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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**2008-2009 Academic Year Important Dates**

In recognition of the fact that the University of Victoria is a diverse community, the Office of Equity and Human Rights has compiled a list of high holy days available at their 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

<table>
<thead>
<tr>
<th>September 2008</th>
<th>October 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Monday</td>
<td>1 Tuesday</td>
</tr>
<tr>
<td>Labour Day*</td>
<td>Remembrance Day*</td>
</tr>
<tr>
<td>2 Tuesday</td>
<td>2 Wednesday</td>
</tr>
<tr>
<td>First-year and opening assembly for Faculty of Law</td>
<td>First-term classes begin for all faculties</td>
</tr>
<tr>
<td>3 Wednesday</td>
<td>4 Thursday</td>
</tr>
<tr>
<td>Deadline to apply for Spring convocation</td>
<td>National Day of Remembrance and Action on Violence Against Women. Classes and exams cancelled 11:30-12:30</td>
</tr>
<tr>
<td>11 Tuesday</td>
<td>5 Friday</td>
</tr>
<tr>
<td>Last day of classes in Faculty of Law</td>
<td>Senate meets</td>
</tr>
<tr>
<td>13 Monday</td>
<td>6 Saturday</td>
</tr>
<tr>
<td>Thanksgiving Day*</td>
<td>First-term examinations begin, except Faculty of Human and Social Development**</td>
</tr>
<tr>
<td>22 Wednesday</td>
<td>7 Wednesday</td>
</tr>
<tr>
<td>Senate Committee on Academic Standards and Deans</td>
<td>Last day of course changes in Faculty of Law</td>
</tr>
<tr>
<td>31 Friday</td>
<td>8 Friday</td>
</tr>
<tr>
<td>Last day for withdrawing from first-term courses without penalty of failure</td>
<td>Last day of classes in Faculty of Law</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>November 2008</th>
<th>December 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>7 Friday</td>
<td>1 Monday</td>
</tr>
<tr>
<td>Senate meets</td>
<td>May and May-June courses begin</td>
</tr>
<tr>
<td>10-12 Mon-Wed</td>
<td>13 Monday</td>
</tr>
<tr>
<td>Reading Break (except Law)*</td>
<td>May-August courses begin, except Faculty of Law***</td>
</tr>
<tr>
<td>10, 12 Mon, Wed</td>
<td>14 Tuesday</td>
</tr>
<tr>
<td>Fall Convocation</td>
<td>May-August examinations begin, except Faculty of Law***</td>
</tr>
<tr>
<td>11 Tuesday</td>
<td>15-18 Mon-Thur</td>
</tr>
<tr>
<td>Remembrance Day*</td>
<td>Spring Convocation</td>
</tr>
</tbody>
</table>

### Winter Session—Second Term

<table>
<thead>
<tr>
<th>January 2009</th>
<th>February 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Thursday</td>
<td>6 Friday</td>
</tr>
<tr>
<td>New Year’s Day*</td>
<td>Senate meets</td>
</tr>
<tr>
<td>5 Monday</td>
<td>8 Sunday</td>
</tr>
<tr>
<td>Second-term classes begin in all faculties</td>
<td>Last day of classes in Faculty of Law</td>
</tr>
<tr>
<td>9 Friday</td>
<td>16-20 Mon-Fri</td>
</tr>
<tr>
<td>Senate meets</td>
<td>Reading Break for all faculties.</td>
</tr>
<tr>
<td>15 Thursday</td>
<td>28 Saturday</td>
</tr>
<tr>
<td>Last day for course changes in Faculty of Law</td>
<td>Last day for withdrawing from full-year and second-term courses without penalty of failure</td>
</tr>
<tr>
<td>18 Sunday</td>
<td>21 Wednesday</td>
</tr>
<tr>
<td>Last day for 100% reduction of second-term fees</td>
<td>Last day for adding courses that begin in second term</td>
</tr>
<tr>
<td>21 Thursday</td>
<td>31 Saturday</td>
</tr>
<tr>
<td>Christmas Day*</td>
<td>Last day for paying second-term fees without penalty of failure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>March 2009</th>
<th>April 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 Friday</td>
<td>3 Friday</td>
</tr>
<tr>
<td>Senate meets</td>
<td>Senate meets</td>
</tr>
<tr>
<td>13 Monday</td>
<td>14 Tuesday</td>
</tr>
<tr>
<td>Good Friday*</td>
<td>Examinations begin in Faculty of Law</td>
</tr>
</tbody>
</table>

### May-August 2009 Calendar for complete dates

#### May 2009

| 1 Wednesday | 2 Monday |
| Canada Day* | May-August courses begin, except Faculty of Law*** |
| 3 Wednesday | 4 Monday |
| Last day of classes for Faculty of Law*** | May-August examinations begin, except Faculty of Law*** |
| 4 Thursday | 5 Wednesday |
| British Columbia Day* | Last day of classes for Faculty of Law*** |
| 5 Thursday | 6 Friday |
| May-August examinations begin, Faculty of Law only*** | Examinations begin, Faculty of Law only*** |
| 13 Wednesday | 14 Friday |
| Victoria Day* | May-August examinations end, including Faculty of Law |
| 18 Monday | 21 Friday |
| May and May-June courses begin | July-August, and Aug. courses end |
| 20 Wednesday | * Classes are cancelled on all statutory holidays and during reading breaks. |
| Senate Committee on Academic Standards and Deans | 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. |

#### June 2009

| 1 Wednesday | 6 Monday |
| Reading Break, “K” sections only | July-August courses begin |
| 3 Wednesday | 4 Monday |
| June courses begin | May-August courses begin |
| 4 Thursday | 5 Tuesday |
| May-June and June courses end | July courses end |
| 26 Friday | 29 Tuesday |
| Reading Break | August courses begin |
| 29-30 Mon-Tues | 29-31 Wed-Fri |
| Supplemental and deferred examinations for Winter Session 2008-2009 (except in BEng programs) | Reading Break, “K” sections only |
| 31 Friday | 6 Monday |
| May-August classes end | May-August courses begin |

#### July 2009

| 1 Wednesday | 4 Monday |
| Reading Break, “K” sections only | May-August courses begin, except Faculty of Law*** |
| 6 Monday | 7 Friday |
| July courses begin | Examinations begin, Faculty of Law only*** |
| 3 Friday | 14 Friday |
| July-August examinations end, including Faculty of Law | May-August examinations end, including Faculty of Law |
| 13 Monday | 21 Friday |
| Easter Monday* | July-August, and Aug. courses end |
| 20 Wednesday | * Classes are cancelled on all statutory holidays and during reading breaks. |

#### August 2009

| 3 Monday | 14 Friday |
| British Columbia Day* | May-August examinations end, including Faculty of Law |
| 4 Tuesday | 21 Friday |
| May-August examinations begin, except Faculty of Law*** | July-August, and Aug. courses end |
| 5 Wednesday | August courses begin |
| Last day of classes for Faculty of Law*** | 29-31 Wed-Fri |
| 7 Friday | Reading Break, “K” sections only |
| Examinations begin, Faculty of Law only*** | Supplemental and deferred examinations for Winter Session 2008-2009 (except in BEng programs) |
| 14 Friday | 31 Friday |
| May-August examinations end, including Faculty of Law | May-August classes end |

### 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>
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 timetabled information is available from individual department offices and from the Office of the Registrar and Enrolment Services (ORES) website <registrar.uvic.ca>. Amendments to the timetable are incorporated into the Web-Table (WebTT), which is accessible at the ORES 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 throughout 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>.

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>.

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 (including gender identity), 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 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, in-
GENERAL INFORMATION

Academic Services

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

University Systems

University Systems (USYS) provides computing and networking support to UVic students’ learning and research needs. Students may use USYS-supported PC and Macintosh workstations in our four computing facilities (in CLE, HSD, BEC). There, students will also find pay-for-printing facilities, extensive technical assistance and basic instruction for e-mail, conferencing, online learning, Microsoft Word, PowerPoint, Excel. Check website: <www.sfg.uvic.ca>

Students must create a NetLink ID, your online identification at the University of Victoria. Your NetLink ID is your key to access all computing services at UVic. The following are some of the important computing services that require a NetLink ID:

• USource - the campus portal
• The Student Registration System
• Email
• Library resources
• Online learning systems - Blackboard, Moodle, Webboard and other course material
• Wireless Internet access

More information on how to get an account can be found on the NetLink web page at <https://netlink.uvic.ca>. For assistance creating a NetLink ID contact the Computer Help Desk at helpdesk@uvic.ca.

USYS 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.

USYS 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 UVic Computer Store in the Clearihue Building, Room C143, sells educational discounted software, hardware and accessories to students, faculty and staff (some restrictions apply - see store staff for details.) The UVic Computer Store provides hardware repair services for computers both in and out of warranty. The UVic Computer Store co-ordinates site-license agreements and volume discounts for specialized academic software. More information on products and services is available at cstore@uvic.ca.

To provide online access, USYS 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.

USYS 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

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 Au-
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

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 Vikes Recreation 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 graduates.

The Bookstore offers a wide selection of contemporary UVic crest clothing and gifts, school and stationery supplies and has a unique gift section. 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 7:30am-8:00pm
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 support students success through career development expertise and by facilitating connections among students, alumni, employers and other community members.

Services Offered

• individual coaching and group sessions on exploring career options, connecting with career and work opportunities and managing career transitions
• tips on resume, CV and cover letter preparation; interviews and work search
• 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 Program 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.

Child Care Services

Complex A, B, C
Hours: Mon-Fri (hours vary)
Phone: 721-8500
Web: <childcare.uvic.ca>

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: <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 interests, 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 Studying 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 offers courses and activities to help students develop the specific skills needed to succeed in their studies, including:
- Learning Help Centre in the C. W. Lui Learning Commons: The Learning Skills Program provides services at our satellite offices in the C. W. Lui Learning Commons on the main floor of the Mearns Centre for Learning. See our website for hours of operation.
- Learning Skills Course: This non-credit course is offered throughout the year. It is designed to help students develop better techniques for reading, listening, notetaking, organizing and learning material, problem solving, 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: Counselors 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, counselors offer a number of group programs such as:
- Anger Management
- Anxiety and Panic Attacks
- Assertiveness
- Body Image/Relationship with Food
- Career Exploration/Planning
- Depression Management
- Grief and Loss
- Personal Growth
- Social Anxiety
- Surviving Relationship Breakup

See our website for current group offerings.

International Student Counselling

Individual and group counselling support is available for international students on issues including culture shock, homesickness, 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, GRE, LSAT, MAT, MCAT, PCAT, SAT, SSAT, and TOEFL. 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.

Peek Helping

Room B005 Student Union Building
Hours: MonFri 8:30-4:30
Phone: 721-8343
Web: <web.uvic.ca/~peerhelp>

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, the Learning Help Centre in the C. W. Lui Learning Commons on the main floor of the Mearns Centre for Learning, 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: family@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

Counselling Services offers 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, travel health and immunizations,
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](http://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 21.

**Illness During Examinations**

For information on the academic regulations governing illness at the time of examination, see Academic Concessions, page 21.

**Housing**

Craigmear Office Building
Winter Hours: Mon-Fri 8:30-4:30
Summer Hours: Sun-Sat 24 hours
Phone: 721-8395
Web: [www.housing.uvic.ca](http://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 and bed 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.

**2008-2009 UVIC CALENDAR**

**Housing Rates**

Rates for 2007/2008 were:
- **Residence Housing**
  - Single room with starter* meal plan $3302/term
  - Double room with starter* meal plan $2900/term
- **Cluster Housing**
  - Individual rate (no meal plan) $1985/term
- **Family Housing**
  - 1-bedroom apartment $655/month
  - 2-bedroom apartment $780/month
  - 2-bedroom townhouse $880/month
  - 3-bedroom townhouse $1025/month

* The starter meal plan is designed to provide a light eater with two meals per day.

A medium eater might expect to spend $250 more per term. A hearty eater might expect to spend $500 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 2008 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, 2008 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.

**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** balance of second-term fees
- **January 15** payment 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 August 31, 2008. Accommodation before August 31 may be available under special circumstances. Written approval must be obtained from the Housing Office. Approved early arrivals are charged $25 per night for room only. In addition, early arrivals must accept a special contract to cover the early arrival period.

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

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

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

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

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

Off-Campus Housing Registry
The Housing Office maintains a registry of off-campus accommodation, including rooms, rooms with meals, suites, shared accommodation, houses and apartments. Listings 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 Advisers throughout the year.

The IESS also operates a Buddy Program that matches new international students with returning UVic students for mentorship, 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
More than 100 exchange opportunities in over 30 countries exist at UVic through various faculties and departments, including International and Exchange Student Services (IESS).

The IESS Exchange Program has partner universities offering undergraduate courses of interest primarily to students enrolled in the areas of humanities, social sciences and science, although students from other faculties may also be eligible to apply. Application for an exchange through the IESS office is open to full-time UVic students who are currently registered in courses and who have completed at least one term. Important procedures for applying, 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.

Indigenous Student Services
Office of Indigenous Affairs
Fran Hunt-Jinnouchi, BSW (UVic), M.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 Sedgwick 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. (franh@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.
Student Affairs

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

Graduate Students' Society

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 (NSU) 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.

Student Affairs

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

Graduate Students’ Society

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 services (administered through Financial Aid), the annual handbook/daytimer, the Unacknowledged Source magazine, 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 rooms in 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.

Aboriginal Counselling and Support

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

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

- UVSS Resource Centre—Students’ Society Board offices; get information and pick up day-planners/handbooks and Studentpass
- Food services: Health Food Bar, International Grill, Bean There coffee shop, Munchie Bar
- Felicia’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>

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-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-
Students interested in being part of any of these groups working out of VIPIRG at any given time.

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. Students interested in volunteering are invited to visit or call the Martlet Office.

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 community members to effect positive social and environmental change, 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.

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 Alumni 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.
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
Tim Craig. Term expires June 30, 2009

Representing Education
Leslee Francis-Pelton, Curriculum & Instruction. Term expires June 30, 2010

Representing Engineering
Micaela Serra, Engineering. Term expires June 30, 2010

Representing Fine Arts
Alexandra Pohran-Dawkins, School of Music. Term expires June 30, 2009

Representing Human and Social Development
Marjorie McIntrye, Nursing. Term expires June 30, 2010

Representing the Humanities
Lynne Marks, Department of History. Term expires June 30, 2009

Representing Law
Jeremy Webber. Term expires June 30, 2010

Representing the Sciences
Frank von Vegel, Department of Chemistry. Term expires June 30, 2009

Representing the Social Sciences
William Carroll, Department of Sociology. Term expires June 30, 2008

Representing the Graduate Students’ Society
Patrick Reed
### 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 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 $100 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 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 lose transfer credit and/or 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.

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**Faculty of Graduate Studies Programs**

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<tr>
<th>Department</th>
<th>Master's</th>
<th>PhD</th>
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<tr>
<td>Anthropology</td>
<td>MA</td>
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<tr>
<td>Biochemistry and Microbiology</td>
<td>MSc</td>
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<td>Biology</td>
<td>MSc</td>
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<tr>
<td>Business</td>
<td>MBA, MBA/LLB</td>
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<td>Chemistry</td>
<td>MSc</td>
<td>PhD</td>
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<td>Child and Youth Care</td>
<td>MA</td>
<td>PhD</td>
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<td>Computer Science</td>
<td>MA, MSc</td>
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<td>Curriculum and Instruction</td>
<td>MA, MEd</td>
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<td>Dispute Resolution</td>
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<td>Earth and Ocean Sciences</td>
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<td>PhD</td>
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<td>Economics</td>
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<td>Educational Psychology and Leadership Studies</td>
<td>MA, MEd</td>
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<td>Co-op</td>
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<td>Electrical and Computer Engineering</td>
<td>MSc, MEng</td>
<td>PhD</td>
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<td>English</td>
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<td>Environmental Studies</td>
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<td>French</td>
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<td>Geography</td>
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<td>Germanic and Slavic Studies</td>
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<td>Greek and Roman Studies</td>
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<td>Health Information Science</td>
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<td>Hispanic and Italian Studies</td>
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<td>History</td>
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<td>History in Art</td>
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<td>Indigenous Governance</td>
<td>MA, MAIG/LLB</td>
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<td>Interdisciplinary Graduate Programs</td>
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<td>Law</td>
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<td>Linguistics</td>
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<td>Mathematics and Statistics</td>
<td>MA, MSc</td>
<td>PhD</td>
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<tr>
<td>Mechanical Engineering</td>
<td>MSc, MEng</td>
<td>PhD</td>
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<tr>
<td>School of Music</td>
<td>MA, MMus</td>
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<td>Nursing</td>
<td>MN</td>
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<td>Pacific and Asian Studies</td>
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<tr>
<td>Philosophy</td>
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<tr>
<td>Physical Education</td>
<td>MA, MSc, MEd</td>
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<tr>
<td>Physics and Astronomy</td>
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<td>PhD</td>
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<tr>
<td>Political Science</td>
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<td>Psychology</td>
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<tr>
<td>Public Administration</td>
<td>MPA, MPA/LLB</td>
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<tr>
<td>Social Work</td>
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<tr>
<td>Sociology</td>
<td>MA</td>
<td>PhD</td>
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<tr>
<td>Studies in Policy and Practice</td>
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<tr>
<td>Theatre</td>
<td>MA, MFA</td>
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<tr>
<td>Visual Arts</td>
<td>MFA</td>
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With a minimum score of 80% will be accepted in lieu of the above standardized English competency tests.

GMAT and GRE Requirements for Graduate Studies

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

ADMISSION TO REGULAR 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 (A-) 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.

FACULTY OF GRADUATE STUDIES

2008-09 UVIC CALENDAR

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

Applications 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 stu-
dent’s supervisory committee, those courses may be eligible for transfer credit towards the graduate program, subject to the limitations stated on page 25. Upon the advice of the department, a provisional offer of admission may be given, subject to satisfactory completion of recommended courses.

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

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. Applications 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 32.

Visiting Research Students (CGS/MRA)
Graduate Students currently registered at their home institution who are wishing to participate in research at the University of Victoria 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 Indigeneous 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 the following requirements are met:

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

APPLICATIONS

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.

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.

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 in-
Master’s Programs

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

Doctoral Programs

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

1. May be taken more than once for credit provided course content differs.
2. Grading is INR, 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.

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 complete 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 transferrable 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.

2008-09 UVIC CALENDAR

Master's Degrees (thesis option)

In addition to the criteria for all Master's Degrees, graduates of a master's degree (thesis option) will demonstrate:
- conceptual understanding that enables the student to critically evaluate current research and advanced scholarship in the discipline; and
evaluations 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 criteria for all Master's Degrees, graduates of a 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, 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 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 Department 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 the work 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, the student 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 "Examinations Committees", page 27, and "Results of Oral Examinations (Master's Without Thesis)" page 28.

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 the 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 be 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
Composition of the Supervisory Committee: Doctoral Degrees

Doctoral Degrees in Regular Doctoral Degree Programs

A minimum of three members: The academic supervisor from the home academic unit plus at least one other member from within the home academic unit plus at least one member from outside the home academic unit. Additional members may be added with approval of the Dean.

Doctoral Degrees by Special Arrangement

As in Regular Doctoral Degree Programs, with the provisos that at least one member must be from an academic unit with a 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 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 in 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 residence on campus for 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.

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
2. Students who are also registered in credit courses, thesis, project or dissertation, 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 Office of successful 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 student who is only auditing courses should submit to Graduate Admissions and Records Office of successful 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 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 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 (F) 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 a supporting letter from the Resource Centre for Students with a Disability or from a physician. RCSD advisers will certify that the request for an extension is supported by documentation supplied by the student in accordance with the Policy on Providing Accommodation for Students with a Disability.

Where a time extension due to a disability is granted the program extension fee will not apply and students will be charged the standard re-registration fee for each term until degree completion.

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 inforscd@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 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, to a maximum of 12 months.

**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. 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 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...
Academic Integrity

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research and service. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. The following policies and procedures are designed to ensure that the University’s standards are upheld in a fair and transparent fashion. In this regulation, “work” is defined as including the following: written material, laboratory and computer work, musical or art works, oral reports, audiovisual or taped presentations, lesson plans and material in any medium submitted to an instructor for grading purposes. Violations of academic integrity covered by this policy can take a number of forms, including the following:

Plagiarism

A student commits plagiarism when he or she:
• submits the work of another person as original work;
• gives inadequate attribution to an author or creator whose work is incorporated into the student’s work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of another individual’s work;
• paraphrases material from a source without sufficient acknowledgement as described above;
• uses a quoted reference from a non-original source.

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

Allegations

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

Determining the Nature of the Violation

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

Determining Appropriate Penalties

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

**Referral to the Dean**

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

**Letters of Reprimand**

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

**Rights of Appeal**

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

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

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

**Guidelines for Penalties**

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

**Violations Relating to 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 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.
- b) If a student on disciplinary probation commits a second offence, the student shall be 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.
- 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 made by the Chair, this penalty could only be imposed by the Dean of Graduate Studies.
FACULTY OF GRADUATE STUDIES

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, will be withdrawn 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 oratory 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 outlines 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 are permitted to do so by the student's advisor. An instructor may withhold partial or total credit for the course work.

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 on the next page 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).

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

In order to qualify for transfer, courses must meet all of the following conditions:
1. must be a graduate or senior undergraduate level course;
2. must be completed with a grade of 5.0 (B) or equivalent, as indicated on the official transcript from the issuing institution. Courses graded Pass/Fail or equivalent are not acceptable;
3. must not be used to meet the minimum admission standards of the Faculty of Graduate Studies;
4. must not have been used to obtain any degree; 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 16), transfer credit will not be granted for courses taken before enrolling in the Faculty of Graduate Studies.

Courses for No Credit in the Faculty (FNC)
All undergraduate courses at the 100-299 level are automatically designated FNC on the student’s record.

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

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**Faculty of Graduate Studies - Grading Scale**

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

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**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Achievement of Assignment Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Did not write examination or otherwise complete course requirements by the end of term or session. This grade is intended to be final.</td>
<td></td>
</tr>
<tr>
<td>COM</td>
<td>Used only for 0 unit courses and other graduate courses designated by the Senate. Such courses are identified in the course listings</td>
<td></td>
</tr>
<tr>
<td>INC</td>
<td>Incomplete (requires &quot;Request for Extension of Grade&quot; 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.</td>
<td></td>
</tr>
<tr>
<td>INP</td>
<td>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 the 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.</td>
<td></td>
</tr>
<tr>
<td>CIC</td>
<td>Co-op Interrupted Course. Temporary grade. See Co-op Regulations.</td>
<td></td>
</tr>
<tr>
<td>N/X</td>
<td>Excluded Grade</td>
<td>Did not complete course requirements by the end of the term; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
<tr>
<td>F/X</td>
<td>Excluded Grade</td>
<td>Unsatisfactory performance. Completed course requirements; no supplemental. Used only for co-op work terms and for courses designated by Senate. Such courses are identified in the course listings. The grade is EXCLUDED from the calculation of all grade point averages.</td>
</tr>
</tbody>
</table>

2008-09 UVIC Calendar

FACULTY OF GRADUATE STUDIES
not received this approval may be deregistered from the course at any point.

**Attendance**

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

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

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

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

**Language Requirements**

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 master’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 program, the student, with the approval of the disciplinary faculty, may elect to be governed by the new regulations.

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

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

5. Where a student believes that a program requirement change has unfairly prejudiced her or him due to special circumstances, and that these regulations do not apply to the student’s situation, the student may request the Chair or 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.

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

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

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

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### Co-operative Education Option

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

Approval to participate in graduate co-op is at the discretion of the student’s department/school, in consultation with the Faculty of Graduate Studies and the Director of Co-operative Education. Where approval is granted, procedures must adhere to the regulations set out under the General Regulations 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 one-year graduate degrees, graduate certificates and diplomas, and 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 31).

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.
A web-based preparation program is available to co-op students at <www.coop.uvic.ca>.

**Criminal Records Check**

UVic students employed in co-operative 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 being appealed. The Co-op coordinator may file a written response to the appeal to the Dean and the Executive Director, with a copy to the appellant. The Dean and the Executive Director will consider the appeal.

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

3. If the student is not satisfied with this decision, the student may appeal to the Senate Committee on Appeals. This appeal process is governed by the regulations on appeals, page 29. 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 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.
FACULTY OF GRADUATE STUDIES

Master’s degrees with theses
The supervisory committee plus a Chair appointed by the faculty of Graduate Studies plus an external examiner who has had no previous involvement with graduate supervision of the candidate. Additional external examiners may be added as approved by the Dean of Graduate Studies. The final oral examining committee must include at least one person from outside the home academic unit.

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 Dean.

Results of Oral Examinations (Dissertations and Theses)

Decision

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 will sign the department’s Letter of Recommendation. In addition, all members of the examining committee will 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 approved 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 the examining committee. If it is acceptable to the committee, the Academic Supervisor shall ensure that each committee member signs the appropriate 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 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.

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.

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

should consult with the Dean of Graduate Studies regarding the appropriate procedure, or refer to <www.uvic.ca/grad>.
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 32). 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 avenues, 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 four 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) Four (4) 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.
   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 from either 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.

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
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.

Awards for Graduate Study

University of Victoria Fellowships
University of Victoria Fellowships of up to $15,000 (master's) and $18,000 (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.

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 2008-2009 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 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 <source.uvic.ca>.

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 term (e.g., 2009-01) 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 reduction rules apply to graduate students and auditors enrolled in graduate courses:

- **First term assessments**
  - On or before: September 18 100%
  - October 9 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. Up to 1.5 additional regular fee installments will be assessed if a student remains registered after having paid 7.5 regular fee installments (for a total of 9.0 regular fee installments).
- 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 (completed within 12 months), the minimum number of fee installments is 3.0. Current programs include English, French, History, Law**, Applied Linguistics, and Political Science. Up to 3.0 additional regular fee installments will be assessed if a student remains registered after having paid 3.0 regular fee installments (for a total of 6.0).

**The minimum regular program fee for the LLM 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 regular fee installments (for a total of 5.0).**

See definition of full-time and part-time status, page 19.

**Registration 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 registration fees.

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

**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 $69.25 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 Students’ Society Building.
**FACULTY OF GRADUATE STUDIES**

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 (October 31 and February 28).

**Fees for Non-degree Students**

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

**Fees for Graduate Students**

Graduate co-op work term fee (this fee does not form part of the minimum fee for a master’s degree.)*

<table>
<thead>
<tr>
<th></th>
<th>Half fee installment</th>
<th>Full fee installment</th>
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</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>$37,920</td>
<td>$75,840</td>
</tr>
<tr>
<td>International</td>
<td>$44,192</td>
<td>$88,384</td>
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</table>

**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 $350.00 for a total of $3000.00. This fee is in addition to the minimum fee for a master’s degree.

<table>
<thead>
<tr>
<th></th>
<th>Half fee installment</th>
<th>Full fee installment</th>
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</thead>
<tbody>
<tr>
<td>Domestic</td>
<td>$175.00</td>
<td>$350.00</td>
</tr>
<tr>
<td>International</td>
<td>$229.00</td>
<td>$458.00</td>
</tr>
</tbody>
</table>

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**Education Deduction and Tuition**

- Under age 65: $265.90
- International: $334.80
- Age 65 or over: $87.10

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

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**Fees for Auditors**

Audit fees per unit:

- Under age 65: $250.00
- Master’s thesis: binding only: $16.05
- Master’s thesis: binding & microfilming: $53.50
- PhD dissertation: $53.50
- Application to reregister: $26.00
- Off-campus graduate credit Education course surcharge: $100.00
- Late application/registration: $35.00
- Returned cheque: $15.00
- Transcripts, per copy: $10.00
- Transcripts (priority), per copy: $17.00
- Certificate replacements and fee payment confirmations: $4.00
- Calendar mailing charges - overseas: $14.00
- U.S.A. - inside Canada: $10.00
- Graduation certificate - replacement: $75.00
- Certified copy: $15.00
- Photocopy-per page: $3.00
- Application for second degree: $100.00
- Confirmation of enrolment letter: $10.00
- Degree completion letter: $10.00
- Degree completion letter (priority): $15.00

*Includes Goods & Services Tax (GST)
Graduate Programs

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<td>Visual Arts</td>
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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) 721-6283
Graduate Adviser: TBA
E-mail: anths@uvic.ca
Phone: ......................(250) 721-7046
Graduate Secretary: Marie Page
E-mail: anthmain@uvic.ca
Phone: ......................(250) 721-7046

Faculty Members and Areas of Research
Heather Battin, PhD (Alberta)
Ethnology: symbolic anthropology, folklore, ethnography, and political anthropology
(Senior Instructor)

Hülya Demirdirek, PhD (Oslo)
Sociocultural Anthropology: transnational labour migration, sex labour, identity, ethnicity, post-socialism, former Soviet Union, Moldova

Lisa Gould, PhD (Washington U St Louis)
Archaeology: Paleolithic, taphonomy, lithic technology, origins of language, art, symbolism, Western Europe, Near East

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

Ann B. Stahl, PhD (Berkeley)
Archaeology: West Africa; food and diet, political economy, material culture; analogy and the production of history in the present

Peter H. Stephenson, PhD (Toronto)
Archaeology: Paleolithic, taphonomy, lithic technology and the body, ultrasound methods and theory, spatial analysis

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

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 archive and comparative fauna laboratories. Students interested in Northwest North America will find the important archives 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 Greskiv 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.

Program Requirements

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

• Thesis option
• Non-thesis option

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

Each program option requires 15.0 units.

Master's - Thesis Option
This option exposes students not only to the sub-disciplines of Anthropology but allows them to initiate and perform a major, independent research project leading to a thesis. The thesis option is a qualitatively different learning experi-

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 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.

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Deadlines
February 15th.
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 Methods

and two of the following:

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

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

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

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

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

**Thesis**

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

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

**Oral Examination**

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

**Program Length**

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

**Master's Non-Thesis Option**

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

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

**Course Requirements**

**Core Courses**

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

ANTH 500 (1.5) Seminar in Anthropological Theory
ANTH 501 (1.5) Seminar in Social and Cultural Anthropology
ANTH 516 (1.5) Seminar in Anthropological Research Methods
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**

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for full-time Masters students. Masters students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office early in their first term. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 26-27).

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**Graduate Programs**

**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, B.C. V8W 3P6, Canada
Faculty Members and Areas of Research

Juan Ausiò, 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

Ali Sadir 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

Christopher Borchers, PhD (Konstanz)
- The application of mass spectrometry, proteomics, photoaffinity labelling and molecular modelling to determine structure-function relationships in proteins.

Martin Boulander, 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; Lepospira; 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; studies of 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 protein.

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

Christopher Upton, PhD (London)
- Virology; molecular studies on poxvirus virulence factors, including proteins that inhibit the immune response of the host.

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

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 15) with their application. The departmental minimum score requirement for TOEFL is 600 (250 computer-based). The applications of those students who meet the requirements for the Faculty of Graduate Studies will be screened by the Department's Graduate Committee. Those applicants without sufficient background in biochemistry and/or microbiology may be refused admission, 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

Entry 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
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 student’s supervisor. The thesis must be publicly presented and defended in an oral exam.

Program Length
Normally 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 MSc and PhD students. Masters students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Biochemistry and Microbiology Co-op office early in their first year. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 26-27).

Biography

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 Ecology, 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

2008-09 UVIC Calendar
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 chick heart 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. Capples, 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
Juergen Ehlting, PhD (Max Plank Cologne)
Functional genomics of plant natural products
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
**WARN**

**FINANCIAL SUPPORT**

All students accepted into the program are guaranteed a minimum stipend made up of a combination of scholarship, fellowship, and 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 15 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+1/A-) or its equivalent in their last two years of work will not normally be recommended for admission by the Department of Biology.

In addition to the documentation required by the Faculty of Graduate Studies (see page 14), the Department of Biology also requires a Letter
of Intent outlining the applicant's research interest and relevant experience.

**Admission to the MSc Program**
Admission requires a bachelor's degree, preferably in Biology or Biochemistry, with a minimum overall average of B+/A- 65/7.0 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 coursework.

**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 coursework. Graduate students may be asked to complete senior undergraduate courses with additional assignments for part of the course requirements.

**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 coursework. Graduate students may be asked to complete senior undergraduate courses with additional assignments for part of the course requirements.

**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.

**Comprehensive Exams**
The comprehensive requirement must be satisfied within two years of registration in the doctoral program (see “Program Requirements - Doctoral Degrees”, page 17).

**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. 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 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.
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
- Service Management
- General Business

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 20–25% of the incoming class based on prior academic performance. The awards range from C$1,000 to C$15,000.

