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, Student Affairs, under authority granted by the Senate of the University.
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2010-2011 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**

September 2010

6  Monday Labour Day*
7  Tuesday First-year registration and opening assembly for Faculty of Law
8  Wednesday First term classes begin for all faculties
16  Thursday Last day for course changes in Faculty of Law
21  Tuesday Last day for 100% reduction of tuition fees for first-term and full-year courses
24  Friday Last day for adding first-term courses
30  Thursday Last day for paying first-term fees without penalty

October 2010

1  Friday Senate meets
11  Monday Thanksgiving Day*
12  Tuesday Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date
20  Wednesday Senate Committee on Academic Standards meets to approve convocation lists
31  Sunday Last day for withdrawing from first-term courses with-out penalty of failure

November 2010

5  Friday Senate meets
10-12  Wed-Fri Reading Break (except Faculty of Law)
10, 12  Wed, Fri Fall Convocation
11  Thursday Remembrance Day*

December 2010

1  Wednesday Deadline to apply to graduate for Spring convocation
2  Friday Last day of classes in Faculty of Law
3  Friday Senate meets
Last day of classes in first term, except Faculty of Law and Faculty of Human and Social Development**
6  Monday First-term examinations begin, including the Faculty of Law except the Faculty of Human and Social Development**
17  Friday First-term examinations end for Faculty of Law
20  Monday First-term examinations end for all faculties, except for Faculty of Law
25 Dec-Jan 3 University Closed

**WINTER SESSION—SECOND TERM**

January 2011

1  Saturday New Year’s Day*
4  Tuesday Second-term classes begin for Faculty of Law
5  Wednesday Second-term classes begin in all faculties except for Faculty of Law
7  Friday Senate meets
13  Thursday Last day for course changes in Faculty of Law
18  Tuesday Last day for 100% reduction of second-term fees
21  Friday Last day for adding second-term courses
31  Monday Last day for paying second-term fees without penalty

February 2011

4  Friday Senate meets
8  Tuesday Last day for 50% reduction of tuition fees. 100% of tuition fees will be assessed for courses dropped after this date
21-25  Mon-Fri Reading Break for all faculties
28  Monday Last day for withdrawing from full-year and second-term courses without penalty of failure.

March 2011

4  Friday Senate meets

April 2011

1  Friday Senate meets

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**MAY-AUGUST 2011**

See Summer Session Calendar for complete dates

May 2011

2  Monday May-August courses begin, except Faculty of Law***
6  Friday Senate meets
9  Monday May and May-June courses begin
16  Monday May-August courses begin (Faculty of Law only)***
23  Monday Victoria Day*
26  Thursday Senate Committee on Academic Standards meets to approve convocation list

June 2011

1  Wednesday May courses end
2  Thursday June courses begin
14-17  Tues-Fri Spring Convocation
24  Friday May-June courses end
30-1  Thurs-Fri Reading Break “K” sections only

July 2011

1  Friday Canada Day*
* Deadline to apply to graduate for Fall convocation
4  Monday July and July-August course begin
26  Tuesday July courses end
27  Wednesday August courses begin
27-29  Wed-Fri Supplemental and deferred examinations for Winter Session 2010-2011 (except in BEng programs)
29  Friday May-August classes end

August 2011

1  Monday British Columbia Day*
2  Tuesday May-August examinations begin, except Faculty of Law***
4  Thursday Last day of classes in Faculty of Law***
8  Monday Examinations begin in Faculty of Law***
12  Friday May-August examinations end for all faculties
19  Friday July-Aug and Aug courses end

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

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

*** See Faculty of Law for more details regarding Summer 2011 important dates.

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**SUMMER SESSION**

Credit courses offered in the Summer Session period (May-August) are listed in the Summer Session Guide, 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 Session Guide. 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 Session period.

The University reserves the right to cancel courses when enrolment is not sufficient. For information or a Summer Session Guide, contact:

Coordinator—Curriculum, Calendar and Summer Services
Office of the Registrar, Student Affairs
University Centre
Phone: 250-721-8471; Fax: 250-721-6225
Email: lmorgan@uvic.ca
Website: <registrarsuvic.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 the Summer Session. The Summer Session Calendar is published separately (see page 7 for information).

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

The Calendar does not include information on when courses will be offered. Up-to-date timetable information is available from individual department offices and from the Office of the Registrar (ORGC) website <registrar.uvic.ca>. Amendments to the timetable are incorporated into the Web TimeTable, which is accessible at the website: <www.uvic.ca/timetable>.

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 can be obtained, 24 hours 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, enrolment information, previous education, and labour force activity. The information may be used for statistical purposes only, and the confidentiality provisions of the Statistics Act prevent the information from being released in any way that would identify a student.

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


University’s Right to Limit Enrolment
The University reserves the right to limit enrolment 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 departmental units 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.

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—including 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 are administered by the Equity and Human Rights Office. Persons who experience or know of harassment or discrimination may contact the Office by phoning 250-472-4121 for confidential advice and information. Definitions are included in the Discrimination and Harassment Policy and Procedures (Policy 1150) which can be found on the office website, <www.uvic.ca/eqhr>.

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

Academic Services

ACADEMIC ADVISING

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

CO-OPERATIVE EDUCATION PROGRAM AND CAREER SERVICES

The Co-operative Education Program and Career Services offers an integrated career-related service to students, employers, faculty and staff. For Career Services, 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 are available to all current students, new graduates and alumni
- 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
- 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.

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

UNIVERSITY SYSTEMS

University Systems (Systems) provides computing and networking support to UVic students’ learning and research needs. Students may use Systems-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 email, conferencing, online learning, Microsoft Word, PowerPoint, Excel. Check our website at <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 accessing 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>.

Systems supports many academic applications, including email, 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.

Systems 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 sells educational discounted software, hardware and accessories to students, faculty and staff (some restrictions apply - see store staff for details.) The Computer Store also provides hardware repair services for computers both in and out of warranty, and coordinates site-license agreements and volume discounts for specialized academic software.

More information on products and services is available at cstore@uvic.ca.

In order to provide online access, Systems 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.

Systems 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: 250-721-7687
Web: <helpdesk.uvic.ca>

Computer Store
Clearihue C143
Phone: 250-721-8321
Web: <cstore.uvic.ca>

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

Infrastructure includes 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 a Learning Commons includes workstations with word-processing, 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 1.2 million print volumes, 2.3 million microform items, 199,000 cartographic items, 40,000 serials including 7,400 current print journals and 20,700 current electronic journals, 66,000 sound recordings, 36,000 music scores, 8,600 films and videos and 1,175 linear metres of manuscripts and archival material.

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.

THE LEARNING AND TEACHING CENTRE

The Learning and Teaching Centre at the University of Victoria supports and enhances the teaching improvement efforts of those who instruct at UVic through increased awareness of current research and teaching strategies in higher education. Our goal is to offer consultation to instructors and academic units, as well as foster an exchange of ideas to improve instructors’ ability to provide an optimal learning experience to all students.

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McPherson Library (Mearns Centre for Learning) 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 Library (MacLaurin Building) Primarily serves the learning, teaching and research needs of Education students.

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

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

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

Student Awards and Financial Aid
Provides information for new students about funding sources, expected costs and strategies for balancing their budget. Available from Undergraduate Admissions.

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

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

Malahat Review
An international quarterly of contemporary poetry, short fiction, creative nonfiction, and reviews, edited by John Barton. For information about contests, submissions, and subscriptions, visit <www.malahatreview.ca>.

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 Session Guide
Lists offerings available in the May through August period. Available from the Coordinator—Curriculum, Calendar and Summer Services (250-721-8471; email: lmorgan@uvic.ca).

Distance Learning and Immersion Course Guide for Off Campus Students
Lists credit and certificate offerings available to off campus students. Available from the Coordinator—Curriculum, Calendar and Summer Services (250-721-8471; email: lmorgan@uvic.ca).

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

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

ATHLETICS AND RECREATION

Mckinnon Building
Phone: 250-721-8406
Web: <www.athrec.uvic.ca>

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

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

Recruitment 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: 250-721-8311
Web: <www.uvicbookstore.ca>

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

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

The Bookstore offers a wide selection of contemporary UVic crest clothing and giftware, 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: 250-472-4594

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.
We offer:

- 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, notemaking, 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 their 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 relationships conflicts, loneliness, grief, sexual concerns or abuse, depression, anxiety, stress, suicidal thoughts, sexual orientation issues, alcohol and drug concerns, loss of interest, difficulty in making decisions and coping with the university experience. Students are helped to work through their problems, develop self-awareness and overcome problems by using new coping strategies.

Wellness Groups and Workshops

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

- Anxiety and Panic Attacks
- Assertiveness
- Body Image/Relationship with Food
- Career Exploration/Planning
- Depression Management
- Grief and Loss
- Personal Growth
- Social Anxiety
- Surviving Relationship Breakups

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, homestay concerns, reverse culture shock, communication, academic system difficulty and dealing with new-found freedom.

Advanced Educational Testing/Computer-Based Testing Centre

Information and Registration Bulletins are available for the DAT, 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.

Peer Helping

Room B005 Student Union Building
Hours: Mon-Fri 10:30-3:30
Phone: 250-721-8343
Room 135H McPherson Library Commons
Hours: Mon-Fri 10:30-4:30
Phone: 250-853-3664
Web: <peerhelping.uvic.ca>

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.
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. Students from Quebec can either opt out of their insurance plan and apply to BC MSP, or they can pay for services up-front and seek reimbursement from their Quebec Plan.

**Non-residents of Canada**

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

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

**Physiotherapy Clinic**

Gordon Head Complex Phone: 250-472-4057

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 for work that will be completed before course grades are submitted by the instructor.

A formal Request for Academic Concession (RAC) form may be completed in support of:

- a Deferral of a final examination, test or other course work;
- an Extended Deferral of this work;
- an Aegrotat (AEG) notation added to a course grade;
- a Drop of courses without academic penalty after the published Last Day for Withdrawing.

The completed RAC must then be submitted to Undergraduate Records, which will forward it to the appropriate office or individual for assessment. See “Academic Concessions”, page 22.

**Illness During Examinations**

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

**On-Campus Accommodation**

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

**Dormitory Housing**

- Dormitory Housing provides room and board accommodation in single and double rooms for 1680 students in co-educational, non-smoking dormitories.
- All rooms are furnished with a desk, chair, desk lamp, wardrobe, bed and linen for each student. Cable television, telephone and internet hook-ups are available. Washrooms are centrally located on each floor. Cable television is provided in each floor lounge. Laundry facilities are also available.
- Dormitory 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 Dormitory 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 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. Cable television, telephone and internet hook-ups are available.
- Cluster Housing is completely self-contained; no board package is required.
Family Housing
- Family Housing provides accommodation for families in 181 self-contained units.
- Family Housing offers 48 one-bedroom apartments, 12 two-bedroom apartments, 115 two-bedroom townhouses, and 6 three-bedroom townhouses. Some units are designed for persons with disabilities.
- Units are unfurnished. Utilities are paid for by the tenant. Cablevision, telephone and internet hook-ups are available.
- Units are available to families with or without children; the leaseholder must be a full-time student at UVic.

Housing Rates

Rates for 2009/2010 were:
- Dormitory Housing
  Single room with
  starter* meal plan ...............$3494/term
  Double room with
  starter* meal plan ...............$3067/term

Cluster Housing
  Individual rate (no meal plan).............................$2100/term

Family Housing
  1-bedroom apartment ...............$720/month
  2-bedroom apartment ...............$845/month
  2-bedroom townhouse ...............$925/month
  3-bedroom townhouse ...............$1000/month

* The starter meal plan is designed to provide a hearty eater with two meals per day. A medium eater might expect to spend $250 more per term. A hearty eater might expect to spend $350 more per term.

Applying for Campus Housing

Students apply for campus housing through the UVic Residence Services website. The electronic application form for entry in September 2010 is active on the Residence 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 provided they have completed all of the following steps before June 30:
- submitted an application to Residence Services
- paid the $25.00 residence 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 Residence Services of any change of address.

Payment Procedure for Dormitory and Cluster Housing

Acceptance Payment

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

Payment Due Dates

The remaining accommodation payments are due by the following dates:
- August 1: balance of first-term fees
- November 1: $500 second-term deposit
- December 1: balance of second-term fees

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

Payment Procedure for Family Housing

To confirm acceptance of a family housing unit, students must sign a tenancy agreement, pay a damage deposit ($350) 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 of offer of accommodation is made.

Moving In

Dormitory and cluster housing assignments are available from September 5, 2010. Accommodation before September 5 may be available under special circumstances. Written approval must be obtained from the Residence Services 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 Residence Services in writing before that date or their housing assignment will be cancelled.

Residence Contract

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

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

Summer Housing

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

Off-Campus Housing Registry

The Residence Services 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 Residence Services website.

INTERFAITH SERVICES

Interfaith Centre
Campus Services Building, Room 151
Hours: Mon, Tues 9:00-2:30
Wed-Fri 9:00-3:30
Phone: 250-721-8338
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: 250-721-6361
Web: <www.iess.uvic.ca>
Email: 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 Office 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>.

LEGACY ART GALLERY AND CAFÉ
630 Yates Street
Hours: Wed-Sun 10:00-5:00
Phone: 250-381-7670
web <www.legacygallery.ca>
email: legacy@uvic.ca

Situated off-campus in downtown Victoria, the Legacy offers a welcoming combination of contemporary art gallery, café and gift shop. The Legacy fulfills the vision of Victoria businessman Michael C. Williams, who bequeathed most of his estate, including more than 1,100 art works, to the University of Victoria after his death in 2000. Williams passionately believed his art collection should become a shared treasure, to be enjoyed by everyone, free of charge. The Legacy exists to share that wealth.

We invite you to visit, enjoy a coffee and a bite to eat and view the stunning art on display.

RESOURCE CENTRE FOR STUDENTS WITH A DISABILITY
Campus Services Building
Phone: 250-472-4947
web: <www.rcsd.uvic.ca>
Email: infocsd@uvic.ca

The Resource Centre for Students with a Disability (RCSD) is a student service within Student Affairs. We can assist you in arranging for academic accommodations. These may include accommodated exams, alternate test formats, assistive technology, a limited course load or other accommodations within the classroom. The RCSD also offers a Learning Strategist program for eligible students and Visual Language interpreting. As soon as you have been admitted at UVic (or before if you require advice or information) you need to:

• Make an appointment to see an adviser to register.
• Bring appropriate documentation attesting to your disability if you require accommodations, a reduced course load, or wish to apply for grants.

THE WRITING CENTRE (TWC)
Room 135e C.W. Lui Learning Commons,
McPherson Library
Web: <http://www.uvic.ca/servicesprograms/twc.php>

TWC supports all UVic graduate and undergraduate students with writing in English. Our tutors are experienced writers trained to assist students with all aspects of academic writing (pre-writing, revision, thesis construction, grant applications, and so on). In order to help students develop these skills, tutors do not edit or proofread papers. Instead, TWC focuses on the writer not the writing. We provide one-on-one tutorials, workshops, seminars and non-credit courses that address common issues in academic writing.

Student Affairs

GRADUATE STUDENTS’ SOCIETY
Room 102 Grad Centre
Phone: 250-472-4543
Email: 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 2500 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 bureaus (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 250-472-4543.

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

Native Students Union
Student Union Building B023
Phone: 250-472-4394
Email: 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
Email: advocacy@access.uvic.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 B20
Phone: 250-472-4697
Email: 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
Email: pride@uvss.uvic.ca
Web: <www.uvss.uvic.ca/pride>

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

Ombudsperson
Student Union Building B205
Phone: 250-721-8337
Email: ombuddy@uvic.ca
Web: <www.uvss.uvic.ca/ombudsperson>
GENERAL INFORMATION

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
Email: 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
Email: vol4cfuv@uvic.ca
Web: <cfuv.uvic.ca>

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

The Martlet
Student Union Building B011
Phone: 250-721-8360
Email: edit@martlet.ca
Web: <www.martlet.ca>

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

Vancouver Island Public Interest Research Group (VIPIRG)
Student Union Building B120 & B122
Phone: 250-721-8629
Email: info@vipirg.ca
Web: <www.vipirg.ca>

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

VIPIRG provides opportunities for students and community members to effect positive social and environmental change. By becoming active members, students can be exposed to new ideas, meet new friends, learn new skills, and find an outlet for activism. VIPIRG offers an extensive alternative library with a wide selection of magazines, books, videos and dvds, and research reports. VIPIRG conducts research and undertakes action projects on a wide range of social justice and environmental issues. There are also a number of volunteer-driven, issue-based working groups working out of VIPIRG at any given time. Students interested in being part of any of these committees, or with ideas for one, are invited to visit or call the VIPIRG office.

CANADIAN FORCES UNIVERSITY TRAINING PLANS

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

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

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

UVic Alumni Association
Phone: 250-721-6000 or 1-800-808-6828
Web: <alumni.uvic.ca>

All graduates of UVic automatically become members of the alumni association. The alumni association strives to enhance the quality of life on campus through: • scholarship and bursary awards • support for student orientation and recruitment programs • grants for student and department projects • support for an active Student 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.

