrollment in the MEd Coaching Studies Cooperative Program.

PE 578 Units: 1.5

Formerly: ED-C 578

Biomechanics

A study of athletic performance by way of the laws of physics and mechanics. Topics include:

1. A review of the fundamental laws of physics and mechanics
2. A critical analysis of selected sport skills and techniques.

Note: Not open to students with credit in ED-C 578.

PE 579 Units: 1.5

Formerly: ED-C 577B or PE 577B

Current Issues in Coaching Studies

Identification and selection of issues in coaching and sport for presentation, discussion, and resolution. As leaders in sport, students will consider issues from both a content perspective and in the context of beliefs and values.

Note: Not open to students with credit in ED-C 577B or PE 577B.

PE 580 Units: 1.5

Physiological Issues in Physical Activity and Health

This course will focus on selected issues and research examining the physiological responses and

adaptations to exercise, especially as they relate to performance and/or health.

PE 581 Units: 1.5

Psychological Issues in Physical Activity and Health

The course will examine selected current psychological issues affecting individual and group involvement in the different forms of physical activity and how these interact with performance and health from childhood to the senior years. Research in the field will be examined to assist the understanding of current beliefs and practices.

PE 582 Units: 1.5

Neuroscience in Physical Activity and Health

A seminar on issues and research in neuroscience related to motor control across the life-span and in typical and atypical populations.

PE 583 Units: 1.5

Issues in Health Promotion and Wellness

Issues, research and values in health promotion and wellness related to physical activity. Topics may include community-based research in education, health, recreation and allied social service settings; social determinants of health and physical activity; and theory and practice of programs and policies affecting health, wellness and physical activity.

PE 584 Units: 1.5

Pedagogical Issues in Physical Activity and Health

This course will focus on current pedagogical research that influences national and provincial physical activity policies, school-based physical education programs and community-based physical activity programs.

PE 585 Units: 1.5

Qualitative Research Genres in Physical Activity and Health

The focus of this course will be to examine issues surrounding the development of health through physical activity engagement from societal and pedagogical perspectives. A core component of the course will be to develop, implement and report on a community based inquiry project. Qualitative genres based on different modes of inquiry will be explored and applied in a course culminating inquiry project.

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 3.0

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.

PHIL

Philosophy

Department of Philosophy

Faculty of Humanities

PHIL 500 Units: 1.5 or 3.0

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 3.0

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 3.0

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 3.0

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: 3.0

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 3.0

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 3.0
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 3.0
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 3.0
Directed Studies
Note: May be taken more than once for credit in different topics with approval of the Philosophy Graduate Adviser.

PHIL 599 Units: 9.0
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: 3.0
Quantum Mechanics

PHYS 502A Units: 1.5
 Formerly: half of 502
Classical Electrodynamics
Note: Not open for students with credit in 502.

PHYS 502B Units: 1.5
 Formerly: half of 502
Topics in Advanced Electrodynamics
Note: Not open for students with credit in 502.

Prerequisites: PHYS 502A

PHYS 503 Units: 3.0
Theory of Relativity

PHYS 504 Units: 3.0
Atomic and Molecular Spectroscopy

PHYS 505 Units: 3.0
Advanced Classical Mechanics

PHYS 506A Units: 1.5
Particle Physics: I

PHYS 506B Units: 1.5
Particle Physics: II

PHYS 507A Units: 1.5
Solid State Physics I

PHYS 507B Units: 1.5
Solid State Physics II

PHYS 508 Units: 1.5
Topics in Nanophysics

PHYS 510 Units: 3.0
Advanced Methods in Mathematical Physics

PHYS 511A Units: 1.5
Topics in Nuclear and Particle Physics: I
Note: May be taken more than once for credit.

PHYS 511B Units: 1.5
Topics in Nuclear and Particle Physics: II
Note: May be taken more than once for credit.

PHYS 513 Units: 1.5
Topics in Theoretical Physics
Note: May be taken more than once for credit.

PHYS 515 Units: 1.5
Data Analysis Techniques for Physics and Astronomy

PHYS 521A Units: 1.5
Techniques in Nuclear and Particle Physics: I
Note: May be taken more than once for credit.

PHYS 521B Units: 1.5
Techniques in Nuclear and Particle Physics: II
Note: May be taken more than once for credit.

PHYS 534 Units: 1.5
Radiotherapy Physics: I

PHYS 535 Units: 1.5
Radiotherapy Physics: II

PHYS 539 Units: 1.5
Radiation Dosimetry

PHYS 540 Units: 1.5
Medical Imaging

PHYS 545 Units: 0.5
Anatomy and Physiology for the Medical Physicist
Grading: INC, COM, N or F.

PHYS 560 Units: 0
Seminar
Grading: INP, COM, N or F.

PHYS 580 Units: 1.0-3.0
Directed Studies
Note: May be taken more than once for credit. Pro forma required.

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

PHYS 600A Units: 1.5
Quantum Field Theory I

PHYS 600B Units: 1.5
Quantum Field Theory II

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

POLI

Political Science

Department of Political Science
 Faculty of Social Sciences

POLI 505 Units: 1.5 Hours: 3-0
Problems of Political Analysis
 An examination of theoretical viewpoints in the study of politics.

POLI 506 Units: 1.5 Hours: 3-0
Also: HIST 527
Qualitative Research Methods

This course for graduate students from the departments of History and Political Science focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods.

POLI 507 Units: 1.5 Hours: 3-0
Comparative Policy and Governance

This seminar focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. It will focus on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement and, learn from policy interventions. Students will review seminal studies and undertake a comparative policy project.

POLI 508 Units: 1.5 Hours: 3-0
Comparative Politics

An examination of key issues and debates in the study of comparative politics. The course will involve a survey of the major literature in this field of political science.

POLI 509 Units: 1.5 Hours: 3-0
Political Theory

An examination of key issues and debates in the study of political theory. The course will involve a survey of the major literature in this field of political science.

POLI 516 Units: 1.5 Hours: 3-0
Canadian Politics

An examination of key issues and debates in the study of Canadian politics. The course will involve a survey of the major literature in this field of political science.

POLI 533 Units: 1.5 Hours: 3-0
Themes in Contemporary Politics

A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.

Note: May be taken more than once for credit with permission of the Graduate Adviser.

POLI 540 Units: 1.5 Hours: 3-0
International Relations

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.

POLI 580 Units: 3.0
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: 9.0
Thesis
Grading: INP, COM, N or F.

POLI 600 Units: 1.5
Professional Development Seminar
This is a compulsory seminar for PhD students in Political Science that runs from September until April. Students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.
Grading: COM, N or F.

POLI 605 Units: 1.5 Hours: 3-0
Problems of Political Analysis
A further examination of theoretical viewpoints in the study of politics. Intended for doctoral candidates preparing for comprehensive examinations.

POLI 606 Units: 1.5 Hours: 3-0
Qualitative Research Methods
This course for graduate students from the departments of History and Political Science focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods. It is intended for doctoral candidates preparing dissertation proposals.

POLI 607 Units: 1.5 Hours: 3-0
Also: ADMN 605
Comparative Policy and Governance
This seminar focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. It will focus on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement and, learn from policy interventions. Students will review seminal studies and undertake a comparative policy project. It is intended for doctoral candidates preparing for a comprehensive examination in the field.
Note: Credit will be granted for only one of 507, 607, ADMN 605.

POLI 608 Units: 1.5 Hours: 3-0
Comparative Politics
An examination of key issues and debates in the study of comparative politics. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 609 Units: 1.5 Hours: 3-0
Political Theory
An examination of key issues and debates in the study of political theory. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 616 Units: 1.5 Hours: 3-0
Canadian Politics
An examination of key issues and debates in the study of Canadian politics. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 633 Units: 1.5 Hours: 3-0
Themes in Contemporary Politics
A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.
Note: May be taken more than once for credit in different topics with permission of the Graduate Advisor.

POLI 640 Units: 1.5 Hours: 3-0
International Relations
An examination of key issues and debates in the study of international relations. The course will involve a survey of the major literature in this field of political science. It is intended for doctoral candidates preparing for a comprehensive examination in the field.

POLI 690 Units: 1.5 or 3.0
Directed Readings
690A and 690B Political Theory
690C and 690D Comparative Politics
690G and 690H Contemporary Themes and Issues
690J and 690K International Relations
690N and 690P Canadian Federal and Provincial Politics

POLI 699 Units: 30.0
Dissertation
Grading: INP, COM, N or F.

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: 1.0-6.0
Practicum in Applied Psychology
Practicum in an applied setting. 1 unit of credit equals approximately 100 hours.
Grading: INP, COM, N or F.

PSYC 502 Units: 1.5-4.5
Research Apprenticeship
Note: May be taken more than once in different topics. The student must consult with the instructor

about the area of study prior to registration and complete a pro forma. A maximum of 4.5 units of 502 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.

PSYC 503 Units: 4.0
Practicum in Clinical Psychology
Practicum in a clinical setting. 1 unit of credit is equivalent to approximately 100 hours.
Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.
Grading: INP, COM, N or F.

PSYC 504 Units: 1.5-6.0
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: 4.0
Clinical Intervention Practicum
Practicum in a clinical setting with emphasis on various forms of intervention. 1 unit of credit is equivalent to approximately 100 hours.
Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.
Grading: INP, COM, N or F.

PSYC 506A Units: 1.5
Formerly: **PSYC 506**
Psychology Clinic Practice
Supervised psychological practice in the Psychology Clinic, department of Psychology.
Note: May be taken more than once to a maximum of 4.5 units.
Prerequisites: Acceptance to clinical psychology graduate program, with permission of instructor, and approval of the Director of Clinical Training.
Grading: INP, COM, N or F.

PSYC 506B Units: 1.5
Formerly: **PSYC 506**
Psychology Clinic Practice: Test Mastery
Supervised test mastery in the Psychology Clinic, Department of Psychology.
Note: Credit will be granted for only one of 506B, 506.
Prerequisites: Acceptance to clinical psychology graduate program and approval of the Director of Clinical Training.
Grading: INP, COM, N or F.