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 <register.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 15). The program does not require any background in business or economics. Work experience in any professional or managerial capacity is considered a major asset. Applicants must also submit a Graduate Management Admission Test (GMAT) score, two letters of reference, a current résumé, and two typed essays (details will be provided with application material). Applicants are advised that enrollment in this program is limited and admission is competitive.

International Executive MBA Program

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

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.
2. 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 21).

**Course Requirements**

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

1. Essentials of Business and Leadership (EBL) Module
2. Foundation Module
3. Specialization Module

**Essentials of Business and Leadership (EBL) Module**

This module contains one course:

MBA 500 (4.5) 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 501 (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
- MBA 598 (3.0): Research Report or MBA 596 (1.5): Applied Managerial Expertise
- MBA 598 (3.0): Research Report or MBA 596 (1.5): Applied Managerial Expertise

*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
- MBA 559 (1.0): International Commercial Law
- 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

**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 26, are applicable to the Faculty of Business Co-op Program except to the extent that they are modified by regulations adopted by the Faculty of Business.

**Admission to the Business Co-op Program**

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

**Business Co-op General Regulations**

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

Co-operative Education work terms are normally a minimum of 13 weeks and a maximum of 18 works of full-time paid work. The work placement must be related to the student’s learning objectives and career goals. The placement must be supervised, and the employer willing to conduct a mid-term and final evaluation of the student in consultation with a Co-operative Education Program Coordinator (known hereafter as a Coordinator).

No MBA student is allowed to take more than 3.0 units of credit while on a full-time work term. If a student is on conditional continuation then no units of credit will be allowed during the work term. Students with a GPA below 4.0 in an academic term will not be eligible to participate in the next scheduled co-op work term.

Students must sign a current Terms and Conditions document as provided by the Business Co-
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 26. 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. Coddington, 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, spintonics, 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 McIntyre, 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 Puci, PhD (Queens)
Theoretical and computational chemistry, multi-scale simulations, functional materials, statistical mechanics, surface self-assembly, surface chirality.

Lisa Rosenberg, PhD (British Columbia)
Organometallic, inorganic, and macromolecular chemistry.

Frank C.J.M. van Veghel, PhD (Twente)
Photonic materials, supramolecular chemistry, new optical materials, light-emitting diodes, optical amplification, biolabels, luminescent lanthanide ions, synthesis, and (photo)physical studies.

Peter C. Wan, PhD (Toronto)
Mechanistic organic photochemistry, reactive intermediates, physical organic chemistry, environmental photochemistry.

Jeremy Wulff, PhD (Calgary)
Synthesis and evaluation of compounds, both custom designed and from natural products, that inhibit, activate or detect protein-protein interactions of medicinal importance.

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 subdisciplines (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 H mass spectrometer system with EI/CI/FAB sources, GC/MS interface with autosampler
- A Finnigan 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 spectograph and a Jarrell-Ash 3.4m Ebert grating spectograph
- A J-Y laser Raman spectrometer
- A Dilor Raman spectrometer
- Nanosecond laser flash photolysis systems, including diffuse reflectance and singlet oxygen detector
- A picosecond (Ar-ion/Tsapphire) 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 OD920)
- 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/MSX 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. 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 adviser 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: chernoff@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

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
Canditades for the MSc degree are required to complete at least 6 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be made with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies. In addition to the course work completed early in the program, candidates are required to complete an MSc Thesis (CHEM 599). The normal course structure for an MSc program is:

- Chemistry Department
- 43

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 599</td>
<td>Master's Thesis</td>
<td>12</td>
</tr>
</tbody>
</table>

**Summary of Course Requirements**

**Seminar (CHEM 590)**

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 CAPP 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 seeking transfer from the MSc to PhD programs should prepare a transfer report 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:

<table>
<thead>
<tr>
<th>Summary of Course Requirements for PhD Students Entering Directly from a BSc Degree Program</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (CHEM 509)</td>
<td>1.0</td>
</tr>
<tr>
<td>Discussion (CHEM 670 or 680)</td>
<td>3.0</td>
</tr>
<tr>
<td>Graduate lecture courses</td>
<td>4.5</td>
</tr>
<tr>
<td>Graduate lecture or discussion course</td>
<td>1.5</td>
</tr>
<tr>
<td>Thesis</td>
<td>36.0</td>
</tr>
<tr>
<td>Total</td>
<td>46.0</td>
</tr>
</tbody>
</table>

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.

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 Curriculum Advising and Program Planning (CAPP) 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 pro-
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: Marie Hoskins
E-mail: mhoskins@uvic.ca
Phone: (250) 721-7982
Graduate Program Assistants: Liz Thomson and Sandra Curran
E-mail: lthomso@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,
youth engagement and participation, girlhood
studies, aboriginal practice and 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 Magnusson, PhD (Minnesota)
Evaluation theory, moral development in
youth care/youthwork, pedagogy of informal
education, research methods: integrating
quantitative and qualitative, youthwork in
contested spaces, child protection practice

Veronica Pacini-Ketchabaw, PhD (Toronto)


2008-2009 UVIC CALENDAR

Diversity in early childhood care and
development, social and educational contexts
of culturally and linguistically diverse
communities in Canada, historically and
politically embedded discourses of childhood

Alan R. Pence, PhD (Oregon)
Early childhood care and development
(ECCD), ECCD policy development,
community development, and leadership
promotion, indigenous and international

ECCD

Daniel Scott, PhD (Victoria)
Spirituality of children and youth, rites of
passage, childhood peak experiences, story
telling and narrative research, qualitative
research practices and writing research

Jennifer H. White, EdD (British Columbia)
Youth suicide prevention, early
intervention/mental health promotion,
program planning practice, narrative research

Emeritus Faculty

Ray V. Ferguson, PhD (Alberta)
Children’s health care and child life
practice/environmental design, children with
disabilities/special needs and their families,
distance education and educational
collaboration

Frances Rick’s 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 body image,
phenomenology of eating disorders social
transition, risk factors for eating disorders

Jeremy Berland, MSW (British Columbia)
Working with families where neglect is a
concern, outcome measurement in child
welfare, workload measurement,
organizational culture, management in the
social services

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
centres, especially with regard to home
grouping, design and assessment of child care
centres, especially with regard to home

language maintenance

Larry Bredtou, PhD (Michigan)
Strength-based assessment, treatment, and
education, building resilience in youth at risk,
indigenous youth in the dominant culture,
buidling 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
GRADUATE PROGRAMS

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

Carmen Rodriguez, PhD (Victoria)
Aboriginal child-rearing practices, aboriginal worldviews, bilingual education, identity and child development across cultures, multicultural approaches to teaching and learning

Shlomo Romi, PhD (O.L.S.E.)
Non-formal education, qualification of workers and residential schools, psychological assessment, custody cases and psychological characteristics of dropout and delinquent youth, youth in distress, training workers and therapeutic interventions

John Seita, EdD (Western Michigan)
Program evaluation, resilience factors in youth, working with youth who are relationship-resistant

Hans Skott-Mylne, PhD (Minnesota)
Globalization, radical youthwork, youth subcultures, philosophy of child and youth studies, body practices and creative force of childhood and youth, children, youth and popular culture, qualitative and ethnographic research methods, post-colonial/post-capitalist subjectivity

Victoria Smye, PhD (British Columbia)
Access to mental health and addictions care, inequities in access to mental health and addictions care with a particular focus on Aboriginal peoples and women, long term health effects for women leaving intimate partner violence, Aboriginal women's experiences of leaving intimate partner violence, suicide prevention

Jo-Anne Stoltz, PhD (Victoria)
Youth addictions, HIV/AIDS, identity, conflict resolution, trauma, peace psychology

Carol Stuart, PhD (Victoria)
Professional practice standards, evidence based practice, 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 contexts, cultural diversity, early childhood education, children and disabilities, homelessness in international context/street children and youth, social policies affecting children and families

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, resiliency

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, systems for planning, coordinating, and evaluating national-level integrated early child development systems, early child development training systems, curriculum, and materials development, parent education systems

Jason Walker, PhD (Smith)
Child welfare/health care, forensic assessment of child maltreatment and child/youth death, quality improvement in health care, integrated systems of care

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 delivery 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.msfhr.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 enrollment 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 resume, 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 SCVC 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 academic year funding. The School accepts MA students annually and will be accepting PhD students every other year, with the next intake in 2010.

**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 fieldwork 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 fieldwork 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.
**GRADUATE PROGRAMS**

**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.

**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 556 (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 project 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

**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.

**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 Masters and PhD students. Masters students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Co-op office (located in HSD A366) early in their first term. Students are also
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: MBA
E-mail: chair@csc.uvic.ca
Phone: ...................(250) 472-5704

Graduate Adviser: Prof. 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)
Software engineering, software evolution, open source software development, and intellectual property

Amy Gooch, PhD (Northwestern)
Computer graphics, colour science, image processing, human perception, non-photorrealistic rendering, computational aesthetics, computational photography

Bruce Gooch, PhD (Utah)
Computer graphics, non-photorrealistic rendering, computational aesthetics, computer games and learning

Daniel M. Hoffman, PhD (North Carolina, Chapel Hill)
Software engineering, emphasizing tools for automated testing of network protocols and firewalls

R. Nigel Horspool, PhD (Toronto)
Compilers, virtual machines, programming language implementation, object-oriented programming

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 and quantum logic, multiple valued logic, design for testability, computer aided design for VLSI systems

Hans (Hausi) A. Muller, PhD (Rice)
Software engineering, software evolution, automotive 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)

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

Maurice Dunard, 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 (Canandaigua)
Human factors of information systems, artificial intelligence

Yong Gao, PhD (Alberta)

2008-09 UVIC CALENDAR
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>.

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 Computer Science is 570 on the paper-based test or 90 on the computer-based test or 6.5 in the IELTS scores, students may be required to take English language courses in addition to their other course work. The GRE (Graduate Records Examinations) test is highly recommended.

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 (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. Master students are advised to consult the Faculty regulations regarding admittance.

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.

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 re-
program, 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 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/engcoop>.

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**GRADUATE PROGRAMS**

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**2008-09 UVIC CALENDAR**

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**CURRICULUM AND INSTRUCTION**

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**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
Courtier Address:
Department of Curriculum and Instruction
3800 Finland Road
MacLaurin Building, Room A430
Victoria, BC V8P 5C2
Canada
Telephone Number: (250) 721-7808
Fax Number: (250) 721-7598
E-mail: edcigrad@uvic.ca
Website: <www.educ.uvic.ca/edci/C4-grad.htm>
Chair: Dr. Robert Anthony
Email: cichair@uvic.ca
Phone: (250) 721-7886
Graduate Secretary: Jill Magee
Email: cichair@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, technology, ethnography, creativity, studio production
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
Benjamin Bolden, PhD (Toronto)
Teaching composing in the music classroom, student-centered learning in the music classroom, arts-influenced qualitative research methods
Elizabeth Churchill, PhD (Calgary) (on-leave)

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**EDUCATION**

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**DEPARTMENT OF CURRICULUM AND INSTRUCTION**

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**3800 FINLAND ROAD**

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**MACLAURIN BUILDING, ROOM A430**

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**VICTORIA, BC V8P 5C2**

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**E-MAIL: EDICIGRAD@UVIC.CA**

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**WEBSITE: <WWW.EDUC.UVIC.CA/EDCI/C4-GRAD.HTM>**

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**PHONE: (250) 721-7808**

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**FAX: (250) 721-7598**

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**ADDRESS: DEPARTMENT OF CURRICULUM AND INSTRUCTION PO BOX 3010 STN CSC VICTORIA, BC V8W 3N4 CANADA**
GRADUATE PROGRAMS

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

Michael J. Emme, EdD (British Columbia)
Creative play strategies and collaborative research with children, children's visual experience of school, photography as an art form, photovoice as multimodal inquiry and expression, lens media and communication, visual and arts-based methodologies

Thomas G. Fleming, PhD (Oregon)
Social thought and education, historical study in administration

Leslee 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

Wanda Hurren, PhD (British Columbia)
Curriculum theory, social studies and geography education, notions of identity and place, map-work and other cartographic interruptions, post-structural perspectives, poetic representation in writing and research

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

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 L. 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 Pellon, PhD (Brigham Young)
Mathematics education, educational technologies, computer based instruction, response systems, measurement and assessment

Alison Precey, PhD (Victoria)
Language/literacy development and assessment, critical/cultural/media literacies and young children, ECE, language and culture, internationalization and curriculum

Jason Price, PhD (OISE)
Indigenous, Aboriginal / and alternative schools/education, educators' conceptions and alternative conceptions of democracy, children's rights in schools, deficit thinking in special, at risk and Aboriginal / education, curriculum for the love of all and all life forms and beings

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. Sintrely, EdD (British Columbia)
Science education, environment education, marine education, curriculum development, metaphorical thinking, qualitative research methodologies, cross-cultural education

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 encourages 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 $5,200 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 for a Master's student and three years for a PhD student (the expected time for completion).

Application Deadlines

Regular Student Application Deadlines

February 15:
For full-time applicants seeking University Fellowships.

February 15:
For applicants seeking admission the following September.

February 28:
For applicants seeking admission the following May or July.

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: <http://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
or 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
ELECTIVES (7.5) Chosen in consultation with and the approval of the student’s supervisor.

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
EDCI 597 (0) Comprehensive Examination

Oral Examination
Yes.

Programs Length
Two years.

Mathematics Education (MEd or MA)

This degree is a career credential intended for students who wish to develop a broader understanding of mathematics education and to hone their competencies in teaching mathematics education at the elementary, secondary, and college levels. Courses will be offered in three consecutive summers commencing July 2008. Please refer to our website: <www.educ.uvic.ca/edci/c4-grad/mus.htm> for further information.

Course Requirements: Total = 15 units

Non-Thesis Option (MEd)
Summer I (4.5 units)
EDCI 500A (1.5) Advanced Seminar in Music Education
EDCI 506A (1.5) Pedagogical Issues - Contemporary
EDCI 524 (1.5) Advanced Conducting
Summer II (6.0 units)
EDCI 501 (1.5) Research in Music Education
EDCI 506B (1.5) Pedagogical Issues – World Music
EDCI 598A (1.5) Project Proposal and Literature Review

One from the following list:
EDCI 525A (1.5) Wind Conducting and Literature I
EDCI 525B (1.5) Choral Conducting and Literature I

Summer III (4.5 units)
EDCI 500B (1.5) Advanced Seminar in Music Education II
EDCI 598B (1.5) Project Presentation and Dissemination
EDCI 597 (0.0) Comprehensive Examination – Curriculum and Instruction

One from the following list:
EDCI 526A (1.5) Wind Conducting and Literature II
EDCI 526B (1.5) Choral Conducting and Literature II

Thesis Option (MA)
EDCI 500A (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
EDCI 699 (30) PhD Dissertation

Oral Examination
Yes, for MA.

Comprehensive Examination
Yes, for MEd.

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 Speciality 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 Methodsologies 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) PhD Dissertation

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

Early Childhood Education
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 Studies
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 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 579 (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
Program development, policy development, research and education in non-governmental organizations, professional organizations, academic settings, and court-related programs internationally.

Tara Nye, 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, MA (Alberta)  
The British Columbia Treaty Process, First Nations land, governance and resource negotiations in BC and Alberta

Jo-Anne Stoltz, PhD (Victoria)  
Trauma, child abuse, and HIV/AIDS; program evaluation in the areas of restorative justice and family group conferencing; policy development, trauma in war-affected populations, and peacebuilding.

**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 administered by the School of Public Administration. The focus of the program is on public sector dispute resolution, including:

- foundation content on general dispute resolution theory and practice
- application of skills and knowledge to the design and implementation of multi-party decision making processes
- applications of skills and knowledge to the design and implementation of institutionalized public dispute resolution systems
- the impact of social inequalities on conflict, including power, gender and culture

Students come from a variety of undergraduate backgrounds and should have relevant professional experience.

The program admits part-time and full-time students, and requirements must be completed within five years of admission to the program.

**Admission To Master’s Programs**

Applicants should have a bachelor’s degree in a relevant field of study. Normally, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement. Applicants should also have relevant post-baccalaureate professional experience. In addition to documents required by the Faculty of Graduate Studies, the program requires applicants to submit the following:

- a detailed résumé of background information, professional or other experience relevant to the student’s area of proposed studies in dispute resolution

**CONTACT INFORMATION**

School of Public Administration  
Location: Human and Social Development Building, Room A302  
Mailing Address:  
School of Public Administration  
University of Victoria  
PO Box 1700 STN CSC  
Victoria, BC V8W 2Y2  
Canada  
Courier Address:  
Room A302  
School of Public Administration  
Human & Social Development Building  
University of Victoria  
3800 Finnerty Road (Ring Road)  
Victoria, BC V8P 5C2  
Canada  
Telephone Number: (250) 721-8199  
Fax Number: (250) 721-8849  
E-mail: dispute@uvic.ca  
Website: <publicadmin.uvic.ca>

Chair: Evert A. Lindquist  
E-mail: evert@uvic.ca  
Phone: (250) 721-8084  
Graduate Adviser: John Langford  
E-mail: jlangfor@uvic.ca  
Phone: (250) 721-8057  
Graduate Secretary: Lois Pegg  
E-mail: dispute@uvic.ca  
Phone: (250) 721-8199

**Faculty Members and Areas of Research**

**Evert Lindquist, PhD (California, Berkeley)**

- Machinery of government and policy-making; policy communities and networks; the role of think tanks
- Canadian politics and government; machinery of government; administrative ethics

**Maureen Maloney, QC, LLM (Toronto)**

- Public policy dispute resolution, international human rights, restorative justice, First Nations restorative justice systems, justice system design
- Conflict-related impact of policy, discourse theory and conflict, war-affected children, family law policy, health-care policy processes, restorative justice

**Adjunct and Cross-Listed Appointments**

**Christina Huntel-Fraser, PhD (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

**Michelle LeBaron, MA (Simon Fraser)**

- Conflict resolution related to gender, spirituality and indigenous peoples; environmental and public policy, family, intercultural, commercial and workplace conflicts, and the use of arts and creative approaches to intercultural conflict and interreligious dialogue

**Catherine Morris, LLM (British Columbia)**

- Program development, policy development, research and education in non-governmental organizations, professional organizations, academic settings, and court-related programs internationally.

**Degree and Specializations Offered**

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- 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.

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Applicants should have a bachelor’s degree in a relevant field of study. Normally, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement. Applicants should also have relevant post-baccalaureate professional experience. In addition to documents required by the Faculty of Graduate Studies, the program requires applicants to submit the following:

- a detailed résumé of background information, professional or other experience relevant to the student’s area of proposed studies in dispute resolution

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School of Public Administration  
Location: Human and Social Development Building, Room A302  
Mailing Address:  
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University of Victoria  
PO Box 1700 STN CSC  
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Canada  
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Room A302  
School of Public Administration  
Human & Social Development Building  
University of Victoria  
3800 Finnerty Road (Ring Road)  
Victoria, BC V8P 5C2  
Canada  
Telephone Number: (250) 721-8199  
Fax Number: (250) 721-8849  
E-mail: dispute@uvic.ca  
Website: <publicadmin.uvic.ca>

Chair: Evert A. Lindquist  
E-mail: evert@uvic.ca  
Phone: (250) 721-8084  
Graduate Adviser: John Langford  
E-mail: jlangfor@uvic.ca  
Phone: (250) 721-8057  
Graduate Secretary: Lois Pegg  
E-mail: dispute@uvic.ca  
Phone: (250) 721-8199

**Faculty Members and Areas of Research**

**Evert Lindquist, PhD (California, Berkeley)**

- Machinery of government and policy-making; policy communities and networks; the role of think tanks
- Canadian politics and government; machinery of government; administrative ethics

**Maureen Maloney, QC, LLM (Toronto)**

- Public policy dispute resolution, international human rights, restorative justice, First Nations restorative justice systems, justice system design
- Conflict-related impact of policy, discourse theory and conflict, war-affected children, family law policy, health-care policy processes, restorative justice

**Adjunct and Cross-Listed Appointments**

**Christina Huntel-Fraser, PhD (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

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**Catherine Morris, LLM (British Columbia)**

- Program development, policy development, research and education in non-governmental organizations, professional organizations, academic settings, and court-related programs internationally.
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 Graduate Secretary, MADR Program. 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.

**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)**

**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 Masters students. Masters students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate advisor, as well as the co-op co-ordinator, to participate in the co-op program. Interested students should contact the Co-op office (located in HSD A366) early in their first term. Students are also referred to "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 26-27).

**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, modeling, geophysical fluid dynamics, ocean mixing, ocean acoustics, air-sea interaction, climate modelling, paleoecology, 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

**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. Dasso, PhD (UVic), Professor
  - Ocean and arctic acoustics, marine seismology and seismo-acoustics, geophysical inverse theory, acoustic signal analysis
- John E. 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), Associate 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, paleoceanography, paleocean geography
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 seisms, 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 paleostratigraphy, stratigraphy, paleoclimatology; conodont paleobiology; paleoceanography; paleoclimatology; cabled ocean observatories
J. Vaughn Barrie, PhD (Wales)
Marine geology; shelf sedimentation processes; placer deposits
Mairi Best, PhD (Chicago)
Skeletal carbonate preservation global physical, chemical and biological controls on preservation of paleo-biological information, and transfer of carbon from the atmosphere-ocean to the lithosphere
Melynn 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
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 Draggert, PhD (UBC)
Crustal deformation - development and application of observation techniques (gravity, levelling, trilateration, GPS) and tectonic interpretation and modelling of the observations
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
Richard J. Hebdal, 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
Honn Kao, PhD (UIUC)
Earthquake seismology; earthquake source studies, velocity structure inversion, seismogenic behaviour and processes in subduction zones, moment-tensor inversion and seismotectonics
David V. Lefebure, 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 Lesvon, 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
Categorical interpolation and mapping; multivariate statistics; segmentation; image formation; multibeam sonar systems; High-frequency acoustic backscatter; echo and tectonic history of the Cordillera

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

Stephane Mazzotti, PhD (Ecole Norm. Sup., Paris)
Geodynamic studies of crustal deformation, earthquake hazards, and tectonic processes in active margins and continental intraplate regions, using GPS, seismicity and other geophysical data

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

Jonathan 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 palaeontology

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

Oleg Saenko, PhD (MHI NASU, Ukraine)
Global ocean circulation and its influence on climate; water masses; climate variability and feedbacks

John E. 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

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
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 Bul
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: econch@uvic.ca
Phone: ...................
(250) 721-8532
Graduate Adviser: Dr. Daniel Rondeau
Email: gradecon@uvic.ca
Phone: ...................
(250) 472-4409

Graduate Secretary: Ms. Karen Crawford
E-mail: gradecon@uvic.ca
Phone: ...................
(250) 472-4409

FACULTY MEMBERS AND AREAS OF RESEARCH

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)
Computational Economics, growth

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 Schuro, 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 AND CROSS-LISTED APPOINTMENTS

Economics of the family, health economics, public finance

Bradley Stennes, Adjunct Assistant Professor, PhD
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 website 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. Inter-
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

Successful completion of two courses in each of two designated field areas for a total of 6 units. Field areas must be chosen from those offered by the Department; students should consult the Graduate Adviser to ensure that their course selection satisfies the field requirements. The field areas offered may vary from year to year.

Successful completion of an additional 3 units of course work. Courses are normally chosen from the graduate course offerings of the Department, but with the permission of the Department may include Economics courses numbered at the 400 level, and graduate courses offered by other departments, up to a combined maximum of 3 units. Directed Studies (ECON 595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies). Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

**Candidacy**
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.

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**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 and 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/eplode/
Chair: Dr. John Walsh
Email: eplschir@uvic.ca
Phone: (250) 721-7760
Darlene Clover, PhD (Toronto)
Wanda Boyer, PhD (Southern Mississippi)
Timothy G. Black, PhD (British Columbia)
John O. Anderson, PhD (Alberta)

Faculty Members and Areas of Research
John O. Anderson, PhD (Alberta)

Educational measurement and evaluation

School Psychology (emphasis in Learning and Development)

Wanda Boyer, PhD (Southern Mississippi)

Early childhood: learning and development and elementary education, self-regulated learning, play therapy, special education, family development and research designs

Darlene Clover, PhD (Toronto)
Women and leadership, community activism and leadership, feminist pedagogy, democratic learning, nonformal and adult education, arts-based research and education, international comparative education and research, globalization, citizenship and political participation, environmental 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 with residential school survivors, group dynamics

Allyson Hadwin, PhD (Simon Fraser)
Social aspects of self-regulated learning, instructional psychology, learning technologies, computer-supported collaborative learning, study strategy instruction, learning theories

Gina Harrison, PhD (British Columbia)
Cognitive and linguistic aspects of literacy-based learning difficulties in diverse populations, literacy promotion across the life span, assessment in special education, school psychology

C. Brian Harvey, PhD (Ohio State)
Adolescent development, cross-cultural psychology

E. Anne Marshall, PhD R. Psych. (Toronto)
Adolescent and emerging adult 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

Catherine McGregor, PhD (Simon Fraser)
Social justice leadership and learning, citizenship education, women in leadership, teacher leadership, policy and politics in education, arts based methodologies and narrative inquiry in research, feminist, critical, post structuralist theory

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

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 assists students in developing the knowledge, skills, and understanding necessary to work as professional counsellors in a wide variety of settings. The program is characterized by relatively small classes, by ongoing contact with a program supervisor, and by a focus on the practicum/internship component of counsellor preparation.

Educational Psychology (Learning and Development) - The programs in Educational Psychology (emphasis in Learning and Development) provide students the opportunity to pursue advanced study in the areas of learning, instruction and psychological development of children and adults; and to support candidates' individual research investigation of a significant topic within these areas. The program is characterized by relatively small classes. Students work closely with their academic supervisor and complete a series of courses, some of which may be individual studies and/or cross-disciplinary.

Educational Psychology (Measurement and Evaluation) - The programs in educational psychology provide students with the opportunity to pursue advanced study in measurement and evaluation; and to support candidates' individual research investigation of a significant topic within these areas. Topics of interest include large-scale assessment and classroom assessment of student achievement. The program is characterized by relatively small classes. Students work closely with their academic supervisor and complete a series of courses, some of which may be individual studies and/or cross-disciplinary.

Leadership Studies - The University of Victoria offers programs leading to the Master of Education (MED) and the Master of Arts (MA) in Leadership Studies. These degrees are intended for students with diverse backgrounds who have earned undergraduate degrees. The aim of the program is to broaden understandings of contemporary practices and theories of leadership, education, learning and issues that affect schools, community, and society. Candidates will choose their specific degree, MED or MA, before entering the program.

We are in the process of developing a PhD program with a focus on social justice, school and/or community emphasis and life-long learning. Presently a PhD in Leadership Studies is offered by Individual Graduate Programs by Special Arrangement with a quota on admissions.

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.

Applicants 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
GRADUATE PROGRAMS

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.

Paid assistantships (research and teaching) are available within the department of Educational Psychology and 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 department. 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.uvic.ca/epls/>

For community based programs, phone: (250) 721-7875.

Admission To Master’s Programs

Counselling
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 15 units of undergraduate credit in statistics that cover descriptive statistics and inferential statistics including univariate and regression analyses.

2. Applicants are expected to have a broad understanding of psychological principles and issues as a result of their academic course work. To be considered for admission in September 2009, all applicants must have a minimum of nine units of relevant 3rd and 4th year coursework in Educational Psychology, Psychology or a related helping discipline. Senior level courses in Human Development, Personality, Learning/Cognition, and Abnormal Psychology/Psychopathology are required. MA applicants must have at least 1.5 units of undergraduate credit in statistics that covers descriptive statistics and inferential statistics including univariate and regression analyses.

3. Completion of pre-requisite courses ED-D 414, 417, and 418 with at least a B+ grade. Applicants must have completed ED-D 417 and ED-D 418* by December 31st of the year prior to program start. Applicants who have not completed ED-D 414 (or an equivalent course) prior to application submission may be granted admission on a conditional basis on completing ED-D 414 (or equivalent) prior to beginning the program in September. ED-D 414 is usually offered several times throughout the year, including during the summer (July/August) prior to the start of the Master’s program. Applicants applying for equivalency must send course outlines and other supporting information to the Graduate Admisser by November 1st prior to application.

*Note: ED-D 414 and ED-D 417 have changed in unit value to 1.5 units from 3.0 units. ED-D 418 has been added as a pre-requisite. As of December 1, 2007, applicants must have ED-D 418 for admission.

4. A minimum of one year of successful relevant field experience (900 hours) documented in a complete résumé. Field experience is defined as working in a helping capacity in a counselling-related or teaching-related setting with children, adolescents, or adults. Such experience should involve person-to-person and/or group helping relationships in which (a) the individual plays a facilitative role in learning, personal and emotional growth, and/or psychological development and (b) is required to demonstrate professional and ethical behaviors, effective interpersonal skills, and personal awareness. It must also include the receiving of supervision involving evaluative feedback from a supervisor of a higher administrative position (i.e., not peer consultation) with clearly stated roles and responsibilities for the individual and the supervisor. This requirement can be met through volunteer work experience although preference will be given to applicants who have sustained, relevant paid work experience.

5. Two Assessment Reports (references) from professors and/or supervisors.

6. A minimum of two Counselling Skills Evaluations are required. One must be from an instructor of ED-D 417 (or equivalent). The other may be from a supervisor of the applicant’s counselling or other applied work setting.

7. A personal statement (3 to 5 pages) detailing career plans and motivation for graduate work in Counselling.

8. For M.A. applicants only, a one-page description of past research experience and present research interests.

9. Applicants reactivating their file for reconsideration must detail in a letter the actions they have taken to strengthen their new application over the previous one.

10. Applicants requesting admission reconsideration due to disability must put their request in writing at the time of admission, providing an explanation of their situation and appropriate medical or other documentation.

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 course work. 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
Candidates seeking admission should 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 with a grade point average of B (5.0) in the last two years of academic work along with a brief résumé. 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. Recognition is given for experience in school and the community. Course work completed within the last five years, which was not part of the academic work considered for admission, may be eligible for transfer credit towards the Master’s degree.

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/EdC 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

The program requirements for the MEd degree is a minimum of 24 units of study. The MA degree is a minimum of 27 units of study.

#### MEd Program Requirements

A minimum of 24 units of course work is required in the MEd program and a comprehensive exam. The program of study includes the following required courses:

**ED-D 503 (1.5)** Program Development and Evaluation

**ED-D 514 (1.5)** Assessment in Counselling

**ED-D 518 (1.5)** Advanced Seminar in Theories of Counselling Psychology

**ED-D 519A (1.5)** Child and Adolescent Development and Counselling

**ED-D 519C (1.5)** Ethics and Legal Issues in Counselling

**ED-D 519H (1.5)** Career Development and Counselling Across the Life Span

**ED-D 519L (1.5)** Group Counselling

**ED-D 519N (1.5)** Diversity, Culture and Counselling

**ED-D 522 (3.0)** Skills and Practice for Counselling

**ED-D 523 (3.0)** Internship in Counselling

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

**ED-D 597 (0.0)** Comprehensive Examination

**ED-D 598 (3.0 min.)** Project

**ED-D 599 (4.5)** Thesis

**Electives (3.0)**

**TOTAL:** 27.0 units

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), as well as a range of courses being offered in other graduate programs across campus.

Students may focus on one or more of the following four areas:

- Trauma
- School/Higher Education Counselling
- Aboriginal Counselling
- Addictions

Course approval will be granted by the student's Supervisor or Graduate Adviser.

#### MA Program Requirements

A minimum of 27 units of course work is required in the MA program, and includes a thesis and its oral defense. Students choosing to conduct a thesis involving qualitative methodology are required to complete ED-D 519B or equivalent in addition to ED-D 560 and ED-D 561A. The program of study includes the following required courses:

**ED-D 503 (1.5)** Program Development and Evaluation

**ED-D 514 (1.5)** Assessment in Counselling

**ED-D 518 (1.5)** Advanced Seminar in Theories of Counselling Psychology

**ED-D 519C (1.5)** Ethics and Legal Issues in Counselling

**ED-D 519H (1.5)** Career Development and Counselling Across the Life Span

**ED-D 519L (1.5)** Group Counselling

**ED-D 519N (1.5)** Diversity, Culture and Counselling

**ED-D 522 (3.0)** Skills and Practice for Counselling

**ED-D 523 (3.0)** Internship in Counselling

**ED-D 560 (1.5)** Statistical Methods in Education

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

**ED-D 599 (4.5)** Thesis

**Electives (3.0)**

**TOTAL:** 24.0 units

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). As well, there is a range of courses being offered in other graduate programs across campus.