Indigenous Student Services

OFFICE OF INDIGENOUS AFFAIRS AND FIRST PEOPLES HOUSE

Faran Hunt-Jimmouchi, BSW (UVic), M. Ad. Ed. (St. FX), Director and Co-Chair of First Peoples House
Veronica Lefebvre, BA (Concordia), Assistant to the Director
Robina Thomas, BSW (UVic), MSW (UVic), Associate Professor, School of Social Work and Co-Chair of First Peoples House
Carly Cunningham, BA (UVic), First Peoples House and LE, NONET Receptionist

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.

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 Indigenous cultural and traditional events. The office is located in the First Peoples House, 140 (email: inafadm@uvic.ca and phone: 250-472-4913)

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, Métis 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
The Director has an influential role in developing policy related to Indigenous education. (franhj@uvic.ca and 250-721-6326)

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.

**INDIGENOUS COUNSELLING AND SUPPORT**

Other counsellors serving Indigenous students include:

- First Peoples House: Coordinator Indigenous Student Support, Trevor Good, (250-853-3599)
- First Peoples House: Cultural Protocol Liaison, Deb George, (250-472-4106)
- First Peoples House: Indigenous Student Counsellor, Dr. William McGhee (250-472-5119)
- Indigenous Education Adviser and Coordinator, Faculty of Education, Nick Claxton (250-721-8389)
- Indigenous Adviser, Faculty of Human and Social Development, Roger John (250-721-6274)
- Director, Academic and Cultural Support Program, Faculty of Law, Maxine Matilpi (250-721-8171)

**NATIVE STUDENTS UNION**

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

The Native Students Union (250-472-4394) is located in the basement of the Student Union Building, B120.

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**Office of International Affairs**

*James P. Anglin, BA (Carleton), MSW (Brit. Col.), PhD (Leicester), Professor, Director and adviser to the Provost*

*David Wang, MBA (UVic), Assistant Director*

*Paula Ceroni, Coordinator special projects*

*Pamela Vivian, Administrative Assistant*

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

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

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

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

The OIA also supports faculties, departments and schools in building effective partnerships with institutions abroad. Office staff help with the negotiation process and draft formal agreements with post-secondary institutions outside Canada. The Office is also responsible for monitoring the effectiveness of existing agreements. Agreements can focus on student, staff and faculty exchanges, cooperation in developing curricula and distributed learning approaches, and research and development collaborations.

The Assistant Director also serves as the International Liaison Officer for the Association of Universities and Colleges of Canada and for federal government departments. The Assistant Director facilitates funding proposals by faculty members to selected agencies supporting international research and development projects.

In addition to welcoming visitors from around the world, the OIA sponsors lectures, symposia and conferences pertaining to international issues. The Office website <oia.uvic.ca> is the prime communication vehicle for information about UVic’s international activities. It provides information on international grant opportunities for students and faculty, information on international conferences in Canada and in other parts of the world and other pertinent information on international programs and activities.
Graduate Studies

Aaron H. Devor, BA (York), MA (S. Fraser), PhD (Wash), Dean
Gweneth A. Doane, BSN, MA, PhD (Victoria), Associate Dean
Patricia MacKenzie, BSc (Oklahoma Christian), MSW (Brit Col), PhD (Edinburgh), Associate Dean
Angela Martin, MA (Regina), Assistant 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 Martin, Assistant Dean of the Faculty of Graduate Studies
Angela Katahan, Director of Graduate Admission and Records

Representing Business
David McCutcheon. Term expires June 30, 2012

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

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

Representing Fine Arts
Anthony Welch, History in Art. Term expires June 30, 2012

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

Representing the Humanities
Helen Cazes, French. Term expires June 30, 2012

Representing Law
Jeremy Webber. Term expires June 30, 2010

Representing the Sciences
Robin Hicks, Chemistry. Term expires June 30, 2012

Representing the Social Sciences
Cecilia Benoit, Department of Sociology. Term expires June 30, 2011

Representing the Graduate Students’ Society
Adrienne Canning
Degrees and Programs Offered

The Faculty of Graduate Studies of the University of Victoria administers programs leading to the doctoral and master's degrees as shown at right. Details of established programs leading to a doctoral or master's or post-graduate degree are provided within the Graduate Programs section. 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 academic unit concerned
2. satisfactory assessment reports
3. the availability of an appropriate supervisor within the academic unit concerned
4. the availability of adequate space and facilities within the academic unit concerned.

Entry Points

Students may enter the Faculty in September, January, May or July; however, some programs have restricted entry points. Academic unit's 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 academic units 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.

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<th>Academic Unit</th>
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<td>Theatre</td>
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<td>Writing</td>
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University's Right to Limit Enrolment

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 enrolment 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 review purposes. Original documents will be required before a full offer of admission is given. Documentation from applicants who are not admitted or who do not take up an offer of admission will be kept on file for one year.
Applicants who have attended other post-secondary institutions must arrange with those institutions to forward one official transcripts directly to the Graduate Admissions and Records Office.
An official document bears an original university seal or stamp. It must be received in an envelope that has been clearly sealed and endorsed by the issuing institution. Unless the documents are only available in English, the official original language document accompanied by a certified literal English translation is also required. Submission of University of Victoria transcripts is not required.
Applicants must submit evidence of their ability to undertake advanced work in the area of interest in the form of two assessment reports or letters of reference, submitted directly to the Graduate Admissions and Records Office from qualified referees.
Applicants who have all materials submitted to the Graduate Admissions and Records Office by February 15 will be guaranteed consideration for University of Victoria Graduate Fellowships. Completed applications received after February 15 may be considered for UVic Fellowships at the discretion of individual academic units unless academic units set earlier deadlines.
Application materials are verified on a routine basis. If the Graduate Admissions and Records Office receives evidence that any documentation submitted as part of the application has been forged or falsified in any way, the applicant will be permanently banned from the University of Victoria. A warning will also be circulated to all other Canadian universities.

English Competency Requirement
Applicants for admission whose first language is not English and who have not resided in Canada or any country where English is an official language of the country (as determined by the Graduate Admissions and Records Office) for at least three consecutive years immediately prior to the beginning of the session applied for must demonstrate competency in English. For a complete listing go to <registrar.uvic.ca/admission-checklist.html>. Applicants holding a recognized degree from a country where English is an official language of the country are exempted from the English Competency Requirement.
Most applicants qualify by providing results of the Test of English as a Foreign Language (TOEFL). The minimum acceptable score is 575 on the paper-based test or an overall score of 90 on the Internet Based TOEFL (IBT), with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.
An overall score of at least Band 6.5 with no score of less than 6.0 on each academic component of the International English Language Test-ling System (IELTS) or a score of 90 on the Michigan English Language Assessment Battery (MELAB) will be accepted as an alternative to a TOEFL score of 575/90. Official test score reports must be sent directly to the University of Victoria by the testing agency. Individual academic units may require a score higher than the Faculty of Graduate Studies minimum; applicants should check with the relevant academic unit.
Upon the recommendation of the academic unit offering admission, completion of the University Admission Preparation Course offered by the University of Victoria English Language Centre with a minimum score of 80% will be accepted in lieu of the above standardized English competency tests.
Examinee's score records and photocopies are not acceptable. Scores from tests taken more than two years prior to application are not acceptable.

GMAT and GRE Requirements for Graduate Studies
The Graduate Management Administration Test (GMAT) is prepared and scored by Education Testing Services (ETS), Princeton, New Jersey, and the Graduate Management Administration Council. The Graduate Record Examination (GRE) is prepared and scored by the GRE Board and ETS. GMAT and GRE requirements are prescribed by individual academic units. In some instances, completion of the examination is mandatory. Applicants are advised to check academic unit entries for detailed information. However, the Faculty of Graduate Studies 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 unit. 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 academic unit are not normally required to submit additional assessment reports.

Admission to Regular Master's Degree Programs
Please refer to the section “General Requirements and Procedures for All Graduate Students.”
In general, the minimum academic standing will be:
1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution
2. a grade point average of 5.0 (B) in the work of the last two years (30 units) leading to the bachelor's degree.
Please note that individual academic units often set higher entrance standards.
Practica, non-graded (pass/fail) courses, credit granted on the basis of life or work experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant's admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used as credit toward a graduate degree program.

Upgrading for Admission to Graduate Study
Applicants Who Do Not Meet Faculty Admission Requirements
1. Pre-Entry Program
Applicants who have completed a baccalaureate degree as defined above but whose academic record is such that they do not meet the Faculty of Graduate Studies' standards for admission to a master's program may be considered for a Pre-Entry program. Upon the recommendation of the academic unit concerned, the Dean of Graduate Studies may approve a pre-entry program consisting of a minimum of 6 units of undergraduate course work numbered at the 300 or 400 level to be taken as an undergraduate student prior to entry in the Faculty of Graduate Studies. 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 of Graduate Studies for this pre-entry option are guaranteed admission to the Faculty of Graduate Studies upon successful completion of the recom-
Students who are offered admission to the Faculty of Graduate Studies should confirm in writing or by email 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 academic units 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 academic units satisfy a stringent approval process.

In order to be considered for approval to offer a doctoral degree by special arrangement, the academic unit 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 academic unit 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 of Graduate Studies and academic units 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 academic unit.

**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 proposed supervisor and consists of a completed Individual Special Arrangement Program for Approval form (including signatures of
For descriptions of graduate courses by special arrangement (GS 500 and 501), 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 transferable skills requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.

Doctorates are awarded to students who have demonstrated:

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

**Master’s Degrees**

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

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

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

**Master's Degrees (thesis option)**

In addition to the 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 to evaluate methodologies and develop critiques of them and, where appropriate, propose new hypotheses.
- self direction and originality in tackling and solving problems, and in planning and implementing tasks at a professional or equivalent level.

**Master's Degrees (non-thesis option)**

In addition to the 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**

When admitted to a graduate program, the student is expected to follow the program of study as described in the Graduate Calendar current at the time of their admission. If, in subsequent years, the program requirements for the same degree are altered, the student may change the requirements of their own degree to conform to the then-current calendar. A recommendation from the student’s academic supervisor and graduate adviser must be forwarded to the Dean of Graduate Studies for approval.

**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.

No more than 3.0 units of work at the senior Bachelor’s level may be taken for credit in a doctoral program. Any senior undergraduate courses (numbered 300–499) included in a graduate program must be pertinent to the program. 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...
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 academic unit.

Individual academic units 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 academic unit. However, the precise form, content, and administration of such examinations are determined by individual academic units.

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

Academic units 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.

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 following website <web.uvic.ca/gradstudies/current>. This publication specifies academic and technical requirements to ensure acceptability of the document to the University and the National Library.

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

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

Master's Degrees Without Theses

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

1. A program form must be completed for all other graduate degrees.
2. A supervisory committee must be formed as described under "Graduate Studies Committees, Advisers, and Supervisors" below.
3. There must be evidence of independent research work which may be in the form of a project, extended paper(s), work report, etc. The credit value for this work may range from 1.5 to 4.5 units.
4. There shall be a formal evaluation of the degree. The academic unit may require a written comprehensive examination in place of, or in addition to, an oral examination. If an oral examination is conducted, it shall be done so in accordance with the regulations under "Examining Committees", page 29, and "Results of Oral Examinations (Master's Without Thesis)", page 29.

Graduate Studies Committees, Advisers, and Supervisors

Academic Unit Graduate Studies Committee

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

Academic Unit Graduate Studies Advisers

The academic unit's Graduate Studies Adviser is the formal liaison officer between the academic unit and the Faculty of Graduate Studies. The academic unit's 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 academic unit's Graduate Studies Adviser. The academic unit's Graduate Studies Adviser will normally chair the academic unit's 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. An academic supervisor must be from the academic unit offering the degree program and is nominated by the academic unit 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 academic unit's Graduate Studies Adviser for the continued supervision of the student or for requesting the academic unit 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 academic unit and approved by the Dean of Graduate Studies. The Chair of this committee will be the academic supervisor. Unless specifically approved by the Dean, all members of the supervisory committee must be members of the Faculty of Graduate Studies. The duties of the committee include: recommending a program of study chosen in conformity with the Faculty of Graduate Studies and academic unit's regulations; supervision of the project, thesis or dissertation; participation in a final oral examination when the program prescribes such an examination. The committee may conduct other examinations, and will recommend to the Faculty of Graduate Studies whether or not a degree be awarded to a candidate. See the document "Responsibilities in the Supervisory Relationship" on the Faculty of Graduate Studies website for more information.

**Composition of the Supervisory Committee: Doctoral Degrees**

**Doctoral Degrees by Special Arrangement**

As in Regular Doctoral Degree Programs, with the provisos that at least one member must be from an academic unit with an active PhD program, and at least one member must have supervised a successful PhD candidate.

**Individual Interdisciplinary Doctoral Degrees**

As in Regular Doctoral Degree Programs, with the provisos that there must be co-supervisors from two relevant academic units, at least one of whom must be from an academic unit with an active PhD program and at least one member must have supervised a successful PhD candidate.

**Composition of the Supervisory Committee: Master's Degrees**

**Master's Degrees With Theses in Regular Master's Degrees Programs**

A minimum of two members: An academic supervisor from the home academic unit plus at least one member from the home academic unit. The final oral examining committee must include at least one person from outside the home academic unit.

**Master's Degrees Without Theses in Regular Master's Degrees Programs**

A minimum of two members: An academic supervisor from the home academic units plus at least one member who may be from outside the home academic unit.

**Master's Degrees By Special Arrangement (With Theses)**

As in Regular Master's Degree Programs, with the provisos that at least one member must be from an academic unit with a regular graduate degree program and at least one member must have supervised successful candidates for graduate degrees. The final oral examining committee must include at least one person from outside the home academic unit.

**Master's Degrees By Special Arrangement (Without Theses)**

As in Regular Master's Degree Programs, with the provisos that at least one member must be from an academic unit with a regular graduate degree program, and at least one member must have supervised successful candidates for graduate degrees.

**Interdisciplinary Master's Degrees**

As in Regular Master's Degree Programs, with the provisos that there must be co-supervisors from two relevant academic units, at least one of whom must be from an academic unit with a regular graduate degree program, and at least one member must have supervised successful candidates for graduate degrees.

**Registration**

**Definition of Full-Time Status**

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 a dissertation (699), thesis (599), project (598 and some 596) or co-operative education work term (800+).

**Definition of Part-Time Status**

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

**Residency Requirement**

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

**Continuity of Registration**

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

Students who do not:

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

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

**Authorization to Register**

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

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

**Curriculum Advising and Program Planning (CAPP)**

Within the first session of attendance in a graduate degree program, a supervisor must be nominated and a completed CAPP form must be forwarded to the Graduate Admissions and Records Office by the graduate adviser on behalf of each student. Unless otherwise specified, the remainder of the prescribed supervisory committee will be nominated and names forwarded to the Graduate Admissions and Records Office by the grad-
late Registration
The period for late registration in the Winter Session is the first ten days of classes; in the Summer Session, it is the first two days of classes. Permission of the Dean of Graduate Studies is required for late registration beyond these dates. A late registration fee will be assessed.

Registration in Courses Outside a Graduate Program
Students may register in courses which are not part of the formal requirements of their graduate program if:
• the courses will contribute to the research or provide background for the program, and
• the courses have been approved by the student's supervisor.
This provision is not intended to be used to take courses for eventual transfer to a subsequent graduate program, nor to take undergraduate courses in an undergraduate degree, certificate, or diploma program. In exceptional cases, the Dean of Graduate Studies may approve the concurrent registration of a graduate student in an undergraduate program. Students must obtain the Dean's permission prior to registering in undergraduate courses.
For undergraduate courses that also have course surcharges in addition to the course fee, the surcharges will apply and will be extra to the cost of the graduate degree.

Registration by Undergraduates in Graduate Courses
Students in their final year of a bachelor's degree program at the University of Victoria who have a grade point average of at least 6.0 (B+) in the last 15 units of course work attempted, or who would otherwise be admissible as a non-degree graduate student, may be permitted to register in a maximum of 3 units of 500-level graduate courses on the recommendation of the academic unit 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 academic unit 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 an academic unit may be permitted to audit graduate courses.
A continuing graduate student must register in credit courses, thesis, project or dissertation, and must add the audit courses using an Academic Record Change Notice.
A student who is only auditing courses should submit to Graduate Admissions and Records a completed Auditor Entry Form, as well as provide a transcript of degree. A student whose first language is not English, and who has resided in Canada or other English-speaking countries less than three consecutive years immediately prior to the beginning of the session applied for, must demonstrate competency in English (see page 16).
Registration as an auditor is subject to the following conditions:
1. Admission to the course is dependent on the class size and other factors that the instructor and academic unit establish.
2. Students who are also registered in credit courses may change their registration from audit to credit, or credit to audit, up to the last day to add courses for the term or session.
3. The degree of participation in the course is at the discretion of the academic unit.
4. Audited courses will not appear on the student's official transcript and will not be considered as meeting admission, prerequisite or course requirements for any graduate program.
5. Audit fees are payable at the end of the month in which the auditor registers, and are refundable according to University deadlines.