PSYC 507 Units: 1.5
Personality
Note: May be taken more than once with different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 511 Units: 1.5
Visual Perception
Exploration of current theories and research on selected aspects of visual perception will be offered. One or more major topics (e.g., object recognition, Gestalt perception, neuropsychology of visual perception) will be studied in depth.
Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee.

PSYC 512 Units: 1.5-4.5
Research Practicum

Practicum in a research setting with emphasis on planning, conducting, analyzing, and/or writing up research results under the supervision of faculty.

Note: May be taken more than once in different content. The student must consult with the proposed research supervisor about the content and nature of the research activity prior to registration and complete a pro forma. The content must differ from but may be related to 599 or 699.

Prerequisites: Approval of the student's academic supervisor.

Grading: INP, COM, N, or F.

PSYC 513 Units: 1.5
Quantitative Analysis

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 517 Units: 1.5
Research Methods in Psychology

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 518 Units: 1.5
Psychometric Methods

Topics typically include: historical background, sample descriptive statistics, norm referencing, (e.g., percentiles, Z-scores, T-scores), criterion referencing, sensitivity/specificity, classical true score test theory, item response theory (IRT), reliability, validity, standard errors, test development, standards for clinical tests, and assessment of reliable change.

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 519 Units: 1.5
Social Psychology

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 526 Units: 1.5
Social Processes

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 527 Units: 1.5
Research Methods in Social Psychology
527A - Experimental Social Psychology
527B - Discourse Analysis
527C - Environmental Psychology
527D - Special Topics

S01: Judgment and Decision Science

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 531 Units: 1.5
Environmental Psychology

Note: May be taken more than once in different content to a maximum of 6 units at the discretion of the student's Supervisory Committee. The specific content area will be designated prior to registration.

PSYC 532 Units: 1.5
Applied Multiple Regression

The course presents a model-comparison approach to the analysis of a single dependent variable. This integrated approach aims to teach students how to ask intelligent questions of their data, and to answer those questions using the general linear model. In particular students will learn about simple and multiple regression involving continuous independent variables, categorical independent variables (ANOVA designs), and mixtures of the two (covariance analysis). Also covered will be outlier detection, testing of model assumptions, data transformation, and repeated measures models.

Note: Not open to students registered in or with credit in 400A.

PSYC 533 Units: 1.5
Applied Multivariate Analysis

The course will extend the material covered in Psychology 532 to the situation in which there are multiple dependent variables. The result is multivariate multiple regression. Then the additional technique of principle component analysis will be added, and the two procedures combined to derive canonical correlation analysis, multivariate analysis of variance, discriminant function analysis, and redundancy analysis. In addition the common factor model of factor analysis will be introduced.

Note: Not open to students with credit in 400B.

PSYC 534 Units: 1.5
Univariate Design and Analysis

The course will examine various factorial designs for univariate data from an advanced perspective. For a number of frequently used designs (e.g., completely randomized, randomized block, and repeated measures), planned comparisons, tests of the models' assumptions, expected mean squares, and interpreting interactions (e.g., simple main effects) will be covered. Students will be required to learn and use statistical software packages, such as SPSS and SAS. Time and interest permitting, a brief introduction to other modelling procedures for response time and accuracy data will be offered.

PSYC 540 Units: 1.5
Formerly: PSYC 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: PSYC 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: PSYC 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: 506B, 584 and acceptance to clinical psychology graduate program.

Grading: INC, COM, N or F.

PSYC 545B Units: 1.5
Neuropsychological Assessment

Survey of neuropsychological assessment techniques with an emphasis on interviewing, assessment, case formulation and report writing. Students must conduct, under staff supervision, detailed neuropsychological assessment of clinical cases.

Prerequisites: 545A, acceptance to clinical psychology graduate program and permission of instructor. Enrollment may be limited.

Grading: INC, COM, N or F.

PSYC 546A Units: 1.5
Advanced Neuropsychological Assessment of Children and Adolescents

In-depth examination of issues and techniques for neuropsychological assessment of children and adolescents. Students participate in interviewing, testing, case formulation, report writing and consultation in supervised clinical cases.

Prerequisites: 540, 545A, 545B, 584, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

Grading: INC, COM, N or F.

PSYC 546B Units: 1.5
Advanced Neuropsychological Assessment of Adults

In-depth examination of issues and techniques for neuropsychological assessment of adults. Students participate in interviewing, testing, case formulation, report writing and consultation in supervised clinical cases.

Prerequisites: 540, 545A, 545B, 584, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

Grading: INC, COM, N or F.

PSYC 547 Units: 1.5
Formerly: PSYC 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: PSYC 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: PSYC 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

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drugs, with emphasis on the role played by chemical neurotransmitters and the system of neurons that releases them.

PSYC 552 Units: 1.5
Formerly: **PSYC 512D**
Special Topics in Physiological Psychology
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 561 Units: 1.5
Formerly: **PSYC 560B**
Theories and Methods in Life-Span Development
Seminar review of the major theoretical perspectives and methodological issues in the study of psychological development across the life-span. Specific topics include identification, measurement, and facilitation of developmental change. Research design topics include cross-sectional, longitudinal, sequential, experimental, and qualitative approaches.

PSYC 562 Units: 1.5
Formerly: **PSYC 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: **PSYC 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: **PSYC 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: **PSYC 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: **PSYC 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: **PSYC 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 3.0
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 3.0
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
Cognition and Brain Science
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 net-

work models. Theoretical foundations and procedures for fitting models will be considered.
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 576C Units: 1.5
Cognitive Processes: Mind and Brain
Discussions of neurological evidence for modular organization of cognitive processes.
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 576D Units: 1.5
Cognitive Processes: Attention
An overview of theories and current research on attention, particularly as it applies to human vision. Topics will include an analysis of the role of attention in spatial and temporal vision, with exploration of related issues such as consciousness, blindsight, and change blindness.
Note: *May be taken more than once for credit in different topics to a maximum of 6 units.*

PSYC 577 Units: 1.5
Cognitive Seminar
Weekly seminar throughout the Winter session, involving faculty and graduate students in the Cognitive Psychology Program. Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing cognitive psychological research.
Note: *May be taken more than once for credit to a maximum of 9 units.*
Prerequisites: *Restricted to graduate students in the Cognitive Psychology Program or permission of the Program Coordinator.*
Grading: INP, COM, N, or F.

PSYC 581 Units: 1.5
Formerly: **half of 580**
Psychopathology: Childhood and Adolescence
Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis on disorders that emerge during childhood and adolescence. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.
Prerequisites: *Acceptance to clinical psychology graduate program.*

PSYC 582 Units: 1.5
Formerly: **half of 580**
Psychopathology: Adulthood
Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.
Prerequisites: *581 and acceptance to clinical psychology graduate program.*

PSYC 583 Units: 1.5
Formerly: **535C**
Professional and Ethical Issues in Clinical Psychology
Discussion of ethical standards for providers of psychological services and of registration requirements as required by BCPA, CPA, and APA. Presentations

by practising psychologists related to professional and interprofessional problems encountered in practice.

Prerequisites: Acceptance to the clinical psychology graduate program and permission of instructor. Enrollment may be limited.

PSYC 584 Units: 1.5

Formerly: 524A

Clinical Assessment: Intellectual Assessment

Introduction to intellectual assessment with practicum.

Prerequisites: Acceptance to clinical psychology graduate program.

Grading: INC, COM, N or F.

PSYC 585 Units: 1.5

Formerly: 524B

Clinical Assessment: Psychosocial Functioning

Introduction to theory and practice in the psychological assessment of social, emotional and personality functioning.

Prerequisites: Acceptance to clinical psychology graduate program.

Grading: INC, COM, N or F.

PSYC 586A Units: 1.5

Formerly: half of 586; 624B

Advanced Clinical Assessment

Advanced theory and professional issues in the psychological assessment of social, emotional and personality functioning.

Prerequisites: PSYC 585 and acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

Grading: INC, COM, N or F.

PSYC 586B Units: 1.5

Formerly: half of 586; 624B

Practice in Advanced Clinical Assessment

Supervised practice in the psychological assessment of social, emotional and personality functioning.

Prerequisites: PSYC 585 and acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

Pre- or corequisites: PSYC 586A.

Grading: INC, COM, N or F.

PSYC 587 Units: 1.5

Formerly: 550

Applied Behavioral Analysis

This course covers basic theory and principles of behavioral psychology. Principles of behavioral development and analysis, as drawn from the literature in the experimental analysis of behavior (basic research) will be related to the literature in Applied Behavior Analysis, including behavior modification. In some years, a practicum may be included.

PSYC 588 Units: 1.5

Formerly: half of 516

Child Psychotherapy

Introduction to different theoretical approaches to child psychotherapy and a discussion of techniques; supervised experience will be offered in subsequent sections.

Note: May be taken more than once for credit in different topics to a maximum of 4.5 units.

Prerequisites: Acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

PSYC 589 Units: 1.5

Formerly: 516

Adult Psychotherapy

Overview of theory, research, and practice in adult psychotherapy. Introduction to the major schools of psychotherapy and to the common factors present across forms of psychotherapy. Beginning therapy skills will be developed through role plays and experiential exercises. Supervised experience is offered in 590.

Prerequisites: Acceptance to clinical psychology graduate program.

PSYC 590 Units: 1.5

Adult Psychotherapy: Applied

An advanced psychotherapy course that builds upon the introductory therapy skills developed in 589. Includes didactic seminar and group case consultation.

Prerequisites: 589, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

Corequisites: 506A.

Grading: INP, COM, N or F.

PSYC 591 Units: 1.5

Formerly: PSYC 628

Special Topics in Clinical Psychology

Note: May be taken more than once for credit in different topics to a maximum of 6 units.

Prerequisites: Acceptance to clinical psychology graduate program.

PSYC 593 Units: 1.5

Family Interventions

Introduction to various theoretical approaches to family interventions. Specific techniques are explored through readings, discussions, assignments, and role plays.