Students may focus on one or more of the following four areas:

- Trauma
- School/Higher Education Counselling
- Aboriginal Counselling
- Addictions

Course approval will be granted by the student's Supervisor or Graduate Adviser.

### Program Length

The MEd degree generally takes two years of full-time study on campus to complete. The MA degree also requires a minimum of two years of full-time study and often will require at least one additional semester to complete the thesis. Community-based programs have a set time-line which varies depending on the type of delivery model.

#### 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)** Program Development and Evaluation

**ED-D 560 (1.5)** Statistical Methods in Education

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

**ED-D 567 (1.5)** Case Study and Mixed Method Research

**EDCI 580 (1.5)** Interpretive Inquiry

**Electives (6.0)**

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) to be chosen in consultation with 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 MEd degree generally takes two years of full-time study on campus to complete. The MA degree also requires a minimum of two years of full-time study and often will require at least one additional semester to complete the thesis.

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:

Compulsory Core Courses: (4.5 units) Students are required to select one of the following courses:

- ED-D 500 (1.5) Learning Principles
- ED-D 501 (1.5) Theory of Measurement (subject to availability)
- ED-D 503 (1.5) Program Development and Evaluation
- ED-D 505 (1.5) Basic Concepts: Human Development
- 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) Research Methods in Education
- ED-D 597 (0.0) Comprehensive Examination

Electives: (6.0 units). Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 590, 591.

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:

Compulsory Core Courses: (4.5 units) Students are required to select one of the following courses:

- ED-D 500 (1.5) Learning Principles
- ED-D 508 (1.5) Theories of Learning
- ED-D 501 (1.5) Theory of Measurement (subject to availability)
- ED-D 503 (1.5) Program Development and Evaluation
- ED-D 505 (1.5) Basic Concepts: Human Development
- 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) Research Methods in Education
- ED-D 599 (3.0 min.) Thesis

Electives: (6.0 units). Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 590, 591.

Compulsory Comprehensive Examination: ED-D 597 is the final requirement of the program, which is set three times each year in November, April and late-August. It consists of a three hour written exam in which a candidate is expected to demonstrate the synthesis and application of concepts and theories in Leadership Studies.

MA Program Requirements
The MA degree requires 18.0 units of course work including a thesis (ED-D 599 – 4.5 units) and an oral examination.

Compulsory Core Courses: (1.5 units) Students are required to register in one of the following courses

- ED-D 531 (1.5) Concepts and Theory of Organization
- ED-D 533D (1.5) Concepts and Theories of Leadership in Learning Contexts: Leadership
- ED-D 538A (1.5) Community Leadership and Adult Learning
- ED-D 539A (1.5) Leadership, Learning and Social Justice

Compulsory courses:

- ED-D 599 (4.5) Thesis

Two courses in qualitative and/or quantitative research design taken within any faculty at UVic. These should be completed prior to beginning the thesis.

Other Courses: (9.0 units). Students may select from among courses numbered ED-D 500-level courses: 531, 532, 533, 534, 535, 536, 537, 538, 539, 591 (including all ED-D 591 courses) offered through Leadership Studies.

Up to 3.0 units can be in the form of an Independent Directed Study (ED-D 590) and the student is required to find the instructor to teach this course.

Other courses: (4.5 units). Up to 4.5 units can be taken from other departments (EDCI, EPHE) in the Faculty of Education or other faculties across campus (permission of supervisor required).

Program Length
The MA degree program can be completed over three consecutive summer sessions or 15 to 18 months of full-time study (with a May entry point).

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
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
  - ED-D 508 (1.5) Theories of Learning
  - ED-D 505 (1.5) Basic Concepts in Human Development
  - ED-D 513 (1.5) Assessment of School-Related Abilities
  - ED-D 516 (1.5) Advanced Remediation of Learning Disabilities
  - ED-D 567 (1.5) Case Study and Mixed Method Research

- 4.5 units of Special Education composed of the following courses:
  - ED-D 515 (1.5) Advanced Assessment of Learning Disabilities
  - ED-D 519B (1.5) Qualitative Research in Counselling
  - 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 519B (1.5) Qualitative Research in Counselling
    - 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

**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

**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.
**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 July 1. 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 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 require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program.
2. 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.
3. Students who wish to register for course work while undertaking a work term may receive prior approval from their academic supervisor and the co-operative education co-ordinator.
4. 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.
5. A Co-op program fee is assessed for each work term. The Co-op fee does not replace assessed graduate program fees.
6. 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.
7. Work terms are recorded on a student’s official academic record and are graded as COM, N or F.
8. Each work term is evaluated on the basis of the student’s performance of assigned work and a formal report.
9. Non-degree students may not participate in co-operative education.

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**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**

**Mustafa 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, signal processing for 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 Baniasadi, 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/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/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/millimeter-wave optical fiber systems, optical imaging and processor systems

**Nikitas Dimopoulos, PhD (Northwestern)**
Multicomputer systems, computer interconnection networks, neural networks, fault detection

**Xiaodai Dong, PhD (Queen’s)**
Wireless communications systems, ultrawideband 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. Wartheg El-Kharashi, PhD (Victoria)
Systems-on-a-Chip (SoC), Networks-on-Chip (NoC), networking processing units (NPUs), advanced microprocessor design

Fayez Gebali, PhD (British Columbia)
Computer communications, computer architecture, arithmetic, digital, software performance, VLSI systems design

T. Aaron Gulliver, PhD (Victoria)
Wireless communications, ultrawideband systems, wireless networks, cross-layer design, optical wireless, cognitive radio, OFDM and MIMO systems, secure communications, algebraic coding theory, information theory, cryptography and computer security, software radio, communications algorithms

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 electromagnetism 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 FPGAs

Harry H. L. Kwok, PhD (Stanford)
Advanced materials, electronic devices and IC design, mixed-mode circuits

Kin Sun 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)
Computer and network security, artificial intelligence, statistical signal processing, pattern recognition, fault detection and diagnosis, distributed systems, decision support systems

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)
Object-oriented computational electromagnetics, microwave circuit analysis and synthesis and computer-aided design

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
MSc, 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-oper-
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 458, 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, as part of the 15 units of course work required, to select 9 units from the course schedule shown below and the remaining 6 units from other CENG or ELEC courses. 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 514, ELEC 553, ELEC 563, ELEC 661

Software (Choose a minimum of 6.0 units)

SENG 462, SENG 422, SENG 462, ELEC 567, SENG 470 or CSC 577, CSC 566 or 576 or 578

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.
Christopher D. Douglas, PhD (Toronto)
American literature; contemporary American fiction; multicultural American literatures; Christianity and literature; postmodernism and modernism; critical race theory

Gordon D. Fulton, PhD (London)
Restoration and 18th century literature; 18th-century religious 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)
Shevsk; Renaissance literature; editing and textual studies; London studies; performance criticism; New Economic criticism

Kathryn Kerby-Fulton, DPhil (York, England)
Modern drama; theories of drama and performance; gender studies; modern literary criticism

Magdalena M.A. Kay, PhD (Calif, Berkeley)
20th-century British literature; comparative literature and poetics

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 history; cultural history; reception; medieval literary theory; Medieval Anglo-Irish literature

Gary Kuchar, PhD (McMaster)
Renaissance literature, especially poetry and religious culture; literary/critical theory

Mary Elizabeth Leighton, PhD (Alberta)
Victorian literature, especially fiction and the periodical press; the disciplinary history of English; biography; textual studies

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)
Middle English literature; ethics and aesthetics; rhetorical culture

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

Lincoln Shlesky, PhD (Calif, Berkeley)
Postcolonialism; Jewish studies; cultural studies; film studies; holocaust studies; francophone and anglophone Caribbean literature; Hebrew literature and film

Nicole Shukin, PhD (Alberta)
Canadian literature and cultural studies (especially environmental discourses and animal studies); critical theory; biopower and globalization

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; Victorian book illustration; Victorian serial fiction; Victorian sensation fiction; Victorians and marital violence; professional legal writing

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

Richard van Oort, PhD (Calif, Irvine)
Shakespeare; literary theory; generative anthropology

Adrienne S. Williams Boyarin, PhD (Calif, Berkeley)
Old and Middle English; Medieval English history and culture; Marian literature and legends; hagiography (especially women's); paleography and codicology; Medieval anti-Jewish discourse

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), and an MA (thesis or non-thesis option) with a concentration in Literatures of the West Coast (LWC).

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 Bejeman, Robert Graves, T.S. Elliot, 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 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 Writing Tutors. To be eligible, students must maintain continuous full-time registration during the tenure of an 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 $7,500 to $15,000) and four to five 8-month Writing Tutor positions (approximately $5,700) 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. 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 14), the Department requires a 1-page statement of intent, a 10-15 page typed essay on a topical topic, and a CV. GRE scores are not specifically required, but students who have taken the exam are admitted to submit the results since a high score can only strengthen their application.

International students whose first language is not English may be required by the Faculty of Graduate Studies to demonstrate competency in English (see “English Competency Requirement”, page 15) by providing results of the Test of English as a Foreign Language/TOEFL (with a minimum 630 on the paper-based test, 267 on the computer-based test, or 101 on the internet-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. Students accepted into the IWC concentration must complete ENGL 582, for which there will be one entry point per year, in the Fall. Students choosing to attend part-time must register in ENGL 582 either before or concurrently with subsequent courses.

Admission to the MA 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 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 MA and PhD students in English, History, Political Science, and Sociology—must meet the admission requirements for the MA or PhD 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 (MA or PhD) and area of study (CSPT) for which they are applying, and must also write directly to the CSPT Program Director. Admission to the CSPT program is subject to the written approval of the CSPT Program Director, who acts on advice of the interdisciplinary CSPT admission committee. Only students who have already been accepted into the MA or PhD program may be admitted to CSPT; however, acceptance to the MA or PhD 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.

See also the entry for CSPT under “Interdisciplinary Graduate Studies”, page 92.

**Deadlines**

Students who wish to be considered for funding must apply for September entry 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 January 15 deadline. MA applications received after January 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 January 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 Graduate Adviser.

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, 581, 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 Adviser.

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.

**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 ENGL 501. With permission of the CSPT Program Director, a student may substitute a graduate seminar taught by a CSPT faculty member in another department for up to 1.5 units of CSPT 500.

**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 Adviser, 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.

Course Requirements for MA with a Concentration in Literatures of the West Coast (LWC)
The Literatures of the West Coast concentration is an innovative MA program that combines interdisciplinary study of Canadian and US literature with topics in the local histories, environments, and aboriginal traditions of the West Coast. Students applying for admission to the general MA in English should indicate their intention to apply to the Literatures of the West Coast program in their "Letter of Intent." The Literatures of the West Coast concentration is open to students from a broad range of disciplines. We anticipate and encourage applicants from a variety of undergraduate and professional backgrounds. Students who are deemed admissible by the graduate committee, and who have specified an interest in the literatures of the West Coast concentration, will be admitted and considered for funding along with those pursuing the general MA degree.

Students accepted into the LWC concentration must complete English 582, for which there will be one entry point per year, in the Fall. Students choosing to attend part-time must register in English 582 either before or concurrently with subsequent courses.

Summary of Course Requirements: Thesis Option
Core Seminar in Literatures of the West Coast (English 582)........................3 units
Introduction to Bibliography & Methods of Research (English 500).............1.5 units
Other graduate courses as approved by the Adviser..................................3 units
English 599 (thesis or project).........................................................7.5 units
Total .........................................................................................15 units

Other graduate courses as approved by the Adviser................................6 units
English 598 (Master's Essay).......................................................4.5 units
Total .....................................................................................15 units

Other graduate courses as approved by the Adviser..................................3 units
Introduction to Bibliography & Methods of Research (English 500............1.5 units
Other graduate courses as approved by the Adviser..................................3 units
English 599 (thesis or project).........................................................7.5 units
Total .........................................................................................15 units

Summary of Course Requirements: Essay Option
Core Seminar in Literatures of the West Coast (English 582)........................3 units
Introduction to Bibliography & Methods of Research (English 500............1.5 units
Other graduate courses as approved by the Adviser..................................3 units
English 599 (thesis or project).........................................................7.5 units
Total .........................................................................................15 units

LWC students who wish to complete an academic thesis or alternative creative, historical or multimedia project must find a supervisor and prepare a proposal to be submitted to the Graduate Committee, along with a letter of support from the LWC adviser. Complete guidelines are available from the English Graduate Secretary. Students whose proposals are denied by the Graduate Committee will have the opportunity to revise and re-submit; if the proposal is denied a second time, the student will be required to complete the Master's Essay program.

Master's Essay
LWC students who choose the Master's Essay option must complete an academic essay (maximum 10,000 words), on an LWC topic approved by the Adviser, that presents an original argument and demonstrates the student's research and writing abilities. 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.

Other Requirements
Students in the Literatures of the West Coast concentration will fulfill the language requirement for the Master's degree in English as specified in this Calendar. A West Coast aboriginal language can fulfill this requirement, if it is appropriate to the program of study and a qualified examiner can be found. Students in the Literatures of the West Coast Concentration will also have the option of completing this requirement with at least a "B" in Linguistics 401 (Salish) or Linguistics 403 (Athapaskan).

Master's Non-Thesis Option
Course Requirements
Students are required to complete four 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
Other graduate courses as approved by the Adviser..................................3 units
Master's Essay (ENGL 598).............................................................3.0 units
Total .........................................................................................18.0 units

Dissertation (ENGL 699).................................................................18.0 units
Total .........................................................................................30.0 units*

* Minimum.

Candidacy
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 cross-listed CSPT course for another of the English courses.

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 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 27). 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 English Graduate Adviser
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 Adviser, if it is appropriate to the student's studies or professional interests. Students who are judged by the Graduate Adviser 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, Ethnoecology 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: Social Sciences and Math Building, Room B243
Mailing Address:
PO Box 3060 STN CSC
Victoria, BC V8W 3R4
Canada
Courier Address:
Social Sciences and Math Building,
Room B243
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada
Telephone Number: ...........................(250) 721-7354
Fax Number: .................................(250) 721-8985
E-mail: esoffice@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) 472-4298
Graduate Secretary: Anne Bowen or Elaine Hopkins
E-mail: esoffice@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)
Polaric 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
Karen Shaw, PhD (Johns Hopkins)
Polaric ecology; local/global environmental governance; political theory; indigenous politics; sustainable energy systems

Duncan Taylor, PhD (Calif-Santa Cruz)
Polaric ecology; history, politics and philosophy of North American conservation and environmental movements; community forestry and ecorestoration; integral systems theory

Nancy J. Turner, PhD (UBC)
Ethnoecology; 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)
Ethnoecology; 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 Gosztonyi 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)
Ethnoecology; 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

Lori Daniels, PhD (Man)
Impacts of natural disturbance; climate variation and human interactions on forest dynamics

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 Govindaraju, PhD (UBC)
Ecological restoration; conservation ecology; invasive species

Robin Gregory, BA (Yale), MA, PhD (UBC)
Environmental risk management, conflict resolution, environmental management

Richard Hebda, PhD (UBC)
Ecological restoration; paleoecology; botany; climate change
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 15) 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 a master’s entry is 6.0 (B+) in the last two years of undergraduate study. In practice a higher GPA may be required to ensure entry. The minimum GPA required for a PhD entry is 7.0 (A-). Some exceptions may be made, in extenuating circumstances, such as with mature applicants 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 14), the School of Environmental Studies also requires transcripts, a statement of research interest (1-2 pages), a brief essay telling us about yourself and highlighting your past accomplishments, evidence of creativity and research potential (1-2 pages) and a CV.

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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES 500 (1.5)</td>
<td>Perspectives on Environmental Theory</td>
</tr>
<tr>
<td>ES 501 (1.5)</td>
<td>Methods, Research Design and Communications</td>
</tr>
<tr>
<td>ES 502 (1.5)</td>
<td>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 1.5 units may be taken at the 400-level.</td>
</tr>
</tbody>
</table>

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

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and work-
Exercise Science, Physical and Health Education

GENERAL INFORMATION

The School of Exercise Science, Physical and Health 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 Exercise Science, Physical and Health Education
Location: McKinnon Building, Room 120
Mailing Address:
School of Exercise Science, Physical and Health Education
University of Victoria
PO Box 3015 STN CSC
Victoria, BC V8W 3P1
Canada

Courier Address:
School of Exercise Science, Physical and Health 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
Email: physed@uvic.ca
Website: <www.educ.uvic.ca/phed/>

Director: Dr. Douglas R. Nichols
Email: d nichols@uvic.ca
Phone: (250) 721-8376

Graduate Adviser: Dr. Frederick I. Bell
Email: f bell@uvic.ca
Phone: (250) 721-8382

Graduate Secretary: Rebecca Zammit
Email: rzammit@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, teaching games for understanding, assessment in games and educational gymnastics.

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, bone 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. Iopper, Associate 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, Assistant Professor, PhD (Waterloo)
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, dissemination, knowledge exchange and capacity-building.

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)
Practice factors in the acquisition of skilled action, cognition and skilled motor behaviour, teaching and learning in higher education, cooperative education.

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, 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. Wolksi, 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, Professor, PhD (Alberta)
Michael Smith Foundation for Health Research Scholar; Director, Centre for Biomedical Research; neural control of human movement; neuromuscular plasticity and rehabilitation after neurotrauma.

Degrees and Specializations Offered

The School of Exercise Science, Physical and Health 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, gymnasia, pool, dance studio, resource centre, Institute of Applied Physical Activity and Health Research, and Health & Learning Knowledge 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 Exercise Science, Physical and Health 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 Exercise Science, Physical and Health Education General Office and listed on the Exercise Science, Physical and Health 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 $5,200 for the period of Sept. 07 to Aug. 08 from
the Faculty of Graduate Studies. This is under
the jurisdiction of the Graduate Adviser, who ap-
plies 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 ex-
penses. Students are also advised that the School
has very little opportunity to fund students dur-
ing the Summer Session (April-August).

ADMISSION REQUIREMENTS

General
Potential applicants may contact the Graduate
Adviser of the School of Exercise Science, Physi-
cal and Health Education for application infor-
mation. However, to pursue formal admission, the
student must complete the application pro-
vided 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 Ex-
ercise Science, Physical and Health Education re-
quires an undergraduate degree in Exercise Sci-
ence, Physical and Health Education or related
field. Applicants to the MA and MSc programs
should state their specific area of research inter-
est, include a brief statement of academic and
career goals, and identify a faculty member as a
possible supervisor. MEd Coaching Studies ap-
plicants should include a resume of their coach-
ing 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 Exercise Sci-
ence, Physical and Health Education MSc or
MA who are seeking admission the following
September.
• For applicants to the School of Exercise Sci-
ence, Physical and Health Education MEd
Coaching Studies degree who are seeking ad-
mission 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 subdisci-
pline 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

Complementary course(s) in research
techniques ...........................................1.5-3.0
Electives .................................................3.0-6.0
Thesis (EPHE 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 op-
portunity to develop a program with a specific
focus on curriculum development or instruc-
tional strategies. Course work provides the
knowledge and skills to complete a required the-
sis, which is subject to an oral examination.

Program requirements: Total = 18 units

Two of: EPHE 580, 581, 582, 583, 584 .............3.0
Complementary course(s) in research

techniques ...........................................1.5-3.0
Electives .................................................3.0-6.0
Thesis (EPHE 599) .....................................4.5-6.0

Program Length

Usually two years.

Master of Education in Coaching Studies
(MEd) - Thesis Option
This degree provides students with a program of
studies with a particular focus on coaching sci-
ence. 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 com-
plete two four-month cooperative work terms, a
comprehensive exam and a project. It is also pos-
sible to complete some of the National Coaching
Certification Program (NCCP) level 4/5 tasks
during the MEd CS program, which is coordi-
nated through the National Coaching Institute
British Columbia (NCI).

Program Requirements: Total = 18 units + 2
work terms (4 units)

Electives (to be determined) .........................3.0
Comprehensive Examination (EPHE 597) ......0.0
Project (EPHE 598) ...................................3.0
Cooperative Work Term (EPHE 801) .............2.0
Cooperative Work Term (EPHE 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 proj-
et and comprehensive examination OR a thesis
subject to oral examination, are required.

Program requirements: Total = 18 units

ED-D 560 ....................................................1.5
EPHE 561, 562, 563, 573, & 574 .................7.5
EPHE 590 (topics to be determined) .............4.5-6.0

either:

EPHE 597 and EPHE 598 ............................3.0

FELICITY A. ROY, Associate Dean

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Co-operative Education
Co-operative education is offered as an option to
each of the graduate programs in Exercise Sci-
ence, Physical and Health Education with the
prior written agreement of the student’s faculty
supervisor. Co-operative education is a manda-
tory component of the MEd Coaching Studies
program.

French

GENERAL INFORMATION

Faculty members in the Department of French
have wide-ranging research and teaching inter-
ests 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 web-
site at <web.uvic.ca/french/graduate.html>.

Contact Information
Department of French
Location: Clearihue, Room C247
Mailing Address:
P O 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@uvic.ca
Website: <web.uvic.ca/french>
Chair: John Greene (Acting)
E-mail: chairfr@uvic.ca
Phone: ......................(250) 721-7364
Graduate Adviser: Sada Niang
E-mail: gradfren@uvic.ca
Phone: ......................(250) 721-7379
Graduate Secretary: Marjorie Brown
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
GRADUATE PROGRAMS

Ellen J. Chapco, PhD (British Columbia)
17th-century French literature, fictional representations of marriage in Old Regime French literature, fairy tales

Emile Fromet de Rosnay, Ph.D. (Queen's)
19th to 20th Century French and comparative literature, Romanticism, modernist poetics

Emmanuel Hérique, 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, MA (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

Danielle Thaler, PhD (Toronto)
19th-century French literature, children's literature, creative writing, translation

Marie Vautier, PhD (Toronto)
Comparative Canadian literature, literary theory

Facilities
UVic's McPherson Library constitutes a solid resource for graduate research in all areas of French Studies. It has 1,900,000 volumes, 1,900,000 items in microfiche, over 50,000 records, tapes, compact discs; 32,000 scores and 6,500 films/videos and DVDs. There are 12,000 current periodical subscriptions including over 2,000 e-journals. There are 137 on staff, including 26 librarians, among whom one librarian for the French collection. 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 containing reference materials and a computer.

Admission Requirements

General
Candidates must meet all the general requirements of the University of Victoria Faculty of Graduate Studies <registrar.uvic.ca/grad> 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. FREN 500, the compulsory course for the French MA degree program, is generally offered in the fall semester.

MA in French Literature, Language & Culture
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 third- and fourth-year French courses. This qualification should consist of a minimum of 15 units of senior undergraduate course work in French which would normally include a methodology course and an advanced language course (equivalent to FREN 390 and FREN 402 at UVic).

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.

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

The Department offers one MA program in French Literature, Language & Culture, comprising a minimum of 15 units of graduate credit:

- non-thesis option, designed to be completed in one calendar year
- thesis option, designed to be completed in two years

Non-Thesis Option
1. FREN 500 (1.5 units)
2. 10.5 units of course work, up to 3.0 units of which may be taken outside the Department, but no more than 1.5 units at the senior undergraduate level
3. FREN 598 (3.0 units): Reading List compiled in consultation with advisers; critical paper and oral examination.
4. A reading knowledge of English and of another appropriate language, in addition to French and English.

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 students. MA students complete two work terms (a work term consists of four months of full-time, paid employment), undertaking 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: Social Sciences and Math Building, Room B203
Mailing Address:
PO Box 3060
Victoria, BC V8W 3R4
Canada
Courier Address:
3800 Finnerty Road
Social Sciences and Math Building, Room B203
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/>
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 E. Cross, PhD (Stirling)
Environmental impacts and management of coastal aquaculture, marine ecology and coastal oceanography

Philip Dearden, PhD (Victoria)
Resources; 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 Gutherlet, PhD (Tübingen)
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

Terri Lacourse, PhD (Simon Fraser)
Earth systems ecology, paleoecology, paleogeography, coastal temperate rain forests

Stephen C. Lonergan, PhD (Pennsylvania)
Middle East water, environment and security, paleogepgraphy, coastal temperate rain forests

J. Douglas Porteous, PhD (Hall)
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

S. Martin Taylor, PhD (British Columbia)
Environment and health; health promotion

Stanton E. Tuller, PhD (Calif, Los Angeles)
Physical: Climatology; heat balance; Japan

Ian Walker, PhD (Guelph)
Sediment transport and erosion: coastal, desert, rivers, dunes

Frederick J. Wrona, PhD (Calgary)
Acoustic ecology and eco-toxicology, biostatistics and quantitative ecology

Adjuncts and Cross-Listed Appointments

Sprros 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 modelling, remote sensing, GIS

Stephanie E. Chang, PhD (Cornell)
Urban planning, natural disasters, risk management and GIS decision-support systems, transportation

A. N. C. Corbett, PhD (Victoria)
GIS, Indonesia

Trevor Davis, PhD (British Columbia)
GIS; Uncertainty modelling; forest inventory

Yonas Dibike, PhD (Delft)
Hydro-climatology, hydrology and water resources related environmental studies

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 House, PhD (Toronto)
Coastal geomorphology

Joji Isaka, Dr Eng (Tokyo)
Remote sensing, information and data fusion using machine intelligence

Glen S. 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

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Gail L. Kucera, PhD (Washington)
GIS: Information modelling; temporal information

Richard S. Mackie, PhD (British Columbia)
Historical geography; British Columbia history

Douglas G. Maynard, PhD (Saskatchewan)
Forestry, soil sustainability

Theodore McDorman, LLM (Dalhousie)
International ocean law, fisheries and marine mammals, international marine resources law and policy

Prem Chaudhary, PhD (Alberta)
Water resource management, isotpe hydrology and paleohydrology, paleolimnology

Robert E. Paris, PhD (British Columbia)
Population biology, forest ecology

Daniel L. Peters, PhD (Trent)
Watershed hydrology, impacts of climate change on hydrology

Clifford Robinson, PhD (British Columbia)
Marine protected areas, coastal ecosystems, ecosystem modelling

Rick Rollins, PhD (Washington)
Parks and protected areas; tourism and recreational behaviour; research methods

Geotz Schueler, 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 Walder, 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 Advisor, Department of Geography via e-mail at: <geoggrad@mail.geog.uvic.ca>. Further information about the Department is available through the Department’s website: <www.geog.uvic.ca/graduate/>. 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/graduate/>.

**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.

**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, and 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 Götz
E-mail: pgoetz@uvic.ca
Phone: ......................... (250) 721-6329
Graduate Adviser: Dr. Serhy Yekelchyk
E-mail: serhy@uvic.ca
Phone: ......................... (250) 721-7505
Graduate Secretary: Irina Gavrilova
E-mail: geru@uvic.ca
Phone: ......................... (250) 721-7316

**Faculty Members and Areas of Research**

Nicholas Galichenko, PhD (McGill)

Georgian Cinema

Peter Götz, PhD (Queen’s)

Literary Theory; Contemporary Literature; CALL; Film; Vampires; Kafka; Adolf Muschg

Elena Pnevmonidou, PhD (McGill)

Classicism and Romanticism, Literature of the Weimar Period and Expressionist Film, Literary Theory and Gender Studies

UIF 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 Yekelchyk, PhD (Alberta)

Culture and identities in Russia and Eastern Europe; Stalinism; 20th Century Ukraine

**Degrees and Specializations Offered**

Department offers MA in Germanic Studies.

**Facilities**

The University’s library holdings are good and provide a solid basis for graduate research. A highly effective interlibrary loan service created by a special agreement among Western Universities offers easy access to any materials not available locally.

The Department provides its graduate students with office space and computer facilities. In addition, there is a reading room well equipped with reference materials.
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: <www.uvic.ca/grad>.

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

Couriers 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: <www.uvic.ca/grad>

Chair: Cedric A. J. Littlewood
E-mail: calwood@uvic.ca
Phone: (250) 721-8515
Graduate Adviser: Gregory Rowe
E-mail: gdrowe@uvic.ca
Phone: (250) 721-8521
Graduate Secretary: Sonja Bemingham
E-mail: sbeming@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

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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
Geoffrey Kron, B.Sc, MA., PhD (University of Toronto)
Greek democracy, Greek and Roman economy, agriculture and technology
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
Gregory D. Rowe, DPhil (Oxford)
Roman history, Greek and Latin epigraphy, Roman public and private law
Emeritus Faculty

David A. Campbell, MA (Glasgow), MA (Oxford)
Greek lyric poetry
John G. Fitch, PhD (Cornell)
Greek and Roman drama, esp. Seneca; Didactic poetry
Gordon S. Shrimpton, BA, MA (Brit Col), PhD (Stan)
Greek history and historical writing

Adjunct Appointments

Patricia A. Clark, PhD (Washington)
Greek medicine and folk medicine
Anne-Françoi Morand, PhD (Geneva)
Greek literature and religion, Orphism; Greek medicine, particularly Galen

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 Greece 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 $15,000, which may be held for two years, subject to satisfactory performance and full-time enrollment. 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 14), 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
Students must demonstrate a reading knowledge of French, German or Italian.

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 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.

Health Information Science

General Information
The School of Health Information Science has over 25 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: <hinf.uvic.ca>.

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 Finnett 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: andre@uvic.ca Phone: (250) 721-8576 Graduate Adviser: Dr. Andre Kushniruk E-mail: andre@uvic.ca Phone: (250) 721-5131 Graduate Secretary: TBA E-mail: hisgrad@uvic.ca Phone: (250) 721-6459

Faculty Members and Areas of Research
Elizabeth Borycki, PhD (Toronto), MN (Manitoba), HBScN (Lakehead), RN, Lecturer Clinical Informatics, Organizational Behaviour and Change Management in Health Informatics, Disease Management, Simulations and Patient Safety
Gerhard Brauer, EdD (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 MacIntyre, SD (Harvard), SM (Harvard), BA (Oxford), Adjunct Professor Health Services Epidemiology Methods, Study Design and Statistical Analysis; Pharmacoeconomics; 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
Jeff Barnett, BSc (UBC). MSc (Victoria), Adjunct Assistant Professor, Uvic, Director of Clinical Informatics, Cancer Care, BC Cancer Agency
Chris Eagle, MD, MBA, Professor, Community
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 library holdings in various subject areas of health informatics are comprehensive and up to date. In addition, the School has well established linkages to health 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 an other 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 educational background, employment history, professional/academic affiliations and other achievements such as publications or awards, up to a maximum of 4 pages.

A letter 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 is 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 test score may be required. A TOEFL score of 75 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 applications 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 deadlines for Canadian applications are January 15 for both September and May entry. For international applications the deadlines are December 15 for September entry and September 15 for May entry.

PROGRAM REQUIREMENTS
On-Campus Stream: The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a thesis. 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 16.5 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 7 courses in total plus a thesis, and the research project option consisting of 9 courses in total along with major project.

Course Requirements – On-Campus Stream
On-Campus Stream: The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a thesis. The program of study will include the following requirements:

MSc
HINF 580 (1.5) Health Informatics Graduate Seminar
HINF 503 (1.5) Research Methods in Health Informatics
HINF 599 (6.0) Thesis

Electives: Elected 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 (1.5) Research Design: Critical Appraisal of Information
ADMN 502B (1.5) Statistical Analysis
ADMN 537 (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 (1.5) Quantitative Methods
SOCI 511 (1.5) Research Design
SOCI 515 (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 (1.5) will only be given once.

Course Requirements – Distributed Stream
Distributed Stream: The MSc degree in Health Informatics requires a minimum of 16.5 units of course work, including a major project or thesis.

The program of study will include the following requirements:

MSc- Thesis Option:
HINF 503 (1.5) Research Methods in HI
HINF 599 (6.0) Thesis Option
**MSc - Research Project Option:**

**HINF 503 (1.5)** Research Methods in Health Informatics

**HINF 598 (3.0)** Research Project

A minimum of 9 units from the HINF electives list below.

**HINF Electives:**

- Electives offered vary from year to year. Students should consult with the School for details.
- **Workshops:** 2 weeks in years 1 and 2 at UVic.