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

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

Registration in Double Degrees Programs
The University of Victoria offers double degrees programs in selected fields of study. Students may apply to the relevant academic unit(s) for approval to enrol in double degrees options.
There is no common application form or registration process. Students must apply to the Faculty of Graduate Studies and to the relevant academic unit(s) to be admitted in accordance with the existing policies of each. Once admitted, students in a double degrees program must register separately in each academic unit. Students will register in both degrees concurrently and must follow the regulations of each. Students will inform the Graduate Admissions and Records Office when they have been admitted to a double degrees program. Because of the wide variety of academic backgrounds of applicants, specific degree program requirements may vary from student to student.
The academic records of students in double degrees programs will be maintained separately for each academic unit.
Fees for double degrees programs will be assessed in accordance with existing regulations. Students in approved double degrees programs which span an undergraduate and a graduate program must 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 a particular double degrees program, permission does not extend to pursuing any other degrees concurrently with a graduate degree. 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. 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 of Graduate Studies
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 uSource to drop first-term courses until the last day of classes in October, and second-term and full-year courses until the
last day of classes in February. Students who fail to do so will receive a failing grade (N) for the course.

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

Students may not take or receive credit for courses in which they are not registered and may not drop courses after Faculty of Graduate Studies 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 <info@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 academic unit to the Dean of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office.

**Time Limit for Master’s Degrees**

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

Students who fail to obtain permission for an extension prior to the time limit expiry date, will be considered to have abandoned their graduate program. Students who wish to have their abandoned program reactivated may have a letter of recommendation forwarded from the academic unit to the Dean 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 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.

**Leaves of Absence and Withdrawal from Graduate Programs**

Students in degree programs who require a leave of absence or wish to withdraw must do so formally.

**Leaves of Absence**

Leaves of absence are available to students for a variety of reasons or circumstances. Tuition fees are not assessed during leaves. While students are on a leave, all supervisory processes are suspended. Students can neither undertake any academic or research work nor use any of the University's facilities during the period of the leave.

Students granted parental or compassionate/medical leave will retain the full value of a University of Victoria Graduate Fellowship or other award whose terms and conditions are established by the Faculty of Graduate Studies. Such awards will be suspended at the onset of the leave and reinstated when the student re-registers. Other awards will be paid according to the conditions established by the donor or granting agency. All leave arrangements must be discussed as early as possible with supervisors so that appropriate adjustments can be made prior to the beginning of the leave. Leaves of absence are normally granted in 4-month blocks, to coincide with the usual registration terms. Short-term leaves of less than one term should be managed with the student's academic unit. For information on applying for a leave of absence for reasons associated with a disability, contact the coordinator of the Resource Centre for Students with a Disability at 250-472-4947 or <info@uvic.ca>.

There are three types of leaves of absence:

1. **Personal Leave**
2. **Parental Leave**
3. **Compassionate/Medical Leave**

**Personal Leave**

Students may take leaves for personal reasons for a maximum of three terms within the 5-year period allowed for Master's degrees and a maximum of 6 terms within the 7-year period allowed for Doctoral degrees. Students planning to take personal leave must consult with their supervisor in writing in advance of the planned absence, and must complete all arrangements for ongoing research projects if necessary before initiating leave through uSource. The time taken for personal leave will be counted toward the maximum time allotted to degree completion. All program requirements, academic unit expectations and deadlines will remain the same.

**Parental Leave**

A graduate student who is bearing a child, and/or who has primary responsibility for the care of a child immediately prior to or following birth or an adoption is entitled to parental leave. Parental leaves may be granted for a minimum of one term (four months) renewable to a maximum period of three terms (12 months). Requests should be made in writing by the student to the Dean of Graduate Studies and include appropriate documentation. Written acknowledgement from the student's supervisor and the graduate adviser concerning the leave should accompany the leave request. This type of leave period is not included in the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and academic unit expectations will remain the same.

**Compassionate/Medical Leave**

Graduate students who have an illness, who have been the victim of an accident, or who have suffered grave events in their lives are entitled to medical or compassionate leave. Students should forward their requests and appropriate documentation (letter from student explaining the circumstances, a letter from physician or other qualified professional, and written acknowledgement from the student's supervisor and the graduate adviser) to the Dean of Graduate Studies. This type of leave period is not included in
the time period for completion of the degree, and deadlines will be adjusted accordingly. All other program requirements and academic unit expectations will remain the same.

Withdrawals

There are two types of withdrawals:
1. Withdrawal with Dean's Permission
2. Withdrawal Without Permission

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

Readmission is not guaranteed and requires the approval of both the academic unit 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 Dean 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 academic unit concerned and the Faculty of Graduate Studies. If approval is given, a reinstatement fee must be paid to the Graduate Admissions and Records Office. The time spent “Withdrawn Without Permission” will be counted as part of the normal time allowed for completion of the degree program.

Vacation for Graduate Students

Graduate students are entitled to a minimum of 10 working days of vacation per year (i.e. 10 days that do not include weekends, statutory holidays or the December university closure). Students may combine these days with weekends to take two consecutive weeks of vacation or, with permission of their supervisor, take vacation days in smaller increments or combine their vacation days with statutory holidays or the December university closure for an extended absence. Students planning to take vacations must consult with their supervisor in writing in advance of the planned absences, and make appropriate arrangements for care of ongoing research projects if necessary. The time taken for vacation leave will be counted toward the maximum time allotted to degree completion. All program requirements, academic unit expectations and deadlines will remain the same.

Faculty Academic Regulations

Students’ Responsibilities

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

Students are responsible for:
• making themselves familiar with the general Calendar regulations of the Faculty of Graduate Studies. If unsure about any aspect of the Faculty’s regulations, students should contact the Graduate Admissions and Records Office.
• making themselves familiar with the academic unit’s requirements and deadlines. If unsure about any aspect of the academic unit’s regulations, students should contact the Graduate Admissions and Records Office.
• ensuring that their courses have been chosen in conformity with the Faculty of Graduate Studies and academic unit’s regulations. Students are also responsible for ensuring the completeness and accuracy of their registration. Any discrepancy between the program they are following and the Calendar regulations, or discrepancy between the program they are following and that recorded in the Graduate Admissions and Records Office, must be reported promptly to the Graduate Admissions and Records Office. Students should also inform their academic supervisor, supervisory committee and academic unit’s graduate studies adviser that they have reported the matter. Discrepancies can often be detected by examining the Curriculum Advising and Program Planning (CAPP) form. If unsure about any aspect of the records, students should contact the Graduate Admissions and Records Office.
• making themselves familiar with their fee obligations as outlined in the fee regulations section (see page 31). If unsure about any aspect of the fee regulations, students should contact the Graduate Admissions and Records Office.
• maintaining open communication with their academic supervisor, supervisory committee, and academic unit’s graduate studies adviser through mutually agreed upon regular meetings. Any problems, real or potential, should be brought to the attention of the academic supervisor, supervisory committee and academic unit’s graduate studies adviser promptly. Students should be aware that formal routes of appeal exist. See “Appeals.”
• promptly reporting changes in address and telephone number to Graduate Admissions and Records or updating their records on <usource.uvic.ca>. A letter mailed to a student’s address as it appears on record in the Graduate Admissions and Records Office will be deemed adequate notification to the student for all matters concerning the student’s record.

Academic Integrity

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

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

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

Plagiarism

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

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

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

Multiple Submission

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

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

Cheating on Assignments, Tests and Examinations

Cheating includes, but is not limited to:
- copying the answers or other work of another person
- sharing information or answers when doing take-home assignments, tests and examinations except where the instructor has authorized collaborative work
- having in an examination or test any materials or equipment other than those authorized by the examiners
- impersonating a candidate on an examination or test, or being assigned the results of such impersonation

Aiding Others to Cheat

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

Procedures for Dealing with Violations of Academic Integrity 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 Graduate Studies and, in 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 academic unit in which the student is registered
- appeal a decision made by the academic unit Chair to the Dean 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 Related 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 being suspended. This decision can only be taken by the President, on the recommendation of the Dean.

Violations Related to Graduate Student Dissertations or Theses

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

Students in the Faculty of Graduate Studies must achieve a grade point average of at least 5.0 (B) for each 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 of Graduate Studies.

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 the academic unit graduate adviser and a recommendation made to the Dean of Graduate Studies. Such students will not be allowed to register in the next session until approved to do so by the Dean.

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

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 academic unit's 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 which it considers appropriate for its courses and which allow instructors within the academic unit some options.

Assessment techniques may include but are not limited to: assignments; exams; oral or written test; 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 or Registrar during formal examination periods. Students may not participate in the determination of their own or another graduate student's grade, in whole or in part, in any course.

- Final examinations, other than language orals and 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 Session course, during the three class days preceding the last day of the course.
- Neither the academic unit 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 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 academic unit's Chair and the students in the course with a written course outline at the beginning of the course. The outline must state the course content and/or objectives and the following information:

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

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

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

Duplicate Essays and Assignments

A student may only submit the same essay or assignment for two courses when both instructors have requested to do so by the student, on final examinations.

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dent to write an English Deficiency Examination, administered by the English department, the results of which will be binding, regardless of any credit the student has accumulated at UVic or elsewhere.

**Laboratory Work**

In any science course which includes laboratory work, students will be required to achieve satisfactory standing in both parts of the course. Results for laboratory work will be announced by the academic unit 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 academic unit. The same rules may, at the discretion of the academic unit 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 academic unit 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.

### 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 of 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. 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>
</tr>
<tr>
<td>C+</td>
<td>3</td>
<td>Unsatisfactory grade</td>
<td>Unsatisfactory performance. Wrote final examination and completed course requirements.</td>
</tr>
<tr>
<td>C</td>
<td>2</td>
<td>Failing grade</td>
<td>Unacceptable 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.

### 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 academic unit 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 Graduate Studies.

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

### Grading

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

### Sessional Grade Point Average

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

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

### Course Credit

**Course Challenge**

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

**Duplicate Courses**

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

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

**Transfer Credit**

On the recommendation of the academic unit concerned, the Faculty of Graduate Studies may accept courses for which credit has been granted at another 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 re-
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 17), transfer credit will not be granted for courses taken before enrolling in the Faculty of Graduate Studies.

Courses for No Credit (FNC) in the Faculty of Graduate Studies

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

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

Repeating Courses

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

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

Attendance

Students are expected to attend all classes in which they are enrolled. An academic unit 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 affiliation should report to their instructors upon 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 academic unit's regulations (see academic unit's entries). Such requirements are considered part of the student's program. When a language requirement is imposed, it must be taken at the final 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 the Faculty of Graduate Studies regulations change program requirements before the student has completed her or his degree, the student, with the approval of the academic 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 of Graduate Studies at the date of the program change who demonstrates that satisfying the new program requirements will extend the length of time (number of terms) that the student requires to complete her or his current program.
4. An academic unit has no obligation to provide access to courses necessary to satisfy previous program requirements or to provide transitional programs for more than five years after the date of the program change.
5. Where a student believes that a program requirement change has unfairly prejudiced her or him due to special circumstances, and that these regulations do not apply to the student's situation, the student may request the Chair or Director or Associate Dean to establish a transition program. A student may appeal a negative decision to the Dean or the Dean's designate. The decision of the Dean or designate is final. 3

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

Co-operative Education

Most academic units 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 academic unit's calendar entries for more information.

Approval to participate in graduate co-op is at the discretion of the student's academic unit 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 academic unit concerned. Co-operative Education is not open to non-degree graduate students.

In academic units 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, academic unit's 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 academic units. Consult the calendar entries in these areas for further information.

Students must apply to the appropriate academic unit for admission to the Co-op Program. All students in the Co-operative Education Program are required to read, sign, and abide by the Terms and Conditions of Participation as articulated by their Co-op Program. In general, co-op students are required to achieve an 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 academic unit in consultation with the Faculty of Graduate Studies and the Executive Director, Co-operative Edu
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.

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. Students may register for a work term as required to receive the co-op designation for their graduate degree after oral examination of dissertation or thesis, or after non-thesis oral examination or comprehensive examination as outlined on page 21.

4. Once the work term has been registered, 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 3.0 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 academic unit.

In academic units 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.

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 (normally of four month's duration each) and a doctoral degree requires the completion of a minimum of three work terms. Specific program areas may require more work terms and some programs may, after formal assessment, provide partial exemptions for prior experience.

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

**Work Terms**

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

Work terms, normally of four months' duration, begin in January, May, and September. Normally, the expected number of weeks per work term is 15 and the expected number of hours per week is 35. The minimum number of weeks per work term is 12 and the minimum number of hours per week is 35. Work terms generally alternate with full-time academic terms on campus, and provide productive and paid, full-time work experience that is related to the student's program of studies and individual interests. In special circumstances, approval may be granted for a work term to be undertaken on a more flexible schedule, as long as it does not exceed eight months and the total time worked is equivalent to a four-month term of full-time work. Normally, students are expected to end their program on an academic term.

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

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

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

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

**Work Term Preparation**

Co-op students are expected to complete successfully a program of seminars and workshops (typically one hour per week), prior to undertaking their first work term. This program is designed to prepare students for the work term. The following topics will be covered: Co-op program objectives/expectations, job seeking skills, transfer-
Examinations

Final Oral Examinations

General Regulations

All doctoral programs and all master's degrees with thesis require a final oral examination. For master's degrees without thesis, academic units may require a written comprehensive examination, or an oral examination, or both. Students must be registered in dissertation (699), thesis (599) or project (598) at the time of oral defense.

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

Before proceeding to the oral examination, students must have a cumulative grade point average of not less than 5.0 on all courses taken for credit in the Faculty of Graduate Studies. Any language requirement must be met before the student proceeds to the oral examination. The Dean of Graduate Studies will appoint a Chair from outside the academic unit for the final oral examination. Any member of the Faculty of Graduate Studies is eligible to serve. Oral examinations are open to the public. Notice of examination is required; the thesis is acceptable but the student has failed the oral defense.

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. 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

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

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

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

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

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

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

The length of time for the revision shall be agreed upon by the committee and the candidate, but shall not exceed one year from the date of the oral examination. An explicit list of the necessary revisions that has been composed by the examining committee will be forwarded to the student. The Academic Supervisor shall supervise the revision of the dissertation or thesis. If the dissertation or thesis is acceptable to the Academic Supervisor, the Academic Supervisor shall distribute it to the rest of the examining committee. If it is acceptable to the committee, the Academic Supervisor shall ensure that each committee member signs the approval documents including the Dissertation/Thesis Approval Form.

4. That the examination be “adjourned”

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

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

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 of Graduate Studies within 14 calendar days of the date of the oral examination. After reviewing these reports the Dean sets a date for reconvening the examination. The Dean shall also determine whether or not the composition of the original committee is appropriate for the reconvened examination. The date for reconvening shall be no later than six months from the date of the first examination.

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

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

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

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

2. That the examination be “adjourned”

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

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

Failure

If two members of the examining committee are opposed to passing the student, the student will not be recommended for the degree. In this case, the committee shall make a written report to the Dean of Graduate Studies...
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 on the faculty website at <web.uvic.ca/gradstudies/thesis/thesis.php>. 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 academic unit to the Graduate Admissions and Records Office. This letter states that all academic requirements have been completed.

3. Payment of all outstanding fees. Those who have outstanding accounts will not receive a diploma or be issued any transcripts. Students should especially be aware of the minimum program fee for graduate degrees. All students should check their fee status at the Graduate Admissions and Records Office.

Transcript of Academic Record

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

Students’ records are confidential. Transcripts are issued only at the request of students. All transcript requests must be accompanied by payment (see Other Graduate Fees, page 33). 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, academic units, 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 academic unit; third, the Dean of Graduate Studies; and finally, the Senate. In addition, the student may wish to consult the Ombudsperson (see page 11). A student seeking a formal review of an assigned grade should consult the regulations on page 26 under “Review of an Assigned Grade”.

Appeals to the Senate

Once all the appropriate recourses have been exhausted, a student may have the right of final appeal to the Senate Committee on Appeals.

The Senate Committee on Appeals is an impartial final appeal body for students at the University of Victoria. In accordance with the University Act, the Senate has delegated to the Senate Committee on Appeals the authority and responsibility to decide, on behalf of the Senate, all final appeals from students involving the application of academic regulations and requirements. The Senate Committee on Appeals has no jurisdiction to consider a decision where the sole question in a student’s appeal turns on a question of academic judgment. Prior to filing an appeal with the committee, a student must have pursued and exhausted all other reviews, appeals or remedies provided by the University of Victoria’s undergraduate and graduate calendars or by the policies or regulations of the student’s faculty.

The deadline for filing an appeal before the Senate Committee on Appeals is two months from the final decision, action or treatment being appealed. Students who wish to file an appeal with the Senate Committee on Appeals must complete a Notice of Appeal form available from the Office of the University Secretary or online at <www.uvic.ca/universitysecretary/senate/appeals>.

For more information on appealing to a student appeal to Senate, please refer to the Senate Committee on Appeals Terms of Reference and the Procedural Guidelines available at <www.uvic.ca/universitysecretary/senate/appeals> or contact the Office of the University Secretary at this address: Office of the University Secretary Room A138, Administrative Services Building Phone: 250-721-8101 Email: usec3@uvic.ca Website: <www.uvic.ca/universitysecretary>
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 or academic unit for information on nomination procedures.

ASSISTANTSHIPS

Graduate students may make application, through the academic unit concerned, for paid employment as a teaching assistant, research assistant, scientific assistant or laboratory instructor. Such employment is negotiated through the academic unit 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 academic units 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 2010-2011 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 uSource, rather than rely upon instructors to drop them due to non-attendance.
• Students waitlisted for courses are responsible for monitoring their registration status with both instructors and uSource. Using uSource, students should recheck their registration. The courses listed on the system are those for which the student will be assessed fees.
• Students are also responsible for determining their fees, either from the Calendar and any calendar supplements or through the UVic website. Graduate students are advised to consult the Graduate Admission and Records Office about their initial assessments and the effect of subsequent changes in registration.