Prerequisites: 589, acceptance to the doctoral program in clinical psychology and permission of instructor. Enrollment may be limited.

Grading: INP, COM, N or F.

PSYC 594 Units: 1.5

Special Topics in Clinical Intervention

Introduction to any one or more specialized therapeutic techniques for working with individuals in clinical settings.

Note: May be taken more than once for credit in different topics to a maximum of 6 units.

Prerequisites: Acceptance to clinical psychology graduate program.

PSYC 599 Units: 3.0-6.0

Thesis

Grading: INP, COM, N or F.

PSYC 602 Units: 1.0-6.0

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: 4.0

Advanced Clinical Practicum

Practicum in an approved clinical setting. 1 unit of credit is equivalent to approximately 100 hours.

Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.

Grading: INP, COM, N or F.

PSYC 604 Units: 1.5-6.0

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 3.0

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: 15.0

Clinical Internship

Full-year internship with 1600 to 2000 hours of supervised practical experience in settings approved by the committee on clinical training.

Prerequisites: Completion of clinical course sequence and approval by Committee on clinical training.

Grading: INP, COM, N or F.

PSYC 612 Units: 1.5-4.5

Advanced Research Practicum

Advanced practicum in research with an emphasis on coordination of a program of research in association with a faculty supervisor. Typically involves organization and training of research assistants, developing research protocols, management of research databases, statistical analysis, and preparation and submission of materials for publication as specified in a pro forma.

Note: May be taken more than once with different practicum content. The content must differ from but may be related to 699.

Prerequisites: Approval of the student's academic supervisor.

Grading: INP, COM, N, or F.

PSYC 699 Units: 3.0-15.0

PhD Dissertation

Grading: INP, COM, N or F.

SENG

Software Engineering

Software Engineering

Faculty of Engineering

SENG 512 Units: 1.5

Ergonomics

Accidents associated with "human error" often reflect the failure to recognize human factors in the design stage. Reviews sensory, motor, and cognitive performance characteristics and derives human engineering design criteria. Principles of displays, controls and ergonomics are discussed. Students are required to complete a project.

SENG 520 Units: 1.5

Software Evolution

Changes to software over long periods of time. Methods, techniques, and tools employed by software engineers when developing and maintaining evolving software. Reverse engineering, reengineering, and migration approaches which involve capturing, preserving, and extending knowledge about software, analyzing and understanding software, and finally changing, improving, and evolving software. Topics include static and dynamic source code analysis, software visualization, and program

transformation tools. Students are required to complete a project.

SENG 522 Units: 1.5
Software Architecture

Architectural design of complex software systems. Techniques for designing, evaluating and implementing software system structures, models and formal notations for characterizing and reasoning about 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

Basic concepts of distributed systems. Network architecture and internet routing. Message passing layers and remote procedure calls. Process migration. Distributed file systems and cache coherence. Server design for reliability, availability, and scalability. Internet security and electronic commerce. Students are required to complete a project.

SENG 565 Units: 1.5
Advanced Software Development

Techniques for the construction of complex, maintainable and reliable software at reasonable cost. This course provides the opportunity to gain software engineering experience in a controlled envi-

ronment. Methods for software specification and design are emphasized. Additional topics may include configuration management, testing, and software tools. Students are required to complete a project.

SENG 570 Units: 1.5
Management of Software Development

Non-functional requirements elicitation, configuration control, environments, product lines. Version control. Deployment. Time-to-market versus quality tradeoffs. Defect tracking. Students are required to complete a project.

SENG 572 Units: 1.5
Software Process

Software process design, modelling, implementation, management, assessment and improvement as well as other non-process factors that affect software quality. ISO 9001. SEI's CMM. Group projects involving industry-relevant software process definition and assessment. Individual study of the research literature. ROI (Return On Investment) analysis. Students are required to complete a project.

SENG 580 Units: 1.5
Topics in Software Engineering

Offered as SENG 580A, 580B, 580C, 580D

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

SOCI

Sociology
Department of Sociology
Faculty of Social Sciences

SOCI 501 Units: 1.5
Linear Models

Introduces linear statistical models and related methods with application to sociological research. Focuses on computer-assisted analysis of sociological data. This course is equivalent to and may be taught as SOCI 472.

Note: Not available to those having taken SOCI 472.

Prerequisites: SOCI 371B or permission of the instructor.

SOCI 503 Units: 1.5
Classical Sociological Theory

An in-depth examination of the original works of Marx, Weber and Durkheim, with a supplemental focus on key themes, predecessors, contemporaries and descendants of the canonical trio in the years up to the 1920s.

SOCI 504 Units: 1.5
Formerly: SOCI 500
Contemporary Social Theory

Surveys major perspectives in, and critical responses to, contemporary social theory, including such formulations as postmodernism, poststructuralism, post-Marxism, psychoanalysis, and feminism and such theorists as Bauman, Beck, Bourdieu, Fraser, Giddens, Habermas, Hooks and Wallerstein.

Note: Credit will be granted for only one of 504, 500.

SOCI 510 Units: 1.5
Quantitative Methods

This course aims to provide students with a clear understanding of ordinary least squares techniques. It also extends this knowledge to incorporate models which are commonly subsumed in the framework of the general linear model. It includes such topics as collinearity, outliers and influential data, non-linearity, heteroscedasticity, generalized least squares, log-linear and logistic models.

Prerequisites: 501 or its equivalent.

SOCI 511 Units: 1.5 Hours: 3-0
Research Design

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

SOCI 515 Units: 1.5
Qualitative Research Methods

Key issues and methods in the systematic study of the social world through qualitative sociological research. Examination of the relationship between analytical perspective and methodological decisions, methods of gathering data and analysis. Issues of language, representation, politics, social organization and participation.

Prerequisites: 374 or its equivalent.

SOCI 525 Units: 1.5
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 535 Units: 1.5
Political Sociology

Examines political behaviour, formal politics, non-conventional politics, the state and civil society in contemporary societies. The social bases for political support and contention, including the role of social class and other forms of social cleavage and solidarity, the dimensions and consequences of the distribution of power in contemporary societies, and the political role of various social groups are discussed.

SOCI 545 Units: 1.5
Sociology of Health

Theoretical and empirical approaches in the study of health in a global context. Topics vary from year to year.

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

SOCI 556 Units: 1.5
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 566 Units: 1.5
Social Movements

Studies the origins, strategies, ideologies and political implications of social movements in North America, Europe and beyond. Attention is given to ecology, feminist, gay/lesbian, anti-racist, and human rights movements, as well as to the formation of the New Right.

SOCI 585 Units: 1.5
Seminar on Aging

This course aims to provide students with an advanced understanding of social gerontology, including theories and substantive topics within the area. Social stratification theory and a political economy perspective are examples of the former. Caregiving, inter-generational relations, and health care policies are examples of the latter. Not offered every year. Specific topics will vary from year to year and to a certain extent will accommodate student interest.

Prerequisites: 385 or its equivalent.

SOCI 590 Units: 1.5**Directed Studies**

Note: May be repeated once for a total of 3 units.

SOCI 598 Units: 3.0**Extended Essay**

Prerequisites: Normally, a student is expected to have completed all course work prior to registration.

Grading: INP, COM, N or F.

SOCI 599 Units: 6.0**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.

SOCI 610 Units: 1.5**Selected Topics in Contemporary Sociology**

A seminar on topics shaped by the interests of students and instructor. Topics may include environmental sociology, racialization, mass media and social power, feminist theory, the sociology of disability.

SOCI 620 Units: 1.5**Selected Topics in Sociological Research Methods**

In-depth examination and/or comparison of specific research methods, such as survey research, critical discourse analysis, social network analysis, historical/comparative method, multilevel and longitudinal quantitative analysis, and institutional ethnography.

SOCI 690 Units: 1.5**Directed Studies**

Note: May be repeated once for a total of 3 units.

SOCI 699 Units: 21.0**PhD Dissertation**

Grading: INP, COM, N or F.

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

Formerly: **SOCW 502 and HSD 503**

Promoting Professional and Community Learning

This course explores factors which influence learning within the organization and the community and which empower learners, and lead to personal, professional and community growth and development. Learners will examine their perspectives on teaching and learning through reflection on their own and others' experiences, the literature and research.

Note: Credit will not be given for both 500 and 502/HSD 503.

SOCW 501 Units: 1.5

Formerly: **HSD 541**

Debates, Ideas and Discourses in Social Work

This course will examine and critique current debates and discourses relating to social work knowledge and practice.

Note: Credit will not be given for both 501 and HSD 541.

Prerequisites: Registration for the MSW degree, or permission of the social work graduate adviser.

SOCW 503 Units: 1.5

Formerly: **HSD 505**

The Social Construction of Health, Illness, and Aging

This course explores topics relevant to health, illness and aging. The role of social work in health care systems, policy concerns regarding the socio-economic impacts of aging populations and the social determinants of health will be examined. The course considers the relationships between health status and work, family relationships, housing and the consequences of inequality on health throughout the life span.

Notes: - Credit will not be given for both 503 and HSD 505.

- Offered as resources permit.

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 in consultation with the instructor.

Note: Offered as resources permit.

SOCW 506 Units: 3.0**MSW Practicum**

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSW practicum.

The practicum contract and method of evaluation must be approved by the instructor and graduate adviser prior to registration.

Note: Pro Forma required.

Prerequisites: Students must have completed 6 units of coursework, including 501, before registering.

Grading: INP, COM, N, F.

SOCW 510 Units: 1.5

Also: **SPP 510**

Policy Context of Practice

This course reviews and analyzes a number of explanations of the policy making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course analyzes the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.

Note: Credit will not be given for both 510 and SPP 510, or to students with credit in HSD 510.

SOCW 512 Units: 1.5**Knowledge and Inquiry**

This course takes as its starting point the idea that responsible and effective professional and scholarly practice begins with a critical examination of how relations of power shape knowledge production. Underpinning the course readings and class discussions is a key question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?