**First Year**

- Sept-Dec: HINF 598 cont’d, Elective
- May-August: HINF 598 cont’d, HINF 503, Elective, Workshop 1**
- Sept-Dec: HINF 598 cont’d, HINF elective, HINF Elective

**Second Year**

- Jan-Apr: HINF 598 cont’d, Elective
- May-August: HINF 598 cont’d, Elective, Elective, Workshop 2**
- Sept-Dec: HINF 598 cont’d, Elective
- *Based on January Entry*

**Workshops:** 2 weeks in years 1 and 2 at UVic. Workshops are part of two 1.5 credit courses and are on-campus.

**Distributed Stream Sample Model Program – Research Project Option**:

**First Year**

- Jan-Apr: HINF 598, Elective
- May-August: HINF 598 cont’d, HINF 503, Elective, Workshop 1**
- Sept-Dec: HINF 598 cont’d, HINF elective, HINF Elective

**Second Year**

- Jan-Apr: HINF 598 cont’d, Elective
- May-August: HINF 598 cont’d, Elective, Workshop 2**
- Sept-Dec: HINF 598 cont’d, Elective
- *Based on January Entry*

**Workshops:** 2 weeks in years 1 and 2 at UVic. Workshops are part of two 1.5 credit courses and are on-campus.

**Program Length**

The on-campus MSc typically takes two years to complete and the maximum allotted time for the program is 5 years. The distributed (online) MSc is a two year program. Failure to complete in two years will result in re-registration fees.

**Co-Operative Education**

The following guidelines apply for School of Health Information Science co-op placements for graduate students. Students are also referred to "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.
- 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.

**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
Faculty Members and Areas of Research
Gregory Peter Andracuk, PhD (Toronto)
Medieval literature, especially sentimental romance and Cancionero poetry, religion and literature, especially Auto Sacramental
Beatriz de Alba-Koch, PhD (Princeton)
Colonial and nineteenth-century Spanish American literature, especially Mexico
Lloyd H. Howard, PhD (Johns Hopkins)
Italian literature of the 13th and 14th centuries, especially Dante
Pablo Restrepo-Gautier, PhD (British Columbia)
Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies
Elena Rossi, PhD (Toronto)
Renaissance and Golden Age Spanish poetry and literature, the planctus, Spanish poet painters (1525-1650), Italian poetry (1300-1650), Petrarchism in Spain and Italy, Hispano-Italian links in poetry (Montalvo), literature and the arts
Dan Russek, PhD (Chicago)
Modern and contemporary Latin American literature, literature and visual arts

Degrees and Specializations Offered
The Department of Hispanic and Italian Studies offers programs leading to the degrees of Master of Arts in Hispanic Studies and Master of Arts in Hispanic and Italian Studies.

Facilities
Department Research Library.

Financial Support
Each year, 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 14), the Department of Hispanic and Italian Studies also requires a statement of research intent.

Admission To Master’s Programs
Admission to the thesis or non-thesis programs requires a bachelor’s degree (Major in Hispanic Studies or Hispanic and Italian Studies or equivalent) with a minimum overall average of B+ (6.0 GPA) or a bachelor’s degree (Major in Hispanic Studies or Hispanic and Italian Studies) with a minimum average of A- (7.0 GPA) in the final year’s work. Students with background deficiencies in Hispanic Studies or, if relevant, Italian Studies will be required to make up courses before being admitted to the MA program. Candidates must satisfy the Department that in addition to Spanish and English, they have a reading knowledge of another language relevant to their degree program.

Deadlines
Applications must be received in 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 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 speciality: 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 either 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 either within the Department or from outside (with the approval of the Department)

Final Project
SPAN 598 (3 units): Master’s Essay and Oral Examination

Program Length
1.5 to 2 years.

History
General Information
The Department of History offers programs of 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: histgrad@uvic.ca
Website: history.uvic.ca
Chair: Dr. Thomas Saunders
E-mail: histchr@uvic.ca
Phone: (250) 721-7286
Graduate Adviser: Dr. Elizabeth Vibert
E-mail: evibert@uvic.ca
Phone: (250) 721-7381
Graduate Secretary: Heather Waterlander
E-mail: histgrad@uvic.ca
Phone: (250) 721-7384

Faculty Members and Areas of Research
Robert S. Alexander, PhD (Cambridge)
Early Modern and Modern France
Sara Beam, PhD (Calif. Berkeley)
Early Modern Europe; popular culture
A. Perry Biddiscombe, PhD (London School of Economics)
Modern Europe; nationalism
Gregory B. Blue, PhD (Cambridge)
World history; intellectual/cultural history
GRADUATE PROGRAMS

Penny Bryden, PhD (York)
Post-confederation Canada, political and constitutional

Martin Bunton, DPhil (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)
U.S. foreign relations; race in U.S.-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)
19th and 20th century China

Erik Kwakkel, PhD (Leiden)
Medieval intellectual history, manuscripts

Lynne S. Marks, PhD (York)
Canadian women’s history; religious and social history

Andrew McKenzie, PhD (Toronto)
Indigenous Studies; sport history

O’Bonsawin, Christine, PhD (Western Ontario)
Modern Japanese; Asian history

Richard Rajala, PhD (York)
Political history; 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 Yekelchyk, PhD (Alberta)
Russian and Soviet cultural history; modern Ukraine

David Zimmerman, PhD (New Brunswick)
Military and naval history; Canadian science and technology

Oral history; First Nations history

Race and cultural history

Modern Germany; Immigration culture

Family history, social and economic history

Formative period of Islamic civilization

Late Imperial China, Modern China and Chinese diaspora

U.S. foreign relations; race in U.S.-Latin American relations

18th and 19th century British legal and cultural history, criminal administration and empire

Intellectual-cultural; 19th century U.S. American West

19th and 20th century China

Medieval intellectual history, manuscripts

Canadian women’s history; religious and social history

Indigenous Studies; sport history

Modern Japanese; Asian history

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Modern Germany; 20th century European culture

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Canadian social and urban history; comparative North America

British colonial and Canadian history; gender, race and cultural history

Oral history; First Nations history

Early modern science; The Enlightenment

Comparative politics and international relations with an emphasis on East Asia

Russian and Soviet cultural history; modern Ukraine

Military and naval history; Canadian science and technology

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.

All students may elect to pursue a non-thesis MA degree, although students who wish to pursue a thesis degree must complete an additional MA coursework requirement of 6 credits. Students may take both a thesis and non-thesis MA in the same calendar year, subject to the permission of the graduate adviser. 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 to the PhD program normally requires a master’s degree with a minimum average of A- in graduate courses. 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 530 and HIST 598 (Extended Research Paper).

Students who obtain a 5.0 grade point average but who obtain less than B standing in HIST 500 must repeat HIST 500. They may repeat HIST 500 once only.

Part-time study is permitted, but the degree must be completed within five years of the initial registration.

Although there are no formal residence requirements, residence is recommended.

MA – Thesis Option

Course requirements (Unit Values)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical Field Course</td>
<td>1.5</td>
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<tr>
<td>Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical or Topical Field Course</td>
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<tr>
<td>Thesis</td>
<td>3.0</td>
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<tr>
<td>Total</td>
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</tbody>
</table>

Other Requirements

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the graduate 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)

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

At least 1.5 units must treat a geographical area outside that covered in the major research paper.

Final Project

Students will also complete a major research paper. This paper will 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 again.

Normally, 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 Geographical Field Courses. In special circumstances students may be able to define a topical field as the major field for the comprehensive examination. Approval from the supervisor and Graduate Adviser is required.

Geographical Field Courses examine the secondary literature on a significant theme, such as social, military, intellectual/cultural, family, women, 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)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500</td>
<td>1.5</td>
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<tr>
<td>Field Courses</td>
<td>3.0</td>
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<tr>
<td>Field Course or Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Topical Field Course</td>
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</tr>
<tr>
<td>Thesis</td>
<td>30.0</td>
</tr>
<tr>
<td>Total</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Concentration in Cultural, Social and Political Thought (CSPT)

This interdisciplinary program is open to selected MA and PhD students in English, History, Political Science and Sociology. Students must meet the core graduating requirement of the individual departments. The Graduate Adviser in each department should be consulted for details. To complete the CSPT MA program in History, a student must complete:

• 3 units of CSPT 500
• 15 units as required in the History MA program (including HIST 500 and the master’s language requirement)

The MA thesis (HIST 599) must be in the field of CSPT.

Descriptions of CSPT 500 and CSPT 590 are found in the course listings.

Admission to the CSPT program is subject to the written approval of the Program Director. Applicants must already have been accepted into the MA program in History.

The requirements for the program in the Departments of English, Political Science and Sociology differ from those in History.

For information about the doctoral program in CSPT and History, please consult the History Graduate Adviser.

See also the entry for CSPT under “Interdisciplinary Graduate Studies”, page 92.

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
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 TAships 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 adviser 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

Before graduation, each student will be required to demonstrate a reading knowledge of a language other than English, appropriate to the area of special interest. This requirement will normally be satisfied by completion of 3 units of 200-level language or literature courses (excluding those taught in English using translations). Also acceptable are JAPA 150, CHIN 150, GER 390, or 3 units of FREN 155 and above (excluding FREN 160, 161, or 165). A Grade Point Average of at least 4.0 (B-) is necessary. In special circumstances, students may request permission to take a translation examination administered by the Department.

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**

Before graduation, each student will be required to demonstrate a reading knowledge of a language other than English, appropriate to the area of special interest. This requirement will normally be satisfied by completion of 3 units of 200-level language or literature courses (excluding those taught in English using translations). Also acceptable are JAPA 150, CHIN 150, GER 390, or 3 units of FREN 155 and above (excluding FREN 160, 161, or 165). A Grade Point Average of at least 4.0 (B-) is necessary. In special circumstances, students may request permission to take a translation examination administered by the Department.

**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.

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**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.

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**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 Cornrassell  
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, Chair, Indigenous Governance and Human and Social Development, PhD (Cornell)  
Specialization in traditional leadership, nationalism, political thought, Native politics  
Jeff Cornrassell, Associate Professor, Indigenous Governance, PhD (Arizona)  
Specialization in indigenous political mobilization, ethno-nationalism and global indigenous rights  

**Faculty Associates**

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  
Leslie Brown, Social Work  
Avigail Eisenberg, Political Science  
Hammar Foster, Law  
Cindy Holder, Philosophy
**Admission To Master’s Programs**
Faculty of Human and Social Development offers both full and part time programs of studies leading to the degree of Master of Indigenous Governance (MAIG). The Program aspires to educate students who are grounded in a diverse body of knowledge to assume leadership and policy making roles, or to continue their academic careers in a variety of fields including social science and history, law or Native Studies.
Candidates will have a baccalaureate degree from a recognized university, or equivalent qualifications with an academic standing acceptable to the Indigenous Governance Program and the Faculty of Graduate Studies. Admission generally requires at minimum a very high second class standing (B+) in the two final years of the undergraduate degree.

**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 internship in a particular year.

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**

**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 requirements.

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.
Interdisciplinary Graduate Programs

**GENERAL INFORMATION**

**Contact Information**
Faculty of Graduate Studies
Location: University Centre, second floor, Room A255
Mailing Address: Faculty of Graduate Studies
University of Victoria
PO Box 1700 STN CSC
Victoria, BC V8W 3P2
Courier Address: Faculty of Graduate Studies
3800 Finnerty Road
University Centre, Room A255
V8P 5C2

Phone: (250) 721-7970
Fax Number: (250) 721-8957
E-Mail: fgssec2@uvic.ca
Website: <web.uvic.ca/gradstudies>
Dean: Dr. H. Aaron
E-Mail: graddean@uvic.ca
Phone: (250) 721-7990
Interdisciplinary Graduate Adviser:
Dr. Geraldine Van Gyn
E-Mail: intdadv@uvic.ca
Phone: (250) 721-8381
Graduate Secretary: Anita Winjie
E-Mail: fgssec1@uvic.ca
Phone: (250) 472-5209

**Faculty Members and Areas of Research**
All members of the Faculty of Graduate Studies are eligible to supervise Interdisciplinary Graduate Students.

**Degrees and Specializations Offered**
MA, MSc, PhD

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 Interdisciplinary Graduate program. Individual 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 interdisciplinary Graduate Adviser for an information session early in the process. The application and approval process typically takes four to six months. The program proposal must be formulated by the applicant and prospective supervisory committee members. Approval 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.

**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 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 the following:
   - 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 should submit a 3–5 page written program proposal and rationale for the interdisciplinary degree by special arrangement. This proposal must include:
   - 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 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 reviewed by the Interdisciplinary Admissions and Records Office and recommended to 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 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.

**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.

**Program Requirements**

**Proposal Approval for Individual Interdisciplinary Degrees**

Before an offer of admission can be made, applicants must have an interdisciplinary degree program committee and research proposal approved by the faculty 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 Adviser 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 580-1 (1.5–3.0): Directed Studies
- INTD 592-1 (4.5–12.0): Thesis
- INTD 680-1 (1.5–3.0): Directed Studies
- INTD 692-1 (15.0-30.0): Dissertation

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

**Candidacy Exams**

The candidacy exam includes both a written and oral component. The format of the examination may vary based on the specific circumstances. The written component is intended to provide a foundation for the future research project. To that end, the format of the written component will include two or more papers outlining the scholarly context and relevant research methodology or a plan outlining the proposed research for the PhD dissertation that includes a summary of relevant existing research and literature and a bibliography. Alternative models for the written component of the exam, if deemed necessary, will normally be decided upon during the first semester of the student's registration.

The written component is distributed to the supervisory committee for approval prior to the oral exam. Usually the oral examination will begin with a presentation of the research topic, including its relevance to the current scholarly context. Students will then be asked questions related to the written submission and planned research.

**Program Length**

Master's degrees are normally completed in two years, doctoral degrees within 3 to 5 years.

### Concentration in Cultural, Social, and Political Thought (CSPT)

This concentration is available to selected graduate students in English, History, Political Science, and Sociology. Interested students should consult the relevant departmental entries. Students applying for an Individual Interdisciplinary MA or PhD Program may also opt for a concentration in Cultural, Social and Political Thought (CSPT). To be eligible for this concentration, students must have prior approval from the CSPT Admissions Committee.

An approved Individual Interdisciplinary MA program with a CSPT concentration will include:

- **CSPT 501**
  - at least 1.5 units of CSPT 500
  - a thesis worth from 6 to 9 units, on an approved topic within the field of cultural, social and political thought, under the direction of a supervisory committee including at least two participating CSPT faculty members.
- 3 to 6 units of other courses at the graduate level approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee, to a total of 15 units for the program as a whole including the thesis and CSPT course requirements.

An approved Individual Interdisciplinary PhD program with a CSPT Concentration will include:

- **CSPT 601**
  - at least 1.5 units of CSPT 600
  - a candidacy examination within the field of cultural, social and political thought.
- At least 4.5 units of other courses at the doctoral level, approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee.
- A second candidacy examination in a field approved by the CSPT Program Director and the Interdisciplinary Special Arrangements Admissions Committee.
- A dissertation worth 30 units on an approved topic within the field of cultural, social and political thought, under the direction of a supervisory committee including at least two participating CSPT faculty members.

### 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: dzacour@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 Assistant: Lorinda Felt
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 (UBC)**
  - Legal bibliography, computer applications

- **Jamie Cassels, QC, LLM (Columbia)**
  - Contracts, legal theory, remedies

- **M. Cheryl Cruna, LLM (Cantab)**
  - Employment law, administrative law

- **Maneeasha 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, MJur (Auckland)**
Andrew Newcombe, LLM (Toronto)

R. Michael McConigle, JSD (Oxford)

Landsdowne 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)

Administrative law, restorative justice

Andrew J. Pirie, LLM (Wellington)

Constitutional law, constitutional and administrative law

Martha O’Brien, LLM (Université Libre de Bruxelles)

Taxation, European Union law, corporate law

Andrew J. Pirie, LLM (Wellington)

Alternative dispute resolution, the theory and practice of negotiation and mediation

D. Heather Raven, LLB (UBC)

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, QC, LLM (UBC)

Real estate law, plain language research

Jeremy Webber, LLM (Osgoode)

Law and society, cultural diversity, constitutional law and theory, Aboriginal rights

Andrew J. Petter, QC, LLM (Cantab)

Constitutional law, civil liberties, legislative and regulatory processes

Martha O’Brien, LLM (Université Libre de Bruxelles)

Taxation, European Union law, corporate law

Andrew J. Pirie, LLM (Wellington)

Alternative dispute resolution, the theory and practice of negotiation and mediation

D. Heather Raven, LLB (UBC)

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, QC, LLM (UBC)

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.

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.
**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**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Seminar in Law and Society (Law 501)</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate Seminar in Applied Legal Methodology (Law 502)</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate (non-Law) seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>Other (Law courses and/or other non-Law courses)</td>
<td>9.0</td>
</tr>
<tr>
<td>Thesis (Law 599)</td>
<td>9.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Seminar in Law and Society (Law 501)</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate Seminar in Applied Legal Methodology (Law 502)</td>
<td>1.5</td>
</tr>
<tr>
<td>Graduate (non-Law) seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>Other (Law courses and/or other non-Law courses)</td>
<td>6.0</td>
</tr>
<tr>
<td>Major Research Paper (Law 598)</td>
<td>4.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15.0</strong></td>
</tr>
</tbody>
</table>

**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.

**Oral Examination**

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).**

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**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. John Esling E-mail: esling@uvic.ca Phone: (250) 721-7422 Graduate Adviser: Dr. Hua Lin
Faculties and Areas of Research

Sonya Bird, PhD (Arizona)
  Phonetics and phonology interface; Salish languages; Athabaskan languages

Ewa Czyzewska-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

Ken Hirata, PhD (MIT)
  Syntax; linguistic theory; linguistic typology and parameters; fieldwork; endangered languages; Japanese linguistics

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 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 whose native language is not English must consult the Faculty of Graduate Studies regulations concerning the Test of English as a Foreign Language (TOEFL) on page 15. The Department 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 and 100 on the internet-based test. Otherwise, the Department requires 580 on the paper-based test or 237 on the computer-based and 92 on the internet-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 8+ (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 8+ (6.00 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 Academic Regulations", page 22.

2008-09 UVIC CALENDAR

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, 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 a 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 575 ........................................3.0

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, 509, 570, 573, 576, 577, 586, 595, 596

Non-thesis students may include 3 units from relevant courses in other departments determined in consultation with the student's supervisor.


Language Requirement

MA in Applied Linguistics students must satisfy the language requirement for PhD students (described below) for one language. For master's in applied linguistics students going on to the PhD at the University of Victoria, the master's requirement will satisfy one language for the PhD requirement.

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 505 ..................................................3.0
Three other graduate-level courses ..........................4.5
One other course at the 300, 400, or 500 level ..........................1.5
Thesis (LING 599) ..................................................6.0
Students without the equivalents of LING 410B and/or LING 441 in their undergraduate program will have these courses added to their requirements.

**Language Requirement**
MA students must satisfy 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, satisfaction of the master's requirement will count towards 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 the required 9 units.

**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 22). 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 at 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 adviser 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 22).

**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: Social Sciences and Math Building, Room A425
Mailing Address:
P.O. Box 3060 STN CSC
Victoria, B.C. V8W 3R4
Canada
Courier Address:
Social Sciences and Math Building, Room A425
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. Kieka Mynhardt
E-mail: gradadv@math.uvic.ca
Phone: .........................(250) 721-7454
Graduate Secretary: Kelda Sholdice
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
Bruce Allison, PhD (Yale)
Algebra
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 Cawen, 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
Denis Hanson, PhD (Alberta)
Graph Theory
Jing Huang, PhD (Simon Fraser)
Graph theory, algorithms and complexity
Reinhard Illner, PhD (Bonn)
Mathematical physics, partial differential equations, applied mathematics
Boualem Khoudier, PhD (Montreal)
Numerical analysis, partial differential equations, climate modelling
Marcelo Laca, PhD (Calif, Berkeley)
Operator algebras, noncommutative geometry
Mary L. Lesperance, PhD (Waterloo)
Statistical inference, bio-statistics, industrial statistics
Junling Ma, PhD (Princeton)
Modelling
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
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
Hari M. Srivastava, PhD (Jodhpur)
Operator Algebras, Operator Theory, Functional Analysis, Dynamical Systems
William Soh, PhD (British Columbia)
Special Functions
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
Julian West, PhD (MIT)
Combinatorics
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 their initial graduate registration. Students are responsible for becoming familiar with other regulations of the University and by the Faculty of Graduate Studies 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 new Social Sciences and Mathematics Building, the Department of Mathematics and Statistics offers graduate students shared office space with every student allocated their own desk. Students have access to the department’s computing facility, which includes 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 a mailbox with full mail privileges.

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.
  Details can be found on NSERC’s website: [www.nserc.ca](http://www.nserc.ca). Students can apply through the University in September (or directly to NSERC by December) of the year preceding the tenure of the fellowship.

- **University of Victoria Fellowships**
  Their value is up to a maximum of $15,000 per annum (master’s) or $18,000 per annum (PhD).
  Students applying for admission can also apply for a fellowship on the last page of the application. Continuing students can obtain details from the graduate advisor.

**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 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 15) or “Enhanced Programs” (page 16).

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 two 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 units
- **STAT 599 (Thesis)**: 6.0 units
- **MATH or STAT courses at 500 level**: 4.5 units
- **MATH or STAT courses at 400 level or above**: 3.0 units

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 two 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 units
- **STAT 599 (Project)**: 3.0 units
- **MATH or STAT courses at 500 level**: 7.5 units
- **MATH or STAT courses at 400 level or above**: 3.0 units

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 three 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-coordinator. Two 4-month work terms are required for Co-operative Education designation for a master's student, and three 4-month work terms are required for Co-operative Education designation for a PhD student. The program length is normally extended by the duration of the Co-op work term(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: mecgrad@me.uvic.ca Website: <www.me.uvic.ca/graduate/>
Chair: Zuomin Dong E-mail: zdong@me.uvic.ca Phone: (250) 721-8900 Graduate Adviser: Andrew Rowe E-mail: arowe@me.uvic.ca Phone: (250) 721-8916 Graduate Secretary: Doug Thompson E-mail: mecgrad@u vic.ca Phone: (250) 721-8921

Faculty Members and Areas of Research
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
Nikolai Dechev, PhD (Toronto), Assistant Professor
Nedijh Dijilali, PEng, PhD (British Columbia), Professor
Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology
Zuomin Dong, PEng, PhD (SUNY, Buffalo),
Emeritus Faculty
James W. Provan, PEng, PhD (Colorado)
Stress Analysis, Fracture Mechanics, Fatigue
Failure Mechanisms, Reliability and
Maintainability
David S. Scott, PEng, PhD (Northwestern)
Energy Systems, Fuel Cells
Yury A. Stepanenko, PEng, PhD (Moscow)
Control, Mechatronics, Robotics

Adjunct Faculty
Ian D. Beausoleil-Morrison, PhD (Strathclyde)
Building Performance Simulation, Building
Physics, Energy Analysis of Building, Energy
Conversion Systems for Buildings
Robert L. Evans, PhD (Cambridge)
Internal Combustion Engines, Alternative Fuels, Energy Systems, Combustion and
Turbomachinery
Andrew Ying-Hui Heng, PhD (Carnegie)
Simon Liu, PhD (Jilin)
Scott Nokleby, PhD (Victoria)
Robotics, Mechatronics, Mechanisms, Robot and Mechanism Kinematics, Optimal Design
Yasunori Okano, PhD (Waseda)
Crystal Growth, Transport Phenomena, Fuel Cells
Eric H. Richardson, PhD (Toronto)
Adaptive Optics, Optical Design, Molecular Spectroscopy
Barbara Sawicki, PhD, DSc (Jagiellonian)
Materials Properties, Imaging, Nuclear Performance
V. Ismet Ugursal, PhD (Nova Scotia)
Energy Conversion, Thermal Systems, Modeling Energy Conversion, Energy
Management and Conservation
 Mehmet Yildiz, PhD (Victoria)

Degrees and Specializations Offered
MEng, MASc, and PhD in Mechanical Engineering.

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/fga/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: 20; Speaking: 20; 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 repository for all application 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 re-
GRADUATE PROGRAMS

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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 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 MEng 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:
P O 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) 721-7906
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

Dãaniel 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)
Musico logic, music theory

Jonathan Goldman, PhD (Montréal)
Musicology, music theory, 20th-century music

Pamela Highbaugh Aloni, MM (Indiana)
Cello, chamber music

Joanna Hood, MM (Indiana)
Viola, chamber music

Kurt Kellam (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 (Julliard)
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

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 78s 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 78s. In 2008 the music and audio collection moved into the new Besse Brooks Winspear Media Commons. This centre houses the media collections (compact discs, microforms and videos), the music reference collection, and scores.

2008-09 UVIC CALENDAR

2008-09 UVIC CALENDAR

GRADUATE PROGRAMS

facility also includes 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 Millenia Media microphone pre-amps and a Mytek analog-to-digital converter. A Digidesig 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 unit 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, either in the form of an honours paper or senior thesis 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.

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 musico logical research. Applicants for this program are required to submit two written examples of their work in the field of music history as well as the additional statement as described under the MA in Musicology, and either arrange 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 committee’s examiner; 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.

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 history, theory, 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 no later than two weeks before the Oral Comprehensive Examination. 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
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

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 Sept. 15 of the second year in the program, and the second no later than the end of the second week 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 September 30 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 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 membership 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 forty-five minutes. 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. The thesis proposal will also be formally presented to the supervisory committee in the course of the meeting. 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
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 advisor.

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.
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......1.0

and a minimum of 3.0 units of electives selected from the following:

MUS 500, 501, 502, 504*, 506, 507, 530, 531, 532, 533, 590 (or approved undergraduate credit) ........................................1.5
MUS 588 (optional) ..................................................1.0

Total: ................................................................18.0

* Note that one of the electives will normally be MUS 504 (Performance Practices)

** Addition to program, on recommendation of the supervisor

** 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.

**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 scholar-
prospectus is to be at least 20 pages in length, and should include:
1. a detailed summary of the topic and thesis
2. a description of the state of research in the chosen field of study, including specific references to existing published studies, their scope and limitations
3. a statement of the research problem(s) upon which the dissertation is to focus, and a summary of the proposed plan of study
4. a description of the state of the primary source materials and their immediate availability
5. a select but comprehensive bibliography of directly relevant scholarship

The prospectus is submitted for approval to all members of the student’s advisory committee. The student normally registers in MUS 699 upon the successful completion of the comprehensive exams and after the approval of the prospectus (MUS 689). The PhD dissertation must be an original contribution to knowledge.

**Oral Examination**

The dissertation is subject to an oral defense conducted by the supervisory committee and additional examiners, and open to the School of Music community.

**Program Length**

The PhD requires a minimum of three years of study, including three terms of course work (a minimum of 12 units beyond the master’s degree), the successful completion of candidacy examinations and the 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](http://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: nj nichol@uvic.ca

Website: [www.nursing.uvic.ca](http://www.nursing.uvic.ca)

Associate Director, Graduate Education:
Dr. Marjorie McIntyre
E-mail: mcintyre@uvic.ca
Phone: (250) 721-9283
Graduate Adviser (PhD): Dr. Anita Molzahn
E-mail: amolzahn@uvic.ca
Phone: (250) 721-7958
Graduate Adviser (APL): Dr. Rosalie Starzomski
E-mail: rostarz@interchange.ubc.ca
Phone: (250) 721-2004
Graduate Secretary: Sophie Coté
E-mail: cotes@uvic.ca
Phone: (250) 721-8994

**Faculty Members and Areas of Research**

**Elizabeth Banister, PhD (Victoria)**

Adolescent girls’ sexual health concerns; mentoring; Aboriginal girls’ health; community-based research; knowledge transfer processes and mechanisms

**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; ethics; learning and teaching; interdisciplinary education and practice

**Noreen Frisch, PhD (Southern Illinois)**

Holistic nursing practice; nursing language and classification; student development

**Elaine Gallagher, PhD (Simon Fraser)**

Health of older persons; evaluation research; social support/stress

**Su-Er Guo, PhD (Case Western Reserve)**

Self-care and health behaviours for chronic disease, particularly lung disease; smoking and second hand tobacco smoke exposure; HIV/AIDS care and clinical management; transcultural nursing; quantitative research

**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, inter professional practice and education, the social organization of women's childbirth 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)**

Nephrology nursing; organ donation; chronic illness; 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 Pauky, 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
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>.

Eligible new MN students will be invited 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 are essential components of the nursing program. Students may be required to travel outside their local community to complete practice experiences. Students must arrange their own transportation and accommodation. Any costs related to travel or accommodation 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 Practice in UVic’s Undergraduate Calendar and Professional Conduct and Student Progression, below.

Criminal Record Reviews
While not a requirement for admissions, 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/or 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.

Nursing students in BC have a Criminal Record Check completed with their CRNBC student registration. If you are not registered with CRNBC you must have the Criminal Record Check completed and returned to the organization where your practice is scheduled prior to starting your placement. The required form is available at police stations.

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.
Personal Respirator Fit Testing
Students must be fit-tested before initial use of their personal respirators and annually thereafter while in the MN program, and they must provide evidence of a personal respirator quantitative fit-test prior to attending any placement.

Agency Orientation/Instruction
If not already completed, or as mandated by the agency prior to or at the start of a practice experience, students must fulfill the requirements for staff orientation, and health records and medication management instruction.

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
Within the University of Victoria School of Nursing, we are committed to open, transparent processes of evaluation. This means that we encourage students to be proactive in approaching their instructors about past progress and challenges as each new course starts. Faculty and staff at the School of Nursing work as a team to maximize learning opportunities and enhance the quality of instruction. Evaluative feedback about current and past student progress is shared by course instructors with other faculty or staff in the School of Nursing as needed in order to promote student success.

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/territorial/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/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 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/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, 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 in order to be considered for UVic Fellowship Awards. Late applications will be considered if space is available.
• 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 upcoming 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.

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 7.0 (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 aptitudes 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 in order to be considered for UVic Fellowship Awards. Late applications will be considered if space is available.
• 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>.
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 15). Nurse Practitioner applicants will be shortlisted and may be contacted for a face-to-face or telephone interview.

Recommended pre-admission criteria for applicants to the NP program:

- Current ACLS or equivalent
- Recent completion (within five years) of an anatomy and physiology course
- Recent completion (within five years) of a physical assessment course

Short-listed NP applicants may be required to complete web-based anatomy and physiology pretests for self assessment purposes.

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 107).

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 instalments 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 25, 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) Quantitative Research Methods in Nursing
- NURA 502 (1.5) Critical Methods of Inquiry
- NURA 503 (1.5) Qualitative Approaches to Research in Nursing
- NURA 504 (1.5) Phenomenological and Hermeneutic Approaches to Inquiry

- 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 25, 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.
**Course Requirements**

Students are required to complete 18 units of study for the NUED option including an onsite program orientation prior to program commencement. In addition to completing ten 1.5 unit courses, described below, students will complete a three (3) unit project. An oral examination of the completed project will be required.

**Nurse Educator Option (18.0 units):**
- Required Core APN 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
  - NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education
  - NUED 571 (1.5) Critical Analysis of Discourses in Nursing, Nursing Education, and Evaluation
  - NUED 572 (1.5) Critical Examination of Processes in Nursing Education
  - NUED 573 (1.5) Nurse Educator Practice I
  - NUED 574 (1.5) Nurse Educator Practice II
  - 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 APN 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 541 (1.5) Advanced Assessment and Diagnostic Reasoning Practice
  - NUNP 542 (0.5) Advanced Assessment and Diagnostic Reasoning Institute
  - NUNP 537 (4.5) Family Nurse Practitioner
  - NUNP 562 (1.5) Integrated Primary Health Care Practice Project

- Elective (1.5)
  - (chosen in consultation with the interim supervisor or supervisor)

- NURA 598 (3.0) Practice 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.

**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**

- NURS 601 (1.5) Philosophy in Nursing
- NURS 602 (1.5) Epistemological Discourses in the Study of Nursing
- 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 semi-
GRADUATE PROGRAMS

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

Canada

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Location: Clearihue, Room C205
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Canada

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

Leslie Butt, PhD (McGill)
Medical anthropology; HIV/AIDS; gender, sexuality and reproduction; West Papua

Katsuhiro Endo, PhD (New York)
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

Tsung-Cheng Lin, PhD (British Columbia)
Chinese and European narrative traditions; traditional Chinese poetry and narrative literature (particularly in ancient-style and yuefu poetry, Tang poetry, Qing poetry, Ming and Qing vernacular novels, and early Chinese narratives)

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 ethno civic traditions

M. Cody Poultou, PhD (Toronto)
Meiji era/contemporary literature; contemporary theatre; traditional Japanese poetics/ theatre

Doromir Rudnyckyj, PhD (Calif, 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 sociocultural, 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

Pacific and Asian Studies students are eligible for University of Victoria fellowships on a competitive basis. In addition, the Department offers several top-up scholarships of varying amounts. Teaching and research assistantships are also available on a competitive basis. Eligibility for funding is based upon GPA in the past two years of undergraduate studies, suitability for teaching assignments, and continued good progress in the student’s graduate program. Students receive priority for funding during the first two years of the MA program. Prospective students are encouraged to apply for external funding, such as SSHRC scholarships.