Fee Accounts

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

Statements of account are not mailed to students. Students may view their account balances at <usource.uvic.ca>.

Students unable to obtain their tuition fee information from uSource 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 term if a student is registered in the following term. Any remaining credit balance for a term 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., 2010-01) are written on the face of their cheque.

Overdue Accounts

A service charge of 1.5%, annualized at 19.56% 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 enrolment 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 on-line through uSource.uvic.ca.

Fee Reductions

To obtain fee reductions, students must drop courses through uSource 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 on uSource before the full fee reduction deadlines, particularly if they have made course changes or been waitlisted.

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

Graduate Tuition Fee Reductions

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

<table>
<thead>
<tr>
<th>First term assessments</th>
<th>On or before:</th>
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<tbody>
<tr>
<td></td>
<td>September 21</td>
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<td>October 12</td>
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<table>
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<th>Second term assessments</th>
<th>On or before:</th>
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<tr>
<td></td>
<td>January 18</td>
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<tr>
<td></td>
<td>February 8</td>
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</table>

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 Informat-
ics 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 for Daytime program students and 9.0 fee installments for Evening program students, 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 term 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, Indigenous Governance, 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 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 fee installments (for a total of 5.0).

See definition of full-time and part-time status, page 20.

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

Students who remain registered after exceeding the time limit for their degree (normally five years for a master’s degree and seven years for a doctoral degree)—see Time Limits, page 22—will be assessed a program extension fee at the regular tuition rate per term.

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

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

Graduate Students’ Society Extended Health Care and Dental Insurance Plans
The GSS provides a mandatory extended health plan and dental insurance plan for full-time graduate students.

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

Domestic Tuition
Full fee installment .................................. $1650.08
Half fee installment .................................. $825.04

Non-degree, per unit .................................. $655.36
Graduate reregistration fees, per term until maximum completion limits .................................. $655.36
Program extension fee .................................. $1650.08
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above) .................................. $612.00

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 a permanent residency card before the deadline for dropping courses for each session (October 31, February 28 and June 30).

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 full (1.0) installment depending on your registration, whether full or part time.

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 Domestic Students
Graduate application fee .................................. $100.00
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above) .................................. $612.00

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 a permanent residency card before the deadline for dropping courses for each session (October 31, February 28 and June 30).

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 Domestic Students
Graduate application fee .................................. $100.00
Graduate co-op work term fee (this fee does not form part of the minimum program fee described under Program Fees, above) .................................. $612.00
MA (Child and Youth Care) Program Fees
Students enrolled full time or part time in the Master of Arts in Child and Youth Care program pay an additional program fee of $350.00 per term for six terms for a total of $2100.00 or a combination of $175.00 or $350.00 for a total of $2100.00. This fee is in addition to the minimum fee for a master's degree.

MBA Program Fees
Acceptance deposit-Business .................$400.00
Deferred entry (allowed only once) ..........$200.00
Students enrolled full time or part time in the MBA Daytime program pay an additional program fee of $500.00 per term for six terms for a total of $3000.00 or a combination of $250.00 or $500.00 for a total of $3000.00. This fee is in addition to the minimum fee for a master's degree.

MBA Domestic Daytime Tuition, per term
Full fee installment ......................$3333.33
Half fee installment ......................$1666.67
Non-degree, per unit ......................$1172.42
MBA reregistration fees, per term,
until maximum completion limits .........$1172.42
Thereafter ................................$3333.33
Co-operative program fee, per work
term (this fee does not form part of the minimum program fee described under Program Fees, above) ..............$612.00

MBA Domestic Evening Tuition, per term
Full fee installment ......................$2368.52
Half fee installment ......................$1184.26

MBA International Daytime Tuition, per term
Full fee installment ......................$3866.16
Half fee installment ......................$1933.08
Non-degree, per term ......................$1275.84
MBA reregistration fees, per term,
until maximum completion limits .........$1275.84
Thereafter ................................$3866.16
Co-operative program fee, per work
term (this fee does not form part of the minimum program fee described under Program Fees, above) ..............$726.24

MBA International Evening Tuition, per term
Full fee installment ......................$2577.44
Half fee installment ......................$1288.72

MEd/MA (Counselling) Program Fees
Effective September 2009, new and continuing students enrolled full-time or part-time in the Master of Counselling program pay an additional program fee of $350.00 per term for six terms for a total of $2100.00 or a combination of $175.00 or $350.00 for a total of $2100.00. This fee is in addition to the minimum fee for a master's degree.

MPA Acceptance Deposit ...................$200.00

MSc Health Informatics (web-based program) Domestic Tuition
Full fee installment ......................$4182.08
Half fee installment ......................$2091.04
Reregistration fees, per term,
antil maximum completion limits .........$1447.20
Thereafter ................................$4182.08

MSc Health Informatics (web-based program) International Tuition
Full fee installment ......................$4495.44
Half fee installment ......................$2247.72
Reregistration fees, per term,
antil maximum completion limits .........$1550.62
Thereafter ................................$4495.44

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

FEES FOR AUDITORS
Audit fees per unit:
Under age 65
- Domestic ................................$275.82
- International ............................$348.34
Age 65 or over ............................$90.62
Note: There is no audit fee for graduate students registered in master's or doctoral programs.

Other Graduate Fees
Note: All fees listed below are non-refundable unless stated otherwise.
Reinstatement fee .........................$250.00
Application to graduate (all students) ....$40.00
Application to graduate (late) ............$50.00
Master's thesis: binding only .............$16.05
Master's thesis: binding & microfilm ..$33.50
PhD dissertation ..........................$53.50
Application to reregister .................$26.00
Off-campus graduate credit Education
course surcharge, per credit unit ..........$100.00
Late application/registration .............$35.00
Returned cheque ..........................$15.00
Transcripts, per copy ......................$10.00*
Transcripts (priority), per copy ..........$17.00*
* Includes Goods & Services Tax (GST)
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Anthropology

GENERAL INFORMATION

Contact Information
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Graduate Adviser: Dr. Lisa Gould
Email: anthgs@uvic.ca
Graduate secretary: Rose Choi
Email: anthtwo@uvic.ca

Faculty Members and Areas of Research
Heather Battting, PhD (Alberta)
Ethnology; symbolic anthropology, folklore, anthropology of religion and political anthropology (Senior Instructor)
Fulya Demirdirek, PhD (Oslo)
Sociocultural Anthropology: transnational labour migration, sex labour, identity, ethnicity, postsoimism, former Soviet Union, Moldova
Lisa Gould, PhD (Washington U St Louis)
Biological Anthropology: primate behaviour, ecology, primate demography and life history, hormones and behaviour, primate feeding, nutrition, and secondary compound consumption, lemurs, Madagascar

Helen Kurki, PhD (Toronto)
Biological Anthropology; morphological variability and adaptation during hominin evolution, hominin body size, skeletal biology of childbirth among small statured populations, Southern Africa

Yin Lam, PhD (Stony Brook)
Paleoanthropology, Stone Age archaeology, zooarchaeology, taphonomy, East Africa, South Africa, China

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

Margo L. Matwychuk, PhD (CUNY)
Sociocultural Anthropology; political economy; feminism; power, inequality, social justice; social movements; agro-industry; housing and homelessness; Brazil, Latin America, Caribbean, Canada

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

April Nowell, PhD (U of Pennsylvania)
Archaeology: Paleolithic, taphonomy, lithic technology, Neandertals, evolution of human cognition, Paleolithic art/Pleistocene visual cultures, origins of language and symbol use, Archaeology of children, 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)
Applied and medical anthropology: Aging & Society, Indigenous Peoples in Global Perspective, urban planning, vulnerable populations and human research ethics, Native Peoples, Canada, Europe

Brian Thom, PhD (McGill)
Cultural Anthropology; aboriginal rights and title; intellectual property and indigenous peoples; customary legal systems, landscape, nature, and studies of place; oral narrative and life history; Northwest Coast and Coast Salish peoples; history of anthropology (particularly in Canada); aboriginal governance; applying anthropology to public policy

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

Margot Wilson, PhD (Southern Methodist)
Ethnology; social, development and applied anthropology; social and cultural change; gender studies; abandoned women and children; cultural construction of leprosy; women's narrative; indigenous people of Bangladesh; South Asia

Degrees and Specializations Offered
The Department of Anthropology offers a course of study leading to the degree of Master of Arts.

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

Financial Support
Financial assistance: well-qualified applicants are eligible for a University Fellowship. The maximum value of this in 2009/2010 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 Greskiew 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, CHIR, SSHRC). The university awards a supplement of $4,000 to students who win a federal fellowship.

Admission Requirements

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

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

Students are required to have passed undergraduate courses equivalent to those comprising the Anthropology Major Program (see University of Victoria Graduate Calendar). Students without this equivalent must take the appropriated 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.
GRADUATE PROGRAMS

Admission to PhD program
Applicants will normally be required to have completed a baccalaureate and master's (thesis or non-thesis) degree in Anthropology from recognized academic institutions.

Applicants will be expected to have achieved a minimum GPA of 7.0 (or equivalent) in their master's program, have good letters of reference, present a clear statement of research interests, and submit an example of scholarly work. All applications will be reviewed by the Departmental Graduate Committee and students will only be accepted into the program if there is at least one faculty member able, interested, and available to supervise the proposed topic of research.

PROGRAM REQUIREMENTS
The Department offers programs of study leading to a Master of Arts (MA) degree, with a thesis option or a non-thesis option and to the degree of Doctor of Philosophy (PhD)

Master's of Arts program
The Themes which frame the MA program are 1) Inequality, Culture and Health; 2) Evolution and Ecology; 3) Indigenous Peoples. All entering MA 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 the thesis proposal is approved by the student's supervisory committee, is on file with the department's Graduate Adviser by August 31st following entry into the program. Students who do not file a proposal will continue in the non-thesis option.

Each program option requires 15.0 units.

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

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

Course Requirements
Core Courses
A student's program will include the following core courses:
- ANTH 500 (1.5) Seminar in Anthropological Theory
- ANTH 516 (1.5) Seminar in Anthropological Research Methods

and 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 sub-disciplines of Anthropology, as well as related fields. Through this broad approach, made manifest through numerous graduate seminars, di-rected 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.

PhD Program
The themes which frame the PhD program are: 1) Inequality, Culture, Health; 2) Evolution and Ecology; and 3) Indigenous Peoples. Students entering the program must take 30 units of graduate credit for the PhD in accordance with the following program.
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 full-time Master’s students. Master’s 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 27-28).

Biochemistry and Microbiology

GENERAL INFORMATION

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

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Fax Number: 250-721-8855
Email: biocmicr@uvic.ca
Website: <web.uvic.ca/biochem/>
Chair: Dr. Robert Burke
Email: bcmb@uvic.ca
Phone: 250-721-7077
Graduate Secretary: Melinda Powell & Sandra Boudewyn
Email: biogsc@uvic.ca
Phone: 250-721-8861

Faculty Members and Areas of Research

Leigh Anderson, PhD (Cambridge)
Human plasma proteomics; protein biomarkers of disease and development of clinical diagnostics; quantitative mass spectrometry methods applicable to peptides; theory of biomarkers.
Juan Ausi, PhD (Barcelona)
Biophysical and biochemical studies of DNA-protein interactions involved in chromatin assembly and transcription; chromatin remodeling during spermatogenesis and chromatin determinants of Rett syndrome and prostate cancer.
Alisdair Boraston, PhD (British Columbia)
Fundamental aspects of protein-carbohydrate recognition; structures and functions of carbohydrate-binding molecules; roles of carbohydrate-binding proteins in microbial pathogenesis.
Christoph Borchers, PhD (Konstanz)
The application of mass spectrometry, proteomics, photoaffinity labeling and molecular modeling to determine structure-function relationships in proteins.
Martin Boulanger, PhD (British Columbia)
Molecular interactions - determine structural basis of parasite-host cell attachment; Structure-function - define mechanism by which novel bacterial enzymes catalyze degradation of aromatic-based environmental pollutants; Structure-guided drug design - establish structural basis for small molecule recognition by proven drug targets such as Flu virus neuraminidase.
Robert D. Burke, PhD (Alberta)
Cellular and Developmental biology, cell signaling in early development, neural development, integrin signaling.
Caroline Cameron, PhD (Victoria)
Bacterial pathogenesis; Treponema pallidum; syphilis; Leptospira; extracellular matrix adhesions; infectious diseases; genomic analysis; proteomics.
Claire Couples, PhD (York)
Protein-protein interactions in DNA repair and regulation of mutation rates in humans and model microorganisms (Escherichia coli and Tetrahymena thermophila).
Stephen Evans, PhD (British Columbia)
Antibody recognition of carbohydrate antigens; structural basis for protein-carbohydrate mimicry; glycosyltransferases; protein crystallography; scientific visualizations of macromolecules.
Caren C. Helbing, PhD (Western Ontario)
Molecular mechanisms of hormone signaling in vertebrates; Amphibian metamorphosis; Molecular biomarkers of environmental contaminants in wildlife.
Perry L. Howard, PhD (Toronto)
Strategies to rewire receptor tyrosine kinase pathways to apoptosis; Eph/ephrin signal transduction; gene/protein therapy.
Julian J. Lam, PhD (Ottawa)
Tumor metabolism and T cell immune responses; autophagy, survival of cancer stem cells, targeting metabolic pathways for T cell adoptive immunotherapy in cancer (ovary, breast, prostate, lymphoma).
Santosh Misra, PhD (McMaster)
Plant molecular biology; studies on developmentally regulated and stress-induced

Francis E. Nano, PhD (Illinois)

Christopher Nelson, PhD (British Columbia)
Regulation of transcription by post-translational modifications of histone and non-histone proteins; application of molecular and genomic approaches to the study of novel chromatin modifying enzymes in yeast and mammalian cells.

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

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

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

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

Peter Watson, MB BCHir (Cambridge)
Identification of the molecular genetic alterations underlying the development and progression of breast cancer.

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

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

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

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

Admission Requirements
General
Applicants whose native language is not English should submit results of the TOEFL (Test of English as a Foreign Language) or alternative proof of English competency (see page 16) with their application. The departmental minimum score requirement for TOEFL is 100 for internet based. The Department’s Graduate Committee will screen applications that meet the requirements of the Faculty of Graduate Studies. 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
Entrance into an MSc program requires, at a minimum, completion of an undergraduate degree with sufficient background for graduate studies in Biochemistry and Microbiology.

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

Deadlines
Though there is no deadline for admission, applications must be complete (receipt of transcripts, letters of reference and TOEFL scores if required) at least one month in advance of the start dates (term 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.

Candicates for the MSc degree are required to successfully complete a minimum of 3 units of graduate level courses, approved by the student’s supervisory committee. Normally students are required to take BCMB 580 and BCMB 500 as part of this 3 unit requirement. Students may be required to take additional graduate level courses at the discretion of the supervisory committee.

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

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

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

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

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

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

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

Program Length
Normally two to three years.

PhD Program
Course Requirements
Candidates for the PhD degree are required to complete successfully a minimum of 3 units of graduate level courses approved by the student’s supervisory committee. Students are normally required to take BCMB 500 as part of this 3 unit requirement. Students who enter with a Master’s degree may be given credit for up to 3 units of previous graduate level work. Additional graduate level courses may be required at the discretion of the supervisory committee.

PhD candidates must complete BCMB 580 and BCMB 680, which require that students receive a passing mark for their own seminar and any additional seminars given by other graduate students and senior scientists. The BCMB 580 and BCMB 680 seminars must be on the student’s own research. Students must register for BIO 699 or MICR 699 (thesis).

Candidacy
Students entering the PhD program with a Master’s degree must complete the candidacy exam within 12 months, while students transferring from the MSc to the PhD program must complete the exam within 18 months. Students must register in BCMB 693 upon provisional transfer to the PhD program and must remain registered until the candidacy requirements are complete. The candidacy examination is an oral defense of a grant-style proposal written on the student’s research project. Students must pass both the oral and written components.
Other Requirements
Attendance at departmental research seminars, given by scientists inside and outside the University, is mandatory.

Students normally undertake a teaching assistantship within the department.

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

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

Program Length
Normally three to five years.

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 Master’s and PhD students. Master’s 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 term. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

Biology

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

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

Contact Information
Department of Biology
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Mailing Address:
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3800 Finnerty Road
Victoria, BC V8P 5C2
Canada.