Note: Credit will not be given for both 512 and SPP 502, or to students with credit in HSD 502.

SOCW 516 Units: 1.5

Also: **SPP 516**

Research Methodologies

This course critically reviews a wide range of research methodologies commonly practised in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.

Note: Credit will not be given for both 516 and SPP 516, or to students with credit in HSD 516.

SOCW 518 Units: 1.5**Making Other/Making Self: Race and the Production of Knowledge**

This course will explore the ways in which knowledge production is racialized and the ways in which we might resist such constructions in our own practices. Underpinning the course is the question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?

Note: Offered as resources permit.

SOCW 560 Units: 1.5

Also: **SPP 560**

Communities, Politics and Social Change

This course engages students in drawing out the possibilities for social change in multiple settings. It draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses. This course is open to students enrolled in the graduate programs offered by SPP and by the Schools of Social Work, Nursing, and Child and Youth Care who have completed SPP 510 or SOCW 510 and one other SPP or SOCW required course.

Note: Credit will not be given for both 560 and SPP 560, or to students with credit in HSD 510.

SOCW 580 Units: 1.5 or 3.0**Special Topics in Social Work and Social Welfare**

This is a variable content course that will deal with special issues in social welfare and approaches to social work practice. May be taken more than once for credit with different course content.

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 with different course content.

- Pro Forma required.

SOCW 596 Units: 3.0
Team Graduating Research Project/Report
 Students working under social work faculty supervision complete a research project. This can include undertaking a research project for a social agency. Maximum size of team is 3 students.

Prerequisites: Students must have completed 6 units of coursework, including 516, before registering.
Grading: INC, COM, N or F.

SOCW 598 Units: 3.0
Individual Graduating Research Project/Report
 Students working under social work faculty supervision complete a research project. This can include undertaking a research project for a social agency.

Prerequisites: Students must have completed 6 units of coursework, including 516, before registering.
Grading: INP, COM, N or F.

SOCW 599 Units: 6.0
 Formerly: HSD 599
Thesis
 The thesis will entail specialized research on a topic area chosen in consultation with the student's supervisory committee.

Prerequisites: Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.

Grading: INP, COM, N or F.

SPAN

Spanish
Department of Hispanic and Italian Studies
Faculty of Humanities

SPAN 500 Units: 1.5 Hours: 3-0
Introduction to Bibliography and Methods of Research

SPAN 502 Units: 1.5 Hours: 3-0
Core Reading List Course I
Grading: INP, COM, N or F.

SPAN 503 Units: 1.5 Hours: 3-0
 Also: ITAL 503
Core Reading List Course II
Grading: INP, COM, N or F.

SPAN 505 Units: 1.5 Hours: 3-0
 Also: ITAL 505
Medieval Literature

SPAN 507 Units: 1.5 Hours: 3-0
 Also: ITAL 507
Renaissance and Baroque Literature

SPAN 509 Units: 1.5 Hours: 3-0
Peninsular Literature in the 19th Century

SPAN 511 Units: 1.5 Hours: 3-0
Peninsular Literature from the 20th Century to the Present

SPAN 515 Units: 1.5 Hours: 3-0
Colonial Latin American Literature

SPAN 517 Units: 1.5 Hours: 3-0
Latin American Literature of the 19th Century

SPAN 519 Units: 1.5 Hours: 3-0
Latin American Literature from the 20th Century to the Present

SPAN 590 Units: 1.5 or 3.0 Hours: 3-0
 Also: ITAL 590
Directed Studies

SPAN 598 Units: 3.0 Hours: 3-0
Master's Essay
Grading: INP, COM, N or F.

SPAN 599 Units: 6.0 Hours: 3-0
MA Thesis/Oral
Grading: INP, COM, N or F.

SPP

Studies in Policy and Practice
Faculty of Human and Social Development

SPP 501 Units: 1.5
Organizational Context of Practice

This course presents the conceptual and theoretical foundations for understanding the organization of professional work, organizational change, and the organization of ethical practice. Students will reflect on their own work experiences to develop a critical methodological approach to the investigation of organizational practices, e.g. document-based management, intra-organizational relations, and fiscal accountability.

Note: Not open to students with credit in HSD 501.

SPP 510 Units: 1.5
 Also: SOCW 510
Policy Context of Practice

This course reviews and analyzes a number of explanations of the policy-making process. It examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. The course analyses the policy/practice interface and uses substantive policy domains to illustrate how policy both enhances and constrains practice and how practice in turn can influence policy. Students are encouraged to develop their own understandings of the contributions of practice to policy.

Note: Not open to students registered in or with credit in HSD 510 or SOCW 510.

SPP 516 Units: 1.5
 Also: SOCW 516
Research Methodologies

This course critically reviews a wide range of research methodologies commonly practised in the human services. The course considers the kinds of opportunities and challenges presented by each methodology. The course emphasizes the link between the development of a research question and the selection of methodological approaches.

Note: Not open to students registered in or with credit in HSD 516 or SOCW 516.

SPP 519 Units: 1.5
Theory For Policy and Practice

This course focuses on theory and the construction of knowledge. Course readings examine the act of theorizing and consider the ways that practice can inform theory, and vice versa, as well as assumptions underlying the creation of knowledge. Assignments support students to become more familiar with engaging theory.

Note: Not open to students with credit in HSD 519.

SPP 520 Units: 1.5
Advanced Methodology Seminar

This course offers an in-depth look at a particular research methodology. Issues covered include methodological links to theory, policy, practice and praxis. Seminar content varies depending on faculty and student interest.

SPP 521 Units: 1.5
The Practice of Action-Oriented Human Service Research

This course provides students with an opportunity to examine the purposes, context, procedures, and relationships within action-oriented methodologies, such as comparative policy analysis, program evaluation, participatory action research, and community-based research. The feasibility, rationale, and implications of researching a problem related to the students' interests are explored, as are relevant data collection and analytical procedures. Emphasis in the course is placed on experiential learning.

Note: Not open to students with credit in HSD 517 or SPP 517.

Prerequisites: SPP 516 or permission of the instructor.

SPP 530 Units: 1.5
Advanced Policy and Practice Seminar

This course offers an in-depth theoretical and/or empirical look at a particular issue, topic or set of questions in relation to policy and practice. Links to methodology and praxis are also examined. Seminar content varies depending on faculty and student interest.

SPP 550 Units: Not for credit
Advanced Thesis Seminar

This seminar focuses on in-depth and intensive methodological, analytical, and/or theoretical aspects of research for the thesis. Content varies from year to year depending on students' interests and needs.

Note: This is a required full-year seminar for students who are post-thesis proposal.

Prerequisites: Students must have completed their thesis proposal.

Grading: INP, COM, N or F.

SPP 560 Units: 1.5
 Also: SOCW 560
Communities, Politics and Social Change

This course engages students in drawing out the possibilities for social change in multiple settings. It draws upon student interests and experiences in exploring the implications raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses.

Note: Not open to students registered in or with credit in HSD 510 or SOCW 560.

Prerequisites: SPP 510 and one other SPP course

SPP 580 Units: 1.5 or 3.0
Special Topics in Studies in Policy and Practice

This is a variable content course which will focus on the policy, practice and/or research interests of faculty and students in the SPP Program.

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

SPP 590 Units: 1.5 or 3.0
Directed Studies

Individual studies under the direct supervision of one or more faculty members. The content, credit value, and method of evaluation must be approved by the instructor and the graduate adviser prior to registering in this course.

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

- Pro Forma required.

SPP 599 Units: 6.0
Thesis

The thesis will entail specialized research on a topic area chosen in consultation with the student's supervisory committee.

Grading: INP, COM, N or F.

SPP 699 Units: **Variable**
Dissertation

STAT

Statistics

Department of Mathematics and Statistics
Faculty of Science

STAT 552 Units: **1.5**
Applied Stochastic Models

STAT 553 Units: **1.5**
Multivariate Analysis

STAT 554 Units: **1.5**
Time Series Analysis

STAT 556 Units: **1.5**
Topics in Statistics
Note: *May be taken more than once for credit in different topics with permission of the Chair of the department.*

STAT 557 Units: **1.5**
Sampling Techniques

STAT 558 Units: **1.5**
Design and Analysis of Experiments

STAT 559 Units: **1.5**
Survival Analysis

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 568 Units: **1.5**
Generalized Linear Models

STAT 589 Units: **1.5**
Statistics Seminar
Note: *May be taken more than once for credit with permission of Chair of the department.*

STAT 598 Units: **3.0**
Master's Project
Grading: *INP, COM, N or F.*

STAT 599 Units: **6.0**
Master's Thesis
Grading: *INP, COM, N or F.*

THEA

Theatre

Department of Theatre
Faculty of Fine Arts

THEA 500 Units: **1.5 or 3.0**
Methods and Materials of Theatre Research

THEA 501 Units: **1.5 or 3.0**
Seminar in History and Criticism of Tragedy

THEA 502 Units: **1.5 or 3.0**
Seminar in History and Criticism of Comedy

THEA 503 Units: **1.5 or 3.0**
Seminar in European Theatre History

THEA 504 Units: **1.5 or 3.0**
Seminar in North American Theatre History

THEA 505 Units: **1.5 or 3.0**
Seminar in Theatrical Styles

THEA 508 Units: **1.5 or 3.0**
Scene Design

THEA 509 Units: **1.5 or 3.0**
Lighting Design

THEA 510 Units: **1.5 or 3.0**
Costume Design

THEA 511 Units: **1.5 or 3.0**
Production

THEA 512 Units: **1.5 or 3.0**
Directing

THEA 513 Units: **1.5 or 3.0**
Seminar in Theatre Aesthetics

THEA 514 Units: **1.5 or 3.0**
Seminar in Design

THEA 515 Units: **1.5 or 3.0**
Seminar in Directing

THEA 516 Units: **1.5 or 3.0**
Seminar in Theatre History

THEA 520 Units: **1.5 or 3.0**
Advanced Problems in Scene Design

THEA 521 Units: **1.5 or 3.0**
Advanced Problems in Lighting Design

THEA 522 Units: **1.5 or 3.0**
Advanced Problems in Costume Design

THEA 523 Units: **1.5 or 3.0**
Advanced Problems in Directing

THEA 524 Units: **6.0**
MFA Practicum
Grading: *INP, COM, N or F.*

THEA 590 Units: **1.5 or 3.0**
Directed Studies

THEA 598 Units: **4.5**
MA Essay
Grading: *INP, COM, N or F.*

THEA 599 Units: **6.0**
MA Thesis
Grading: *INP, COM, N or F.*

THEA 690 Units: **1.5-6.0**
Directed Studies
Note: *May be taken more than once for credit at the discretion of the department.*
Prerequisites: *Permission of the department.*

THEA 695 Units: **0**
Comprehensive Examination
Grading: *INP, COM, N or F.*

THEA 697 Units: **0**
Dissertation Proposal/Candidacy Exam
Grading: *INP, COM, N or F.*

THEA 699 Units: **30.0**
Dissertation
Prerequisites: *Permission of the department.*
Grading: *INP, COM, N or F.*

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The University of Victoria



Generic Goals of a University Education

Higher Learning

Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

Habits of Thought

Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, ethical awareness and wise judgement in human affairs.