**ADMISSION REQUIREMENTS**

**Admission To Master's Programs**
Candidates for admission to the MA program should have a minimum B+ (6.0) 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 coursework. 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** Theories of the Pacific Region
- **PAAS 520** Special Topics in Pacific Studies
- **PAAS 550** Research Methodologies
- **PAAS 590** Directed Studies

Normally, students must complete the following 1.5 unit courses for the Literary and Textual Studies Stream:

- **PAAS 501** Cultural, Literary and Linguistic Theories in Asia-Pacific Studies
- **PAAS 521** Special Topics in Asia-Pacific Literature, Linguistics and Culture
- **PAAS 550** Research Methodologies
- **PAAS 590** Directed Studies

**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 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 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.

**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, Metaphysics, Political Philosophy, Philosophy of Religion, Philosophy of Science, Philosophy of Mind, and Philosophy of Language. Applications are particularly welcomed from students interested in these areas. Normally, applicants will have a strong undergraduate degree in Philosophy.

**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: Jill Evans
E-mail: phil2@uvic.ca
Phone: ....................... (250) 721-7512

**Faculty Members and Areas of Research**
Conrad Brunck, PhD (Northwestern)
Applied ethics, environmental philosophy, philosophy of religion
Margaret Cameron, PhD (Toronto)
Medieval Latin philosophy, ancient philosophy, philosophy of language, logic
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
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 competitive financial packages 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 also be available in the form of RAs, TAs and departmental scholarships. All eligible students should apply for funding from external sources including Social Sciences and Humanities Research Council (SSHRC).

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+ (6.0) 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
Students must fulfill three requirements:
1. Take 9 units of course work. When appropriate for a student's program of study, with the permission of the Graduate Adviser, up to 3 units of this course work may be taken in departments other than the Department of Philosophy. The Master's Pro-seminar (PHIL 591) must be taken in partial satisfaction of this requirement. Students take PHIL 591 for credit in the first year of their program.
2. Present preliminary MA thesis research to the Masters Pro-Seminar (PHIL 591). Students make this presentation in the second year of their program.
3. Write a 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.

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 SC2
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 Pritchet
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
Byoung-Chul Choi, PhD (Freie Universität Berlin)
Experimental condensed matter physics
Fred. I. Cooperstock, PhD (Brown)
General relativity and astrophysics
Patrick Coté, PhD (McMaster)
Astronomy and astrophysics
David Crampton, PhD (McMaster)
Astronomy and astrophysics
Rogerio de Sousa, PhD (Maryland)
Theoretical condensed matter physics
James Di Francesco, PhD (Maryland)
Astronomy and astrophysics
Harry W. Dosso, PhD (British Columbia)
Geomagnetism
Sara L. Ellison, PhD (British Columbia)
Astronomy and astrophysics
Harold W. Fearing, PhD (Cambridge)
Astronomy and astrophysics
F. David A. Hartwick, PhD (Toronto)
Astronomy and astrophysics
Hendrik Hoeftaar, 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
J.J. Kavelaars, PhD (Queen's)
Astronomy and astrophysics
Astronomy and astrophysics
Stephenson, PhD (UBC)
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 ultra-fast 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. Radiosioptome - 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 assistantships 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 adviser 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 15 for Faculty requirements) together with their application forms and GRE results. Even with passing TOEFL scores, students may be required to take English language courses as well as their other course work.
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’s transcript as electives.)

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, 510 ....................... 9.0

Additional courses as required ......................... 3.0

Seminar PHYS 560 .............................................. 0.0

Thesis .............................................................. 6.0

Final oral examination

Total (minimum) ............................................. 18.0

Master’s – Thesis Option (Astronomy)

Program Requirements

A minimum of 6 units chosen from Physics and/or Astronomy graduate courses .................. 6.0

A minimum 3 additional units, as required ......... 3.0

Seminar ASTR 560 .............................................. 0.0

Thesis .............................................................. 6.0

Final oral examination

Total (minimum) ............................................. 18.0

Master’s – Thesis Option (Ocean Physics)

Program Requirements

Physically a minimum of 6 graduate course units (at least 3 units 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 .............................................. 0.0

Thesis (normally 6 units) ................................. 6.0

Final oral examination

Total (minimum) ............................................. 15.0

PhD (Ocean Physics)

Program Requirements

1. Such other 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

2. Dissertation (normally 30 units)

3. Seminar PHYS 560 (0.0 units)

4. Satisfactory completion of the Candidacy examination

5. 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 “Co-operative Education Option”, page 26.

Further information may be obtained from the Chair of the Physics and Astronomy Graduate Department 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

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 theory; 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 Schmidke, 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/postmodernism

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, and conferences provide many excellent opportunities for collegial interaction among graduate students and between graduate students and faculty. These include the Victoria Colloquium on Public Law and Social Justice, 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, nor-
GRADUATE PROGRAMS

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. 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 enter 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

POLI 600 is a compulsory seminar worth 1.5 units 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 wider than the course work and will be determined according to reading lists drawn up by the faculty in the field being examined and 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 (POLI 600) ...................... 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 (POLI 600) ............................................1.5
Candidacy Examinations complete
Dissertation Proposal complete
Dissertation (POLI 699) .........................................30.0
Total ....................................................................39.0

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 full-time Masters and PhD students. Masters students complete two work terms and PhD students complete three (a work term consists of four months of full-time, paid employment). Students require permission from their academic adviser and graduate adviser, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Social Sciences Co-op office before the second week of their first term. Students are also referred to “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 26-27).

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 five areas of specialization: Clinical Psychology (with specialization in Neuropsychology or Life-Span Development), Cognition and Brain Science, Experimental Neuropsychology, Life-Span Development, and Social Psychology. 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, and Research Methods. The clinical psychology training program is fully accredited by both the Canadian and American Psychological Associations.

The programs are 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
Phone: (250) 721-6109
Fax: (250) 721-6445
E-mail: psychair@uvic.ca
Website: <web.uvic.ca/psych>
Chair: Dr. Elizabeth Brimacombe
E-mail: psychair@uvic.ca
Graduate Adviser: please see our website for most current information
Graduate Secretary: Paul Taylor
E-mail: ptaylor@uvic.ca
Phone: (250) 721-6109

Faculty Members and Areas of Research

C. A. Elizabeth Brimacombe, PhD (Iowa State)
Eyewitness testimony, social psychology, social cognition

Daniel N. Bub, PhD (Rochester)
Normal object identification, category-specific agnosia, semantic memory, face recognition

Catherine L. Costigan, PhD (Michigan)
Clinical psychology, children and adolescents, families, immigration, culture/ethnicity, children with disabilities

Marion F. Ehrenberg, PhD (Simon Fraser)
Clinical psychology, parenting and adjustment in divorcing families, professional issues in child custody and access

Robert Gifford, PhD (Simon Fraser)
Environmental, social-personality

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.

2008-09 UVIC CALENDAR

Clay B. Holroyd, PhD (U. of Illinois at Urbana-Champaign)
Neurobiological mechanisms of cognitive control; error detection and correction

David E. 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)
Cognitive aging, life-span development, predictors of cognitive decline, 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. Runta, 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
Erica Woodin, PhD (Stony Brook)
Clinical psychology, domestic violence, substance abuse, prevention

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., BCRHF), 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/psych/grad/gradrules/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 Psychology 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.

Students providing psychological services to children and other vulnerable individuals at the Psychology Clinic and at practicum settings in the community will be required to complete a Criminal Record Check.

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 an exam (i.e., GRE) and, if required, the TOEFL in time for results to be received within the deadline. For students applying to the Clinical Psychology programs, all documents, including GRE scores, MUST be received 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 Emphasis
PSYC 540, PSYC 545A
Required Courses for the Life-Span Development Emphasis
PSYC 506A, 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)
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 PhD 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.
- **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 the student’s supervisory committee.
- **Required Courses for the Social Psychology Track**
  - PSYC 527* (1.5 units) and one of PSYC 519* (1.5 units), PSYC 520* (1.5 units)
  - Electives approved by the student’s supervisory committee.
- **If offered in first three years in program and not taken in Master’s.**

**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 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 two to three years of full-time study beyond the MSc.
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 assistanships 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.

MPA

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 Adviser 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 (SSIRF) and Canada Graduate Scholarships.

Degree 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 <www.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 <www.pas.bc.ca/>. 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.

Admission to Master’s Programs

To be eligible for admission, students must:

• Have an undergraduate degree with a minimum B+ (6.0) average (75-79%) in the last two years (30 units) leading to the undergraduate degree. Applicants to the online program with four or more years of relevant professional experience whose grade point average is below B+ may be considered.

• Fill out an application form online <www.pas.bc.ca/> or download the Faculty of Graduate Studies application form <www.pas.bc.ca/> 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.

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 <www.pas.bc.ca/> 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.
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 Adviser, 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 Adviser.

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 Online 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 online 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 online 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) 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’ programs will total 21.0 units, while Policy Report students’ programs will total 19.5 units. More detailed information on the thesis option requirements is included 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
GRADUATE PROGRAMS

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 at least two academic members of the faculty in the School of Public Administration. Because ADMN 599 is 6.0 units while ADMN 598 is 4.5 units, Thesis students' programs will total 21.0 units, while Policy Report students' programs will total 19.5 units. More detailed information on the thesis option requirements is included in 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. At minimum, the committee must be members of the Faculty of Graduate Studies. For “Guidelines for Oral Examinations” please go to the following website: <http://www.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 degree levels normally require five years of study; whereas the concurrent degree 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 20. 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 Adviser (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 Adviser. Elective courses must be related to their two core fields of study.

Candidacy
Students will begin their dissertation research. Upon completing the comprehensive examinations, students will defend the proposal and complete their program in an oral examination in accordance with the Faculty of Graduate Studies. The entry date for the PhD program is September. 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.

Social Work

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: Dr. Pam Miller
E-mail: sdmill@uvic.ca
Phone: (250) 472-4129
Graduate Adviser: Dr. Leslie Brown
E-mail: ldbrown@uvic.ca
Phone: (250) 721-6275
Graduate Secretary: TBA
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,

biseuc, transgendered issues; social work practice in health care settings; qualitative research methods
Pamela Miller, PhD “Philosophy” (Indiana), PhD “Social Work” (Ohio)
Use and impact of information technology in teaching and learning, professional development and in human services, professional ethical decision making, leadership in human services and community development
Cheryl Moir-van Iersel, MSW (British Columbia)
Feminist practice, working across difference, group work practice
Mehmooda Moosa-Mitha, 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
Catherine Richardson, BA, PDPP, MEd, PhD (Victoria)
Indigenous resistance, decolonizing approaches to social work, response-based practice, safety-oriented and dignity-based child protection work, recovery from violence, and Indigenous approaches to research and scholarship centered around cultural, ecological and spiritual integrity
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 interprofessional 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


### GRADUATE PROGRAMS

**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)

**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
- **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: Dr. Cecilia Benoit
E-mail: cbenoit@uvic.ca
Phone: .........................(250) 721-7578
Graduate Secretary: Tara Da Silva
E-mail: tda@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; health; work, occupations & professions; comparative social welfare systems; vulnerability; 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; Chinese families; dementia care

**Aaron H. Devon, PhD (Washington)**
Sex, gender and sexuality

**Benedikt Fischer, PhD (Toronto)**
Alcohol and drugs; criminal justice; medical sociology

**Steve Garlick, PhD (CUNY)**
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)
Inequality; political sociology; elites

Margaret J. Penning, PhD (Michigan)
Aging; health and health care; research methods

Rogers, Kathleen, PhD (McGill)
Gender; social Movements/political sociology; research methods; global stratification; Canadian society

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. Hacker, PhD (Washington)
Deviance; social control; criminology and delinquency

Andrew D. Hathaway, PhD (McMaster)
Alcohol and drugs; criminal justice; qualitative methods

Ken Iatt, 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

Susan A. McDaniel, PhD (Alberta)
Aging/gerontology; family; political Analysis/Public Policy

Rhonda J. Montgomery, PhD (Minneapolis)
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.

2008-09 UVIC CALENDAR

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 Honour 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: 1 February
• North American: 31 May (for Sept. entry)
GRADUATE PROGRAMS

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 the 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 598) 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 598) .................................................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 between three to five years to complete the master's degree. Students who complete the master's degree in a part-time basis can expect to take from three to four years, depending on how many courses are planned to be completed.

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

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) methods. 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 and 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 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. See also the entry for CSPT under "Interdisciplinary Graduate Studies", page 92.

**Co-operative Education**

The Co-operative Education option within the MA and PhD programs 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. Students who successfully complete (what will normally be) three work terms and satisfy the academic requirements of the PhD 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. 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.

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**Studies in Policy and Practice**

**GENERAL INFORMATION**

Studies in Policy and Practice (SPP) is an innovative interdisciplinary MA graduate program of critical studies for those involved in activism, human services, and community work. The program provides graduates with a strong grounding in critical analysis for developing practice-based careers and pursuing advanced degrees in interdisciplinary studies and other disciplines.

In a unique combination of analytic and methodological skills, courses and thesis work facilitate an understanding of the social, cultural and political contexts of policy and practice. Objectives focus on bringing together critical interpretations of policy, critical analysis of experience and practice, and critical theories of society and polity in innovative ways - all to the effect of 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:
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, interpretative, 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

Courrier 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
Sarah Blackstone, PhD (Northwestern)

Theatre history, especially popular entertainment forms of the late 19th and early 20th centuries, and American theatre history

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

Mary Kerr, BFA (Manitoba)
Stage design (costume and set), Canadian theatre, dance, ballet, opera, musical theatre, film, television and special events design

Allana Lindgren, PhD (Toronto)
Dance history, theatre history, especially modernism, Canadian cultural history

Peter McGuire, MFA (Victoria)
Production, direction

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)
Acted 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>.

ADMISSION REQUIREMENTS

General
In addition to the documentation required by the Graduate Admissions and Records Office (see page 14), the Department of Theatre also requires applicants for admission to any of the graduate programs to send a letter to the Theatre Department Graduate Adviser with a statement of purpose and a detailed résumé of their educational background, theatre experience, and teaching experience, if applicable.

Applicants must have completed appropriate undergraduate theatre courses.

References should come from theatre professors and/or recognized theatre professionals.

In addition to satisfying the general requirements for admission to the Faculty of Graduate Studies (please see the UVic 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 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 <www.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

2008-09 UVIC CALENDAR

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 additional requirements for the student and must be eliminated before the student may enroll in the graduate level courses in that area. All courses must be taken at the graduate level unless otherwise specified. Candidates may be required to write comprehensive examinations before proceeding to the practicum.

Each student will be assigned a faculty supervisor who will assist the student in the development of the thesis or practicum.

MFA in Directing – Non-Thesis Option
MFA Directing students will direct a number of short projects and at least one full-length play before graduation.

A practicum production is required along with a practicum report. Members of the performance faculty supervise all projects and productions.

Course Requirements
Methods and Materials of Theatre Research (THEA 500).................................1.5
Directing and Advanced Directing (other than THEA 515).................................6.0
Design and Production (THEA 508, 509, 510, 520, 521, 522).................................3.0
Theatre History (THEA 501, 502, 503, 504, 516)..................................................1.5
MFA Practicum (THEA 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: Nadra Tremblay
E-mail: nbtremblay@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

Howard Brunet, BA (Florida), MS &N (Yale), PhD (Calg), 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 institutions.

It does so by assisting in the offering of courses in Co-operative Studies, the publication of reports, papers and books, and the holding of special seminars and conferences.

To support its commitment to reaching as many people as possible both within and outside British Columbia, the Institute maintains an extensive website devoted to a wide range of co-operative issues and themes, including resource information, case studies and reports, a gallery portraying stories of the co-operative movement, and an international registry that invites individuals who work in the field of co-operative research to share their research interests.
Website: <www.carbc.uvic.ca>

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 nanoprobes, microwave and optical applications of advanced materials, advanced composites, alloys, and ceramics, integrated circuit technology, infrared detectors, microsensors for environmental and medical applications, opto-electronic and micro-electronic devices, piezoelectric actuators, and chemical sensors, with recent emphasis being in 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 Director

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 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 Global Studies

Gordon S. Smith, BA (McGill), PhD (MIT), Director
Barry Carin, Hans BA (McGill), PhD (Brown), Associate Director

The Centre for Global Studies (CGFS) is engaged in research and public awareness that promotes informed policy responses to the challenges of global governance, security and sustainability. CGFS is a unique “centre of centres,” creating a dynamic, multidisciplinary environment. Currently there are:

- three programs
  - Globalization and Governance
  - Technology and International Development
  - International Women’s Rights Project (IWRP)
- 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 CGFS 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.

CGFS 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 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 and the 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 areas of research: Primary Health Care and Public Health Renewal, Health Promotion Effectiveness, Assets for Health and Development, Literacy and Health, Women's Health, Aboriginal People's Health, Rural and Remote Health and International Health.

Website: <http://uvic.ca>
E-mail: chpc@uvic.ca

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; plant and fungal molecular biology; functional genomics of plant natural product metabolism; plant-fungus 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, Hans BA (McGill), PhD (Brown), Associate Director

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CGFS 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

Paul Bramadat, MA (McGill), PhD (McMaster), Director

The Centre for Studies in Religion and Society was formally 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 of the Centre 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.csr.s.uvic.ca> or e-mail the Centre at csrs@uvic.ca.

Centre on Aging

Elaine Gallagher, Bsc (Windsor), Msc (Duke), PhD (S Fraser), (Professor, Sociology), 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

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 those 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: cys@uvic.ca

Central Research Services

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 Coastal and Oceans Research

Director (Interim): Dr. Rosemary E. Ommer, MA (MUN), PhD (McGill)

The purpose of the Institute for Coastal and Oceans Research (ICOR) is to facilitate opportunities and partnerships, and to initiate, conduct, coordinate and promote interdisciplinary research on ocean and coastal issues and related policy matters. The broad-based aim is to advance, promote and exchange knowledge with multiple stakeholders, and inform ocean- and coastal-related policy-making. The Institute involves a broad range of scholars (from the natural and social sciences and humanities, law, fine arts and public administration) both at the University of Victoria and other universities, and members from all levels of government and the private and community sectors. As part of its role in the promotion of coastal and oceans research, ICOR hosts a series of seminars and holds research workshops to which ICOR’s broad membership and other interested individuals are invited.

ICOR hosts several research programs and initiatives: the Scientific Committee on Problems in the Environment (SCOPE) Canada; the Coasts Under Stress (CUS) Project; the western portion of the virtual Institute for Social Ecological Studies (ISES); and the Canadian Marine Acoustic Remote Sensing (C-MARS) facility. Research which can be pursued under the auspices of this Institute includes topics in oceanography, climatology, geography, environmental studies and any multidisciplinary project topic which investigates social and natural science aspects of coastal and ocean environments. Website: <www.icor.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, multiparty 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 receives support from the University, external research funding, and contract work. Website: <dispute.resolution.uvic.ca>

Institute for Integrated Energy Systems (IESVic)

Peter Wild, BAsc (UBC), PhD (UVic), Director

Lawrence Pitt, BSc, MSc (Alberta), PhD (UVic), Associate Director

The Institute for Integrated Energy Systems at the University of Victoria (IESVic) promotes feasible paths to sustainable energy systems. Founded in 1989, IESVic conducts original research to develop key technologies for sustainable energy systems and actively promotes the development of sensible, clean energy alternatives.

Our specific areas of expertise are fuel cells, cryofuels, energy systems analysis and energy policy development.

Our Activities:

• Research: We are committed to developing new technologies to make sustainable energy systems feasible. We also undertake research to investigate the effects that the choice of particular energy systems technologies can have on the world.

• Service: We will collaborate with any other organization that shares our vision. In particular, we work with industrial partners to provide access to specialized knowledge and equipment, and with government partners to support policy and decision making processes.

• Communication: We promote energy systems education at all levels, formally and informally, to convince the world of the critical need for new and sustainable energy systems.

IESVic is a multidisciplinary research institute with participation from Engineering, Chemistry, Biology and Economics. A fuel cell systems laboratory with hydrogen production and fuel cell testing equipment is available for research use. This lab is designed primarily for prototyping and testing new fuel cell designs. IESVic makes extensive use of students at both the undergraduate and graduate levels to assist with research, and IESVic members frequently participate in supervising students whose interests are non-technical but still related to issues surrounding the development of sustainable energy systems. Website: <www.iesvic.uvic.ca>

Laboratory for Automation, Communication and Information Systems Research (LACIR)

Colin Bradley, BAsc (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>
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 136. A list of the course abbreviations and their corresponding subject areas is presented on page 137.

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
- **EPHE**  Exercise Science, Physical and Health Education  
  School of Exercise Science, Physical and Health 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

### 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
- **NUED**  Nurse Educator  
  School of Nursing
- **NUNP**  Nursing, Advanced 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
- **BCMB**  Biochemistry and Microbiology  
  Department of Biochemistry and Microbiology
- **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

<table>
<thead>
<tr>
<th>Field</th>
<th>Faculty/Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Nursing Practice</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Anthropology</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Astronomy</td>
<td>Faculty of Science</td>
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<tr>
<td>Biochemistry</td>
<td>Faculty of Science</td>
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<tr>
<td>Biochemistry and Microbiology</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>Biology</td>
<td>Faculty of Science</td>
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<tr>
<td>Chemistry</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>Child and Youth Care</td>
<td>Faculty of Human and Social Development</td>
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<tr>
<td>Computer Science</td>
<td>Faculty of Engineering</td>
</tr>
<tr>
<td>Cultural, Social and Political Thought</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Curriculum and Instruction Studies</td>
<td>Faculty of Education</td>
</tr>
<tr>
<td>Dispute Resolution</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Earth and Ocean Sciences</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>Economics</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Educational Psychology and Leadership Studies</td>
<td>Faculty of Education</td>
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<tr>
<td>Electrical Engineering</td>
<td>Faculty of Engineering</td>
</tr>
<tr>
<td>English</td>
<td>Faculty of Humanities</td>
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<tr>
<td>Environmental Studies</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Exercise Science, Physical and Health Education</td>
<td>Faculty of Education</td>
</tr>
<tr>
<td>Forest Biology</td>
<td>Faculty of Science</td>
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<tr>
<td>French</td>
<td>Faculty of Humanities</td>
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<tr>
<td>Geography</td>
<td>Faculty of Social Sciences</td>
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<tr>
<td>German</td>
<td>Faculty of Humanities</td>
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<tr>
<td>Graduate Studies By Special Arrangement</td>
<td>Faculty of Graduate Studies</td>
</tr>
<tr>
<td>Greek and Roman Studies</td>
<td>Faculty of Humanities</td>
</tr>
<tr>
<td>Health Information Science</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>History</td>
<td>Faculty of Humanities</td>
</tr>
<tr>
<td>History in Art</td>
<td>Faculty of Fine Arts</td>
</tr>
<tr>
<td>Human and Social Development</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Indigenous Governance</td>
<td>Faculty of Human and Social Development</td>
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<tr>
<td>Interdisciplinary Program</td>
<td>Faculty of Graduate Studies</td>
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<tr>
<td>Italian</td>
<td>Faculty of Humanities</td>
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<tr>
<td>Law</td>
<td>Faculty of Law</td>
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<tr>
<td>Linguistics</td>
<td>Faculty of Humanities</td>
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<tr>
<td>Marine Science</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>Master's of Business Administration</td>
<td>Faculty of Business</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Faculty of Science</td>
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<tr>
<td>Mechanical Engineering</td>
<td>Faculty of Engineering</td>
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<tr>
<td>Microbiology</td>
<td>Faculty of Science</td>
</tr>
<tr>
<td>Music</td>
<td>Faculty of Fine Arts</td>
</tr>
<tr>
<td>Nurse Educator</td>
<td>Faculty of Human and Social Development</td>
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<tr>
<td>Nursing</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Nursing Policy and Practice</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Nursing, Advanced Practice Nurse Practitioner Option</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Pacific and Asian Studies</td>
<td>Faculty of Humanities</td>
</tr>
<tr>
<td>Philosophy</td>
<td>Faculty of Humanities</td>
</tr>
<tr>
<td>Political Science</td>
<td>Faculty of Science</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Physics</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Public Administration</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Social Work</td>
<td>Faculty of Social Sciences</td>
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<tr>
<td>Sociology</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Spanish</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Statistics</td>
<td>Faculty of Social Sciences</td>
</tr>
<tr>
<td>Studies in Policy and Practice</td>
<td>Faculty of Human and Social Development</td>
</tr>
<tr>
<td>Theatre</td>
<td>Faculty of Fine Arts</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>Faculty of Fine Arts</td>
</tr>
</tbody>
</table>

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**2008-09 UVIC CALENDAR**
## 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 137 for the subject area corresponding to the course abbreviation.

## Units of Credit
This figure is the number of units of credit assigned to each course. Some courses are listed with a range of units (1.5-3) or with the notation “to be determined.” Further information on the unit value of the course will usually be found in the course description. Students may also contact the department or faculty offering the course for information on variable credit courses.

## Cross-listed Courses
The same course may be offered by two different departments. Such courses are listed twice, once under each department course abbreviation. Students may obtain credit for the course from either department, but not both.

## 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.

## How to Use the Course Listings
See page 136 for a list of courses offered by each faculty and page 137 for a list of course abbreviations.

### 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

### Units of Credit

This figure is the number of units of credit assigned to each course. Some courses are listed with a range of units (1.5-3) or with the notation “to be determined.” Further information on the unit value of the course will usually be found in the course description. Students may also contact the department or faculty offering the course for information on variable credit courses.

### Hours of Instruction

The numbers refer to the hours of instruction per week:
- first digit: hours assigned for lectures or seminars
- second digit: hours assigned for laboratory or practical sessions
- third digit: hours assigned to tutorials

### 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 24 for an explanation of grading abbreviations.

Course descriptions do not include information on when courses will be offered. That information is available online at <www.uvic.ca/timetable>.
ADMN 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 public opinion 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 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, choice theory, production, efficiency and equity, welfare economics, monopoly, externalities, public goods, imperfect information, and cost-benefit analysis.

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. 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, and to privatization and contracting out in the public sector.

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 support. Before commencing the MP4 program, you may be requested to write an ADMN 516 Course Challenge Exam.

Grading: INC, COM, F, N.

ADMN 517  Units: 0  Graduate Professional Certificate Orientation
This course will orient students enrolled in a Graduate Professional Certificate program to their specific sector issues. Required for some Public Administration Graduate Professional Certificates.

Grading: INC, COM, F, N.

ADMN 518  Units: 1.5  Economic Policy Analysis
This course applies economic theory and methods to public sector topics. We will cover the 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, and welfare and labour markets.

Note: This course is intended for students with prior academic work in microeconomics. Credit will be granted for only one of 503, 518.

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 role of the Web and the relevant issues of security, access and citizen engagement to e-government are also covered.

Note: Credit will not be given for both 524 and 424.

ADMN 530  Units: 1.5  Increasing Organizational Effectiveness: Working with Consultants
This course is an introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises to help 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 optimize organizational performance. This course will also assist you in dealing with contemporary challenges of globalizaton 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 international Public Law Regime and tribunal decisions on the activities of the Canadian state.

Note: Credit will not be given for both 551 and either 551A or 551B.

ADMN 553  Units: 1.5  Understanding Cities
Cities are a basic building block to society, and offer
**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 behaviour 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 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 or permission of the instructor; 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 project 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 nonprofit 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 use 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 application 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 critical 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
**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, reflecting on 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, 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 policymakers and policy analysts use to inform policy debates and decisions, implementation and management strategies, accountability, 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
- 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 - Circumpolar 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

**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
COURSE LISTINGS

Prerequisites: BIOC 300A and 300B, or 300, or permission of 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 readings and brief seminars by the students. Students will be required to write an advanced research paper as part of the course evaluation.
Note: Credit will be granted for only one of 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 signalling 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 advisor will not normally participate in directed studies taken for more than one unit of credit.
Note: May be taken more than once for credit in different topics. Pro forma required.

BIOC 599 Units: to be determined
MSc Thesis: Biochemistry
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 behavioural 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 Anatomy

BIOL 532 Units: 1.5
Topics in Endocrinology
See BIOL 432

BIOL 533 Units: 1.5
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  
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  
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 a thorough bibliographic search, 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  
**S49A - Evolution**  
**S49B - Ecology**  
**S49C - Physiology**  
**S49D - Cell Biology**  
**S49E - 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  
**S55A - Evolution**  
**S55B - Ecology**  
**S55C - Physiology**  
**S55D - Cell Biology**  
**S55E - 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.

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 521  
Units: 1.5  
**Hours: 3-0-0**  
**Advanced Inorganic Chemistry**  
Advanced topics in inorganic chemistry from across the periodic table, building on principles established in 222, 353 and 324. Topics may include: main group chemistry, organometallics, novel structures and reactivity, catalysis, inorganic polymers, zeolites, fullerenes, metal-metal and metal-ligand multiple bonding, bioinorganic chemistry, metal clusters, or chemistry of the lanthanides and actinides.  
**Note:** Credit will be granted for only one of 521, 524, 526.

CHEM 522  
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 537  
Units: 1.5  
**Biological and Medicinal Chemistry**  
An introduction to medicinally important biological systems and the small molecules that perturb them. Topics will include: chemical aspects of proteomics, biological target identification, mechanisms of action for important drugs, lead identification and development, and enzyme inhibitor design.  
**Prerequisites:** Any biochemistry or biology course numbered 200 or higher, or permission of the instructor.

CHEM 538  
Units: 1.5  
Supramolecular Chemistry

CHEM 547  
Units: 1.5  
Reactions 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 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, color), 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 510 Units: 1.5
Advanced Human-Computer Interaction
Topics of design methodologies, evaluation methodologies (both lab and field studies), human information processing, human movement, cognition, and perception are studied. This course also introduces students to research methods in HCI, and includes research topics such as: grouppware and computer-supported cooperative work; customizable and adaptive systems; small screen, large screen, and tabletop displays; hypertext and multimedia; and virtual and augmented reality.

CSC 511 Units: 1.5
Visualization
An introduction to visualization, or the use of interactive visual representations of data to support human cognition. Principles of visualization design are presented from a human perceptual and cognitive standpoint. Topics include: design, interaction, perception and cognition, evaluation and applications.

CSC 520 Units: 1.5
Analysis of Algorithms
General techniques for designing and analyzing algorithms; an in-depth examination of several problems and algorithms which are relevant 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 parallelization.

CSC 522 Units: 1.5
Graph Algorithms
The course includes a detailed study, from the algorithmic point of view of some tractable and intractable graph problems. Tractable problems covered include: path problems, spanning trees, network flows, matchings, planarity testing.

The theory of NP completeness is reviewed and applied to graph problems which are apparently intractable, e.g. the clique, independent set, vertex cover, Hamiltonian circuit, Travelling Salesman and colouring problems. Approximation and probabilistic solutions to the intractable problems are discussed. Models of randomized and parallel computation and their associated complexity classes are outlined and examples of these kinds of algorithms for some graph problems are examined.

CSC 523 Units: 1.5
Randomized Algorithms
Basic techniques in design and analysis of randomized algorithms: moments and deviations, Markov chains and random walks, martingales, and algebraic techniques. Other topics include: the probabilistic method, random structures, and complexity. Applications are selected from: parallel algorithm, routing networks, combinatorial optimization, data structure, approximate solutions to intractable problems, cryptography, pattern matching, and computational geometry.

CSC 524 Units: 1.5
Computational Complexity
The course covers elements of the theory of computational complexity. Topics covered include: the distinction between tractable and intractable problems; definition of computational models and complexity classes; techniques for comparing the complexity of problems; the classes P (deterministic polynomial time); and NP (nondeterministic polynomial time); P and NP completeness; Auxiliary Pushdown Automata; Alternating Turing Machines; the polynomial time hierarchy; the classes Polynomial Space and Logarithm Space; 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 which 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
A study of all phases of a compiler for a modern programming language. Covers the overall design of a compiler for imperative programming languages as well as issues raised by modern object-oriented languages like Java and C#. Including implementation of classes and virtual dispatch, just-in-time compilation, garbage collection, and feedback-directed optimization. The course project requires implementation of a significant portion of a compiler for a realistic programming language.

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 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; combinatorial 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 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 architectures, 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, distributed resource allocation, network connection strategies, network configurations, problem decomposition, distributed updating of multiple copies, global object addressing, centralized and decentralized control mechanisms, reliability and the reconnection problem, and finally case studies of some of the more significant distributed systems.