Telephone Number: 250-721-7094
Fax Number: 250-721-7120
Email: biolgsec@uvic.ca

Website: <uvic.ca/biology/>
Chair: Dr. Kerry Delaney
Email: bioclub@uvic.ca
Phone: 250-721-7091
Graduate Adviser: Dr. John Dower
Email: dower@uvic.ca
Phone: 250-721-7094
Graduate Secretary: Eleanore Blaskovich
Email: 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

Brady R. Anholt, PhD (Brit Col)
Population and community ecology; evolutionary ecology of antipredator defenses; evolution of sex ratio variation

Craig E. Brown, PhD (Calgary)
Neuroscience, stroke, diabetes, synaptic plasticity, somatosensory cortex, functional brain imaging

Robert D. Burke, PhD (Alberta)
Developmental biology, Morphogenesis; cellular interactions with extracellular matrix; neural development

Brian R. Christie, PhD (Otago, New Zealand)
Neuroscience; learning and memory processes; neurotransmitter processing; neurotransmitter metabolism; animal behaviour; electrophysiology; neurogenesis; developmental disorders (i.e. Fetal Alcohol Syndrome, Fragile X Syndrome); Age related disorders (i.e. Alzheimer’s Disease, Huntington’s Disease)

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

William A. Capples, PhD (Toronto)
Cardiovascular and renal physiology

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

John E. 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

2010-11 UVIC CALENDAR
William E. Hintz, PhD (Toronto)
Molecular genetics and characterization of pathogenicity determinants of phytopathogenic fungi

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

Biogenesis during Development

S. Kim Juniper, PhD (Canterbury)
Ecology of marine microorganisms; marine benthic ecology; biogeochemistry, ecology of deep-sea hydrothermal vents

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

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

Patrick C. Nahinney, PhD (Brit Col)
Developmental muscle biology, synaptic plasticity in the brain, live cell imaging, electron microscopy

Raaad Nashmi, PhD (Toronto)
Neurobiology, synaptic transmission, nicotinic receptors, nicotine addiction

Louise R. Page, PhD (Victoria)
Development, evolution, and neurobiology of marine invertebrates

Steve J. Perlman, PhD (Arizona)
Evolutionary ecology; Host-parasite evolution and ecology; Symbiosis; Entomology

Thomas E. Reimchen, DPhil (Liverpool)
Evolutionary and ecological factors responsible for intraspecific variability of genetic and phenotypic traits in animal populations; nutrient cycling between marine habitats and coastal forests

Red Roy, PhD (McGill)
Microbial ecology, bacterial nitrogen and carbon cycling in soil/sediment, atmospheric trace gases metabolism

John S. Taylor, PhD (Simon Fraser)
Molecular evolution focusing on the consequences of gene and genome duplication in vertebrate and invertebrate model organisms

Serena J. Tuniceliefe, PhD (Yale)
Marine benthic ecology and community structure, evolution

David H. Turpin, PhD (Brit Col)
University President; photosynthesis, respiration and nitrogen assimilation

Diana E. Varela, PhD (Brit Col)
Marine phytoplankton ecology and physiology; nutrient cycling

Patrick von Aderkas, PhD (Manchester)
Conifer reproduction

Associate Members and Areas of Research
Joseph A. Antos, PhD (Oregon State)
Plant ecology, clonal growth of forest herbs, dynamics of old-growth forests; plant reproductive biology
40 GRADUATE PROGRAMS

Max I. Bothwell, PhD (Wisconsin)
Effects of ultraviolet radiation on freshwater ecosystems
Klaas Broersma, PhD (Alberta)
Soil and water quality
Alan E. Burger, PhD (Cape T)
Ornithology, behavioral ecology, conservation biology, oceanography
Joachim Carolfeld, PhD (Victoria)
Marine Ecology and community-based environmental stewardship; Reproductive physiology of fish
Laurie Hing Man Chan, PhD (London)
Environmental Toxicology; Nutritional and food toxicology; Nutrition and the environment of Indigenous Peoples; Risk assessment; Food Security and effects of climate change
Michael Clinchy, PhD (Brit Col)
Population, behavioural and physiological ecology
Johan de Boer, PhD (Amsterdam)
Molecular biology
Paul Y. de la Bastide, PhD (Laval)
Mycoecology; population ecology of fungal pathogens and fungal species as biological control agents
Donald S. Eastman, PhD (Brit Col)
Wildlife ecology and conservation; biodiversity conservation; restoration of natural systems
Aбу K. M. Ekramaddoullah, PhD (McGill)
Molecular analysis of host-pathogen interaction - identification of genes that are potential targets for the genetic improvement in the resistance of conifers to fungal pathogens
Louis A. Gosselin, PhD (Alberta)
Ecology and early life history of benthic marine invertebrates: elucidation of the mechanisms that control survival, growth and development
Stephen J. Insley, PhD (Davis)
Behavioural Ecology; Animal acoustic communication; Recognition systems; Noise impacts on animals; community based ecological monitoring
George D. Jackson, PhD (James Cook)
Acoustic tracking of marine organisms, cephalopod life histories and ecology
Simon R.M. Jones, PhD (Guelph)
Fish health and disease, parasitology
Karl W. Larsen, PhD (Alberta)
Wildlife ecology, conservation and management
Julian J. Lum, PhD (Ottawa)
Control of cancer cell growth, proliferation, and survival by metabolism. Immune response to cancer, cancer stem cell
Alan K. Mitchell, PhD (Washington)
Tree physiology, ecophysiology and silviculture
Brad H. Nelson, PhD (California-Berkeley)
Tumor immunology and lymphocyte signaling
R. John Nelson, PhD (Wisconsin)
Molecular evolution of fishes
Richard Nordin, PhD (Brit Col)
Limnology/water quality
Patrick D. O’Hara, PhD (Simon Fraser)
Seabird foraging ecology, marine conservation, maritime anthropogenic disturbances
Nancy M. Sherwood, PhD (California-Berkeley)
Molecular endocrinology of growth and reproduction
Michael Stoehr, PhD (Toronto)
Conifer genetics, seed and seed orchard production
Marc Trudel, PhD (McGill)
Marine ecology of Pacific salmon
Alvin D. Vanchuk, PhD (Alberta)
Forest genetics, tree breeding, conservation of forest genetic resources

Degrees and Specializations Offered
MSc and PhD in Biology in the areas of ecology and evolutionary biology, physiology, and cell and molecular biology. Specializations include: Biomedical Research and Comparative Genomics, Environmental Biology, Forest Biology, Marine Sciences, Neurobiology.

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

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

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

ADMISSION REQUIREMENTS

General
Initial inquiries should be made to individual faculty or the Graduate Adviser, Department of Biology. Links to the application forms can be found on the departmental website.

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

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

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

In addition to the documentation required by the Faculty of Graduate Studies (see page 15), the Department of Biology also requires a Letter of Intent outlining the applicant’s research interest and relevant experience.

Admission to the MSc Program
Admission requires a bachelor’s degree, preferably in Biology or Biochemistry, with a minimum overall average of B+/A- 6.5/7.0 on the University of Victoria 9-point scale.

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

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

PROGRAM REQUIREMENTS

Students entering with a BSc and intending to take a PhD program will initially be registered in a MSc program. They may be transferred to a PhD program at the end of their first year, on the recommendation of their supervisory commit-
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 PhD students must register in BIOL 560 and BIOL 693. Students should consult the department for other courses that will be offered in any given year. Admission to any graduate course requires permission of the instructor.

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

PhD students must complete 4.5 units (three one-term courses) plus BIOL 560 and BIOL 693 during the course of their PhD.

Comprehensive Exams

The comprehensive requirement must be satisfied within two years of registration in the doctoral program (see "Program Requirements - Doctoral Degrees", page 18).

Candidacy

The candidacy examination requires a candidacy paper on a topic agreed with the supervisory committee. If the paper is acceptable to the committee, the oral examination can proceed. Topics for the oral examination are based in part on the paper and other areas agreed by the committee at the time of setting the topic of the candidacy paper.

Other Requirements

All PhD students must give a departmental seminar on their research prior to completing the program.

Dissertation

The topic and scope of the dissertation research is agreed by the supervisory committee. The written dissertation must confirm to the standards of the university and the research standards of the wider scientific community.

Oral Examination

The dissertation must be defended in an oral examination in front of the supervisory committee and an external examiner from outside of the university to ensure that the research and the dissertation meets the required standards.

Program Length

The PhD is a full-time research degree that normally takes four years to complete.

Specialization in Forest Biology

Graduate courses in Forest Biology (FORB) are offered.

Graduate students in Forest Biology must register in FORB 560 in addition to BIOL 560.

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 Master's and PhD students. Master's 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 Biology 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 27-28).
Faculty Members and Areas of Research

Ali Dastamalchian, PhD (University of Wales)
Organizational analysis, organizational design and flexibility, organizational climate, management of change, organizational power and politics, executive leadership, and cross-cultural management theory

David A. Boug, PhD (University of Toronto)
Marketing

Mark Colgate, PhD (University of Ulster)
Marketing and Service Management

Vivien Carwin, PhD (UBC)
Alternative work arrangements, organizational culture, human resources and service management

A. R. Elangovan, PhD (University of Toronto)
Organizational analysis, negotiation and conflict management

Carmen Galang, PhD (University of Illinois)
Cross-cultural aspects of HR management

Dale Ganley, PhD (University of California)
Information technology and global economies, global social information networks, diffusion of computing in the global context, trade and policy mechanism on computing in developing environments

Anthony Goerzen, PhD (University of Western Ontario)
Strategy, strategic management of firms competing in international markets

Christopher Graham, CGA
Accounting, Finance

Rebecca Grant, PhD (University of Western Ontario)
Electronic commerce, information privacy

Margaret Klatt, CMA
Accounting

Saul Klein, PhD (University of Toronto)
International business, marketing

Aegean Leung, PhD (National University of Singapore)
Entrepreneurship, human resource management, organizational behavior

Paul Levie, CA
Accounting and finance

Basma Majerbi, PhD (McGill University)
Investments, pricing, emerging markets, risk management

David McCutcheon, PhD (University of Western Ontario)
Operations management

Sanghoon Nam, PhD (University of Oregon)
Organizational analysis, human resource management, international business

Ignace Ng, PhD (Simon Fraser University)
Industrial relations, human resources, and comparative management

Ana Maria Peredo, PhD (University of Calgary)
Entrepreneurship, business and society, environmental management and sustainable development, gender and ethnicity, international business, non-profit sector

Craig Pinder, PhD (Cornell University)
Human resource management, organizational behaviour

Heather Ranson, MBA (University of Guelph)
Meeting and event management, tourism marketing, tourism development

Linda Shi, PhD (University of Michigan)
Marketing, international business

J. Brock Smith, PhD (University of Western Ontario)
Marketing, team selling, entrepreneurship and small business management

Steve S. Tax, PhD (Arizona State University)
Customer loyalty and retention, service quality, design issues in services, service guarantees

Ken Thornicroft, PhD (Case Western Reserve University)
Employee/er rights issues, the grievance arbitration process and the interpretation and enforcement of employment contracts

Mike Valente, PhD (York University)
Strategy, Sustainability

Monika Winn, PhD (University of California)
Strategic, competitive, and social implications of corporate environmental management, and comparative international research

Hao Zhang, PhD (Concordia University)
International financial investment, market overreaction, stock splits, asset pricing models and market microstructure

Charlene Zietsma, PhD (UBC)
Entrepreneurship, sustainability

Degrees and Specializations Offered

The Faculty of Business offers graduate programs leading to the degrees of Master of Business Administration (MBA) and Doctor of Philosophy (PhD) in International Management & Organization. Both graduate programs offer a unique learning environment for success.

MBA Degree

The Faculty of Business offers MBA Daytime, Evening and International Executive programs of study. Transfer between options requires the approval of the MBA Program Director. This 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
- Management

PhD Degree

The Doctor of Philosophy (PhD) Program in International Management & Organization emphasizes International Business, but allows room for significant content specific course work to enable students to attain a minor in the traditional business domains (i.e. Strategy or Organizational Theory, etc.) of particular interest to students and supervisors.

Facilities

The Business and Economics (BEC) Building is the hub of the business activity. Its main and lower floors house the student services offices, faculty offices and the Business Co-op and Career center. For MBA students, BEC houses exclusive facilities, such as a bistro-style lounge, wireless computer lab and business boardrooms. The MBA classroom features state-of-the-art technology complete with wireless access. PhD students have prime office space within BEC to conduct their studies.

Other resources housed in BEC include a full-service computer lab. All students have access to a large number of major business and economics online journals available through the UVic MacPherson library and the interlibrary loans service.

Financial Support

Entrance Scholarships

All accepted students are automatically considered for any scholarships awarded through the Faculty of Business.

MBA Scholarships are awarded to the top 20–25% of the incoming class based on prior academic performance. The awards range from $8,000 to $10,000.

For PhD students, entrance scholarships are available from the Faculty of Business and the Faculty of Graduate Studies. Amounts vary. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <web.uvic.ca/gradstudies/fund> and through their office in the University Centre.

Research and Teaching Assistants

Some professors hire MBA and PhD students as research, teaching and marking assistants. Students can apply for these positions once they are admitted to the MBA or PhD programs. PhD students should coordinate with the PhD Program Office; preference is generally given to second-year students.

Scholarships

All students are eligible to apply for UVic Graduate Studies fellowships and scholarships. Eligible PhD students are also strongly encouraged to apply for grants through national granting agencies such as Canada’s Social Sciences and Humanities Research Council at <www.shrh.ca>.

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.

Bursaries

Bursaries are non-repayable monetary awards based on financial need and reasonable academic standing. Students can apply for these through the Student Awards and Financial Aid Office at <registrar.uvic.ca/safa>.

Awards

MBA students are eligible for awards 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
MBA students must have a graduating GPA in the top 10% of their class to be considered for the Dean's Honour Roll.

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

MBA Application 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.

PhD Program
PhD students are admitted each year in September by the PhD Program Committee. Admission normally requires completion of a master's degree (or equivalent) from an accredited and recognized institution. In general, applicants to the program will be expected to have a Master's of Business Administration or another master's-level degree (e.g., in Economics or Sociology) and as well as some experience working within an organization.

As per Graduate Studies regulations, successful applicants who enter the program without a master's-level program completed will be required to complete 45 units beyond the Bachelor's level to satisfy completion of a PhD Program.

Assessment of candidates is based on their education, work and life experiences, personal statement, references, and GMAT or GRE scores.

PhD Application Process
In addition to the documentation and fees required by the Faculty of Graduate Studies, applicants need to submit additional information to apply to the PhD program at the Faculty of Business. Please visit the website at <business.uvic.ca/phd> for more details. Admission questions and inquiries can be directed to the PhD Program Office at busphd@uvic.ca.

PhD Application Deadlines
Please apply to the PhD program and submit all documents by January 15 to be considered for University of Victoria Graduate Fellowships.

PROGRAM REQUIREMENTS
MBA (Non-Thesis)
All students participate in an International Integrative Management Exercise (IIME). The IIME takes place in another country or countries over a 12-day period in mid to late April. Daytime students complete the IIME during the second term of the Foundation module. Evening 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 <business.uvic.ca/mba> for additional information. Students entering the Daytime program with less than three years of work experience are required to complete one four-month co-op work term.

The University of Victoria's MBA program consists of three modules and one or two Co-op work terms. The Daytime program is generally completed in 17 to 21 months. The Evening program is generally completed in 29 to 33 months. It is an innovative program which emphasizes a high degree of integration among business functional areas.

The regular degree program consists of 28.5 to 29.0 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 Evening 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 Daytime 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).

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

Course Requirements
The content of the MBA program is arranged into three modules to facilitate the integration of the diverse functional business disciplines:
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) Professional Development
MBA 514 (0.5) Business and Sustainability

MBA 520 (1.5) Marketing Management
MBA 523 (1.5) Applied Managerial Economics
MBA 525 (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 Decision Analysis
MBA 544 (1.0) 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) Managing Legal Risks
MBA 570 (1.0) International Business Environment
MBA 585 (0.5) Consulting Methods
MBA 587 (1.0) Information Management

Specialization Module and Electives
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 (to a maximum of 3.0 units of 300- or 400-level electives). Students taking electives outside the MBA program must receive permission from the Program Director prior to enrolling in these courses.

Students should consult the Registration Guide 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 Program Director) before taking any of the following courses. Specialization Module courses and electives are offered subject to enrolment and the availability of faculty.

MBA Specialization Courses
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 529 (1.5) International Logistics and Supply Chain Management
MBA 531 (1.0–1.5) Taxation for Managers
MBA 557 (1.0) Business, Government and Globalization
MBA 561 (1.5) Entrepreneurial Planning and Finance
MBA 562 (1.5) New Venture Marketing
MBA 563 (1.5) Entrepreneurial Strategy
MBA 571 (1.0–1.5) International Financial Strategies
UVIC GRADUATE CALENDAR 2010-11

GRADUATE PROGRAMS

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

MBA Cross-Listed Electives
MBA 521 (1.5) Leadership
MBA 522 (1.5) Business and the Internet
MBA 524 (1.5) Corporate Finance
MBA 525 (1.5) Investments
MBA 531 (1.5) Taxation For Managers
MBA 558 (1.5) Employment and Labour Law

Report Requirement: MBA 598 or MBA 596
This course has a 3 unit value, and is generally started after the Foundation Module.

Performance Requirement
See Academic Performance, page 25.

Program Length
Seventeen to twenty-one months for Daytime students and 29 to 33 months for Evening students.

PhD Program
The regular PhD program consists of 30 units for students holding a master's degree. In no case will the PhD degree be awarded on the basis of fewer than 15 units of study completed at the University of Victoria.