Discovery and Creativity

Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

Forms of Communication

Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

Extended Learning

Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfillment.

Historical Outline

The University of Victoria came into being on July 1, 1963, but it had enjoyed a prior tradition as Victoria College of sixty years distinguished teaching at the university level. This sixty years of history may be viewed conveniently in three distinct stages.

Between the years 1903 and 1915, Victoria College was affiliated with McGill University, offering first- and second-year McGill courses in Arts and Science. Administered locally by the Victoria School Board, the College was an adjunct to Victoria High School and shared its facilities. Both institutions were under the direction of a single Principal: E.B. Paul, 1903-1908; and S.J. Willis, 1908-1915. The opening in 1915 of the University of British Columbia, established by Act of Legislature in 1908, obliged the College to suspend operations in higher education in Victoria.

In 1920, as a result of local demands, Victoria College began the second stage of its development, reborn in affiliation with the University of British Columbia. Though still administered by the Victoria School Board, the College was now completely separated from Victoria High School, moving in 1921 into the magnificent Dunsmuir mansion known as Craigdarroch. Here, under Principals E.B. Paul and P.H. Elliott, Victoria College built a reputation over the next two decades for thorough and scholarly instruction in first- and second-year Arts and Science.

The final stage, between the years 1945 and 1963, saw the transition from two year college to university, under Principals J.M. Ewing and W.H. Hickman. During this period, the College was governed by the Victoria College Council, representative of the parent University of British Columbia, the Greater Victoria School Board, and the provincial Department of Education. Physical changes were many. In 1946 the College was forced by postwar enrollment to move from Craigdarroch to the Lansdowne campus of the Provincial Normal School. The Normal School, itself an institution with a long and honourable history, joined Victoria College in 1956 as its Faculty of Education. Late in this transitional period (through the co-operation of the Department of National Defence and the Hudson's Bay Company) the 284 (now 385) acre campus at Gordon Head was acquired. Academic expansion was rapid after 1956, until in 1961 the College, still in affiliation with UBC awarded its first bachelor's degrees.

In granting autonomy to the University of Victoria, the *University Act* of 1963 vested administrative authority in a Chancellor elected by the Convocation of the University, a Board of Governors, and a President appointed by the Board; academic authority was given to a Senate which was representative both of the Faculties and of the Convocation.

The historical traditions of the University are reflected in the Arms of the University, its academic regalia and its house flag. The BA hood is of solid red, a colour that recalls the early affiliation with McGill. The BSc hood, of gold, and the BEd hood, of blue, show the colours of the University of British Columbia. Blue and gold have been retained as the official colours of the University of Victoria. The motto at the top of the Arms of the University, in Hebrew characters, is "Let there be Light"; the motto at the bottom, in Latin, is "A Multitude of the Wise is the Health of the World."

Principal Officers and Governing Bodies

Chancellor

Ronald Lou-Poy, QC, BComm, LLB, Hon LLD

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

Ms. Gayle Gorrill, BBA, CA, CBV

Vice-President, External Relations

Valerie Kuehne, BScN, MEd, MA, PhD

Board of Governors

Ex Officio Members

Chancellor Ronald Lou-Poy, QC, BComm, LLB, hon LLD

President David H. Turpin, BSc, PhD, FRSC

Members Appointed by the Lieutenant Governor in Council

Trudi Brown, QC, BA, LLB

Peter Ciceri, BA

Eric Donald, BA

John Evans, BCom

Murray Farmer, BA

Gail Flitton, BA

Robert Giroux, BA, MA, Hon LLD

Jane Peverett, BCom, CMA, MBA

Members Elected by the Faculty Members

Peter Driessen, BSc, PhD

Peter Liddell, MA, PhD

Members Elected by the Student Association

James Biggar, BA

Penny Beames

Members Elected by the Employees

Sarah Webb

Secretary

Julia Eastman, BA, MA, PhD, University Secretary

Senate

Ex Officio Members

Oscar Casiro, MD, Head, Division of Medical Sciences

Jamie L. Cassels, BA, LLB, LLM, Vice-President Academic and Provost

Ali Dastmalchian, BSc, MSc, PhD, Dean, Faculty of Business

Mary Ellen Purkis, BSN, MSc, PhD, Faculty of Human and Social Development

Aaron Devor, BA, MA, PhD, Dean, Faculty of Graduate Studies

Ted Riecken, BA, MEd, PhD, Dean, Faculty of Education

Giles W. Hogg, BA, MA, PhD, Dean, Faculty of Fine Arts

Peter Keller, BA, MA, PhD, Dean, Faculty of Social Sciences

Wesley Koczka, BA, BEd, MA, EdD, Dean, Division of Continuing Studies

Ronald Lou-Poy, QC, BComm, LLB, Hon LLD, Chancellor

D. Michael Miller, BSc, MSc, PhD, Dean, Faculty of Engineering

Tom Pedersen, BSc, PhD, Dean, Faculty of Science

Andrew Petter, LLB, LLM, Dean, Faculty of Law
 Andrew A. Rippin, BA, MA, PhD, Dean, Faculty of Humanities
 Margaret C. Swanson, BA, BLS, University Librarian
 S. Martin Taylor, BA, MA, PhD, Vice-President, Research
 David H. Turpin, BSc, PhD, FRSC, President (Chair)

Members Elected by the Individual Faculties

Business

Anthony Goerzen, BA, PhD
 Brock Smith, BCom, PhD

Education

Robert Anthony, BA, MA, PhD
 Leslee Francis Pelton, BSc, MA, PhD

Engineering

Afzal Suleman, BSc, MSc, PhD
 Faye Gebali, BSc, PhD

Fine Arts

Jan Wood, BFA
 Susan Lewis, BA, BMus, MM, MFA, PhD

Graduate Studies

John Dower, BSc, PhD
 Anne Marshall, BA, MA, PhD

Human and Social Development

Sibylle Artz, BA, MA, PhD
 Jeannine Moreau, BSN, MN

Humanities

Annalee Lepp, BA, MA, PhD
 Tim Haskett, 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

Kenneth Stewart, BA, MA, MSc, PhD
 Ronald Skelton, BSc, MA, PhD

Members Elected by the Faculty Members

Ted Darcie, BSc, MAsC, PhD
 Ellen Chapco, BA, PhD
 Lynda Gammon, BA, MFA
 Peter Driessen, BSc, PhD
 Reginald Mitchell, BA, MA, PhD, FCIC
 Patricia Kostek, BSc, MMus
 Peter Murphy, BA, BEd, MEd, PhD
 Olaf Niemann, BSc, MSc, PhD
 Peter Stephenson, BA, MA, PhD
 Gordon Fulton, BA, MA, PhD
 Evelyn Cobley, BA, MA, PhD
 Micaela Serra, BSc, MSc, PhD

Members Elected by the Student Association

Full-time Students (Terms expire June 30, 2008)

Cory Bargaen
 Naomi Devine
 Michael Franzmann
 Stuart Hill
 Gordon Hunter
 Jonny Morris
 Richard Park
 Deborah Schwartz
 Roselynn Verwood

Members Elected by the Convocation (Terms expire December 31, 2008)

Cheryl Borris, BMus, MA

Betty Clazie, BEd, MA

Larry Cross, BEd

Andrew MacPherson, BSc, MD

Members Elected by the Professional Librarians

Inbarani Kehoe, BA, MLS

Long Service Sessional

Sumil Kaplash, BA, MA, MBA

Secretary

Julia Eastman, BA, MA, PhD, University Secretary

FOUNDATION FOR THE UNIVERSITY OF VICTORIA

Members of the Board

Andre Rachert, BA, MA, LLB (Chair)
 Gail Flitton, BA
 Gayle Gorill, BBA, CA, CBV
 Michael Marley
 John van Cuylenborg, BA, LLB

Officers

President: David H. Turpin, BSc, PhD, FRSC
 Treasurer: Kristi Simpson, BA, CA

Secretary

Julia Eastman, BA, MA, PhD

UNIVERSITY OF VICTORIA FOUNDATION

Members of the Board

Susan Mehinagic, CA, LLB (Chair)
 Lana Denoni
 Gayle Gorill, BBA, CA, CBV (ex officio)
 Lisa Hill
 A. Wayne Hopkins, BComm, MBA, PhD, FCA
 Valerie Kuehne, BScn, MEd, MA, PhD
 President David H. Turpin, BSc, PhD, FRSC (ex officio)
 John van Cuylenborg, BA, LLB (Vice Chair)
 Anne Wortmann