CSC 563 Units: 1.5
Data Compression
Principles and concepts of lossless and lossy data compression methods, beginning with basic concepts of Information Theory, and covering Huffman codes, dictionary-based compression methods, Ziv-Lempel methods, arithmetic coding, context modelling methods, transform-based compression methods based on discrete cosine 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 571 Units: 1.5
Advanced Databases
Important and recent developments in databases are covered in detail. Topics include: storage technology, data structures adapted to secondary storage, query optimization, advanced transaction management, parallel or distributed databases, databases and grid computing, multidimensional data and indexes, Online Analytic Processing (OLAP), information integration, streaming data, SML and semistructured data, fine-grained access control and anonymization techniques.

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
Graduate Seminar
The main objective is to teach critical skills in order to be a successful researcher. This includes: how to prepare for and present a research seminar talk, how to prepare a research proposal, how to do a literature search, and how to evaluate constructively research papers, proposals and/or presentations.
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 PhD Dissertation
Grading: INP, COM, N or F.
COURSES LISTINGS

CYC
Child and Youth Care
School of Child and Youth Care
Faculty of Human and Social Development

Courses included in the SCYC-EDC/UV Master’s Degree Program (http://www.edcuv.ubc.ca) are identified by an asterisk (*).

CYC 541*
**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.

**Units:** 1.5

**CYC 543**
**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.

**Units:** 1.5

**CYC 545**
**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.

**Units:** 1.5

**CYC 546**
**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.

**Units:** 1.5

**CYC 547**
**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.

**Units:** 1.5

**CYC 549**
**Program Design and Development in Child and Youth Care**
This course will engage learners in various processes of program planning. Learners will also examine the cycles of planning and delivery of programs in the field of child and youth care. Various learning activities will include: managing resources, forming partnerships, conducting feasibility analyses, and evaluations.

**Units:** 1.5

**CYC 551**
**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-reviewing organizations, and involving families and communities will be examined from a child and youth care practice perspective.

**Units:** 1.5

**CYC 552**
**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.

**Units:** 1.5

**CYC 553**
**Practicum in Child and Youth Care**
Students are required to work in an applied program for children, youth and their families with supervision in order to develop their professional skills to an advanced level of competency. In some settings, this may take the form of a clinical internship. Regular contact with the course instructor and consultations between the student, placement supervisor and instructor will be required.

Students will be required to complete 165 hours.

**Grading:** INP, COM, N or F.

**CYC 554**
**Diversity in Practice**
This course will explore the complexity of diversities that shape 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.

**Units:** 1.5

**CYC 555**
**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, specialized information literacy training with the university library, and other issues of writing and research.

**Units:** 1.5

**CYC 556**
**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.

**Units:** 1.5

**CYC 558**
**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.

**Units:** 1.5

**CYC 559**
**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.

**Units:** 1.5

**CYC 557**
**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 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.

**Units:** 1.5
CYC 590*  Units: 1.5 or 3
Directed Studies in Child and Youth Care

This course involves individual studies under the direct supervision of a course 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 599*  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 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 could include secondary analyses, quantitative approaches when working with small sample sizes, research on professional practice, and program evaluation. Prerequisites: 3.0 units of graduate-level research 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 682A  Units: 1.5
Formerly CYC 682
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: INF, COM, N or F.

CYC 682B  Units: 1.5
Formerly: CYC 682
Practice Internship in Child and Youth Care

A practicum course provides opportunities for the student to be actively involved and supervised in a practice setting. Practice settings may include teaching environments, face to face counselling settings, international contexts, or work in policy development with a specific ministry. Normally students will work for 10 hours per week for a maximum of 150 hours. In addition, students will meet with the practicum coordinator throughout the term.

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: INF, 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 fluency with ways of naming, framing, and taming conflict across cultural contexts; and fluency with culture as it animates and offers creative ways through conflict. Participants will apply theory and research to interpersonal, inter-communal, 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 cul-
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 503**
**Units:** 1.5
**Founders of Economic Thought**
Formerly: History of Economic Thought

**ECON 504**
**Units:** 1.5
**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.

**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.

**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.

**ECON 507**
**Units:** 1.5
**Monetary Theory and Policy**
The examination of selected contributions to contemporary monetary theory and policy, and their relationship to macroeconomics.

**ECON 508**
**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 509**
**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, intraregional and urban environmental quality.

**ECON 510**
**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 511**
**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 512**
**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 514**
**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 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 523**
**Units:** 1.5
**Public Finance and Fiscal Policy**
Seminar in selected topics in fiscal policy and public financing including the incidence and effects of taxation, government expenditure programs and public debt operations.

**ECON 524**
**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 525**
**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, inter-generational 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
Economic 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 modeling 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; unemploy-ment; 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 555 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 556 Units: 1.5
Advanced Topics in Industrial Organization
A seminar covering contemporary topics in industrial organization.

ECON 557 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 558 Units: 1.5
Advanced Topics in Environmental and Resource Economics
A seminar covering contemporary topics in environmental and resource economics and policy.

ECON 559 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.

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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: INF, COM, N or F.

ECON 599 Units: 4.5
Thesis
Grading: INF, 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: INF, COM, N or F.

ECON 699 Units: 21.0
Dissertation
Grading: INF, 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
Program Development and Evaluation
An examination of the issues, practices, and methods of program evaluation at the institutional, organizational, 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 philosophical 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 evaluative 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 514  Units: 1.5  
Assessment in Counselling  
The use of testing, diagnosis, and other aspects of assessment within a counselling perspective for adults, adolescents, and children. Topics addressed include: basic concepts in assessment, the relationship between counselling and assessment, ethical issues, diversity, reliability and validity, test selection and administration, test evaluation, a variety of assessments and assessment reports.  
Note: Credit will be granted for only one of 514, 591 if taken with same topic.  
Prerequisites: ED-D 518 and ED-D 522 or students who have counselling or related background.

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 518  Units: 1.5  
Advanced Seminar in Theories of Counselling Psychology  
Contemporary theories and approaches to counselling and psychotherapy for individuals, couples, and families across the lifespan.

ED-D 519  Units: 1.5  
Advanced Seminars in Counselling Psychology  
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.

ED-D 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.

ED-D 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.

ED-D 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.

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

ED-D 519E - Cognitive-Behavioural Approaches in Counselling  
The study and practice of cognitive-behavioural counselling strategies for helping individuals meet their emotional, cognitive and behavioural goals. May include self-control strategies such as relaxation training, systematic desensitization, cognitive restructuring, problem solving, stress inoculation, and modeling.

ED-D 519F - 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 Guernsey model of relationship enhancement.

ED-D 519H - Career Development and Counselling Across the Life Span  
Lifespan and career development as a dynamic and holistic enterprise. Theories and techniques of career development, assessment, and consultation are explored. The practice of career counselling for diverse populations including work-related issues.

ED-D 519J - Peer Helping  
Examines the use of peers in the helping/learning process. Topics include history, theory and research. Provision will be made for skill building and training experience.

ED-D 519K - Consultation in Education and Counselling  
Examines the provision of information, support and skill development to those who provide direct services in schools and the community. Skill practice included.

ED-D 519L - Group Counselling  
The conceptualization and practice of group counselling and therapy. Leadership skills will be examined. Particular attention will be given to leadership skills and exploring the foundation and application of experiential learning in groups.

ED-D 519N - Diversity, Culture, and Counselling  
Theory and practice of counselling diverse clientele. Specific emphasis on awareness, knowledge and strategies for developing cultural competencies.

ED-D 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.

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  
Theory and Practice in Family Counselling  
Theoretical approaches and intervention strategies related to family counselling with diverse clientele. Through discussion, experiential activities, and role playing, students will become familiar with current concepts and techniques.  
Prerequisites: ED-D 522 or permission of the instructor.

ED-D 522  Units: 3.0  
Skills and Practice for Counselling  
Provides basic counselling interventions with an emphasis on the therapeutic relationship. Extensive opportunity to role play and to self-reflect on role as counsellor and issues related to boundaries and power. Sequenced skill training, with extensive counselling simulation and supervision of practice in a field setting. Includes direct client contact under the supervision of a qualified professional with diverse client populations.  
Corequisites: ED-D 518, ED-D 519C, ED-D 519L, ED-D 519N  
Grading: INP, COM, N or F.

ED-D 523  Units: 3.0  
Internship in Counselling  
Provides intensive practice in advanced counselling techniques and approaches under the supervision of a professional counsellor in community settings. Lectures focus on case presentations, models of consultation, supervisor-supervisee relationship, roles and responsibilities of health professional, counsellor
identity, professional organizations, record keeping. Two term course.

**Note:** May be taken more than once with a different practicum placement. Enrollment is limited due to availability of placements. Normally limited to a maximum of 3 units of credit.

**Prerequisites:** ED-D 522

**Grading:** INP, COM, N or F

**ED-D 534** Units: 1.5

**Facilitation of Counselling Practicum**

Preparation for future work as trainer, facilitator, or instructor through practice in facilitating ED-D 414 or ED-D 417 under the supervision of course instructor. Integration of theory and practice of helping, development of skills through modeling, observing, and coaching, enhancement of relationship and group processes.

**Note:** May be taken more than once to include facilitation practicum with both an ED-D 414 and ED-D 417 instructor. Only open to current counselling students. Normally limited to a maximum of 3.0 units. Can not be used to fulfill elective requirements for program.

**Grading:** INP, COM, N or F

**ED-D 531** Units: 1.5

Formerly: ED-B 531

**Concepts and Theory of Organization**

Critical examination of the classical, modern, and emerging literature of administrative studies in the organizational context, with emphasis on philosophy of leadership, decision-making processes, power and authority, leadership studies, and contemporary issues and perspectives.

**Note:** Not open to students with credit in ED-B 531.

**ED-D 532** Units: 1.5 or 3.0

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

**Concepts and Theories of Leadership in Learning Contexts**

**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 power 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.

**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

Formerly: ED-D 535A and 535B

**Global Comparative Perspectives on Leadership and Education**

Explorations of diverse leadership and education theories and practices in school, institutions, workplaces, and/or community across Canada and around the world.

**Note:** Credit will be granted for only one of 535, 535A, 535B.

**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.

**537F - 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.

**ED-D 539** Units: 1.5

Formerly: ED-D 539

**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 social justice.

**ED-D 539A** Units: 1.5

Formerly: ED-D 539

**Leadership Education and Diversity**

This course will explore the social, cultural, and political complexity of contemporary education in a pluralistic society. In particular, it will focus on issues of racism, homophobia, sexism, ableism and how they affect schools, workplaces, and/or communities and society as a whole.

**Note:** Credit will be granted for only one of 539A, 539, 591, if taken in the same topic.

**ED-D 539B** Units: 1.5

**Leadership Education and Diversity**

This course will explore the social, cultural, and political complexity of contemporary education in a pluralistic society. In particular, it will focus on issues of racism, homophobia, sexism, ableism and how they affect schools, workplaces, and/or communities and society as a whole.

**Note:** Credit will be granted for only one of 539B, 538, 591, if taken in the same topic.

**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

**Research Methods in Leadership**

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.

**Note:** Students must complete their ED-D 598 project within the 3.0 unit allotment.
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
Case Study and Mixed Method Research
This course is designed to provide students with an understanding of case study and mixed method research designs and experience in critically evaluating research that has been conducted using these methodologies. Topics considered will include single case experimental designs, data collection 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, 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 570  Units: 1.5
Instruction and Technologies to Promote Self-Regulated Learning and Strategy Use
This graduate course introduces contemporary theory and research about self-regulated learning and learning strategies. Emphasis is placed on the application of theory and research to the design of computer based instructional tools and environments.
Notes: - Students who complete this course may be eligible to apply for a lab instructor position for ED-D 101 (Learning strategies for university success).
- Credit will be granted for only one of 570, 591 if taken under the same topic.

ED-D 590  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, paper(s), and report, etc., as determined within the department. Planned and carried out by 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 605  Units: 1.5
Teaching Apprenticeship
Guided teaching apprenticeship under the mentorship of a professor. Provides graduate students with teaching experience in teaching undergraduate courses.
Note: May be taken more than once for credit with approval of the student’s supervisory committee. Normally limited to a maximum of 3 units of credit.
Pre- or corequisites: EDCI 500 - Teaching and Learning in Higher Education.
Grading: INC, COM, N or F.

ED-D 617  Units: to be determined
Internship in Counselling Psychology
Field work and advanced practical experience under supervision for doctoral candidates specializing in counselling psychology.
Note: May be taken more than once for credit with approval of the student’s supervisory committee.
Grading: INP, COM, N or F.

ED-D 618  Units: to be determined
Doctoral Seminars in Counselling Psychology
The doctoral seminars are organized around professional studies in counselling: counselling theory and techniques; group processes and processes; areas of critical life choice; professional identification; ethics, and research in counselling. The seminars may be taken more than once for credit, providing the course content is different from that previously taken, by doctoral candidates upon consultation with the student’s supervisory committee. The specific content of each area will be designated prior to registration.

ED-D 619  Units: 1.5
Counselling Supervision: Theories and Practice
Theoretical knowledge, conceptual understanding, and competencies in counselling supervision. Normally students gain direct experience in academic courses (e.g. ED-D 417) and graduate counselling courses in supervised practice, counselling services, or other approved settings. Course topics include supervision research, theoretical issues, skill development, diverse supervision approaches, the professional supervisory role, and ethical issues.
Notes: - By individual arrangement for doctoral students with a graduate counselling degree.
- Normally limited to a maximum of 3 units of credit.
- Credit will be granted for only one of ED-D 618, 590 or 680 if ED-D 590 or 690 topic was Counselling Supervision: Theories and Practice.
Grading: INP, COM, N or F.

ED-D 620  Units: 1.5
Doctoral Research Apprenticeship
Advanced apprenticeship in research setting that involves the coordination of a program of research in association with a faculty supervisor. Typically involves a range of activities including organization and training of research assistants, submission of ethics application, management of research databases, statistical analysis, and preparation and submission of materials for publication.
Note: May be taken more than once with different apprenticeship content. The content must differ from but may be related to ED-D 689.
Prerequisites: Approval of the student’s academic supervisor.
Grading: INP, COM, N, or F.

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 152 COURSE LISTINGS

Prerequisites: Students must complete 10.5 units before registering in ED-D 561B.
Corequisites: Students must take ED-D 561B and ED-D 598 concurrently.

EDCI 500A  Units: 1.5
Advanced Seminar in Music Education I
Historical and philosophical foundations of music education and their impact on music curriculum.
Note: Not open to students with credit in ED-A 552 or EDCI 500.

EDCI 500B  Units: 1.5
Advanced Seminar in Music Education II
The study of music education methodologies and their impact on music curriculum.
Note: Not open to students with credit in ED-A 552 or EDCI 500.
Prerequisites: EDCI 500A.

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 music education at all levels is included.
Note: Not open to students with credit in ED-A 550. Credit will be granted for only one of EDCI 501, ED-A 550.

EDCI 503 Units: 2.0
Formerly: ED-A 520
Jazz Arranging
Exposure to and experience with various arranging
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.
A01: Contemporary Music
A02: World Music
Note: Students may enroll in each of the areas listed above at 1.5 units each. Not mutually exclusive.

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 509 Units: 1.5
Formerly: ED-A 558A
Development and Implementation of the Curriculum in Art
Application of relevant theories and models to the design and development of school curricula in art.
Note: Not open to students with credit in ED-A 558A.

EDCI 510 Units: 3.0
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
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 diverse perspectives shape, challenge, and enrich established educational methodologies.

EDCI 524 Units: 1.5
Advanced Conducting
Advanced professional development for the practicing music educator.
Note: Not open to students with credit in EDCI 508A.

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 525A Units: 1.5
Wind Conducting and Literature I
Practical and theoretical approaches to wind conducting and literature for the practicing music educator.
Note: Not open to students with credit in 508B.
Prerequisites: EDCI 524.

EDCI 525B Units: 1.5
Choral Conducting and Literature I
Practical and theoretical approaches to choral conducting and literature for the practicing music educator.
Note: Not open to students with credit in EDCI 508B.
Prerequisites: EDCI 524.

EDCI 526A Units: 1.5
Wind Conducting and Literature II
Further study of practical and theoretical approaches to instrumental conducting and literature for the practicing music educator.
Note: Not open to students who have credit in EDCI 508C or EDCI 527.
Prerequisites: EDCI 525A.

EDCI 526B Units: 1.5
Choral Conducting and Literature II
Further study of practical and theoretical approaches to choral conducting and literature for the practicing music educator.
Note: Not open to students who have credit in EDCI 508C.
Prerequisites: EDCI 525B.

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: 1.5  
Formerly: ED-B 545  
**The Reading Curriculum in the Secondary School: Theory and Practice**  
This course will focus on issues in the definition, development and function of secondary school developmental, corrective, and remedial reading programs.

The course will also consider the role of the reading consultant in program implementation.  
**Note:** Not open to students with credit in ED-B 545.

**EDCI 546**  
Units: 1.5  
Formerly: ED-B 546  
**Interpretation and Analysis of Language Arts Research**  
A critical review of research methodologies used in the general area of language arts. Consideration of the appropriateness of specific methodologies to research in classroom problems.  
**Note:** Not open to students with credit in ED-B 546.

**EDCI 547**  
Units: 3.0  
Formerly: ED-B 547  
**Issues in English Education in the Secondary Grades**  
The extensive critical examination of issues in the learning and teaching of English in the secondary grades.  
**Note:** Not open to students with credit in ED-B 547.

**EDCI 548**  
Units: 1.5  
Formerly: ED-B 550  
**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: 1.5  
Formerly: ED-B 550  
**Seminar: Research in Early Childhood Education**  
Analysis, interpretation, and evaluation of selected research in early childhood education through study of its conceptual and methodological bases.  
**Note:** Not open to students with credit in ED-B 550.  
**Prerequisites:** A minimum 1.5 units of graduate level early childhood education or permission of the Early Childhood Adviser.

**EDCI 551**  
Units: 1.5  
Formerly: ED-B 551  
**The Young Child in Today’s Society**  
An exploration of topics related to young children (birth through age 9), and their education in the context of Canadian society. This course addresses several major questions, including: Who are today’s young children? What are the issues and challenges facing Canadian children and families? How can early childhood programs address these challenges?  
**Note:** Not open to students with credit in ED-B 551.

**EDCI 552**  
Units: 1.5  
Formerly: ED-B 552  
**Contemporary Trends in Early Childhood Education**  
An examination of program innovations and adaptations designed to make early childhood education relevant and responsive to the expectations, challenges, and needs of today’s children and families. Typical topics include early intervention and outreach programs; parent involvement; multiculturalism and anti-bias curricula; the impact of technology and media; professionalism and advocacy.  
**Note:** Not open to students with credit in ED-B 552.

**EDCI 553**  
Units: 1.5  
Formerly: ED-B 553  
**International Early Childhood Education: Comparing Commonalities and Differences**  
Different countries approach the issues in educating young children in a rich variety of ways. This course examines, from a comparative perspective, common themes and recurrent issues affecting preschool, kindergarten, and primary-aged children in selected countries, with emphasis on the Pacific Rim.  
**Note:** Not open to students with credit in ED-B 553.

**EDCI 554**  
Units: 1.5  
Formerly: ED-B 549  
**Comparative Early Childhood Education: Curriculum, Context and Culture**  
Analysis and evaluation of approaches to curriculum, administration, and assessment in programs for preschool, kindergarten, and primary-aged children in cross-cultural contexts.  
**Note:** Not open to students with credit in ED-B 548.

**EDCI 555**  
Units: 1.5  
Formerly: ED-B 548  
**Program Development For Early Childhood**  
Current issues in planning, implementing, and evaluating early childhood programs for children 0-9 years. Topics will include examination of the implications of current conceptions of developmentally appropriate practice, child-centred and play-based curricula, and efforts at inclusion.  
**Note:** Not open to students with credit in ED-B 548.

**EDCI 559**  
Units: 3.0  
Formerly: ED-B 559  
**Adult Learning in the Organizational Setting**  
The purpose of this course is to assist individuals and organizations to conduct and utilize research in the design, development and delivery of educational programs and services for adult learners. The course will also contribute directly to the preparation and writing of graduate theses and projects that reflect research questions in adult education.  
**Note:** Not open to students with credit in ED-B 559.

**EDCI 560**  
Units: 1.5  
Formerly: ED-B 516  
**Teaching and Learning in Higher Education**  
This course prepares graduate students for teaching roles in post-secondary education. The focus is on understanding basic learning principles, approaches to instructional design, interpersonal skills in teaching, and the facilitation of learning. The course is intended for those with little or no formal preparation as educators.  
**Note:** Credit will be granted for only one of 560 or ED-B 516.

**EDCI 570**  
Units: 1.5  
Formerly: 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.
EDCI 571 Units: 1.5
Formerly: 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.

EDCI 572 Units: 1.5
Formerly: ED-E 558
Development and Implementation of the Curriculum in a Specific Area
Application of relevant theories and models to the design and development of school curricula in a specified area.

EDCI 573 Units: 1.5
Mathematics Education For Exceptional Students
A compendium of diagnostic/assessment techniques in intervention/teaching strategies for the accommodation of students with special educational needs.

EDCI 574 Units: 1.5
Formerly: ED-E 574
Environmental Education Perspectives
This course will take a multi-disciplinary approach to explore goals for environmental and outdoor education; cultural differences in perceptions of community-environmental relationships; the traditional ecological knowledge and wisdom of First Nations Peoples; current issues and trends; the research related to students' environmental knowledge, attitudes and values; teaching strategies; and assessment techniques. Selected field trips.

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, ethnomet hodology, 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 content of the course includes all forms of interpretive inquiry, especially narrative, phenomenological, hermeneutical 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 599

Grading: to be determined

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

Comprehensive Examination - Curriculum and Instruction

Grading: INP, COM, N or F.

EDCI 599A 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 599A 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 599B Units: 1.5
Project Presentation and Dissemination
The project proposal approved in 599A 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 599A or suitable equivalent.

Grading: COM, INC.

EDCI 599

Units: to be determined

Grading: INP, COM, N or F.

Comprehensive Examination - 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.

**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: EDB 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 EDB 644.

**EDCI 647  Units: 3.0  
Formerly: EDB 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 EDB 647.

**EDCI 649  Units: 1.5  
Formerly: EDB 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, EDB 649.

**EDCI 650  Units: 1.5  
Doctoral Seminar in Early Childhood Education**

Doctoral seminar to consider analysis, interpretation, and evaluation of selected research in early childhood education; study of conceptual and methodological bases.

**EDCI 672  Units: 1.5  
History and Philosophy of Mathematics, Science and Technology**

Selected moments in the history of science, mathematics and technology, and aspects of the writings of philosophers such as Bacon, Pascal, Descartes, Popper, Kuhn, Franklin, Harding, Matthews, Maturana, and Varela provide a context for understanding current issues and possibilities for reform in school science, mathematics, and technology education.

**EDCI 673  Units: 1.5  
Information and Communication Technologies in Environmental Education, Mathematics, and Science Instruction**

This course will explore the changes information and communication technologies (ICT) have made on learning and instruction in environmental, mathematics and science education. Theoretical, classroom instruction, and research implications will be considered.

**EDCI 681  Units: 1.5  
Advanced Research Methodologies**

The purpose of the research component is to have students become familiar with and learn to distinguish among multiple research methodologies appropriate to specific research problems, questions, and contexts.

**Prerequisites:** Master's level research methods course or by permission of instructor.

**EDCI 690  Units: 1.5 or 3.0  
Formerly: EDB 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: EDB 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: EDB 699**

**PhD Dissertation - Curriculum and Instruction**

Grading: INR, COM, N or F.

**ELEC**

**Electrical Engineering**

**Department of Electrical and Computer Engineering**

**Faculty of Engineering**

**ELEC 501  Units: 1.5  
Linear Systems**


**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.

**ELEC 533**

**Units: 1.5**

**Electrical Design and System Analysis**

This course introduces the student to various aspects of electrical and system analysis, including circuit analysis, network theory, and system design. The course covers topics such as circuit equations, network theorems, and state-space analysis. Students are encouraged to apply their knowledge to real-world problems and projects.
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 EENG 461.
Prerequisites: STAT 254 or 260 or equivalent.

ELEC 521 Units: 1.5
Microwave and Millimeter Wave Engineering

Prerequisites: 404 and 454, or equivalent.

ELEC 552 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 EENG 458.
Prerequisites: 360 or 408 or equivalent.

ELEC 532 Units: 1.5
Multidimensional Digital Signal Processing

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 EENG 458.
Prerequisites: 310 and 380 or equivalent.
ELEC 544 Units: 1.5
Analog VLSI and Neural Systems
Prerequisites: 310, 320 and 380 or equivalent.

ELEC 545 Units: 1.5
Nanotechnology
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. The course 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: characteristics of MOSFETS, CMOS analysis and design. VLSI design: CAD tools, system components, arithmetic circuits, memory and programmable system, testability, 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 CSCI 551.
Prerequisites: CENG 460 or CSCI 450 or equivalent.

ELEC 567 Units: 1.5
Advanced Network Security and Forensics
The aim of this course is to present from a practical perspective underlying principles and techniques of network security and forensics. Emphasis will be on ethical hacking, by surveying attack techniques and tools with examples of how they are applied in practice. The fundamentals of network forensics and cybercrime scene analysis and investigations will be introduced. Students will also learn how to evaluate network and Internet security issues and design, and how to implement successful security policies and defense mechanisms and strategies, with a particular focus on firewalls, intrusion detection and response, traceback, and biometrics technologies.

ELEC 571 Units: 1.5
Underwater 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
Note: Not open to students registered in or with credit in 483.
Prerequisites: 310 or equivalent.

ELEC 586 Units: 1.5
Waves 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 relationships 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
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.
**Selected Topics in Secure 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 phonics. 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.

**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

**Prerequisites:** 350, 450, 511, 512 or equivalent.

**ELEC 619A** Units: 1.5
Selected Topics in Digital Communications
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 619B** Units: 1.5
Selected Topics in Computer Communications
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 619C** Units: 1.5
Selected Topics in Secure Communications
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 621** Units: 1.5
Numerical Techniques in Electromagnetics

**Prerequisites:** 521 or equivalent.

**ELEC 622** Units: 1.5
Nonlinear Microwave Components
Linearity and nonlinearity, frequency generation, representation of two-port networks, travelling wave and transmission-line concepts, scattering matrix and chain scattering matrix, Smith chart, impedance matching networks, signal flow graphs, characteristics of microwave bipolar junction and field-effect transistors, microwave transistor amplifiers, noise, broadband and high-power design methods, microwave oscillators, millimeter-wave amplifiers and oscillators, diode mixers, FET mixers, millimeter-wave mixers.

**Prerequisites:** 454 or 521 or equivalent.

**ELEC 623** Units: 1.5
Advanced Optical Systems
Overview of the basic technologies and system design principles for modern optical communications.

**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 Microwave, Millimeter Waves and Optical Engineering
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 631** Units: 1.5
Digital Filters: II

**Prerequisites:** 458 or 531 or equivalent.

**ELEC 632** Units: 1.5
Adaptive Filters
Applications overview. Echo cancellation, noise cancellation, equalization, speech coding, and spectral estimation using Transversal and Lattice filters. Minimum mean square error, gradient algorithm, block and recursive least squares.

**Prerequisites:** 310. 400, 408 or equivalent.

**ELEC 633** Units: 1.5
Optimal Estimation

**Prerequisites:** 504 or equivalent.

**ELEC 639A** Units: 1.5
Selected Topics in Digital Signal Processing
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 639B** Units: 1.5
Selected Topics in Image Processing
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 642** Units: 1.5
Mapping DSP Algorithms Onto Processor Arrays

**Prerequisites:** CENG 465 or equivalent.

**ELEC 649A** Units: 1.5
Selected Topics in Electronic Circuits
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 649B** Units: 1.5
Selected Topics in VLSI Design
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 651** Units: 1.5
Control Aspects in Robotics

**Prerequisites:** 425 and 501 or equivalent.

**ELEC 659A** Units: 1.5
Selected Topics in Robotics
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 659B** Units: 1.5
Selected Topics in Automatic Control
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 661** Units: 1.5
Introduction to Parallel Computer Systems

**Prerequisites:** CENG 450 or equivalent.

**ELEC 669** Units: 1.5
Selected Topics in Computer Engineering
**Note:** Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

**ELEC 679** Units: 1.5
Selected Topics in VLSI Design
**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
ENGL 500  Units: 1.5  
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  
Teaching Literature and Composition

A preparation for teaching English literature and composition at universities and colleges. Includes: 1) a seminar and 2) a practicum in which students acquire practical experience in classrooms both at the University of Victoria and Camosun College. Will cover a range of theoretical issues relating to teaching and learning as cultural activities such as: class, race and gender in the classroom; the politics, power dynamics and ethics of pedagogy; the influence of theory on pedagogical practice.

Note: This course will be evaluated on a pass/fail basis. Seminar and practicum time are given equal weight; however, their proportion may vary from week to week and from term to term.

Grading:  COM, N or F.

ENGL 503  Units: 1.5  
Special Studies: 1

ENGL 504  Units: 1.5  
Special Studies: II

ENGL 505  Units: 1.5  
Studies in Literary Theory: Area Course

This year: The Subject and Agency

Seminar begins with poststructuralist debate on where to locate (political) agency after decentering of individual (bourgeois) subject. Introduction to psychoanalytic and Marxist “fathers” and reconfiguration of their theoretical positions in current theoretical conversations about subject in increasingly globalized economic and cultural moment of “multinational” or “late” capitalism (“Empire”). Central to seminar is issue of “representation” (mimesis) or discursive relationship between material conditions and cultural productions (literature, art, etc.) they make possible.

ENGL 506  Units: 1.5  
Studies in Literary Theory: Special Topic

This year:
1. Zoo-Texts: The Trace of the Animal in Contemporary Literature and Theory

This seminar will follow a turn to “the animal” in recent critical theory, as a limit-case in the thinking of difference. The question of the animal as it appears in deconstructionist, feminist, poststructuralist, and post-colonial theory, as well as with how it is posed by contemporary literary texts.
2. What is Culture?

A study of the concept of culture beginning with Durkheim’s classic work, *The Elementary Forms of Religious Life*. Other authors to be studied include Randall Collins, Clifford Geertz, Adam Kuper, Terence Deacon, René Girard, and Eric Gans. Topics include the distinction between sacred and profane, the origin of symbolic representation, the concept of high culture, the idea of sacrifice, the category of the aesthetic, and the shift from literature to culture in departments of literature.

ENGL 510  Units: 1.5  
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 Roed,” 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  
Studies in Middle English Literature: Area Course

This year:
1: Chaucer

Primarily a study of the major works of Geoffrey Chaucer, but includes consideration of: some minor works, biographical and historical contexts, sources and analogues, false attributions, and influence. Previous experience with Middle English helpful but not required. Text selections key to relevant PhD Major Field and Secondary Field reading lists (primary and secondary).

This course will examine what is controversially called the “Premature Reformation,” that is, the struggle of the Wycliffite movement to radically reform and “democratize” church and society in the period of Chaucer, Langland, the Wakefield dramatist, Julian of Norwich, and Margery Kempe. Topics to be studied will include: the impact of dissent, heresy trials, women preachers, social unrest, popular drama, the Peasant’s Revolt, and the impact of the earliest English Bible on these writers.
3: The Long Fifteenth Century: Medieval to Early Modern

A seminar devoted to texts that fall between the cracks of established period designations. Until recently, the fifteenth century has been seen as representing a dull and derivative phase of English literary history, but it is wrong to see it as a period of long decline “after Chaucer” and “before Shakespeare.” Most of the seminar time will be spent tracking developments in a single genre from Chaucer to Shakespeare, examining how the politics of poetry changes over time.

ENGL 516  Units: 1.5  
Studies in Middle English Literature: Special Topic

ENGL 520  Units: 1.5  
Studies in Renaissance Literature: Area Course

This year:
1: Editing Shakespeare: History, Techniques, Controversies, and Current Issues

Why edit Shakespeare again (or ever)? What’s at stake when we produce an edition? Investigates the politics and poetics of textual intervention, with a particular focus on Hamlet. Topics include the material conditions of book production; editing and the formation of the canon; editors as subjects; the death of the author and changing theories of copytext; gender politics; editing and/as performance; and electronic culture, digital editions, archives, and the future of the page.
2: Catholicism and Literature in Post-Reformation England

A study of the intersections between post-Reformation English literature and Catholic devotional cultures. Topics to be considered include: poetry and the veneration of saints; devotion to images; Marian cultures; martyrologies; anti-Catholicism; Eucharistic poetry; poetry and meditation; gender and devotion; and re-imagining Catholicism in early modern drama.