Upon admission, the PhD Program Director, in consultation with the incoming student's PhD Supervisor, will meet with the PhD student to review requirements for graduation that will include the following:

1. Coursework (15 units)
2. Comprehensive Candidacy written and oral examinations
3. Thesis proposal and presentation
4. Dissertation and defense (15 units)
5. International Research Exchange (if determined appropriate)
6. Industry Practicum (if determined appropriate)
7. Teacher training (if determined appropriate)
8. Other requirements as determined by the PhD Program Director and the student's PhD Supervisor

1. Coursework
PhD students are required to take 15.0 units of coursework in research methods and foundational courses in international management during their first two years in the program as listed below.

a. Theoretical and Empirical Foundation topics (9.0 units)
   • Bus 601 – Foundations of Research in International Management & Organization (1.5 units)
   • Bus 602 – Seminar in International Management (1.5 units)
   • Bus 603 – Seminar in Strategy & Organization I (1.5 units)
   • Bus 604 – Seminar in Global Issues of Business Sustainability (1.5 units)
   • Bus 605 – Seminar in Cross-cultural Management (1.5 units)
   • Bus 606 – Seminar in Organizational Analysis (1.5 units)

b. Advanced Theory and Methods (6.0 units)
   • Courses are to be approved by the PhD Program Director, in consultation with the student's supervisor. A list of eligible courses may be obtained from the PhD Program Office.

If a student has completed PhD-level coursework at another institution, then the Faculty of Business will evaluate the courses on a case-by-case basis, to the extent that the course requirements can be waived.

2. Comprehensive Candidacy Examination
Normally within two years after commencing PhD studies, students will be required to undertake written candidacy examinations that assess a mastery of the theories and methods prevalent in the field and awareness of the emerging directions in international management and organization. The candidacy examinations will be set and assessed by the PhD Program Committee.

3. Thesis Proposal and Presentation
Students will normally be expected to develop a dissertation proposal within six months of passing candidacy exams. The student will find a dissertation supervisor as per Faculty of Graduate Studies guidelines on Supervisor Relationship Policy. The student, in consultation with the supervisor, will assemble two other faculty members (usually from the Faculty of Business) to form a Thesis Proposal Committee who will assess the oral and written presentation of the thesis proposal.

4. Dissertation/Oral Examination
Once the Thesis Proposal Committee is satisfied that the dissertation proposal meets the standards of the Faculty of Graduate Studies and of the Faculty of Business, candidates will begin their dissertation research.

Once the dissertation is nearly ready to be defended, the candidate's thesis supervisor will assemble a Thesis Defense Committee to assess the quality of the work. The Thesis Defense Committee will be made up of two faculty members from within the Faculty of Business, one faculty member from outside the Faculty of Business but within the University of Victoria, and one faculty member from outside the University of Victoria (i.e., the External Examiner). Once the Thesis Defense Committee is satisfied with the thesis, candidates will then defend the dissertation in a public oral examination as per the requirements of the Faculty of Graduate Studies. Candidates are expected to complete their dissertation and final oral exam by the end of their fourth year in the PhD Program.

5. International Research Exchange
To round out their research experience, PhD candidates can participate in an International Research Exchange at select research-focused universities abroad. These short-term residencies are intended to ensure that all PhD candidates have direct exposure to international research issues as well as to enhance their international academic networks. An international Research Exchange is strongly recommended, particularly if the candidate has only limited international experience. The PhD Program Director, in consultation with the candidate's supervisor, may require it as part of the candidate's program.

If an International Research Exchange is included in the candidate's program, the candidate will work with his/her supervisor and the International Programs Office to find an appropriate placement at a university abroad. The length of the International Research Exchange can vary, but could be up to four months and will take place after candidacy exams. A reflective exercise will be required upon completion of the International Research Exchange and requirements will be set out by the PhD Program Committee and candidate's PhD Supervisor.

6. Industry Practicum
PhD candidates may include work experience in their program by participating in an Industry Practicum to engage in an organization, whether that be a private business, public institution, or not-for-profit entity, to enhance their practical appreciation for the phenomena they are studying. A holistic assessment will be conducted at the time of the candidacy exams to determine a candidate's need for industry experience. The PhD Program Director, in consultation with the candidate's supervisor, may require a practicum for the candidate's program.

If an Industry Practicum is included in the candidate's program, the candidate will work with the his/her supervisor and the Business Co-op and Career Center, on a suitable Industry Practicum program—which is intended to be closely related to their emerging area of academic study. The length of the Industry Practicum can vary, but may be up to four months and will take place after candidacy exams. A reflective exercise will be required upon completion of the Industry Practicum and requirements will be set out by the PhD Program Director, the candidate's supervisor, and the Business Co-op and Career Center.

7. Teacher Training as determined appropriate by the PhD Program Director
Teacher training will be an essential component of the PhD program. Candidates will be given various opportunities to develop teaching skills through Teaching Assistantships and/or Sessional Teaching as well as courses available through the UVic Learning and Teaching Center (e.g., EDCI 560). Teaching activities will be coordinated through the PhD Program Office.

While teacher training is mandatory, the PhD Program Director, in consultation with the candidate's supervisor may waive this requirement if the candidate can demonstrate a high level of teaching experience and expertise. An assessment of the candidate's teaching experience will be completed at the time of the candidacy by the PhD Program Committee and the candidate's supervisor.

8. Other requirements
These will be determined by the PhD Program Committee and the student's PhD Supervisor.

PhD Course Prerequisites
Students who have not completed an MBA will normally be expected to complete the MBA Foundation module. Students may be waived
from certain courses based on prior coursework or work experience. These requirements will be determined on a case-by-case basis and will be communicated to the prospective students prior to admission into the PhD program.

Assessment of Progress
A student’s progress will be reviewed periodically by the PhD Program Director in consultation with the student’s supervisor. In cases where performance is below the required standard, a plan for improvement will be developed between the PhD Program Director and the student, if there is mutual agreement that the student is to continue pursuing PhD studies. Continued financial support is contingent upon satisfactory progress as assessed by the PhD Program Director.

Residency
Students are required to attend full time on campus throughout their PhD studies (aside from their International Research Exchange, Industry Practicum). Continued financial support is contingent upon full time residency although special arrangements may be possible if agreed upon in advance by the PhD Program Director.

Program Length
PhD students should aim at completing their doctoral program in four years, including research, teacher training, international Research and industry practicum experiences. The program operates year round.

Double MBA/LLB Program Requirements
A limited number of students (up to a maximum of five) who are accepted in both the Faculty of Business MBA program and the Faculty of Law LLB program may take both degrees concurrently with modified requirements for each. The double degrees may be completed in four years instead of the usual five years required to obtain both degrees separately. The Law requirements for the double degrees are described in UVic’s Undergraduate Calendar.

After completing their first year Law curriculum, students will start the MBA portion of the program, which includes the following:
1. MBA 500 (4.5): Essentials of Business and Leadership (EBL)
2. MBA 501 (0): Integrative Management Exercises
3. MBA 502 (0): Professional Development
4. All MBA Foundation Module courses except for MBA 585 – Consulting Methods, and MBA 560 – Managing Legal Risks
5. MBA 598 (3.0): Research Report or MBA 596 (3.0): Management Consulting Report
6. An appropriate Research Methods course of 1.5 units from another department within the Faculty of Graduate Studies in lieu of MBA 585. Students should consult with their academic supervisor to identify an appropriate Research Methods course.
7. Co-op requirements (if applicable)
   Items 1 to 4 are normally completed in Year Two of the double degrees program while the remaining items are to be completed in Years Three and Four of the program.

Further information on the program may be obtained from either the Faculty of Business or the Faculty of Law.

Program Length
Four years.

Co-operative Education
The University regulations with respect to Co-operative Education Programs and specifically the “General Regulations: Graduate Co-op”, page 27, 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 MBA Business Co-op Program
Students entering the MBA Program with less than three years full-time relevant (or equivalent) work experience will be required to undertake either one or two co-op work terms. The number of work terms required will depend on the amount of relevant prior work experience, as determined by the MBA Program in conjunction with the Business Co-op and Career Centre. If required, the first co-op work term will normally occur after completion of the eight-month Foundation Module. The second co-op work term is scheduled thereafter.

MBA 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 four months of full-time paid work. The work placement must be related to the student’s learning objectives and career goals. The placement must be supervised, and the employer willing to conduct a mid-term and final evaluation of the student in consultation with a Co-operative Education Program Coordinator (known hereafter as a Coordinator).

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

Students must sign a current Terms and Conditions document as provided by the Business Co-op Program in order to be eligible to participate in the placement process.

The Co-op Preparation Course is a mandatory requirement for business students. This program is a co-requisite for students participating in the placement process prior to their first work term. Students will be provided more information regarding the Co-op Preparation Program, its curriculum, and the requirements for completion upon admission to the MBA Co-op Program. Students are expected to participate fully in the placement process. While every attempt will be made to ensure that all eligible students are placed, the Faculty of Business is under no obligation to guarantee placement. Students are only permitted to decline one valid co-op job offer, any more than that and they will be deemed ineligible to participate in the placement process for the remainder of that term. Students should be prepared to spend at least one work term outside the greater Victoria area.

The Business Co-op Program reserves the right to approve any employer that provides placements for students, and to withdraw a student from any placement assigned to a student. The student, however, has the right to be informed in writing of the reasons for any withdrawal and can follow the student appeal procedures as outlined in the Co-operative Education Program general regulations on page 27. Students may not withdraw from a placement without approval from a Coordinator. Failure to obtain permission will result in the student receiving a grade of F on the work term.

Students must be officially registered for the work term by completing the Work Term Registration Form, which is provided by the Business Co-op office, and providing any other required documentation by the end of the first month of the work term. Students not registered by that time will not receive credit for that work term.

A Co-op program fee is charged for each term of work term registration. This fee is in addition to any tuition fees and student fees. It is due in the first month of each work term and subject to the normal University fee regulations, page 31.

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

Assessment of Work Term Performance
The requirements for a pass grade in a Co-op Work Term include:
1. a satisfactory mid-term evaluation by the Coordinator based on discussion with the student and employer
2. the employer’s satisfactory final evaluation of the student, and
3. the satisfactory completion of a work term report as assessed by the Coordinator and submitted by the deadlines specified below:
   • 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.

Variance in work term report due dates resulting from irregular work term start dates may be granted with the written permission of the Manager, Business Co-op Program. Permission must be requested within the first four weeks of the start of the work term.
A grade of COM, F or N will be assigned to students at the completion of each work term. Students who are not satisfied with the grade they have been assigned may launch an appeal as described in the Co-op General Regulations, Student Appeal Procedures, page 28. Students who fail a work term or have not completed a work term by the end of four academic terms may be required to withdraw.

**PhD Industry Practicum**
The intention of the PhD Industry Practicum is to provide an opportunity for PhD students to further their research goals within the PhD Program. Students participating in the PhD Industry Practicum must complete at least one work experience term, that is, normally four months of full-time, discipline-related work under the supervision of the Business Co-op and Career Centre delegate and/or the PhD Program delegate. These work experience terms are subject to the General Regulations: Graduate Co-op. Students should contact the PhD Program to discuss entry into the Industry Practicum.

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### 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  
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3800 Finnerty Rd.  
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Telephone Number:  
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Email: chemoff@uvic.ca  
Website: <www.chemistry.uvic.ca>

**Chair:** Dr. David A. Harrington  
Email: chemhead@uvic.ca  
Phone:  
Graduate Adviser: Dr. David J. Berg  
Email: djberg@uvic.ca  
Phone:  
Graduate Secretary: Ms. Carol Jenkins  
Email: cjenkins@uvic.ca  
Phone:  

**Faculty Members and Areas of Research**

**David Berg,** PhD (California, Berkeley)  
Inorganic synthesis, lanthanide chemistry, organometallic chemistry.

**Cornelia Bohne,** PhD (Sao Paulo)  
Supramolecular dynamics, kinetics, photochemistry, cyclodextrin, bile salts, DNA, proteins, radicals, magnetic field effects.

**Alexander G Briggs,** PhD (Victoria)  
Chemical education, organic, physical organic chemistry.

**Alexandre G Brolo,** PhD (Waterloo)  
Physical/analytical chemistry: modified electrodes, surface spectroscopy, nanostructured materials, surface-enhanced Raman scattering (SERS).

**Penelope W Codding,** PhD (Michigan State)  
Molecular recognition, bioinformatics, molecular and drug design, crystallographic data, computation in chemistry.

**Natia Frank,** PhD (California, San Diego)  
Organic synthesis and spectroscopy, multifunctional magnetic materials, photomagnetism, spintronics, stable free radicals, photochromism.

**Thomas M Fyles,** PhD (York)  
Supramolecular chemistry, bilayer membrane transport, switching, membrane fusion.  
Industrial membrane processes: separations, sensors.

**David A Harrington,** PhD (Auckland)  
Electrochemistry, surface science, thin film deposition and materials science.

**Robin G Hicks,** PhD (Guelph)  
Synthetic main group, organic and coordination chemistry; electronic structure, reactivity, and coordination complexes of stable radicals; conjugated thiophene oligomers; molecular-based magnetic, electronic, and optical materials.

**Dennis K Hore,** PhD (Queens)  
Optical properties of materials, biophysical chemistry, structural changes accompanying adsorption of biomolecules onto solid surfaces.

**Fraser Hof,** PhD (Alberta)  
Supramolecular and medicinal chemistry.  
Study of biomolecular recognition processes through the design, synthesis and study of small molecules that mimic and/or interact with biological targets.

**J Scott McIndoe,** PhD (Waikato)  
The design and synthesis of water- and ionic liquid- soluble organometallic catalysts, and the study of their reactivity using electrospray ionization mass spectrometry.

**Matthew Moffitt,** PhD (McGill)  
Physical polymer chemistry/materials; anionic polymerization, block copolymer self-assembly, polymer/quartz dot nano-composites, photonic materials.

**Irina Paci,** 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.

**David Steuerman,** PhD (California, Los Angeles)  
Optical and electrical characterization of novel devices and materials for molecular and spin electronics applications. Development of in situ analytical spectroscopic tools to explore quantum mechanical properties of nanoscale materials.

**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 sub-disciplines (analytical, inorganic, organic, physical) provides a broadly based graduate program in which collaborative interactions between individuals can flourish. Specialist expertise is recognized and developed, together with attitudes and skills essential for multi-disciplinary research.

**Facilities**

The department is exceptionally well equipped. Major items of instrumentation, serving both teaching and research needs, include:

- a Rigaku table top powder X-ray diffractometer
- four NMR instruments including Bruker 500MHz, 360MHz, 300MHz and 250MHz systems equipped for multinuclear and variable temperature work
- a Kratos Concept HR mass spectrometer system with ESI/FAB sources, GC/MS interface with autosampler
- a Finnegan DQ 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
- a Baird-Atomic 1.5m stigmatic grating spectrograph and a Jarrell-Ash 3.4m Ebert grating spectrograph
- a J-Y laser Raman spectrometer
- a Dilor Raman spectrometer
- nanosecond laser flash photolysis systems, including diffuse reflectance and single oxygen detector
- a picosecond (Ar-ion/Tisapphire) time-resolved fluorometer
- 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 0920)
- a Jasco 720 circular dichroism spectrometer
• a fluorimeter with near IR capability (Edinburgh Instruments FLS920)
• a Veeco Atomic Force Microscope (AFM)
• a Veeco Scanning Tunneling Microscope (STM)
• a range of electrochemical equipment, including capabilities for impedance and rotating disc electrodes
• programmable tube furnaces (to 1200 °C)
• a full range of UV/Vis and FTIR spectrophotometers
• a Saturn 2000 GC/MXS system
• a wide variety of liquid and gas chromatographs
• stopped flow apparatus
• several gloveboxes for handling air and moisture sensitive materials

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

Admission Requirements
General
The Chemistry department offers programs of study leading to the degrees of MSc and PhD. Complete admission requirements are supplied as part of the application package. Students accepted for admission are provided with a detailed outline of current policy and procedures for graduate study in the department. Based on past experience and performance, students may be permitted to enter either the MSc or PhD degree. For further information contact either the Graduate Admissions and Records Office or the Chemistry department at email: <chemofl@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 75 on the paper-based or 90 on the internet-based test. Students meeting the minimum TOEFL score may still be required to complete additional English language courses in addition to their other course work.

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

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

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

<table>
<thead>
<tr>
<th>Summary of Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar (CHEM 509)2.................1</td>
</tr>
<tr>
<td>Discussion (CHEM 670 or 680)3........3</td>
</tr>
<tr>
<td>Graduate lecture courses4............3</td>
</tr>
<tr>
<td>Thesis (CHEM 599)2..................12</td>
</tr>
<tr>
<td>Total...............................................19</td>
</tr>
</tbody>
</table>

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

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

Supervisory Committee
The research supervisor must name a Supervisory Committee and complete a 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 considering 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 months 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.
Graduate Programs

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 an MSc to a PhD program are required to complete at least 9 units of graduate courses in Chemistry. Substitution of appropriate courses from other departments may be made with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies. In addition to the course work completed early in the program, candidates are required to complete a PhD Thesis (CHEM 699). The normal course structure for a PhD program, with the associated unit values is shown in the table below:

Summary of Course Requirements for PhD

Students Entering Directly from a BSc

Degree Program

Seminar (CHEM 509)² ........................................1.0
Discussion (CHEM 670 or 680)³ ..........................3.0
Graduate lecture courses⁴ ....................................4.5
Graduate lecture or discussion course⁵ .....................1.5
Candidacy (CHEM 693) .....................................3.0
Dissertation (CHEM 699) ....................................33.0
Total .................................................................48.0

1. A B- grade is the minimum passing grade in a graduate course. A B-grade or lower will trigger a meeting of the student's supervisory committee to discuss their progress and possibly recommend remedial action to the Faculty of Graduate Studies. A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.

2. Students are required to register in CHEM 509 and 699 (or 599) throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.

3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.