Officers

President: Shannon von Kaldenberg
 Treasurer: Kristi Simpson, BA, CA

Secretary

Julia Eastman, BA, MA, PhD

Faculty and Staff Emeritus and Honorary Degree Recipients

Chancellors Emeritus

William Gibson, BA, MSc, MD, DPhil, LLD, FRCP
 Ian McTaggart-Cowan, OC, BA, PhD, LLD, DEnvSt, DSc, FRSC
 Norma Mickelson, CM, OBC, BEd, MA, PhD
 The Honourable Robert Rogers, OC, KStJ, CD, OBC, Hon LLD (S Fraser),
 Hon DScM (RRMC), Hon LLD (UVic), Hon LLD, (Brit Col)

Presidents Emeritus

Howard E. Petch, BSc, MSc, PhD, DSc, LLD, FRSC
 David Strong, BSc, MSc, PhD, FRSC

Faculty, Senior Instructors and Librarians Emeritus 2006-2007

Angelika F. Arend, Staatsexamen (Ko), MA (Car), DPhil (Oxon)
 J. Thomas Buckley, BSc, PhD (McGill)
 Donald G. Casswell, BSc, LLB (York), LLM (Tor), of the Bar of Ontario
 Anthony S. G. Edwards, BA (Rdg), MA (McM), PhD (London), FSA
 Roy Ferguson, BA, PhD (Alta)
 Lucia M. Gamroth, BSc (Mt Angel Coll), BSN (St Louis), MS (Oregon
 Health Sci U), MPA (Portland St), PhD (Oregon Health Sci U)
 Thomas E. Hukari, BA (Ore), MA, PhD (Wash), FRSC

Joseph F. Kess, BSc (Georgetown), MA, PhD (Hawaii), FRSC
 Claire McKenzie, BA, MA (U of Vic)
 Peter J. Murphy, BA (Winn), BEd, MEd (Man), PhD (Alta)
 Verner H. Paetkau, BSc (Alberta), MSc, PhD (Wisconsin)
 Charles E. Picciotto, BSc, MSc, PhD (California)
 Gordon S. Shrimpton, BA, MA (Brit Col), PhD (Stan)
 Stephen Stobart, BSc, PhD (Nott)
 S. Anthony Welch, BA (Swarth), MA, PhD (Harv)
 Trevor Williams, BA, MA (Manc), PhD (Wales)
 William M. Zuk, BEd, MA, MEd (Alta), PhD (Ore)

Honorary Degree Recipients 2006

Carty, Arthur, DSc, November 2006
 Claxton, Earl Sr., LLD, November 2006
 Husband, Vicky, LLD, June 2006
 Iglaue, Edith, LLD, November 2006
 Lane, Barbara, LLD, June 2006
 Perinbam, Lewis, LLD, June 2006
 Piper, Martha, LLD, June 2006
 Tippet, Maria, LLD, November 2006
 Vickers, Arthur Freeman, DFA, June 2006
 Williston, Ray, LLD, June 2006

University Regalia

Chancellor

Gown purple corded silk, trimmed with purple velvet and gold braid

Headdress Tudor style in purple velvet with gold cord trim

President

Gown royal blue corded silk, trimmed with blue velvet and gold braid

Headdress Tudor style in blue velvet with gold cord trim

Chancellor Emeritus

Gown purple corded silk, with gold velvet panels and trimmed with purple velvet strips edged with gold piping

Headdress Tudor style in purple velvet with gold cord trim

President Emeritus

Gown royal blue corded silk, with gold velvet panels and trimmed with blue velvet strips edged with red piping

Headdress Tudor style in blue velvet with gold cord trim

Board of Governors

Chair

Gown traditional (Canadian) bachelor's style in black wool blend with front facings and sleeve linings in gold silk

Headdress Black cloth mortarboard with black silk tassel or Tudor style in black velvet with gold cord

Member

Headdress and gown as above, but with front facings in black

Honorary Doctorate of Laws (Hon LLD)

Gown Cambridge (Doctor of Music) pattern, scarlet wool broadcloth, trimmed with blue-purple silk taffeta

Hood Aberdeen pattern, outside shell of scarlet wool broadcloth, lined with blue-purple silk taffeta

Headdress Tudor style in black velvet with red cord trim

Honorary Doctorate

Gown Cambridge (Doctor of Music) pattern, scarlet wool, front facings and sleeve lining of black silk taffeta

Hood

Aberdeen pattern, outside shell of black wool, lined with silk taffeta in a solid colour with a one inch band of black velvet on the outside edge

- HonDLitt: white
- HonDMus: pink
- HonDEd: blue
- HonDSc: gold
- HonDEng: orange
- HonDSN: apricot
- HonDFA: green

Headdress

Tudor style in black velvet with red cord trim

Bachelors

Gown

traditional (Canadian) bachelor's style, in black

Hood

Aberdeen pattern (BA, BSc, and BEd, without neckband and finished with two cord rosettes; all others with mitred neckpiece), outside shell of silk taffeta in a solid colour, lined with identical material. Faculty colours are as follows:

- BA: scarlet
- BFA: green
- BCom: burgundy
- BMus: pink
- BSc: gold
- BSN: apricot
- BEd: blue
- BSW: citron
- BEng: orange
- BSEng: pale yellow
- LLB: blue-purple

Headdress

standard black cloth mortarboard with black silk tassel

Masters

Gown

traditional (Canadian) Master's style in black.

Hood

similar in design and colour to the respective bachelor's hoods, but with mitred neckpiece and a narrow band of black velvet one inch from edge of hood on the outside only. Others are:

- MASc: orange MPA: russet

Headdress

standard black cloth mortarboard with black silk tassel

Doctors

Gown

Cambridge style, black silk, front facings and sleeve linings of scarlet silk

Hood

Oxford Doctor's Burgon shape, shell of scarlet silk, lined with blue silk, border of gold silk

Headdress

black velvet mortarboard with red tassel fastened on left side

NOTE: On ceremonial occasions, participants without degrees wear the standard black undergraduate cap and gown as described above for bachelors.

Statistics

ENROLLMENTS

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

	2005/06	2006/07
Faculty of Business		
Second Year	10	7
Third Year	169	209
Fourth Year	228	234
Unclassified as to year	5	11
Total in Faculty	412	461
Faculty of Education		
Second Year	34	45
Third Year	166	165
Fourth Year	185	191
Fifth Year	291	266
Sixth Year	2	2
Unclassified	4	2
Total in Faculty	682	671
Faculty of Engineering		
First Year	248	216
Second Year	256	229
Third Year	353	387
Fourth Year	315	315
Unclassified	34	1
Total in Faculty	1,206	1,148
Faculty of Fine Arts		
First Year	227	232
Second Year	225	227
Third Year	201	208
Fourth Year	194	206
Unclassified	8	9
Total in Faculty	855	882
Faculty of Human and Social Development		
First Year	7	12
Second Year	30	36
Third Year	261	235
Fourth Year	289	332
Unclassified	0	0
Total in Faculty	587	615
Faculty of Humanities		
First Year	467	487
Second Year	466	460
Third Year	431	422
Fourth Year	373	380
Unclassified	29	17
Total in Faculty	1,766	1,766
Faculty of Law		
First Year	105	107
Second Year	108	109
Third Year	114	108
Unclassified	9	7
Total in Faculty	336	331
Faculty of Science		
First Year	486	538
Second Year	511	497
Third Year	437	476
Fourth Year	440	488
Unclassified	15	16
Total in Faculty	1,889	2,015

Faculty of Social Sciences

First Year	750	840
Second Year	802	826
Third Year	775	771
Fourth Year	643	626
Unclassified	30	26
Total in Faculty	3,000	3,089

Division of Medical Sciences

Unclassified	48	68
Total in Division	48	68

Total full-time undergraduates 10,781 11,046

Total part-time undergraduates 5,726 5,915

Total undergraduates 16,507 16,961

Faculty of Graduate Studies

Full-time	2003	2150
Part-time	420	364
Total in Faculty	2,423	2,514

University Total 18,930 19,475

FULL-TIME UNDERGRADUATE AND GRADUATE STUDENTS OF NON-BC ORIGIN

	2005/06	2006/07
Alberta	884	1,023
Manitoba	82	88
New Brunswick	37	44
Newfoundland	27	23
Northwest Territories	25	19
Nova Scotia	78	90
Ontario	838	840
Prince Edward Island	7	9
Quebec	115	113
Saskatchewan	105	122
Yukon	2	2
Other Countries	1,085	1,098
Total	3,285	3,471

DEGREES CONFERRED IN 2005/2006

BA	1,333	BCom	168
BEd	223	BEng	136
BFA	97	BMus	39
BSc	728	BSENG	1
BSN	324	BSW	126
LLB	110		

Total Undergraduate Degrees: 3,285

LLM	6	MASc	38
MA	159	MEd	134
MBA	42	MFA	9
MEng	3	MN	15
MMus	6	MSc	90
MPA	38	PhD	67
MSW	2		

Total Graduate Degrees: 609

DEGREES GRANTED AT THE COLLEGES 2006

Aurora College

BSN 16

Source: University of Victoria Registration Statistics as of November 1, 2006



Key Contacts at UVic

EXECUTIVE AND

ADMINISTRATIVE OFFICERS

	Fax	Phone
President:		
Dr. David H. Turpin .....	.721-8654	721-7002
Chancellor:		
Dr. Ronald Lou-Poy .....	.721-6223	721-8101
Chair, Board of Governors:		
Ms. Trudi Brown .....	.721-6223	721-8101
University Secretary and Secretary, Board of Governors and Senate:		
Dr. Julia Eastman .....	.721-6223	721-8101
Vice-President Academic and Provost:		
Prof. Jamie Cassels .....	.721-7216	721-7010
Vice-President Finance and Operations:		
Ms. Gayle Gorrill .....	.721-6677	721-7018
Vice-President Research:		
Dr. S. Martin Taylor .....	.472-5477	721-7973
Vice-President External Relations:		
Dr. Valerie Kuehne .....	.472-5477	472-5474
Associate Vice-President Academic and Student Affairs:		
Dr. Jim Anglin .....	.721-7216	721-6421
Associate Vice-President Academic Planning:		
Dr. Catherine Mateer .....	.721-7216	721-7012
Associate Vice-President Legal Affairs:		
Prof. Mary Anne Waldron .....	.721-7216	472-4611
Associate Vice-President Research:		
Dr. Richard Keeler .....	.721-8960	721-7971
Registrar and Executive Director of Student Enrolment:		
Ms. Lynda Wallace-Hulecki .....	.721-6225	472-4602
Director, Equity:		
Ms. Linda Sproule-Jones .....	.721-8570	721-8486
Director, Human Rights:		
Ms. Cindy Player .....	.472-4114	721-8488
Office of Indigenous Affairs:		
Director, Fran Hunt-Jinnouchi .....	.472-4952	721-6326
Acting Dean of Continuing Studies:		
Ms. Joy Davis .....	.472-4358	721-8456
University Librarian:		
Ms. Margaret Swanson .....	.721-8215	721-8211