ENGL 521  Units: 1.5  
Studies in Renaissance Literature: Special Topic

ENGL 530  Units: 1.5  
Studies in the Literature of the 17th Century: Area Course

ENGL 531  Units: 1.5  
Studies in the Literature of the 17th Century: Special Topic

ENGL 540  Units: 1.5  
Studies in the Literature of the 18th Century: Area Course

ENGL 541  Units: 1.5  
Studies in the Literature of the 18th Century: Special Topic

ENGL 550  Units: 1.5  
Studies in the Literature of the 19th Century: Area Course

ENGL 551  Units: 1.5  
Studies in the Literature of the 19th Century: Special Topic

ENGL 552  Units: 1.5  
Studies in the Literature of the 20th Century: Area Course

ENGL 553  Units: 1.5  
Studies in the Literature of the 20th Century: Special Topic

ENGL 554  Units: 1.5  
Studies in the Literature of the 21st Century: Area Course

ENGL 555  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 556  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 557  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 558  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 559  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 560  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 561  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 562  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 563  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 564  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 565  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 566  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 567  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 568  Units: 1.5  
Studies in the Literature of the 21st Century: Special Topic

ENGL 569  Units: 30.0-36.0  
PhD Dissertation

Grading:  INP, COM, N or F.
collect and the evolution of the museum; “art romance” and encounters with the south; the clash of old and new worlds. Authors may include: Addison, Sterne, Piozzi, de Stael, Byron, Anna Jameson, Dickens, Barrett Browning, Hawthorne, and James.

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.

ENGL 560 Units: 1.5
Studies in 20th-Century British and Irish Literature: Area Course
This year: Irish Literature of the 20th Century
Irish literature in the twentieth century is marked by an intense political awareness. How do writers address the new divide in their country between North and South? How do they respond to the civil violence within Ireland, and rethink the meaning of heroism and the division between private and public realms? Is it possible to “be through with history,” as Derek Mahon would have it?

ENGL 561 Units: 1.5
Studies in 20th-Century British and Irish Literature: Special Topic

ENGL 570 Units: 1.5
Studies in American Literature Pre-1914: Area Course

ENGL 571 Units: 1.5
Studies in American Literature 1914 to the Present: Area Course
This year: Twentieth-Century American Fiction
An examination of the major developments in American fiction during the twentieth century, including modernism and postmodernism, culture, race and identity, and the politics of history and memory. Authors include Faulkner, Fitzgerald, Hemingway, Larsen, Ellison, Pynchon, Doctorow, Kingston, DeLillo, McCarthy, and Morrison.

ENGL 572 Units: 1.5
Studies in American Literature: Special Topic

ENGL 580 Units: 1.5
Studies in Commonwealth and Postcolonial Literatures: Area Course

ENGL 581 Units: 1.5
Studies in Commonwealth and Postcolonial Literatures: Special Topic
This year: Diasporic Poetics, Civilization Politics: The Postcolonial Caribbean in Literature and Theory
Caribbean literature, film, theory, and politics in depth; history of colonial subjugation, anti-colonial resistance, and postcolonial aesthetics and politics in the region; anglophone, francophone, and hispanophone juxtaposition and comparison; the Caribbean novel and the development of intersecting literary trends and cultural movements; diaspora and nondiasporic writers.

ENGL 582 Units: 3.0
Core Seminar in Literatures of the West Coast
An introduction to interdisciplinary study in the literatures of the West Coast. Primary areas of investigation include: Borders and Regions; Historiographies; Pacific Diasporas, Migrations, and Nations; Identity and Place. First term features guest speakers and workshops; second term includes case studies. Compulsory for students in the Literatures of the West Coast Concentration.

ENGL 583 Units: 1.5
Studies in Literatures of the West Coast
A variable content course focusing on topics in the Literatures of the West Coast.

ENGL 582A - (1.5) BC Literature
A survey of important B.C. writers from the early 20th century to the present. Regionalism; the environment, travel and nature writing; representation of First Nations in literature; Vancouver and modernism in Canada; radical politics and literary experimental authors. Authors may include Carr, Grainger, and Haig-Brown; the modernists Wilson, Watson, and Lowry; self-conscious regionalists such as Jack Hodgens; and post-modernists Marliatt, Bowering, and Lai. Poetry selections may include Birney, Livesay, Bowering, Wah.

ENGL 583B - (1.5) The West Coast Line by Line
Contemporary poetry and construction of the west coast. Analysis of individual poems in relation to broader theoretical questions related to the relationship between text and place. Markers of place in poetry and their relationship to markers of place in fiction and film. What is “place?”

ENGL 583C - (1.5) The Tish group
The works and influence of George Bowering, Fred Wah, Pauline Butting, Daphne Marliatt, and Frank Davey, along with their students and followers, poets associated with “Tish” magazine in the 1960s. The Tish group’s rejection of the tradition of Canadian writing in favour of their focus on locality, iconoclastic politics, and exuberant formal experimentation. Their influence as academics and publishers as well as writers.

ENGL 583D - (1.5) Life and Death in B.C.: Animals and Hunting in West Coast Literatures
The representation of animals and hunting in literary works, films, environmental discourses and law. The boundary between animal and human species; animal rights; the construction of animal subjectivity historically considered; its purposes; the role of hunting in the construction of masculinity, humanity, and aboriginality; the history of laws governing hunting, discussed in relation to major literary and artistic texts in West Coast culture.

ENGL 583E - (1.5) Indigenous Laws and Literatures of the West Coast
Indigenous literature and life writing in relation to historical and legal texts. Consideration of the issues of indigenous difference/sameness, equality/inequality explored by examining the concern for historical and social differences between Native and non-Native communities in British Columbia in relation to questions of place and identity.

ENGL 583F - (1.5) Forest Fetish: Reading the Nature of the West Coast
Literary, cultural, and material politics of West Coast nature, with an emphasis on the fetishistic currency of “the forest.” Hegemonic and counter-hegemonic representations of Pacific Northwest forests as “tutelary,” “untouched,” “vanishing,” or “diseased.” Pitfalls of environmental essentialism. Efforts of writers, theorists, and artists to inscribe material histories of race, gender, and labour back into images of West Coast nature, including Eden Robinson, Brian Jungen, Jin-me Yoon, Barry McInnerny, Lawrence Paul Yuxweluptun, and Bruce Braun.

ENGL 583G - (1.5) Poetry Nature Knowledge Gender
Contemporary west-coast poets such as Robert Bringhurst, Kenneth Rexroth, and Gary Snyder, whose work attempts to extend the capacities of poetry as a mode of perceiving, knowing, and being in the natural (non-human) world, contrasted with Jeanette Armstrong, George Bowering, Daphne Marliatt, and Fred Wah, whose poems reveal the blindnesses and the insights of Romantic literary tradition. Issues to be explored include poetic form and forms of attention (poetry as ecological consciousness), language, being, nature, myth, knowledge (especially local knowledge), science, culture, and economics, all of which are linked to questions of gender and race.

ENGL 583H - (1.5) American Literature on the Pacific Coast
The American West Coast as an occasion for writers to think about migration, race, culture, nation, and the limits of politics and identity. Topics include the Frontier Hypothesis; Jesup Expedition; Pacific Survey; Japanese American Internment; Native American Relocation; Manifest Destiny; Pacific Rim imperialism; space becoming cyberspace. Authors may include Okada, Kingston, Chin, Moomaw, Alaxie, Anzaldua, Valdez, Reed, Pynchon, McCarthy, Powers, Gibson, Dick, Palahniuk, Eggers.

ENGL 583I - (1.5) Literary Anthropology and Anthropological Literature on the Pacific Coast
Comparative introduction to anthropological writings about indigenous peoples of the West Coast and literary works that draw on anthropological knowledge. Genres to be studied include poetry, stories, life-writing, essays, anthropological theory and studies; theoretical issues include formal intersections of ethnography and literature, politics of representation, cultural appropriation, ethics of translation, tensions between oral and written traditions. Authors include Barbeau, Boas, Bringhurst, Cameron, Cruikshank, Lêvi-Strauss, Musgrave, Reid, Shadbolt, Skelton, Snyder, Swanton, Turner, and Wilson.

ENGL 585 Units: 1.5
Studies in Canadian Literature: Area Course

ENGL 586 Units: 1.5
Studies in Canadian Literature: Special Topic

ENGL 590 Units: 1.5
Directed Reading

ENGL 598 Units: 3.0-4.5
Master’s Essay
Students are required to complete a Master’s Essay (not to exceed 6500 or 10,000 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 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 catagenetic (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 isotopic 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 paleobiological record; causes and consequences of extinction bioevents; patterns of adaptive radiation; changes to the planetary biota in relation to continental drift, ocean chemistry and circulation, climate change, and bolide impacts.

EOS 508 Units: 1.5
Marine Geology
A seminar course covering modern processes of marine geology, including depositional processes and diagenesis of marine sediments. The course will examine a range of depositional environments: fjord and coastal, shelf, slope, and oceanic; with consideration of the data obtained from DSDP and ODP drilling.

EOS 510 Units: 1.5
Plate Tectonics: the Geological Record
An examination of the processes of plate tectonics as revealed by the geological record, including Precambrian evolution of cratons; rifts and passive margins; convergent margins and orogenes; 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.

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
Inverse Theory
This course deals with theory and applications of geophysical fluid dynamics. The 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 interdisciplinary 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 taught by several SEOS/UVic faculty members.

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 concerning 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.

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 ofoxic and anoxic environments in natural aquatic systems (rainwaters, groundwaters, rivers, lakes, estuaries and oceans). Other topics include the application of natural and anthropogenic tracers to geochemical problems with aquatic systems.

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.

EOS 549 Units: 1.5
The Ocean-Atmosphere System
Studies of the Earth’s climate require an understanding of the intimate links between the ocean and atmosphere. Basic theories of the circulation of each are discussed and the physics of coupled models examined, with emphasis on simple intuition-building mathematical models as well as discussion of large computer models.
EOS 551  Units: 1.5
Introductory Dynamic Meteorology
An introduction to the dynamics and thermodynamics of rotating atmospheres. Topics include: equations of motion, circulation theorems, geostrophy and quasi-geostrophy, boundary layer dynamics, waves in the atmosphere, barotropic and baroclinic instabilities, and the general circulation of the atmosphere.

EOS 552  Units: 1.5
Numerical Methods in Atmospheric and Oceanic Modelling
Description of numerical models used to investigate the general circulation of the atmosphere and ocean. Specific topics to be discussed include finite differencing techniques; finite difference approximations; computational instability, accuracy and efficiency; Galerkin spectral and finite element techniques; numerical methods based on the primitive equations; special numerical considerations in the parameterization of physical processes.

EOS 553  Units: 1.5
Carbon Cycle Dynamics
Studies of climate change require an understanding of the processes that maintain and alter the abundance of carbon dioxide in the atmosphere. Observations and theories about the global carbon cycle will be reviewed. Emphasis will be placed on understanding the processes that exchange carbon dioxide among the atmosphere-ocean-terrestrial system on 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 Eissersen-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
Graduate Student Workshop
Registered students are required to present results of their research at the SEOS Annual Graduate Student Workshop normally held every spring. EOS 570 should be taken prior to degree completion, but late enough in the program that students can present a substantive overview of their thesis projects at the Workshop. In addition, students are encouraged to attend SEOS departmental seminars. This program of seminars by internal and external speakers is designed to provide discussion on topics beyond those covered in courses taken for credit. Students may register after consulting with their supervisor and with the permission of the Graduate Adviser. All SEOS graduate students are expected to attend the seminars.
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 589  Units: to be determined*
MSc Thesis
The thesis or dissertation requirement for advanced degrees (599 or 699) applies to all students in the School.

Note: 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.

EPHE
Exercise Science, Physical and Health Education
School of Exercise Science, Physical and Health Education
Faculty of Education

EPHE 561  Units: 1.5
Formerly: PE 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 PE 561.

EPHE 562  Units: 1.5
Formerly: PE 562
Administrative Planning Process
Examination of the planning process as it exists within federal, provincial, regional and municipal government 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.

EPHE 563  Units: 1.5
Formerly: PE 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 PE 563.

EPHE 570  Units: 1.5
Formerly: PE 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 PE 570.

EPHE 572  Units: 1.5
Formerly: PE 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 PE 572.
Prerequisites: 441 or PE 441 permission of the instructor.

EPHE 573  Units: 1.5 or 3.0
Formerly: PE 573
Research Methods in Kinesiology
An overview of the qualitative and quantitative research approaches specific to the various disciplinary areas in the School of Physical Education. Underlying assumptions of both qualitative and quantitative research are discussed and the respective research processes are reviewed. Other topics include: the role of the researcher, selecting and developing a research problem; reviewing the literature; developing research hypotheses; issues in measurement; data collection issues, writing research proposals; research ethics; and communicating the results of research.
Note: Not open to students with credit in PE 573.

EPHE 574  Units: 1.5
Formerly: PE 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 PE 574.

EPHE 575  Units: 1.5
Formerly: PE 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 PE 575.

EPHE 576  Units: 1.5
Formerly: PE 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 PE 576.

EPHE 577  Units: 1.5
Formerly: PE 577A or PE 577
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 PE 577A or PE 577.
Prerequisites: Enrolment in the MEd Coaching Studies Cooperative Program.

EPHE 578  Units: 1.5
Formerly: PE 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 PE 578.

EPHE 579  Units: 1.5
Formerly: PE 577B or PE 579
Current Issues in Coaching Studies
Identification and selection of issues in coaching and sport for presentation, discussion, and resolution. As
EPHE 580  Units: 1.5  Formerly: PE 580  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.  
**Note:** Not open to students with credit in PE 580.

EPHE 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.  
**Note:** Not open to students with credit in PE 580.

EPHE 582  Units: 1.5  Formerly: PE 582  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.  
**Note:** Not open to students with credit in PE 582.

EPHE 583  Units: 1.5  Formerly: PE 583  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.  
**Note:** Not open to students with credit in PE 583.

EPHE 584  Units: 1.5  Formerly: PE 584  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.  
**Note:** Not open to students with credit in PE 584.

EPHE 585  Units: 1.5  Formerly: PE 585  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.  
**Note:** Not open to students with credit in PE 585.

EPHE 590  Units: to be determined  Formerly: PE 590  Special Problems - Exercise Science, Physical and Health Education  
**Notes:** May be taken more than once for credit in different topics.

EPHE 591  Units: 1.5 or 3.0  Formerly: PE 591  Selected Topics in Exercise Science, Physical and Health Education  
This is a variable content course.  
**Note:** May be taken more than once for credit in different topics.

EPHE 597  Units: 0  Formerly: PE 597  Comprehensive Examination - Exercise Science, Physical and Health 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 PE 597.  
**Grading:** INF, COM, N or F.

EPHE 598  Units: to be determined  Formerly: PE 598  Project - Exercise Science, Physical and Health Education  
**Note:** Not open to students with credit in PE 598.  
**Grading:** INF, COM, N or F.

EPHE 599  Units: to be determined  Formerly: PE 599  Thesis - Exercise Science, Physical and Health Education  
**Note:** Not open to students with credit in PE 599.  
**Grading:** INF, COM, N or F.

ES 500  Units: 1.5  Perspectives on Environmental Theory  
An examination of contemporary theories that support ethnoecology, 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).  
**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 offered in two one-week intensive sessions (semi-distance format, with assignments in between).  
**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:** INF, COM, N or F.
ganelles, 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 or 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 540 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 registration.

FORB 549 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 550 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 registration.

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 518 Units: 1.5
Advanced Spatial Analysis and Spatial Statistics
The goals of this course are for students to gain theoretical and applied experience in spatial statistics and advanced geographical analysis. Topics include: point pattern analysis, areal data analysis and spatial autocorrelation, and geostatistics (i.e., variograms
and kriging). Students will learn to identify hot spots; quantify the spatial distribution of plants, animals, and people; and generate surfaces from sample data (i.e., geochemical data). Labs and a final project are designed to provide students with hands-on experience with applying theory to a range of data sets and to a data set selected by the student. 

**Prerequisites:** GEOG 328/329 or equivalent GIS experience.

**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 readings, 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.

**GEOG 526 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 application, unresolved questions and the present and future research agenda. The course includes presentations by guest lecturers, readings and literature reviews. 

**GEOG 539 Units: 1.5**

**Seminar in Resource Management**

A team-taught seminar dealing with resources management areas currently (or recently) being researched by members of the department. Topics will include: problem formulation, conceptual/literature background, fieldwork/data issues, analytical approaches and results/interpretation. 

**Note:** Credit will not be given for both 539 and 552.

**GEOG 546 Units: 1.5**

**Advanced Topics in Human and Social Geography**

An examination of contemporary theoretical issues and competing research paradigms in human geography. 

**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**

Note: Credit to be determined 

**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**

**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**

**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**

**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.
HA 554  Units: 1.5  Seminar in 19th and/or 20th Century Architecture  
Note: Credit will be granted for only one of 554, 465.  
Prerequisites: Permission of the instructor.

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

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

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

HA 565  Units: 1.5  Seminar in 20th Century Native North American Arts  
Prerequisites: Permission of the instructor.

HA 570  Units: 1.5  Seminar in East Asian Art  
Prerequisites: Permission of the instructor.

HA 580  Units: 1.5  Topics in Cultural Resource Management  
Prerequisites: Permission of the instructor.

HA 582  Units: 1.5  Seminar in Indigenous Arts  
Note: Credit will be granted for only one of 582, 482.  
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 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 help to 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 content areas: clinical; education and training; and patient information systems. 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.
COURSE LISTINGS

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 572 Units: 1.5
Health Informatics: An Overview
This course will provide an overview of current developments, issues and challenges in the emerging field of health informatics. Historical development of the field will be covered. The course will also touch on basic foundations of health informatics, including the field's theoretical and methodological underpinnings. In addition, the course will consider a range of emerging applications in health informatics as well as approaches to understanding and evaluating these innovations.

HINF 573 Units: 1.5
Applied Biostatistics
This course is a computer laboratory course primarily designed to provide practical experience in running SPSS software, interpreting output and presenting findings in Figures and Tables, suitable for publications or dissertations. Topics covered include: understanding statistics, data management and cleaning, recode and compute statements, scale development (Cronbach's alpha), t-tests, chi-square analyses, correlation and logistic regression. The skills learned in this course are those commonly used in quantitative research for health and social sciences.

HINF 580 Units: 1.5
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 501 A Units: 1.5
Field in American History I

HIST 501 B Units: 1.5
Field in American History II

HIST 502 A Units: 1.5
Field in British History I

HIST 502 B Units: 1.5
Field in British History II

HIST 503 A Units: 1.5
Field in Canadian History I

HIST 503 B Units: 1.5
Field in Canadian History II

HIST 504 A Units: 1.5
Field in European History I

HIST 504 B Units: 1.5
Field in European History II

HIST 506 A Units: 1.5
Field in Medieval History I

HIST 506 B Units: 1.5
Field in Medieval History II

HIST 508 A Units: 1.5
Field in Chinese History I

HIST 508 B Units: 1.5
Field in Chinese History II

HIST 509 A Units: 1.5
Field in Japanese History I

HIST 509 B Units: 1.5
Field in Japanese History II

HIST 510 Units: 1.5
Topical Field in Social History

HIST 511 Units: 1.5
Topical Field in Military History

HIST 512 Units: 1.5
Topical Field in Intellectual/Cultural History

HIST 513 Units: 1.5
Topical Field in Women's/Gender History

HIST 514 Units: 1.5
Topical Field in World History

HIST 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 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 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 peoples 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.

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 reforms.
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 Adviser.

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 Adviser 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**  
**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**  
**Major Research Paper in Law**  
Grading: INP, COM, N or F.

**LAW 599**  
**LL.M Thesis**  
Grading: INP, COM, N or F.

**LAW 690**  
**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 Adviser 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**  
**Ph.D. Dissertation**  
Grading: INP, COM, N or F.

**LING**

**Linguistics**

**Department of Linguistics**  
**Faculty of Humanities**

**LING 500**  
**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**  
**Syntactic Theory**  
Recent developments in syntactic theory.

**LING 504**  
**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**  
**Phonological Theory**  
A survey of the development of phonological theory, including such topics as phonological universals.

**LING 507**  
**Semantics**  
Recent developments in semantic theory.

**LING 508**  
**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**  
**Sociolinguistics**  
Selected topics in recent research related to language variation such as bilingualism, language and gender, language attitudes, social dialects. Each registrant will select a particular topic for individual research.

**LING 510**  
**Current Issues in Phonology**  
An examination of recent developments in phonological theory.  
**Note:** May be taken more than once for credit.  
**Prerequisites:** 505 or equivalent.

**LING 517**  
**Experimental Phonetics Laboratory**  
Review of recent research in the phonetic and acoustic analysis of speech and in spoken language processing. A focus on experimental procedures designed to allow students to pursue individual topics in speech research.  
**Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 520**  
**Pacific Rim Languages**  
An overview of the structure of selected indigenous languages spoken around the Pacific Rim.  
**Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 527**  
**Topics in Historical and Comparative Linguistics**  
Study of principles of historical and comparative linguistics.  
**Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 531**  
**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**  
**Linguistic Anthropology**  
Selected Topics in Linguistic Anthropology.  
**Note:** Credit will be given only for one of LING 560, ANTH 560, or ANTH 561

**LING 561**  
**Topics in Chinese Linguistics**  
Current issues in Chinese language and linguistics.

**LING 566**  
**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 567**  
**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 570**  
**Issues in Minority Language Maintenance**  
An investigation of the issues surrounding minority language maintenance.

**LING 578**  
**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 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**  
**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.
from this theoretical perspective; and consider its implications for language pedagogy.

**LING 580** Units: 1.5 or 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  
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  
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

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**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.

**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:** 4.5  
**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:** ING, 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 required 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.

**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:** MBA 510.  
**Prerequisites:** MBA 510.

**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 area 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 513.

**MBA 514**  
**Units:** 0.5  
**Business & Sustainability**  
Introduction to the business challenges and opportunities arising from the world’s growing social and ecological issues, including population growth, climate change, and poverty. Examines current trends in business sustainability development and their contribution to long-term sustainable value and profitability. Examines include stakeholder and engagement, triple-bottom line management, Natural Step sustainability reporting, base-of-the-pyramid strategies and social entrepreneurship.  
**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-level 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 analyzing 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 532**  
**Units:** 1.0  
**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, workforce 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 interconnected 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 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
Managing Legal Risks
This course will examine some of the legal risks (whether arising from the common law or by legislation) that must be identified and effectively managed within contemporary organizations. Among other topics, the course will examine the legal risks associated with the manufacture and marketing of goods and services, the creation of intellectual property and other confidential information, and the risks associated when employees or other third party contacts are engaged. The course will also examine principles of tort and contract law that may be utilized to limit legal liability. Course components will include lectures, analysis of judicial decisions and relevant legislation and class discussion.

MBA 561 Units: 1.5
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 adaptation 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.

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: INR 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 598. Students choosing MBA 598 should consult with their academic supervisor to identify an appropriate Research Methods course.
Grading: INR COM, N or F.
MECH
Mechanical Engineering
Department of Mechanical Engineering
Faculty of Engineering

MECH 501
Introduction to Continuum Mechanics

MECH 504
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
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
Computer-Aided Manufacture (CAM)
Introduction to manufacturing operations, features of numerically controlled machine tools and types of CNC programming. The Manual part programming with G-codes; canned cycles, subprograms, custom macros; simulation program. CNC machining of curved surfaces with ball-end and end-mill cutters; matching of tool and surface geometry. Curved surface machining strategies and case studies; reverse engineering of curved surface models.

MECH 524
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 systems, aggregate production planning, material requirements planning, and operation sequencing and scheduling. Case studies on the planning and control of advanced manufacturing systems.

MECH 538
Analysis, Reasoning and Optimization in CAD and Concurrent Engineering

MECH 531
Fluid Mechanics

MECH 535
Computational Fluid Dynamics and Heat Transfer

MECH 536
Microfluidics

MECH 537
Kinetic Theory and Microscale Flows
Distribution function of gases and its moments, Boltzmann equation, classical mechanics (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 transport in solids, etc.

MECH 540
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
Advanced Thermodynamics

MECH 542
Energy Systems and Exergy Analysis
Macroscopic examination of energy systems, system architecture and evolution. Dynamics of energy systems. Characteristics and impacts of energy storage. Exergy balance and second law efficiency.

MECH 543
Cryogenic Engineering

MECH 544
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
Fuel Cell Technology

MECH 550
Advanced Control Theory

MECH 553
Advanced Kinematics of Manipulators
The material covered includes: point and direction, and line and screw motion description; homogeneons, 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 global 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
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
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  
**Finite Element Analysis**  
Introduction to the basic principles of finite element analysis. Development of discrete equations for problems of 1, 2, and 3D elasticity. Application 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  
**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  
**Formerly: MECH 660**  
**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**  

Prerequisites: 320 or equivalent.

**MECH 573** Units: 1.5  
**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  
**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; glass and 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**  

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  
**Seminars**  
Participation in a program of seminars by internal and external speakers on current research topics. All MASc students are 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  
**PhD Dissertation**  
Grading: INP, COM, N or F.

**MICR**

**Microbiology**  
**Department of Biochemistry and Microbiology**  
**Faculty of Science**

**MICR 502** Units: 1.5  
**Virology**  
An advanced consideration of the molecular aspects of viruses. Emphasis will be placed on the animal viruses with respect to: infection process; replication cycle; interactions with the host cell; mechanisms of pathogenicity: vaccines. The course consists of lectures with additional literature reading and brief seminars by students. Students will be required to write an advanced research paper as part of the course evaluation.

Note: Credit will not be given for both 502 and 402.

Prerequisites: 200 and BIOC 300A and 300B, or 300, or permission of the department.

**MICR 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 defenses, 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 525** 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, biotechno- 

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 advisor will not normally participate in directed studies taken for more than one unit of credit.

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

**MICR 579** Units: to be determined  
**MSc Thesis: Microbiology**  
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**

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2008-09 UVIC CALENDAR
MUS 500
Units: 1.5
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
Seminar in Musical Notations

MUS 502
Units: 1.5
Musical Aesthetics and the Theory of Criticism

MUS 503
Units: 1.5
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
Seminar in Performance Practices
Note: May be taken more than once for credit at the discretion of the School.

MUS 506A
Units: 1.5
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
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
Computer Music Seminar

MUS 508
Units: 1.5
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
Topics in Musicology Before 1750
Note: May be taken more than once for credit in different topics.

MUS 531
Units: 1.5
Topics in Musicology After 1750
Note: May be taken more than once for credit in different topics.

MUS 532
Units: 1.5
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
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
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
Individual Tuition in Composition
May be taken more than once for credit at the discretion of the School.

MUS 561
Units: 1.5 or 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
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
Chamber Music
Performance candidates and candidates for the MA degree in Musicology with performance will normally register for both this course and MUS 580 in each year of study. Placement in large and small ensembles will be made according to the student’s needs and the needs of the School.
Grading: INC, COM, N or F.

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
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.

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
Grading: Credit to be determined.

NUED

Nurse Educator
School of Nursing
Faculty of Human and Social Development

NUED 570
Units: 1.5
Formerly: NURA 530
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.
Note: Credit will be granted for only one of 570, NURA 530.

NUED 571
Units: 1.5
Formerly: NURA 531
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.
Note: Credit will be granted for only one of 571, NURA 531.

NUED 572
Units: 1.5
Formerly: NURA 532
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.
Note: Credit will be granted for only one of 572, NURA 532.

NUED 573
Units: 1.5
Nurse Educator Practice I
This consolidation practice experience is focused on topics such as pedagogy, epistemology, discourse and ethics as they are enacted in diverse learning and teaching contexts. These practice experiences, of 104 hours in total, are distributed over a number of sites where teaching and learning are experienced.
Prerequisites: NURA 511, 512, and 515; NUED 570 or NURA 530, 571 or 531 and 572 or 532.
Grading: COM/F/INC.

NUED 574
Units: 1.5
Nurse Educator Practice II
The focus of this practicum is learning and teaching in a selected clinical, academic and/or community setting. Using a preceptor model in which the student...
works closely with an advanced practice educator, the student will spend 104 hours in the practice setting. This practice experience will provide students the opportunity to critically engage with the knowledge they have derived through the program course work.

**Prerequisites:** NURA 511, 512 and 515; NUED 570 or NURA 530, 571 or 531, 572 or 532 and 573.

**Grading:** COMINC/FIN.

### NUNP

#### Nursing, Advanced Practice: Nurse Practitioner Option

**School of Nursing**

**Faculty of Human and Social Development**

All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation. Contact the School of Nursing or refer to current timetable for course offerings.

**NUNP 531**

**Units:** 1.5

**Applied Pathophysiology**

This course provides students with the advanced knowledge of pathophysiology required to understand, diagnose and treat health and illness in primary health care contexts. The course will include an overview of illness 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 create 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.

**Prerequisites:** NURA 511 and 512.

**Corequisites:** NURA 513, NUNP 541 and 542.

**Note:** Credit will not be given for both NUNP 533 and NUNP 540.

**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 lifespan. They will receive a pass/fail grade upon completion.

**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.

**NUNP 551**

**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 lifespan. They will receive a pass/fail grade upon completion.

**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:** COMINC/FIN.

**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
### COURSE LISTINGS

**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**

**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 mentors. 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**

**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 563**

**Qualitative Approaches to Research in Nursing**

Nursing phenomena will be considered through interpretative 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.

**Grading:** COM/INC/F/N.

**NUNP 564**

**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 emphasis will be 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 exploration. 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.

**Grading:** COM/INC/F/N.

**NUNP 565**

**Evaluation Project**

In this course, students will develop 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.

**NURA**

**Advanced Nursing Practice School of Nursing**

Faculty of Human and Social Development

All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation.

**NURA 511**

**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**

**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 practical 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**

**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**

**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**

**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**

**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 in an advanced way 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-requisites:** NURA 511 and NURA 512 or NURA 513 or by permission of the Director or designee.
NURP 597
Nursing Praxis I: Population and Setting of Practice
In this course, students will have an opportunity to integrate their evolving knowledge base in practice with their chosen population and setting. Students will reflect critically on their competencies for advanced practice and will identify key concepts related to their practice with their population of focus in relation to the principles of primary health care. Working in their chosen practice setting with a field guide, students will implement a personalized learning plan and engage in a minimum of 104 hours of practice.
Prerequisites: NURA 516 or by permission of the Director or designee.

NURA 598
Practice Project
This course will be carried out as per Faculty of Graduate Studies regulations.

NURP 599
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.

NURP
Nursing Policy and Practice
School of Nursing
Faculty of Human and Social Development
All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation.

NURP 598
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.

NURP 599
Thesis
This thesis option is an alternative to the Practice Project (NURP 598). Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student’s supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

NURS
Nursing
School of Nursing
Faculty of Human and Social Development
All Nursing courses are open to Nursing students only unless otherwise noted in the course description. When a course is oversubscribed, preference will be given to Nursing students who are closest to graduation.

NURS 590
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
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
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
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.
PAAS
Pacific and Asian Studies
Department of Pacific and Asian Studies
Faculty of Humanities

PAAS 500 Units: 1.5
Theories of Pacific Region Societies
This course will offer a critical review of contemporary social theory pertinent to the study of Pacific and Asian societies. Drawing on various scholarly approaches from the fields of sociology, anthropology, political science and history, readings will address the institutions, mechanisms and values involved in social, cultural and political transformations. The course focuses on current theory about the nature and scope of globalization, commodification, or modernization, with particular emphasis on the effect of these on local social and cultural practice.

PAAS 501 Units: 1.5
Cultural, Linguistic and Literary Theories in Asia-Pacific Studies
This course will offer a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing from various scholarly approaches of Marxism, post-structuralism, semiotics, feminist psychoanalysis, and critical art history, readings will address the often implicit meanings and conceptual boundaries encoded in cultural and artistic products. This course will explore the consequences of modernization and global vs. local realms, with a focus on the disturbances and complexities they generate in the subjective realm, where they often form the basis of creative expressions.

PAAS 520 Units: 1.5
Special Topics in Pacific Studies
This course will focus on an area of faculty specialization. The topic will vary but may include one of the following: migration studies; state and civil society; the politics of culture; global and local relations; and gender and ethnic identity.

PAAS 521 Units: 1.5
Special Topics in Asia-Pacific Literature, Linguistics and Culture
This course will focus on an area of faculty specialization. The topic will vary but may include one of the following: theatre studies; postcolonial literature; linguistics; popular culture; cinema studies; and critical assessments of the works of individual authors and artists.