4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of the student's supervisory committee. 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 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 as a choice of project has been made.

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

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

Summary of Course Requirements

Seminar (CHEM 509)² ........................................1.0
Discussion (CHEM 670 or 680)³ ..........................3.0
Graduate lecture courses⁴ ....................................3.0
Candidacy (CHEM 693) .....................................3.0
Dissertation (CHEM 699)² ................................36.0
Total .................................................................46.0

1. A B- grade is the minimum passing grade in a graduate course. A B-grade or lower will trigger a meeting of the student's supervisory committee to discuss their progress and possibly recommend remedial action to the Faculty of Graduate Studies. A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.

2. Students are required to register in CHEM 509 and 699 (or 599) throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.

3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.

4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of the 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 as a choice of project has been made.

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 and PhD 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 Chemistry 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 27-28).

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 Master's and PhD students. Master's 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 Chemistry 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 27-28).

Child and Youth Care

General Information

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

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

Contact Information

School of Child and Youth Care
Location: Human and Social Development Building, B102
Mailing Address:
School of Child & Youth Care
University of Victoria
PO Box 1700 STN CSC
Victoria BC V8W 2Y2
Canada
Courier Address:
School of Child & Youth Care
University of Victoria

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1. A B- grade is the minimum passing grade in a graduate course. A B-grade or lower will trigger a meeting of the student's supervisory committee to discuss their progress and possibly recommend remedial action to the Faculty of Graduate Studies. A C+ or lower grade constitutes a failing grade and the student's progress will be reviewed by the Faculty of Graduate Studies.

2. Students are required to register in CHEM 509 and 699 (or 599) throughout their degree. The requirements for CHEM 509 are regular attendance at departmental seminars and presentation of a research seminar in the final year of the degree.

3. A graduate lecture course may be substituted for CHEM 670 or 680 when the latter are not offered.

4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

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

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

Summary of Course Requirements

Seminar (CHEM 509)² ........................................1.0
Discussion (CHEM 670 or 680)³ ..........................3.0
Graduate lecture courses⁴ ....................................3.0
Candidacy (CHEM 693) .....................................3.0
Dissertation (CHEM 699)² ................................36.0
Total .................................................................46.0

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4. Substitution of an equivalent unit value course from another department or institution may be permitted with the permission of the Chair, Supervisor, Graduate Adviser and Faculty of Graduate Studies.

5. The decision as to whether a lecture or discussion course is most appropriate will be made by the student’s supervisory committee in consultation with the student.
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. Kuehn, PhD (Northwestern)
Intergenerational relations in family and community, multidisciplinary practice with children and families, child development and human development through the life course

Doug Magnuson, PhD (Minnesota)
Evaluation theory, moral development in youth care/youthwork, pedagogy of informal education, research methods: integrating quantitative and qualitative, youthwork in contested spaces, child protection practice

Veronica Pacini-Ketchabaw, PhD (Toronto)
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

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

Emeritus Faculty

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

Frances Ricks, PhD (York)
Ethics in child and youth care, consciousness, presencing, and ethical practice

Adjunct and Cross-Listed Appointments

Johannes Anamah-Mensah, EdD (UBC)
Cultural mediation of body image, phenomenology of eating disorders social transition, risk factors for eating disorders

Jeremy Bernhard, MSW (British Columbia)
Working with families where neglect is a concern, outcome measurement in child welfare, workload measurement, organizational culture

Judith Bernhard, PhD (Toronto)
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 language maintenance

Larry Bredtord, PhD (Michigan)
Strength-based assessment, treatment, and education, building resilience in youth at risk, indigenous youth in the dominant culture, building positive youth cultures, from coercive to restorative climates with troubled youth, the resilient brain

Roy Brown, PhD (London) Hon. Dr. Caus (Ghent)
Quality of life and well-being for people with disabilities and their families, evaluation of disability service programs, mental imagery amongst persons with disabilities, applying research to practice in the disabilities field, research design in applied research

Ann Cameron, PhD (London)
Cross-cultural studies of verbal deception: Canada/China/Japan/USA comparisons, young children's stress reactivity to a moral choice, ecological studies of development in cultural context: the early years in Canada, Thailand, Italy, UK, Peru, USA & Turkey. Day in the Life of resilient adolescents in eight locations around the globe: four communities in Canada paired with communities in India, China, Thailand and South Africa, young children's telephone discourse with family members: relationships with emergent literacy, evaluation of school-based violence prevention, especially gender-sensitive interventions, resilience during transitions:

early childhood years, early adolescence, and the transition to university, teenager's perceptions of intimate relationships

Enid Elliot, PhD (Victoria)
Bridging theory and practice in early childhood, research that involves children under six, under three, as researchers, the complexities of infant and toddler care, natural playspaces in early childhood programs, the narratives of early childhood educators

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

Leslie Foster, PhD (Toronto)
Child/youth health and welfare policy and decision making, youth health and development Indicators, mapping health and development indicators, issues related to knowledge transfer for improved decision making, schools as settings for health promotion

Thom Garfat, PhD (Victoria)
Residential care, CYC approach to family work, foster care, relational CYC practice, self

Nevin Harper, PhD (Minnesota)
Outdoor and adventure-based activity, children and nature, experiential teaching and learning, mixed methods and program evaluation, leadership

John Hart, PhD (Southern California)
Gender studies/mens issues, fathering, indigenous traditional healing, advanced training in clinical practices

Elizabeth Jones, PhD (Southern California)
Learning through play, emergent curriculum, active learning for adults, online learning, peacemaking

Sylvia Kind, PhD (UBC)
Early childhood curriculum, children's artistic and expressive languages, studio research and the role of the atelier in early childhood, art practice as living inquiry

Philip C. Lancaster, PhD (Ottawa)
Child soldiers, children affected by armed conflict, disarmament, demobilization and reintegration philosophy of the state genocide and other state pathologies

Kofi Marfo, PhD (Alberta)
Early child development, including care and education, development science and social policy, socio-cultural contexts of human development, parent-child interaction, early intervention: program efficacy, critical analysis of applied research, cognition, learning, and instruction, evaluation of educational interventions/innovations, mental retardation/developmental disabilities, international perspectives in developmental practice
GRADUATE PROGRAMS

Gord Miller, PhD (Victoria)
Child and youth health promotion and social welfare services and policy development, community youth development, school as a setting for health promotion, social determinants of health, adolescent health, collaborative action research

Wayne Mitic, EdD (State, NY)
Utilization-focused evaluation as it pertains to health promotion programs and services, health promotion and training as it relates to chronic disease prevention

Peter Moss, MA (London)
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

Augustine Bame Nsamenang, PhD (Ibadan)
African child development with keen focus on early childhood care and education and youth development, pedagogy of early childhood development science, africentric teacher education textbooks and tools development, international networking/exchanges on human development, especially early childhood development, capacity building in early career african scholars/ECD practitioners

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

Shlomo Romi, PhD (O.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

Hans Skott-Myhre, 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-popular culture, 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, on planning resilience and youth at risk, participatory research and qualitative approaches to research

Beth Blue Swadener, PhD (Wisconsin-Madison)
Decolonization of research in cross-cultural contexts, cultural diversity and an early childhood education, inclusion of children with 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)
National-level policy planning for integrated early childhood 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 childhood development systems, early childhood development training systems, curriculum, and materials development, parent education systems

Degrees and Specializations Offered
The School of Child and Youth Care offers a Master of Arts (MA) and a Doctor of Philosophy (PhD) in Child and Youth Care. The programs have an applied focus, preparing professional practitioners in the child and youth care field for leadership in advanced practice, training and related service support roles.

The School of Child and Youth Care has been able to respond to child and international development needs through the Early Childhood Development Virtual University (ECDVU) program. This program is only available on a distributed learning, special delivery basis in international development regions and contexts (for example, Africa, the Middle East, Indigenous Peoples). The students participating in these deliveries are identified on a group basis through a country or community nomination process (not through self-registration). See the ECDVU website: <www.ecdvu.org>. Courses included in the SCY-C-EDCVU 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 $15,000 for MA degree candidates, up to $18,000 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.

Guidelines for Professional Conduct
The School of Child and Youth Care expects graduate students to develop and adhere to a professional code of conduct. The school supports models for professional conduct based on the following guidelines:

- submission of oneself to a professional code of ethics
- exercise of personal discipline, accountability and judgement
- acceptance of personal responsibility for continued competency and learning
- willingness to serve the public, client or patient and place them before oneself
- ability to recognize the dignity and worth of all persons in any level of society
- willingness to assist others in learning
- ability to recognize one’s own limitations
- maintenance of confidentiality of information appropriate to the purposes and trust given when that information was acquired
- acceptance that one’s professional abilities, personal integrity and the attitudes one demonstrates in relationships with other persons are the measure of professional conduct

Unprofessional Conduct
Graduate students in the School of Child and Youth Care are subject to the provisions of the code of ethics of their respective profession, and may be required to withdraw from the school for violating these provisions. Graduate students may also be required to withdraw from their school when ethical, medical or other reasons interfere with satisfactory practice in their respective discipline.

ADMISSION REQUIREMENTS

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

Admission To Master’s Programs

Candidates will have a baccalaureate degree from a recognized university, or equivalent qualifications, with an academic standing acceptable to the School and the Faculty of Graduate Studies. In general, this means a B standing (5.0 GPA) or better in the final two years of the undergraduate degree. Students who do not have an undergraduate degree in Child and Youth Care will be expected to have successfully completed an upper level course in developmental theory focused on children, youth and their families and to demonstrate suitability for the master’s program in terms of an appropriate vocational background and future career goals. In addition, all applicants must normally have two years post-baccalaureate professional employment in the child and youth care field.

Applicants must meet all of the admission requirements of the Faculty of Graduate Studies. In addition, applicants must submit a professional 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 SCYC faculty.

Candidates are strongly encouraged to apply for external funding and should indicate on their applications where they have applied for such funding.

In addition to the documentation required by the Faculty of Graduate Studies, the School of Child and Youth Care requires that applicants submit the following:

• A Curriculum Vitae;
• A comprehensive written statement outlining their intentions and expectations for their PhD program including: (a) an outline of relevant background, (b) their past and current research interests, (c) future professional goals and their work’s potential contribution to the field of child and youth care;
• A sample of writing that demonstrates graduate level writing capacity;
• Two academic references;
• Two assessment reports (references) from people in positions to comment on the applicant’s professional capacity;
• GRE scores, if available.

All short-listed candidates will be interviewed by a faculty admissions committee.

Deadlines

The deadline for submitting an application is December 15 for international applicants and January 31 for domestic applicants. Please note that the School accepts students for a September entry only. Completed applications submitted by these deadlines are automatically considered for University of Victoria Fellowships. The School accepts MA students annually and will be accepting PhD students every other year, with the next intake in 2012.

Program Requirements

All students in the School of Child and Youth Care must adhere to the Faculty of Human and Social Development’s Guidelines for Professional Conduct, and will be expected to function within the terms of the code of conduct of an appropriate professional association. All travel, accommodation, meal, textbook, course reading and other expenses related to attending course sessions are in addition to the program tuition costs, and are the responsibility of the student.

Students are required to have access to a computer (PC or Macintosh) with Internet capabilities.

Master’s Program

The School of Child and Youth Care offers a Master of Arts in Child and Youth Care in a flexible delivery format to ensure accessibility to individuals working in the field. The program has an applied focus, preparing professional practitioners in the child and youth care field for leadership in advanced practice, training and related service support roles.

Child and Youth Care practice experience is essential to the master’s program; students are required to complete at least one field-work placement in a setting approved in writing by their program supervisor. A wide range of child and youth care settings and programs are suitable, and selection should be made in consultation with the student’s program supervisor. Individual students are responsible for all related field work costs, including travel, criminal records checks, telephone, accommodation and other costs.

Master’s—Thesis Option

The program of study consists of a total of 21 units:

• 15.0 units of core courses and electives
• 6.0 units of thesis
GRADUATE PROGRAMS

Master’s—Non-Thesis Option

The program of study consists of a total of 21 units:
- 15.0 units of core courses and electives
- 6.0 units of research project

Course Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>CYC 541 (1.5)</td>
<td>Historical and Contemporary Theoretical Perspectives in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 543 (1.5)</td>
<td>Qualitative Research Methods in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 545 (1.5)</td>
<td>Quantitative Research Methods in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 546 (1.5)</td>
<td>Human Change Processes: From Theory to Practice</td>
</tr>
<tr>
<td>CYC 553 (1.5)</td>
<td>Practicum in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 565 (1.5)</td>
<td>Child and Adolescent Development in Context</td>
</tr>
<tr>
<td>CYC 598 (6.0)</td>
<td>Applied Research Project</td>
</tr>
</tbody>
</table>

Program Electives

<table>
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<tr>
<th>Course Code</th>
<th>Course Name</th>
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<tbody>
<tr>
<td>CYC 547 (1.5)</td>
<td>Professional Leadership in Child and Youth Care</td>
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<tr>
<td>CYC 549 (1.5)</td>
<td>Program Design and Development in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 551 (1.5)</td>
<td>Ensuring Quality in Child and Youth Care Programs</td>
</tr>
<tr>
<td>CYC 552 (1.5)</td>
<td>Ethics in Practice</td>
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<td>CYC 554 (1.5)</td>
<td>Diversity in Practice</td>
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<tr>
<td>CYC 558 (1.5)</td>
<td>Graduate Writing Seminar</td>
</tr>
<tr>
<td>CYC 561 (1.5 or 3.0)</td>
<td>Special Topics in Child and Youth Care Theory</td>
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<tr>
<td>CYC 562 (1.5 or 3.0)</td>
<td>Special Topics in Child and Youth Care Intervention</td>
</tr>
<tr>
<td>CYC 563 (1.5 or 3.0)</td>
<td>Specialized Practicum in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 564 (1.5 or 3.0)</td>
<td>Special Topics in Child and Youth Care Research</td>
</tr>
<tr>
<td>CYC 566 (1.5)</td>
<td>Implementing the UN Convention on the Rights of the Child</td>
</tr>
<tr>
<td>CYC 590 (1.5 or 3.0)</td>
<td>Directed Studies in Child and Youth Care</td>
</tr>
</tbody>
</table>

Other Requirements

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

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 641 (3.0)</td>
<td>Generating Knowledge in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 643 (1.5)</td>
<td>Qualitative Research in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 645 (1.5)</td>
<td>Quantitative Research in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 671 (1.5)</td>
<td>Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy</td>
</tr>
<tr>
<td>CYC 693 (3.0)</td>
<td>Candidacy Examinations</td>
</tr>
<tr>
<td>CYC 699 (16.5)</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

Program Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 564 (1.5)</td>
<td>Special Topics in Child and Youth Care Research</td>
</tr>
<tr>
<td>CYC 565 (1.5)</td>
<td>Child and Youth Care Research</td>
</tr>
<tr>
<td>CYC 569 (1.5)</td>
<td>Human and Organizational Change</td>
</tr>
<tr>
<td>CYC 571 (1.5)</td>
<td>Youth Substance Use: Perspectives on Theory, Research and Practice</td>
</tr>
<tr>
<td>CYC 580 (1.5)</td>
<td>Child and Youth Care in the Context of International Development</td>
</tr>
<tr>
<td>CYC 582 (1.5)</td>
<td>Children’s Survival, Health, and Development in Ecocultural Context</td>
</tr>
<tr>
<td>CYC 680 (1.5 or 3.0)</td>
<td>Doctoral Seminar in Child and Youth Care</td>
</tr>
<tr>
<td>CYC 682A (1.5)</td>
<td>Internship in Child and Youth Care Research</td>
</tr>
<tr>
<td>CYC 682B (1.5)</td>
<td>Practice Internship in Child and Youth Care</td>
</tr>
</tbody>
</table>

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 candidacy, 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 supervisor 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 work 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.

Graduate Diploma in International Child and Youth Care and Development

The School has responded to the child and youth care needs of developing countries by creating a culturally and contextually appropriate graduate diploma program designed to advance country-identified development priorities. The program consists of six 500-level courses that form part of the School’s Master’s degree program (CYC 541, CYC 565, CYC 547, CYC 549, and two CYC 590 courses). This program is available only through specific country partnerships. Successful completion of these six courses does not automatically count towards the Master’s degree from the School, as admissions to the School’s Master’s degree program is through a separate admissions process.

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 Master’s and PhD students. Master’s 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 referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).
Community Development

General Information

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: 250-721-8082 Fax Number: 250-721-8849 E-mail: macd@uvic.ca Website: <publicadmin.uvic.ca>

Chair: Evert A. Lindquist E-mail: evert@uvic.ca Phone: 250-721-8084
Graduate Adviser: Jim McDavid E-mail: jmc david@uvic.ca Phone: 250-472-4293
Program Manager: tba E-mail: cdadmin@uvic.ca Phone: 250-721-8082

Faculty Members and Areas of Research
Emmanuel Brunet-Jailly PhD (UWO)
Local government and politics; crossborder regions; comparative urban politics.

Lynda Gagne PhD (UBC), CGA
Child care policy; children outcomes; social programs; applied econometrics and microeconomics.

David Good, PhD (California, Berkeley)
Public sector reform; budgetary and policy-making process; voluntary sector.

Budd Hall PhD (UCLA)
Participatory research; community-based research; social movement learning; adult education; global civil society; poetry and social movements.

Evert Lindquist, PhD (California, Berkeley)
Machinery of government and policy-making; policy communities and networks; the role of think tanks.