ACADEMIC ADVISING

	Fax	Phone
Humanities, Science and Social Sciences Advising Centre: Dr. Timothy S. Haskett, Director ..	.472-5145	721-7567
Faculty of Business .....	.721-7066	472-4728
Faculty of Education Advising Centre .....	.721-7767	721-7877
Continuing Studies in Education:		
Roger Howden, Director .....	.721-6603	721-6192
Faculty of Engineering:		
BEng Programs .....	.472-5323	721-8678
BSENG Program		721-6023
CSc Advising: Jane Guy		472-5757
Fine Arts Advising Centre: Mrs. Anne Heintz .....	.721-7748	472-5165
Graduate Advising: Refer to particular academic department		
Faculty of Law:		
Ms. Janet Person, Undergraduate Admissions Officer .....	.721-6390	721-8151
Ms. Claire Abbott, Undergraduate Special Projects Coordinator .....	.721-6390	721-8166
Graduate Advising Director .....	.721-8146	721-8913
Nursing: Ms. Joan Gillie .....	.721-6231	721-7961

UNIVERSITY SERVICES

	Fax	Phone
Accounting Services:		
Mr. Murray Griffith, Executive Director .....	.721-6221	721-7029
Alumni Services:		
Mr. Don Jones, Director .....	.721-6265	721-6000
University Archivist:		
Ms. Jane Turner .....	.721-8215	721-8258
Athletics and Recreation:		
Mr. Clint Hamilton, Director .....	.721-8956	721-8409
Bookstore:		
Mr. Jim Forbes, Director .....	.721-8553	721-8310
Career Services:		
Ms. Jennifer Margison, Manager .....	.721-6220	721-8421
Child Care Services:		
Mr. Jack Lalonde, Manager .....	.721-6591	721-6656
Computer Help Desk:		
Ms. Moira Glen, Supervisor .....	.721-8778	721-7687
Computer Store:		
Mr. Kevin Burns, Supervisor .....	.721-8124	721-8321
Computing and Systems Services:		
Mr. J. Morven Wilson, Chief Information Officer ....	.721-8778	721-7646
Computing Instructional Technology and E-Learning Services: Mr. Michael Keating .....	.721-6598	721-7671
Continuing Studies .....	.721-8774	472-4747
Continuing Studies Online Help Desk		721-8476
Co-operative Education Programs:		
Dr. Elizabeth Grove-White, Executive Director .....	.721-8996	721-8811
Counselling Services:		
Dr. Joseph A. Parsons, Manager .....	.472-4443	721-8341
Development:		
Ms. Birgit Castledine, Director .....	.721-8961	721-8755
Distance Education Services .....	.721-8774	721-8454
Facilities Management:		
Mr. Gerald A. Robson, Executive Director .....	.721-8999	721-7592
Family Centre:		
Prof. Barbara Whittington, Faculty Coordinator ....	.472-4669	472-4062
Graduate Admissions and Records:		
Ms. Angela Katahan, Director .....	.721-6225	721-7975
Graduate Students' Society .....	.721-6137	472-4543
Health Services:		
Dr. William H. Dyson, Director .....	.721-6224	721-8492
Housing, Food and Conference Services:		
Mr. Gavin Quiney, Director .....	.721-8930	721-8395
Human Resources:		
Mr. Peter Sanderson, Associate Vice-President .....	.721-8094	721-8031
Innovation and Development Corporation:		
Dr. Tim Walzak, President and CEO .....	.721-6497	721-6500
Institutional Planning and Analysis:		
Mr. Tony Eder, Director .....	.721-7213	721-8027
Interfaith Chaplains Services .....	.472-4443	721-8338
Internal Audit:		
Mr. Andrew Cartwright, Director .....	.721-8985	721-7039
International Affairs Office:		
Dr. Jim Anglin, Director .....	.721-6542	472-4644
International and Exchange Student Services:		
Mr. Pierre Laliberté, Manager .....	.472-5440	721-6361
Language Centre:		
Mr. Scott Gerrity, Coordinator .....	.721-8778	721-8294
Learning and Teaching Centre:		
Dr. Geraldine Van Gyn, Interim Director .....	.721-6494	721-8571
Libraries:		
Ms. Margaret Swanson .....	.721-8215	721-8211
Maltwood Art Museum and Gallery:		
Prof. Martin Segger, Director .....	.721-8997	721-8298
Network Services:		
Mr. Ken Howard .....	.721-8778	721-7659
Occupational Health, Safety & Environment Department: Mr. Richard Piskor, Director .....	.721-6359	721-8971
Purchasing Services:		
Mr. Ken S. Babich, Manager .....	.721-8327	721-8326
Security Services: Director .....	.721-6627	721-6107
Services for Students with Disabilities:		
Ms. Laurie Keenan, Coordinator .....	.472-4443	472-4947

Student and Ancillary Services:		
Mr. David C. Clode, Executive Director	721-6610	721-8024
Student Awards and Financial Aid:		
Ms. Lori Nolt, Director	721-8757	721-8424
Student Recruitment:		
Mr. Bruno Rocca, Manager	721-6225	721-8109
Students' Society Ombudsperson:		
Ms. Martine Conway	721-8357	
Summer Studies:		
Mrs. Liliane Morgan, Administrative Clerk	721-6225	721-8471
Telephone and Technical Services:		
Mr. Ken Howard, Manager	721-8778	721-7659
Transition Programs:		
Ms. Susan Corner, Coordinator	472-5440	472-4678
Undergraduate Admissions and Records:		
Ms. Lauren Charlton, Associate Registrar, Records and Registrarial Services	721-6225	721-8135
Undergraduate Admissions and Records:		
Ms. Wendy Joyce, Acting Coordinator -Admissions ..	721-6225	721-8136
University Centre Farquhar Auditorium:		
Prof. Martin Segger, Director	721-8997	721-8298
University of Victoria Students' Society (UVSS):		
Resource Centre	472-4379	721-8368
UVic Communications:		
Bruce Kilpatrick, Director	721-8955	721-7638
UVic Marketing:		
Justin Kohlman, Director	721-8955	721-8951

DEANS OF FACULTIES

	Fax	Phone
Business:		
Dr. Ali Dastmalchian, Dean	721-6613	721-6422
TBA, Associate Dean		
Continuing Studies:		
Ms. Joy Davis (Acting)	472-4358	721-8456
Education:		
Dr. Ted Riecken, Dean	472-5063	721-7757
Dr. Yvonne Martin Newcombe, Associate Dean Administration	472-5063	721-7759
Dr. David Blades, Associate Dean Teacher Education	472-5063	721-6570
Engineering:		
Dr. D. Michael Miller, Dean	721-8676	721-8611
Dr. Fayez Gebali, Associate Dean (Undergraduate Programs)	472-5323	721-8941
Dr. Afzal Suleman, Associate Dean (Research)	721-6051	721-6039
Fine Arts:		
Dr. Giles Hogya, Dean	721-7748	721-7755
Dr. John Celona, Associate Dean		
Graduate Studies:		
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Dr. Gweneth Doane, Associate Dean	721-8957	472-5403
Dr. Patricia MacKenzie, Associate Dean	721-8957	721-8735
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Prof. K. Hart Wensley, Associate Dean Academic & Student Relations	721-6390	721-8152
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Social Sciences:		
Dr. Peter Keller, Dean	472-4583	472-5058
Dr. Helena Kadlec, Associate Dean		472-4901

DEPARTMENT CHAIRS AND DIRECTORS OF SCHOOLS/PROGRAMS

	Fax	Phone
Anthropology:		
Dr. Margot Wilson	721-6215	721-7049
Biochemistry and Microbiology:		
Dr. Claire G. Cupples	721-8855	721-7077
Biology:		
Dr. William Hintz	721-7120	721-7091
Business:		
Dr. David McCutcheon, Director, BCom Program	721-7066	721-6426
Business:		
Dr. Tim Craig, Director, Graduate Programs	721-7066	721-6400
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Dr. L. McLarty	721-7941	721-7940
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Law:		
Prof. Jeremy Webber, Director, Graduate Programs ..	721-8146	721-8154
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Dr. Susan Boyd	721-7067	721-8051
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Prof. Brian Richmond	721-6596	721-8591
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Professor Daniel Laskarin	721-6595	721-8010
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Dr. Annalee Lepp	721-7210	721-6157
Writing:		
Professor Lorna Crozier	721-6602	721-7306

DIRECTORS OF RESEARCH CENTRES AND INSTITUTES

	Fax	Phone
BC Institute for Co-operative Studies (BCCS):		
Dr. Ian MacPherson	472-4541	472-4540
Centre for Addictions Research (CFAR):		
Dr. T. Stockwell	472-5321	472-5305
Centre for Advanced Materials and Related Technology (CAMTEC):		
Dr. Robin Hicks	721-7147	721-7165
Centre for Asia Pacific Initiatives (CAPI):		
Dr. Richard King	721-3107	721-7020
Centre for Biomedical Research (CFBR):		
TBA		
Centre for Earth and Ocean Research (CEOR):		
TBA	472-4100	721-8848
Centre for Forest Biology (FORB):		
Dr. Barbara Hawkins	721-6611	721-7119
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Dr. Gordon Smith	472-4830	472-4990
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Dr. Marcia Hills	472-4836	472-4102
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Dr. Conrad Brunk	721-6234	721-6325
Centre for Youth and Society (CFYS):		
Dr. Bonnie Leadbeater		721-7523
Centre on Aging (COAG):		
Dr. Elaine Gallagher	721-6499	721-6369
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Prof. Maureen Maloney	721-6607	721-8777
Institute for Integrated Energy Systems (IESVic):		
Dr. Ned Djilali	721-6323	721-6295
Laboratory for Automation, Communication, and Information Systems Research (LACIR):		
Dr. Colin Bradley	721-6632	721-7297