PAAS 550 Units: 1.5
Research Methodologies
This course is required of all graduate students. We will work through the mechanics of designing a thesis, from initial conceptualization through to methodologies and analysis. Students will design a full thesis proposal and participate in a mock defense.

PAAS 580 Units: 1.5
Advanced Readings in Japanese, Chinese or Indonesian
Critical reading and analysis of advanced works in the original language.

PAAS 590 Units: 1.5
Directed Studies
A directed readings course, to be taken with the thesis supervisor, which will allow students to develop in-depth understanding of their topic/area of specialization.

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.

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).

PHIL 515 Units: 1.5 or 3.0
Topics in Contemporary European Philosophy
This course offers a critical review of contemporary European philosophy.

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 540 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 541 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 591 Units: 1.5
Masters Pro-seminar
This course is exclusively for graduate students in philosophy. Its aim is to help students broaden their reading base and deepen their communication and critical skills by engaging with philosophical works and core issues in a variety of fields.

PHIL 599 Units: 9.0
MA Thesis
Grading: INP, COM, N or F.

PHYS
Physics
Department of Physics and Astronomy
Faculty of Science

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.

PHYS 503 Units: 3.0
Theory of Relativity
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 504</td>
<td>3.0</td>
<td>Atomic and Molecular Spectroscopy</td>
</tr>
<tr>
<td>PHYS 505</td>
<td>3.0</td>
<td>Advanced Classical Mechanics</td>
</tr>
<tr>
<td>PHYS 506A</td>
<td>1.5</td>
<td>Particle Physics I</td>
</tr>
<tr>
<td>PHYS 506B</td>
<td>1.5</td>
<td>Particle Physics II</td>
</tr>
<tr>
<td>PHYS 507A</td>
<td>1.5</td>
<td>Solid State Physics I</td>
</tr>
<tr>
<td>PHYS 507B</td>
<td>1.5</td>
<td>Solid State Physics II</td>
</tr>
<tr>
<td>PHYS 508</td>
<td>1.5</td>
<td>Topics in Nanophysics</td>
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<tr>
<td>PHYS 509</td>
<td>1.5</td>
<td>Directed Readings</td>
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<tr>
<td>PHYS 600A</td>
<td>1.5</td>
<td>Quantum Field Theory I</td>
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<tr>
<td>PHYS 600B</td>
<td>1.5</td>
<td>Quantum Field Theory II</td>
</tr>
<tr>
<td>PHYS 699</td>
<td>to be determined</td>
<td>PhD Dissertation</td>
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<tr>
<td>Grading: INP, COM, N or F.</td>
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**POLI**

### Political Science

**Department of Political Science**

**Faculty of Social Sciences**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 505</td>
<td>1.5</td>
<td>Problems of Political Analysis</td>
</tr>
<tr>
<td>An examination of theoretical viewpoints in the study of politics.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI 506</td>
<td>1.5</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td>Also: HIST 527</td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLI 508</td>
<td>1.5</td>
<td>Comparative Policy and Governance</td>
</tr>
<tr>
<td>This seminar focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. It focuses 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 seminar studies and undertake a comparative policy project.</td>
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</tr>
<tr>
<td>POLI 509</td>
<td>1.5</td>
<td>Political Theory</td>
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<tr>
<td>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.</td>
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<tr>
<td>POLI 510</td>
<td>1.5</td>
<td>Canadian Politics</td>
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<tr>
<td>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.</td>
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<tr>
<td>POLI 511</td>
<td>1.5</td>
<td>Themes in Contemporary Politics</td>
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<tr>
<td>A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.</td>
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<tr>
<td>Note: May be taken more than once for credit with permission of the Graduate Adviser.</td>
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</tbody>
</table>

**POLI 516**

### 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 540**

### Legislative Internship Report

Grading: INP, COM, N or F.

**POLI 599**

### Thesis

Grading: INP, COM, N or F.

**POLI 600**

### 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. |

**POLI 605**

### 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**

### 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 607**

### Comparative Policy and Governance

This seminar focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. It focuses 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 seminar studies and undertake a comparative policy project.

**POLI 608**

### 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 609**

### 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.
**COURSE LISTINGS**

**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.
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.

**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.

**PSYC 506A** Units: 1.5
Formerly: PSYC 506
Psychology Clinic Practicum
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 and approval of clinical program practicum coordinator.
Grading: INP. COM. N or F.

**PSYC 506B** Units: 1.5
Formerly: PSYC 506
Psychology Clinic Practicum: 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 520** Units: 1.5
Survey of Social Psychology
In-depth examination of state-of-the-science theories and research in social psychology. Social thinking and social behaviour are explored through the study of individual processes (e.g., social cognition, motivation), interpersonal processes (e.g., social influence, helping, intimacy), and societal processes (e.g., group dynamics, intergroup relations, cultural and environmental influences). Emphasis is placed on the more recent advancements in social psychology and on the research interests and expertise of the instructor.

**PSYC 521** Units: 1.5
Human Motivation
Seminar review of theory and research examining human motivation. Special topics include goals, intrinsic and extrinsic motivation, social and achievement motivation, self-efficacy, self-regulation, unconscious motivation, and growth motivation. Emphasis is placed on the social and cognitive perspective on motivation.

**PSYC 522** Units: 1.5
Cultural Psychology
Seminar review of theory and research on cultural influences on basic psychological processes. Special topics include culture and the self, culture and social cognition, and cultural influences on psychological well-being. Attention is also paid to culturally appropriate research methods and statistics.

**PSYC 523** Units: 1.5
Psychology and Law
Seminar review of social-cognitive theories and research related to crime investigation, courtroom dynamics, and the legal system. Specific topics may include eyewitness testimony, policy practices, judge and jury decision-making, wrongful conviction, expert testimony. Applications of research findings to legal policy and police practice are highlighted.
**PSYC 526** Units: 1.5  
Special Topics in Personality and Social Psychology  
Topical seminars on specialized issues related to personality and social psychology.  
**Note:** May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 527** Units: 1.5  
Research Methods in Social Psychology  
In-depth examination of state-of-the-science research methods in social psychology. The topics may include experimental and quasi-experimental research designs, survey research, cross-cultural and longitudinal methods, event-sampling methods, psychophysiological methods, implicit measure and priming techniques, content and narrative analysis, computer simulation, data analytical strategies, ethics. Emphasis is placed on the more recent advancements in research methods in social psychology and on the research interests and expertise of the instructor.

**PSYC 531** Units: 1.5  
Environmental Psychology  
Seminar review of theory and research in environmental psychology. The topics may include sustainability-related behavior, social design of buildings, human behavior as it is related to built and natural environments, environmental perception and cognition, and person-environment transactions in nature, residences, neighbourhoods, schools, workplaces, retail stores, and public spaces.

**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, except with permission.

**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, except with permission.

**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, agnogaphia, 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 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 development across the life-span. 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 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 network models. Theoretical foundations and procedures for fitting models will be considered.

Note: May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 576C** Units: 1.5
Cognitive Processes: Mind and Brain
Discussions of neurological evidence for modular organization of cognitive processes.

Note: May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 576D** Units: 1.5
Cognitive Processes: Attention
An overview of theories and current research on attention, particularly as it applies to human vision. Topics will include an analysis of the role of attention in spatial and temporal vision, with exploration of related issues such as consciousness, blindsight, and change blindness.

Note: May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 577** Units: 1.5
Cognitive Seminar
Weekly seminar throughout the Winter session, involving faculty and graduate students in the Cognitive Psychology Program. Seminar participants take turns hosting the meeting, typically by presenting a paper on recent or ongoing cognitive psychological research.

Note: May be taken more than once for credit to a maximum of 9 units.

Prerequisites: Restricted to graduate students in the Cognitive Psychology Program or permission of the Program Coordinator.

Grading: INC, COM, N or F.

**PSYC 581** Units: 1.5
Formerly: half of 580
Psychopathology: Childhood and Adolescence
Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis on disorders that emerge during childhood and adolescence. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.

Prerequisites: Acceptance to clinical psychology graduate program.

**PSYC 582** Units: 1.5
Formerly: half of 580
Psychopathology: Adulthood
Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of "abnormal" behaviour. Emphasis 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: 533C
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.

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 and Adolescent Therapy
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
Introduction to Evidence-Based Adult Psychotherapies
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 589.
Prerequisites: Acceptance to clinical psychology graduate program.

PSYC 590 Units: 1.5
Practical Issues and Challenges in Adult Psychotherapy
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 592 Units: 1.5
Family Interventions
Introduction to various theoretical approaches to family interventions. Specific techniques are explored through readings, class discussion, class 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 595 Units: 1.5
Cognitive Behavioural Therapy
An advanced psychotherapy course that provides students with an understanding of the theory and clinical skills associated with Cognitive-Behavioural Therapy. Theory and specific techniques are explored through readings, class discussion, class assignments and role-plays.
Note: Credit will be granted for only one of 595, or 594 if taken under this topic.
Prerequisites: PSYC 589 and acceptance to the doctoral program in clinical psychology.
Grading: INP, COM, N or F.

PSYC 596 Units: 1.5
Interpersonal Therapies
An advanced psychotherapy course that provides students with an understanding of the theoretical underpinnings of the major interpersonal therapies and the role of interpersonal process in therapy in general. Specific theories and techniques are explored through readings, class discussion and class assignments.
Note: Credit will be granted for only one of 596, or 594 if taken under this topic.
Prerequisites: PSYC 589 and acceptance to the doctoral program in clinical psychology.
Grading: INP, COM, N or F.

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 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 611.
Prerequisites: Approval of the student’s academic supervisor.
Grading: INP, COM, N or F.

PSYC 617 Units: 6.0
PhD Dissertation
Grading: INP, COM, N or F.

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
Categorical Data Analysis
Introduction to statistical methods for analyzing categorical data. The emphasis is on practical applications rather than statistical theories.
Prerequisites: 501 or its equivalent.

SOCI 511 Units: 1.5
Research Design
Planning sociological inquiry: formulating a problem, relating the problem to existing theory and research, and determining appropriate empirical strategies.

SOCI 515 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**

SOWC 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.

SOWC 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:* Students must have completed 6 units of coursework before registering.

SOWC 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.

SOWC 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.

SOWC 505  Units: 1.5  
**Advanced Child Welfare Seminar**  
This course examines and critiques ideas and discourses relating to child welfare knowledge, policy and practice. It looks at child welfare ideas as they pertain to both practice and policy historically and currently, and critically engages with them from a variety of perspectives, predominantly Indigenous and including feminist, critical and post-structural views. Emphasis is placed on these perspectives because they challenge prevailing assumptions about child welfare policy and practice.  
*Note:* Offered as resources permit.

SOWC 506  Units: 3.0  
**MSW Practicum**  
A minimum of 450 hours of social work practice and demonstration of critical analysis and 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 advisor prior to registration.  
*Note:* Pro Forma required.  
*Prerequisites:* Students must have completed 6 units of coursework before registering.  
*Grading:* INP, COM, N, F.

SOWC 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.

SOWC 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.

SOWC 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.

SOWC 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 ex-
planetary 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: INC, COM, N or F.

SOCW 599  Units: 6.0
Formerly: HSD 599
Thesis
The thesis will entail specialized research on a topic area chosen in consultation with the student’s supervisory committee.

Prerequisites: Normally, a student is expected to have completed all course work prior to registration. After 16 months of course work, the student is required to have an approved proposal on file to maintain registration in 599.

Grading: INC, COM, N or F.

SPP 500  Units: 1.5
Introduction to Bibliography and Methods of Research

SPP 502  Units: 1.5
Core Reading List Course I
Grading: INC, COM, N or F.

SPP 503  Units: 1.5
Also: ITAL 503
Core Reading List Course II
Grading: INC, COM, N or F.

SPP 505  Units: 1.5
Also: ITAL 505
Medieval Literature

SPP 507  Units: 1.5
Also: ITAL 507
Renaissance and Baroque Literature

SPP 509  Units: 1.5
Peninsular Literature in the 19th Century

SPP 511  Units: 1.5
Peninsular Literature from the 20th Century to the Present

SPP 515  Units: 1.5
Colonial Latin American Literature

SPP 517  Units: 1.5
Latin American Literature of the 19th Century

SPP 519  Units: 1.5
Latin American Literature from the 20th Century to the Present

SPP 590  Units: 1.5 or 3.0
Also: ITAL 590
Directed Studies

SPP 598  Units: 3.0
Master’s Essay
Grading: INC, COM, N or F.

SPP 599  Units: 6.0
MA Thesis/Oal
Grading: INC, COM, N or F.

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 influences 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 focuses on 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 the development and refinement 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 the craft of theology.

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 particular issues, topics, or sets 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 proposers.

Prerequisites: Students must have completed their thesis proposal.

Grading: INC, 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 550
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.

STAT 568
Units: 1.5
Generalized Linear Models

STAT 569
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.
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 judgment 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.

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 to move from Craigdarroch to the Landsdowne 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.

Principal Officers and Governing Bodies
The following were the university's principal officers and members of its governing bodies as of January 1, 2008.

Chancellor
Ronald Lou-Poy, CM, QC, BCom, 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
J. Howard Brunt, BA, ADN, MScN, 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, CM, QC, BCom, 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 deEvans, BCom
Murray Farmer, BA (Chair)
Tony Gage BA, MBA, CFA
Robert Giroux, BA, MA, Hon LLD
Raymond Potti, BA, MA

Members Elected by the Faculty Members

Peter Driessen, BSc, PhD
Peter Liddell, MA, PhD

Members Elected by the Student Association

Andrew Bateman
Penny Beames

Members Elected by the Employees

Sarah Webb

Secretary
Julia Eastman, BA, MA, PhD, University Secretary

Senate

Ex Officio Members

Chancellor: Ronald Lou-Poy, CM, QC, BCom, LLB, Hon LLD
President and Vice-Chancellor: David H. Turpin, BSc, PhD, FRSC (Chair)
V.P. Academic & Provost: Jamie L. Cassels, QC, BA, LLB, LLM
V.P. Research: J. Howard Brunt, BA, ADN, MScN, PhD
Dean of Business: Ali Dastmalchian, BSc, MSc, PhD
Dean of Education: Ted Riecken, BA, MEd, PhD
Dean of Engineering: Michael Miller, BSc, MSc, PhD
Acting Dean of Continuing Studies: Joy Davis, BA, MMus
Dean of Fine Arts: Sarah Blackstone, BA, MA, PhD
Dean of Graduate Studies: Aaron Devor, BA, MA, PhD

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.”
Dean of Humanities: Andrew Rippin, BA, MA, PhD
Dean of HSD: Mary Ellen Parkis, BSN, MSc, PhD
Dean of Law: Andrew Petter, LLB, LLM
Dean of Science: Tom Pedersen, BSc, PhD
Dean of Social Sciences: Peter Keller, BA, MA, PhD (Vice Chair)
University Librarian: Marnie Swanson, BA, BLS

Members Elected by the Individual Faculties

Business
Jen Baggs, BA, MA, PhD
Anthony Goerzen, BA, PhD

Education
Robert Anthony, BA, MA, PhD
Mary Kennedy, BMus, MEd, PhD

Engineering
Afzal Suleman, BSc, MSc, PhD
Micaela Serra, BSc, MSc, PhD

Fine Arts
Susan Lewis Hammond, BA, BMus, MM, MFA, PhD
Jan Wood, BFA

Graduate Studies
John Dower, BSc, PhD
Pan Agathoklis, FEIC, PEng, DrScTech

Human and Social Development
vacant
Jeannine Moreau, BSN, MN

Humanities
Annalee Lepp, BA, MA, PhD
Tim Haskett, BA, MA, PhD

Law
Andrew Harding, MA, LLM, PhD
Robert Howell, LLB, LLM

Science
Robert Burke, BSc, PhD
Adam Monahan, BSc, MSc, PhD

Social Sciences
Kenneth Stewart, BA, MA, MSc, PhD
Ronald Skelton, BSc, MA, PhD

Members Elected by the Faculty Members

Evelyn Cablesy, BA, MA, PhD
Ted Durcic, BSc, MSc, PhD
Ellen Chapko, BA, PhD
Peter Driessen, BSc, PhD
Patricia Kostek, BSc, MMus
Lynda Gammon, BA, MFA
Reg Mitchell, BA, MA, PhD, FCIC
Geraldine Van Gyn, BA, MSc, PhD
Sikata Banerjee, BA, MA, PhD
Gordon Fulton, BA, MA, PhD
Petah Stephenason, BA, MA, PhD
Kim Hart Wensley, BA, LLB

Members Elected by the Student Association

Full-time Students (Terms expire June 30, 2008)
Phil Abraham (ENGR)
Andrew Bateman (SCIE)
Penny Beames (HUMS)
Mark Bensler (FINE)
Andrea Coulter (GRAD)
Jon Davis (SOSC)
Arel English (SOSC)
Jessica Page (SCIE)
Richard Park (SCIE)
George Robinson (FINE)
Debra Sheffield (FINE)

Roselynn Verwoord (EDUC)
Erica Virtue (SOSC)
Lyndsay Watson (LAW)
vacant (BUSI)
Jessica Evans (HUMA)

Members Elected by the Convocation
(Terms expire December 31, 2008)
Cheryl Borriss, BMus, MA
Betty Clazie, BMus, BA, MA
Larry Cross, BEd
Andrew MacPherson, BSc, MD

Additional Members
Head, Division of Medical Sciences: Oscar Casiro, MD
Member Elected by the Professional Librarians: Inbarani Keohoe, BA, MLS

Secretary of Senate
Julia Eastman, BA, MA, PhD, University Secretary

By Invitation
Assoc. V.P. Academic: Jim Anglin, BA, MSW, PhD
Assoc. V.P. Academic Planning: Catherine Mateer, BA, MSc, PhD
Registrar: Lynda Wallace-Hulecki, BSc, MEd
Assistant University Secretary: Nancy Pye, BSc, LLB

Foundation for the University of Victoria

Members of the Board
Susan Mehinagic, CA, LLB (Chair)
Gayle Gorill, BBA, CA, CBV
Lisa Hill
John van Caylenborg, BA, LLB
Anne Wortmann

Officers
President: David H. Turpin, BSc, PhD, FRSC
Treasurer: Murray Griffith, BA, CMA
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
Valerie Kuehne, BSc, MEd, MA, PhD
Robert Miller, CA, BA
André Rachert, BA, MA, LLB
President David H. Turpin, BSc, PhD, FRSC (ex officio)
John van Caylenborg, 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, LLB, FRSC
David Strong, BSc, MSc, PhD, FRSC

Faculty, Senior Instructors and Librarians Emeritus 2007-2008
Kenneth L. Avio, BSc (Ore), MS, PhD (Purdue)
Peter A Baskerville, BA (Tor), MA, PhD (Queen’s)
Daniel J. Bryant, BA, PhD (Brit Col)
Harold D. Foster, BSc, PhD (Lond)
Nicholas Galichenko, BA, MA (Brit Col), PhD (McG)
C. David Gartrell, BA (British Columbia), MA, PhD (Harvard)
Virginia (Jimmy) Hayes, RN, MN, PhD (California)
Giles Hogya, BA (Miami), MA, PhD (Northwestern)
John Kilcoyne, LLB (UVic), LLM (York)

Monika Langer, BA, MA, PhD (Tor)
Leland H. Donald, PhD (Oregon)
Yvonne Martin-Newcombe, BA, DipEd (W Indies), MA, PhD (McGill)
Angus G. McLaren, BA, MA, PhD (Harv), FRSC
Bruce More, BMus (Brit Col), MMus, MBA, DMA (Yale)
William E. Paffenberger, BA, MA, PhD (Ore)
Douglas Porteous, BA, MA (Oxon), PhD (Hull)
Gerald A. Poulton, BA, PhD (Saskatchewan), FCIC
Joseph Schaafsma, BA, MA (McMaster), PhD (Tor)

Honorary Degree Recipients 2007
Campagnolo, The Hon. Lieutenant Governor Iona, LLD, June 2007
Cockburn, Bruce, LLB, June 2007
Matembe, Maria, LLD, June 2007
Osamu, Dr. Mary Juanta, LLD, June 2007
Parsons, Timothy R, Dsc, November 2007
Turner, William, LLD, June 2007
Vaughan, Don, LLD, November 2007

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
- HonDSoc: apricot
- HonDF: 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:
- MAs: 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).

<table>
<thead>
<tr>
<th>Faculty of Business</th>
<th>2006/07</th>
<th>2007/08</th>
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<tbody>
<tr>
<td>Second Year</td>
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<tr>
<td>Third Year</td>
<td>209</td>
<td>217</td>
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<td>234</td>
<td>262</td>
</tr>
<tr>
<td>Unclassified as to year</td>
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<td>13</td>
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<tr>
<td>Total in Faculty</td>
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<td>493</td>
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<tr>
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<td>1122</td>
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<tr>
<td>Second Year</td>
<td>227</td>
<td>226</td>
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<tr>
<td>Third Year</td>
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<td>222</td>
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<tr>
<td>Fourth Year</td>
<td>206</td>
<td>213</td>
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<td>Unclassified</td>
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<tr>
<td>Total in Faculty</td>
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<th>Faculty of Human and Social Development</th>
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<tr>
<td>Second Year</td>
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<td>Third Year</td>
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<tr>
<td>Total in Faculty</td>
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<td>Second Year</td>
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<tr>
<td>Third Year</td>
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<tr>
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<td>120</td>
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<tr>
<th>Faculty of Science</th>
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<tr>
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<td>548</td>
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<tr>
<td>Second Year</td>
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<td>499</td>
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<tr>
<td>Third Year</td>
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<td>487</td>
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<tr>
<td>Fourth Year</td>
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<td>501</td>
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<tr>
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<td>Total in Faculty</td>
<td>2015</td>
<td>2049</td>
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<table>
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<th>Faculty of Social Sciences</th>
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<td>First Year</td>
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<td>772</td>
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<tr>
<td>Fourth Year</td>
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<td>681</td>
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<tr>
<td>Unclassified</td>
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<tr>
<td>Total in Faculty</td>
<td>3089</td>
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<th>Division of Medical Sciences</th>
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<tr>
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<td>71</td>
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<tr>
<td>Total in Division</td>
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<td>71</td>
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### Full-Time Undergraduate and Graduate Students of Non-BC Origin

<table>
<thead>
<tr>
<th>2006/07</th>
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<tbody>
<tr>
<td>Alberta</td>
<td>1023</td>
</tr>
<tr>
<td>Manitoba</td>
<td>88</td>
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<tr>
<td>New Brunswick</td>
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<tr>
<td>Newfoundland</td>
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<td>Northwest Territories</td>
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<td>Nova Scotia</td>
<td>90</td>
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<td>Ontario</td>
<td>840</td>
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<tr>
<td>Prince Edward Island</td>
<td>9</td>
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<tr>
<td>Quebec</td>
<td>113</td>
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<tr>
<td>Saskatchewan</td>
<td>122</td>
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<tr>
<td>Yukon</td>
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<tr>
<td>Other Countries</td>
<td>1098</td>
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<tr>
<td>Total</td>
<td>3471</td>
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### Degrees Conferred in 2006/2007

<table>
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<tr>
<th>Degree</th>
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<tbody>
<tr>
<td>BA</td>
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<td>BCom</td>
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<tr>
<td>BEd</td>
<td>220</td>
<td>BEng</td>
</tr>
<tr>
<td>BFA</td>
<td>99</td>
<td>BMus</td>
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<td>BSc</td>
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<tr>
<td>LLB</td>
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<tr>
<td>Total Undergraduate Degrees: 3341</td>
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<thead>
<tr>
<th>Degree</th>
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<tbody>
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<td>LLM</td>
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<td>MSW</td>
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<tr>
<td>Total Graduate Degrees: 625</td>
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</tr>
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</table>

### Degrees Granted at the Colleges 2007

**Aurora College**

BSN 10

**Selkirk College**

BSN 19

Source: University of Victoria Registration Statistics as of November 1, 2007
# Key Contacts at UVic

## EXECUTIVE AND ADMINISTRATIVE OFFICERS

<table>
<thead>
<tr>
<th>Position</th>
<th>Fax</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>President: Dr. David H. Turpin</td>
<td>721-8654</td>
<td>721-7002</td>
</tr>
<tr>
<td>Chancellor: Dr. Ronald Lou-Poy</td>
<td>721-6223</td>
<td>721-8101</td>
</tr>
<tr>
<td>Chair, Board of Governors: Mr. Murray Farmer</td>
<td>721-6223</td>
<td>721-8101</td>
</tr>
<tr>
<td>University Secretary and Secretary, Board of Governors and Senate: Dr. Julia Eastman</td>
<td>721-6223</td>
<td>721-8101</td>
</tr>
<tr>
<td>Vice-President Academic and Provost: Prof. Jamie Cassels</td>
<td>721-7216</td>
<td>721-7010</td>
</tr>
<tr>
<td>Vice-President Finance and Operations: Ms. Gayle Gorrill</td>
<td>721-6677</td>
<td>721-7018</td>
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<tr>
<td>Vice-President Research: Dr. J. Howard Brunt</td>
<td>472-5477</td>
<td>721-7973</td>
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<tr>
<td>Vice-President External Relations: Dr. Valerie Kuehne</td>
<td>472-5474</td>
<td>472-5474</td>
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<tr>
<td>Associate Vice-President Academic and Student Affairs: Dr. Jim Anglin</td>
<td>721-7216</td>
<td>721-6421</td>
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<td>Associate Vice-President Academic Planning: Dr. Catherine Mater</td>
<td>721-7216</td>
<td>721-7012</td>
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<td>Associate Vice-President Legal Affairs: Prof. Mary Anne Waldron</td>
<td>721-7216</td>
<td>472-4611</td>
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<td>Associate Vice-President Research: Dr. Richard Keeler</td>
<td>721-8960</td>
<td>721-7971</td>
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<tr>
<td>Registrar and Executive Director of Student Enrollment: Ms. Lynda Wallace-Hulecki</td>
<td>721-6225</td>
<td>472-4602</td>
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<tr>
<td>Director, Equity: Ms. Linda Sproule-Jones</td>
<td>721-8570</td>
<td>721-8486</td>
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<tr>
<td>Director, Human Rights: Ms. Cindy Player</td>
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<td>Office of Indigenous Affairs: Director, Fran Hunt-Jinnouchi</td>
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<td>Acting Dean of Continuing Studies: Ms. Joy Davis</td>
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## ACADEMIC ADVISING

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<tr>
<td>Humanities, Science and Social Sciences: Advising Centre: Dr. Timothy S. Haskett, Director</td>
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<td>CSc Advising: Jane Guy</td>
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<td>721-6390</td>
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<td>Ms. Claire Abbott</td>
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<td>Nursing: Ms. Joan Gillie</td>
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# UNIVERSITY SERVICES

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<td>Alumni Services: Mr. Don Jones, Director</td>
<td>721-6265</td>
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<td>University Archivist: Ms. Lara Wilson</td>
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<td>Athletics and Recreation: Mr. Clint Hamilton, Director</td>
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<td>Bookstore: Mr. Jim Forbes, Director</td>
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<td>Career Services: Ms. Jennifer Margison, Manager</td>
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<td>Computer Help Desk: Mr. David Street, Supervisor</td>
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<td>Computer Store: Mr. Kevin Burns, Supervisor</td>
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<td>Computing and Systems Services: Mr. Mark Roman, Chief Information Officer</td>
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<td>Development: Ms. Birgit Castledine, Director</td>
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<td>Distance Education Services</td>
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<td>Human Resources: Mr. Peter Sanderson, Associate Vice-President</td>
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<td>Institutional Planning and Analysis: Mr. Tony Eder, Director</td>
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<td>Interfaith Chaplains Services</td>
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<td>Internal Audit: Mr. Andrew Cartwright, Director</td>
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<td>International Affairs Office: Dr. Jim Anglin, Director</td>
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<td>International and Exchange Student Services: Mr. Pierre Laliberté, Manager</td>
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<td>Language Centre: Mr. Scott Gerrity, Coordinator</td>
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<td>Network Services: Mr. Ken Howard</td>
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<td>Occupational Health, Safety &amp; Environment Department: Mr. Richard Fiskor, Director</td>
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<td>Purchasing Services: Mr. Ken S. Babich, Manager</td>
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<td>Security Services: Mr. Pete Zacour, Director</td>
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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

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Mr. Bruno Rocca, Director ............................................................ 721-6225
721-8109

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Ms. Martine Conway ................................................................. 721-8357

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Mrs. Liliane Morgan, Administrative Clerk ................................... 721-6225
721-8471

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Mr. Ken Howard, Manager ......................................................... 721-8778

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Ms. Susan Corner, Manager ......................................................... 472-5440
472-4678

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Ms. Lauren Charlton, Associate Registrar,
Records and Registrarial Services ............................................. 721-6225
721-8135

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Ms. Wendy Joyce, Director ......................................................... 721-6225
721-8136

University Centre Farquhar Auditorium:

Prof. Martin Segger, Director ...................................................... 721-8897
721-8298

University of Victoria Students’ Society (UVSS):

Resource Centre ................................................................. 472-4379

UVic Communications:

Bruce Kilpatrick, Director ........................................................... 721-8955
721-7638

UVic Marketing:

Justin Kohlman, Director .............................................................. 721-8951
721-8955

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Dr. Ali Dastmalchian, Dean .......................................................... 721-6613
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TBA, Associate Dean

Continuing Studies:

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721-8456

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Dr. D. Michael Miller, Dean ......................................................... 721-8676
721-8611

Dr. Fayez Gebali, Associate Dean (Undergraduate Programs) ............ 472-5323
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472-4677

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721-7259

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721-8147

Prof. Cheryl Crane, Associate Dean Administration and Research ........ 721-8146
853-3167

Prof. Kim Hart Wensley, Associate Dean Academic & Student Relations .. 721-6390

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Dr. Claire Cupples, Associate Dean ................................................. 472-5012
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472-5058

Dr. Helena Kadlec, Associate Dean .................................................. 472-4901

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Dr. Lorna Williams ................................................................. 721-7767
721-7826

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TBA ........................................................................ 721-6215
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Biology:

Dr. William Hintz ................................................................. 721-7120
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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. Thomas M. Fyles .............................................................. 721-7147
721-7150

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Dr. Sibylle Arzt ........................................................................ 721-7218
721-7979

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TBA ........................................................................ 472-5708
472-5704

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Dr. Robert J. Anthony .............................................................. 721-4616
721-7886

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Dr. Kathryn Gillis ................................................................. 721-6200
721-6210

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TBA ........................................................................ 721-6214
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Dr. John Walsh ................................................................. 721-6190
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Dr. Sada Niang ................................................................. 721-8724
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Dr. Peter Golz ................................................................. 721-7319
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Dr. Andre Kushniruk ............................................................... 472-4751
721-8576

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Dr. Pablo Restrepo-Gautier ......................................................... 721-6608
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Dr. Catherine Harding ............................................................. 721-7941
721-7940

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Dr. Taaiake Alfred ................................................................. 472-4724
721-6440

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721-8154

Linguistics:

Dr. Leslie Saxon ................................................................. 721-7423
721-7422

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Dr. Gary MacGillivray .............................................................. 721-8962
721-7436

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Dr. Zuomin Dong ................................................................. 721-6051
721-8693

Medical Sciences:

Dr. Oscar G. Casiro ............................................................... 472-5505
472-5524

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Dr. Catherine Harding ............................................................. 472-4748
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Dr. Gerald King ................................................................. 721-6597
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Nursing:

Dr. Noreen Frisch ................................................................. 721-6231
721-7955
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- Dr. Colin J. Bennett: 721-7485, 721-7495

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### Psychology:
- Dr. Elizabeth Brimacombe: 721-8929, 721-7522

### Public Administration:
- Dr. Evert Lindquist: 721-6228, 721-6275

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- Dr. Deborah Begoray: 721-6217, 721-7576

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- Dr. Zheng Wu: 721-6611, 721-7119

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- Dr. Hausi Müller: 721-7292, 721-7630

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- Dr. Susan Boyd: 721-7067, 721-8051

### Theatre:
- Professor Brian Richmond: 721-6596, 721-8591

### Visual Arts:
- Professor Allan Stichbury: 721-6595, 721-8010

### Women’s Studies:
- Dr. Annalee Lepp: 721-7210, 721-6157

### Writing:
- Professor Lorna Crozier: 721-6602, 721-7306

### Directors of Research Centres and Institutes

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<td>Dr. T. Stockwell</td>
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### Directors of Other Centres

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<td>Jacqueline Prose (Co-Director)</td>
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<td>Avril Taylor (Co-Director)</td>
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