DIRECTORS OF OTHER CENTRES

	Fax	Phone
Centre for Excellence in Teaching and Understanding Science:		
Dr. David Blades	472-5063	721-6570
English Language Centre:		
Jacqueline Prowse (Co-Director)	721-8774	721-8950
Avril Taylor (Co-Director)	721-8774	721-8747
Health and Learning Knowledge Centre:		
Robert Aucoin	721-7767	721-7833

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University Map Directory

Department	Building	Location		
Aboriginal Liaison Office	Sedgewick "C" Wing	B-3	History	C-3
Academic Booking	University Centre	C-3	History In Art	A-4
Accounting	University Centre	C-3	Housing, Food and Conference Services	A-4
Addictions Research BC	Technology Enterprise Facility	C-3	Human and Social Development	D-3
Admission Services	University Centre	C-3	(Dean's Office)	
Admission Services (Law)	Fraser	A-3	Human Resources	B-3
Advancement Services	Alumni House	E-4	Humanities (Dean's Office)	C-3
Advising Centre for Humanities, Science and Social Sciences	University Centre	C-3	Humanities Computing and Media Centre	C-3
Aging, Centre on	Sedgewick "A" Wing	B-3	Indigenous Governance Program	B-3
Alumni Relations	Alumni House	E-4	Innovation and Development Corporation	C-1
Anthropology	Cornett	B-3	Institute of Aboriginal People's Health	D-1
Asia-Pacific Initiatives	Fraser	A-3	Institutional Planning and Analysis	B-3
Athletics and Recreation	McKinnon	C-2	Integrated Energy Systems, Institute for	C-4
B.C. Institute for Cooperative Studies	University House 2	E-4	Internal Auditor	C-3
Biochemistry and Microbiology	Petch	C-4	International and Exchange Services	C-3
Biology	Cunningham	C-4	International Affairs	B-3
Biomedical Research	Petch	C-4	LACIR (BC Advanced Systems Institute)	C-4
Board of Governors (Chair)	Business and Economics	B-3	Lam (David) Auditorium	B-4
Bookings (Academic and Non-academic)	University Centre	C-3	Law (Dean's Office, Admissions)	A-3
Bookstore	Campus Services	C-2	Law Library (Diana M. Priestly)	A-3
Business (Dean's Office)	Business and Economics	B-3	Learning and Teaching Centre	B-3
CFUV Radio	Student Union	D-3	Library	C-3
Campus Security Services	Campus Security	D-2	Linguistics	C-3
Campus Shop	Campus Services	C-2	Mail and Messenger Services	D-1
Canadian Centre for Climate Modelling and Analysis	Stewart Complex	A-1	Malahat Review	B-3
Canadian Institute for Climate Studies	Saunders Annex	D-1	Maltwood Art Museum and Gallery	C-3
Career Services	Campus Services	C-2	Mathematics and Statistics	C-3
Ceremonies and Special Events	Sedgewick "B" Wing	B-3	Mechanical Engineering	C-4
Chancellor	Business and Economics	B-3	Medical Sciences	B-4
Chapel Bookings	University Centre	C-3	Medieval Studies	C-3
Chaplains Office	Campus Services	C-2	Music	B-4
Chemistry	Elliott	C-4	National Coaching Institute	C-1
Child and Youth Care	Human and Social Development	B-3	National Research Council	C-1
Child Care Services	Child Care Complex	E-2	Network Services	C-3
Cinecenta Theatre	Student Union	D-3	Nursing	B-3
Community Health Promotion Research	University House #3	E-4	Nova Project	B-4
Computer Science	Engineering Office Wing	C-4	Occupational Health and Safety	B-3
Computer Store	Clearihue	C-3	Ombudsperson	C-3
Computing and Systems Services	Clearihue	C-3	Pacific and Asian Studies	C-3
Computing Services	Clearihue	C-3	Philosophy	C-3
Computing User Services	Clearihue	C-3	Phoenix Theatre Box Office	A-4
Conference Services	Craigdarroch Office Building	D-3	Physical Education	C-2
Continuing Studies	Continuing Studies Building	C-2	Physics and Astronomy	C-4
Co-operative Education Program	University Centre	C-3	Political Science	B-3
Co-op Japan Program	University Centre	C-3	President	B-3
Counselling Services	Campus Services	C-2	Printing and Duplicating Services	D-1
Curriculum and Instruction	MacLaurin	B-4	Psychology	B-3
Development	Alumni House	E-4	Public Administration	B-3
Dispute Resolution, Institute for	Fraser	A-3	Purchasing Services	D-1
Earth and Ocean Research	Petch	C-4	Records Services	C-3
Earth and Ocean Sciences	Petch	C-4	Registrar and Enrolment Services	C-3
Economics	Business and Economics	B-3	Research Services	C-3
Education (Dean's Office)	MacLaurin	B-4	Resource Centre for Students with a Disability	C-2
Educational Psychology and Leadership Studies	MacLaurin	B-4	Science (Dean's Office)	C-4
Electrical and Computer Engineering	Engineering Office Wing	C-4	Social Sciences (Dean's Office)	B-3
Engineering Co-op	Engineering Office Wing	C-4	Social Work	B-3
Engineering (Dean's Office)	Engineering Office Wing	C-4	Sociology	B-3
English	Clearihue	C-3	Software Development	C-3
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Environmental Health - Biology	Petch	C-4	Student Awards and Financial Aid	C-3
Environmental Studies	Sedgewick "C" Wing	B-3	Student Recruitment	C-3
Equity and Human Rights Office	Sedgewick "C" Wing	B-3	Students' Society	D-3
Facilities Management	Saunders	D-2	Studies in Religion and Society	B-3
Faculty Association	University Centre	C-3	Summer Studies	C-3
Faculty Club (see University Club)	University Club	A-3	Telephone and Technical Services	C-3
Farquhar (Hugh) Auditorium	University Centre	C-3	Theatre	A-4
Fine Arts (Dean's Office)	Fine Arts Building	A-4	University Centre Auditorium (Hugh Farquhar)	C-3
Forest Biology, Centre for	Cunningham	C-4	University Club of Victoria	A-3
French	Clearihue	C-3	University Secretary	B-3
Geography	Cornett	B-3	UVic Communications' Services	B-3
Germanic and Russian Studies	Clearihue	C-3	UVic Retirees' Association	B-3
Global Studies, Centre for	Sedgewick "C" Wing	B-3	UVic Students' Society	D-3
Government and Community Relations	University Centre	C-3	Vice-President Academic and Provost	B-3
Graduate Admissions and Records	University Centre	C-3	Vice President Development and External Relations	
Graduate Students' Society	Halpern Centre	D-2	Vice President Finance and Operations	E-4
Graduate Studies	University Centre	C-3	Vice-President Research	B-3
Greek and Roman Studies	Clearihue	C-3	Visual Arts	A-4
Health Information Science	Human and Social Development	B-3	Women's Studies	C-3
Health Services	Petersen Health Centre	E-4	Writing	A-4
Hispanic and Italian Studies	Clearihue	C-3	Young, Phillip T. Auditorium/ Recital Hall	B-4
			Youth and Society	B-4
			Clearihue	C-3
			Fine Arts Building	A-4
			Craigdarroch Office Building	D-3
			Human and Social Development	B-3
			Sedgewick "B" Wing	B-3
			Clearihue	C-3
			Clearihue	C-3
			Human and Social Development	B-3
			R Building	C-1
			Saunders Annex	D-1
			Business and Economics	B-3
			Engineering Office Wing	C-4
			University Centre	C-3
			University Centre	C-3
			Business and Economics	B-3
			Engineering Office Wing	C-4
			MacLaurin	B-4
			Fraser	A-3
			Fraser	A-3
			Centre for Innovative Teaching	B-3
			McPherson Library	C-3
			Clearihue	C-3
			Saunders Annex	D-1
			Sedgewick "C" Wing	B-3
			University Centre	C-3
			Clearihue	C-3
			Engineering Office Wing	C-4
			Medical Sciences Building	B-4
			Clearihue	C-3
			MacLaurin Music Wing	B-4
			S Building	C-1
			R Building	C-1
			Clearihue	C-3
			Human and Social Development	B-3
			Medical Sciences Building	B-4
			Sedgewick "B" Wing	B-3
			Student Union	D-3
			Clearihue	C-3
			Clearihue	C-3
			Phoenix Theatre	A-4
			McKinnon	C-2
			Elliott	C-4
			Cornett	B-3
			Business and Economics	B-3
			Saunders Annex	D-1
			Cornett	B-3
			Human and Social Development	B-3
			Saunders Annex	D-1
			University Centre	C-3
			University Centre	C-3
			University Centre	C-3
			Campus Services	C-2
			Elliott	C-4
			Cornett	B-3
			Human and Social Development	B-3
			Cornett	B-3
			Clearihue	C-3
			University Centre	C-3
			University Centre	C-3
			Student Union	D-3
			Sedgewick "B" Wing	B-3
			University Centre	C-3
			Clearihue	C-3
			Phoenix	A-4
			University Centre	C-3
			University Club	A-3
			Business and Economics	B-3
			Sedgewick "C" Wing	B-3
			Business and Economics	B-3
			Student Union Building	D-3
			Business and Economics	B-3
			Alumni House	E-4
			Business and Economics	B-3
			Business and Economics	B-3
			Visual Arts	A-4
			Clearihue	C-3
			Fine Arts Building	A-4
			MacLaurin Music Wing	B-4
			MacLaurin	B-4