Richard Marcy PhD (Oklahoma)
Public Sector Leadership; leader and leadership development; adaptation in organizations; management of meaning in organizations; cognition in organizations.

Tara Ney PhD (Southampton)
Conflict-related impact of policy; discourse theory and conflict; war-affected children; family law policy; health-care policy processes; restorative justice.

Lynne Siemens PhD (Hertfordshire, UK)
Entrepreneurship and small business; rural economic development; government-business relations.

Thea Vakil PhD (Victoria)
Public sector leadership; policy making; strategic planning and project management; strategic human resource management.

Adjunct and Cross-Listed Appointments
Darlene Clover, PhD (Toronto - OISE)
Women in leadership; community arts; adult education.

Laurie Jackson PhD (Victoria)
Strategic communications; stakeholder engagement.

Ian MacPherson PhD (UWO)
Social economy; co-operatives.

Victor Murray PhD (Cornell)
Management of non-profit and voluntary sector organizations.

Ana Maria Peredo PhD (Calgary)
Social enterprise and social economy; community-based entrepreneurship; sustainable development; the alleviation of poverty.

Diana Smith MPA, CMC
Whole systems; integral thinking; change management and leadership, particularly in the non-profit sector.

Michael Valente PhD (York)
Business sustainability and development; decision-making; strategic planning; social entrepreneurship.

Degrees and Specializations Offered
MA in Community Development, in one of three streams: Community Economic Development, Co-operatives, Non-profit

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 Community Development program are automatically considered for this financial support.

Admission Requirements
Applicants should have, or be about to receive, a bachelor’s degree in any discipline. Ideally, applicants should have an average of B or better for the final two years of study. They must also have a minimum of four years of professional experience, paid or volunteer, in one of the three streams of the broader community development sector. International students should refer to the Faculty of Graduate Studies’ international admission requirements.

Applicants without a B average may be admitted as mature students, provided they have an undergraduate degree and have had four years of relevant professional experience since the completion of their degree. Complete résumés are required to determine the eligibility of mature students for admission, which must be approved by the Dean of Graduate Studies.

In addition to documents required by the Faculty of Graduate Studies, the program requires each applicant to submit the following:

- a detailed résumé of background information, professional or other relevant experience
- two academic or professional references from individuals who can provide a candid assessment of the applicant's abilities and
- a 750-1000 word statement of intent outlining why they are seeking an MA in Community Development and how the degree relates to their career plans, personal values and goals. Students should also indicate the degree stream in which they are interested.

Students will be admitted on the basis of admission requirements established by the Faculty of Graduate Studies and on guidelines established by the Admissions Committee regarding previous academic and work experience relevant to the field of community development.

Initial inquiries should be addressed to the Program Manager, MACD Program. Applications should be sent to the Graduate Admissions and Records Office.

Deadlines
- September 15 for International applicants.
- December 1 for Domestic applicants.

Program Requirements
The program consists of 21.5 units of study, including 4.5 units for the 596/598 major project. Students also have the option of completing a co-operative work term or exchange, though this is not required. The only residency requirements are to attend three summer institutes in Victoria. The remaining courses are completed online.

Given the cohort nature of the program, students must complete each term successfully before proceeding further through the program. In exceptional circumstances, students may attend a residency period from a distance, given the availability of appropriate technology and approval of instructors and the program director.

Course Requirements
Course requirements consist of 12 courses common to all three streams, as well as specific courses designed for each stream as follows:

- Core Courses: CD 501, 502, 503, 504, 505, 506, 510, 511, 512, 513, 517, 520
- Community Economic Development Stream: CD 507, 514
- Co-operatives Stream: CD 508, 515
- Non-profit Stream: CD 509, 516

By the end of the first term, students must confirm their program plan and course selection. Any changes to this program plan must be made with the approval of the program director.

Elective Courses: Choice of one elective from CD 507, 508, 509, 518, 519, 521, 522, 523, 590, as well as courses in related fields of study offered by other departments, with permission of the Graduate Adviser.

Final Requirement: Beginning during their first summer institute, students will work on a 596/598 major project of a management, policy or program problem for a client in the community development sector.

Program Length
The entry date for the program is May. The program operates year round. The MACD program
can be completed in 2.5 years, not including an optional co-op work term or placement.

**Master of Arts in Community Development**

**First Summer: On-Campus and Online Courses**
- CD 501 (1.5) Anchoring a Change Agenda: Foundations
- CD 502 (.5) Leadership in an Interdependent World
- CD 503 (1.0) Frameworks of Organizational and Community Development

Residential Workshop: Orientation to CBR and Major Project

**First Fall: Online**
- CD 504 (1.5) Practices and Perspectives on Forging Change
- CD 505 (1.5) Community Based Research Foundations

**First Spring: Online**
- CD 506 (1.5) Enterprise Development for Community Benefit
- CED Stream:
  - CD 507 (1.5) Development Finance
- Co-op Stream:
  - CD 508 (1.5) Co-operatives in Global Perspective
- Non-profit Stream:
  - CD 509 (1.5) Developing Capacities to Lead and Manage in the Non-profit Sector

**Second Summer: On-Campus and Online Courses**
- CD 510 (1.5) Leadership, Management and Governance within Organizations
- CD 511 (1.0) Developing Personal Capacity to Facilitate and Lead Change

Residential Workshop: Project Proposal Presentation

**Second Fall: Online**
- CD 512 (1.5) Program/Project Design, Management and Evaluation
- CD 513 (.5) Scaling Up and Systems Change
- CED Stream:
  - CD 514 (1.0) The Comprehensive Development System
- Co-op Stream:
  - CD 515 (1.0) Critical Issues in Co-op Governance and Management
- Non-profit stream:
  - CD 516 (1.0) Government, Business and Non-profit Sector Relations

**Second Spring: Online**
- CD 517 (.5) Leverage Points for Transformational Change
  One elective (1.5) selected from:
  - CD 507 Development Finance
  - CD 508 Co-operatives in Global Perspective
  - CD 509 Developing Capacities to Lead and Manage in the Non-profit Sector

**CD 518** Citizen Participation and Democratic Governance
**CD 519** Strategic Communications, Engagement and Community Relations
**CD 521** The Economics of Social Justice
**CD 522** Understanding and Mainstreaming Gender
**CD 523** Adult Learning and Education for Change
**CD 590** Directed Studies

Courses in other graduate programs

**Third Summer: On-Campus and Online Courses**
- CD 520 (.5) Anchoring a Change Agenda: Going Forward

Residential Workshop: Final Project Presentation
- CD 596/598 (4.5) Major project due by August 15

**MACD Project**

The MACD Master's Project (CD 596/598) requires students to complete a major project for a community development client, in consultation with an academic supervisor. The project is expected to be a substantial analysis of an organizational issue, policy issue, or other relevant topic approved by the Graduate Adviser. A written project report will be prepared and submitted to an oral examination committee.

**Oral Examination**

Required for the major project (CD 596/598).

**CO-OPERATIVE EDUCATION**

Co-operative education is an optional component of the MACD program. For more information, see the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

**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

**Faculty Members and Areas of Research**

Mantis H. M. Cheng, PhD (Waterloo)
- Distributed real time systems, embedded systems, theory of concurrency

Yvonne Coady, PhD (UBC)
- Aspect-oriented software development, scalable system infrastructures, distributed virtualization

Jason Corless, MSc (UVic)
- Networking, compiler construction, data compression

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-photorealistic rendering, computational aesthetics, computational photography

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

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

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

Lil Anne Jackson, PhD (Calgary)
- Multiprocessor shared memory models, teaching concurrency, computer science education, distributed systems
Computer Science and to the degree of Doctor of Philosophy (PhD) in Computer Science. The department also participates in the Co-operative Education program. Faculty members in the department are pursuing research in areas/groups that include Software Engineering, Software Systems, Theory of Computing, Combinatorial Algorithms, Programming Languages, Parallel, Networked and Distributed Computing, Functional and Logic Programming, VLSI Design and Test, Human Computer Interaction, Numerical Analysis, Visualization, Graphics, and Databases.

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

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

If you are a Canadian citizen or a permanent resident of Canada, you should consider applying for an NSERC (The Natural Sciences and Engineering Research Council of Canada) postgraduate fellowship. Details are available from us, your local University, or the NSERC website. Incoming students who hold NSERC post-graduate awards are awarded the President’s Research Scholarship. (Note: Canada Graduate Scholarship awards are awarded the President’s Research Scholarship.)

The University of Victoria awards a limited number of fellowships each year. These fellowships are for one year for MSc students. Fellowships for PhD students are renewable for one year subject to their achieving first-class results (A-) on courses and a recommendation from the department. These fellowships are awarded mainly on the basis of academic excellence to those applicants who apply for a September entry point or were admitted at the May entry point. Fellowship holders may also apply for up to 120 hours of TA employment for the first two years of their Master’s program, or for the first 4 years of their PhD program. In addition, we give research grant support at both the Master’s and PhD levels to fellowship holders.

If you do not receive a fellowship, or other scholarship support, you can normally expect support consisting of up to 240 hours of TA employment in the first two years of your Master’s program, or in the first four years of your PhD program. You may also receive research grant support (or some alternative source funding).

You may also be eligible for an “Academic Income Supplement” (AIS) which is based on the number of TA hours worked, provided you are registered full-time in the term in which the supplement is held. The exact amount of this supplement is dependent upon the amount of work you take on. TA work and AIS are available only to full-time students who are on campus.

Separate application forms are not required for the minimum support level funding described in
GRADUATE PROGRAMS

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: <www.csc.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 575 on the paper-based test or an overall score of 90 on the Internet-based test (the minimum score for each section is Writing: 20; Speaking: 20; Reading: 20; Listening: 20). An overall score of at least Band 6.5 with no score of less than 6.0 on each academic component of the IELTS will be accepted. Even with passing TOEFL/IELTS scores, students may be required to take English language courses in addition to their other course work. The GRE (Graduate Records Examination) 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/Software Engineering (or equivalent) OR a Major or Honours degree in Mathematics with an emphasis on Computer Science. A minimum of B+ (6.0) is required for courses taken in the last two years. A student who does not have such a degree may be admitted to the program but normally will be required to complete additional makeup courses. In doing so, the student must obtain a grade of at least B (5.0) in each makeup course, and an average B+ (6.0) overall in the makeup courses. Mature students are advised to consult the Faculty regulations regarding 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 reports, TOEFL, GRE). Graduate Admissions and Records will hold your application until all documentation has been received and assessed, at which time they will forward it to our department, providing university and department requirements are met.

Domestic (Canada/USA) Application Deadlines
- September entry: deadline of May 31st
- January entry: deadline of October 31st
- May entry: deadline of February 28th

International Deadlines
- September entry: deadline of December 15th
- January entry: deadline of April 15th
- May entry: deadline of September 15th

*Primarily for VISA applicants and permanent residents whose most recent transcripts are coming from an overseas institution.

Program Requirements
The program of study for each student is determined by the student’s supervisory committee in consultation with the student. Normally, each graduate student is required to work as a teaching and/or research assistant as part of their program.

Master’s – Thesis Option
Course Requirements
The Master’s Program consists of a minimum of 15 units, which include course work, a seminar course (CSC 595) and a Master’s thesis (CSC 599). All courses are valued at 1.5 units. At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. A typical program would include: the seminar course, CSC 595 (1.5 units); three courses at the 500 level (4.5 units); two courses at the 400 or 500 level (3.0 units); and the Master’s thesis, CSC 599 (6.0 units). Each student must satisfy the MSc Breadth Requirements as specified in the department MSc Regulations at <www.csc.uvic.ca/grad/>.

Oral Examination
The Master’s thesis must be defended in an oral examination.

Program Length
The department expects students to complete their Master’s degree within the time limits set by the Faculty of Graduate Studies. Most students complete their program within three years. Students enrolled in a co-operative education program will have additional months added to the normal completion times equal to the time spent on co-op work terms.

Master’s – Non-Thesis Option
Course Requirements
Students may register for a Master’s project (CSC 598), valued at 3 units, instead of a thesis. The Master’s Program still consists of a minimum of 15 units, which include course work, a seminar course (CSC 595) and a Master’s project (CSC 598). All courses are valued at 1.5 units. At least 12 units of the program must be at the 500 level or higher. The remaining units must be at the 400 level or higher. A typical program would include: the seminar course, CSC 595 (1.5 units); five courses at the 500 level (7.5 units); two courses at the 400 or 500 level (3.0 units); and the Master’s project, CSC 598 (3.0 units). Each student must satisfy the MSc Breadth Requirements, as specified in the department MSc Regulations at <www.csc.uvic.ca/grad/>.

Final Examination
A student who chooses the project option will also have an oral examination. This examination will cover the project as well as material from three courses chosen by the student’s supervisory committee in consultation with the student.

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 <www.csc.uvic.ca/grad/>.

Candidacy
Each student must pass CSC 693 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. A PhD student should be registered in CSC 693 from the start of the program. At any given time in the program, a PhD student should be typically registered in either CSC 693 or CSC 699, but not both. Details are specified in the department PhD Regulations at <www.csc.uvic.ca/grad/>.

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/engcoo>.

Curriculum and Instruction

GENERAL INFORMATION
Contact Information
Department of Curriculum and Instruction
Location: MacLaurin Building, Room A430
Mailing Address:
Department of Curriculum and Instruction
PO Box 3010 Stn CSC
Victoria, BC V8W 3N4
Canada
Courier Address:
Department of Curriculum and Instruction
3800 Finnerty Road
MacLaurin Building, Room A430
Victoria, BC V8P 5C2
Canada
Telephone Number: 250-721-7808
Fax Number: 250-721-7598
Email: 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: Tanya Threlfall
Email: edcigrad@uvic.ca
Phone: 250-721-7882

Faculty Members and Areas of Research
Robert J. Anthony, PhD (Toronto)
Developmental language arts, applied linguistics, cross-cultural education
Laurie Rae Baxter, PhD (Ohio State)
Media and popular culture, arts and cultural policy, curriculum studies
Deborah L. Begoray, PhD (British Columbia)
Secondary English language arts, literacy, visual literacy and media, literacy and health
Donald L. Bergland, EdD (British Columbia)
Digital arts and technology, 3D interactive environments, multimedia, digital graphics, audio production, technology and art, technothnography, 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)
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, photovolta 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 G. Francis-Pelton, PhD (Brigham Young)
Secondary mathematics methodologies, elementary mathematics methodologies, mathematics curriculum, measurement and evaluation, computer applications in mathematics education
Robert J. Graham, PhD (Calgary)
English education, curriculum theory, rhetoric and composition, cross-cultural studies and teacher education curriculum, autobiographical inquiry
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
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
Graham P. McDonough, PhD (OSIE)
Moral education, dissent and minority rights, sacred-secular tensions in schools, philosophy in high schools

Carole S. Miller, MA (Pittsburgh)
Elementary and Secondary Drama/Theatre in Education, arts integration, curriculum development
Sylvia J. Pantaleo, PhD (Alberta)
Language and literacy, children s and young adult literature, literature-based literacy programs, literary theory, elementary curriculum, teacher education
Timothy Pelton, PhD (Brigham Young)
Mathematics education, educational technologies, computer based instruction, response systems, measurement and assessment
Alison Preece, PhD (Victoria)
Language/literacy development and assessment, critical/cultural/media literacies and young children, ECE, language and culture, internationalization and curriculum
Jason Price, PhD (OISE)
Democratic approaches to teaching and learning, education of students constructed as “at risk”, Indigenous education, social studies education in aid of peace, economic and environmental justice
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
Wolf-Michael Roth, PhD (Southern Mississippi)
Workplace studies, cultural-historical activity theory, conversation analysis, semiotics, gesture studies, applied cognitive science, science education, phenomenological inquiry and hermeneutic analysis, human-computer interaction, representation in scientific practice, epistemology, discourse analysis, research design (quantitative and qualitative)
Katherine J. Sanford, EdD (Alberta)
Literacy, alternative literacies, gender, teacher education, assessment, middle school education, mentorship, teacher research, qualitative research methodology
Gloria J. Snively, EdD (British Columbia)
Science education, environment education, marine education, curriculum development, metaphorical thinking, qualitative research methodologies, cross-cultural education
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
Michelle Wiebe, EdD (Montana)
Assessment in art (studio assessment, self assessment, theory assessment), leadership in the arts, arts program reform curriculum development
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:
- Music
- Science

Facilities
MacLaurin Building: multi-media laboratories, Curriculum Laboratory.

Financial Support
All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The Department of Curriculum and Instruction cannot guarantee funding but encourage students to consider the following.

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 16 for Graduate Studies requirements. All materials are to be sent to the Graduate Admissions and Records Office.

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.

Financial Support
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.

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.

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.

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 3 units may be at the 300 and 400 level. A minimum of 12 units of out of the total 15 units must be at the graduate 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 3 units may be at the 300 and 400 level. A minimum of 12 units of out of the total 15 units must be at the graduate 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. MEd program courses are offered in three (3) consecutive summers. For the next intake date, please refer to website: <www.educ.uvic.ca/edci/C4-grad/AE.htm>.

Those interested in completing the program as an MA should contact the Art Education Graduate Area Adviser.

Course Requirements: Total = 16.5 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
EDCI 591 (3.0) Selected Topics in Art Education
EDCI 597A (1.5) 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 = 16.5 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 (1.5) Comprehensive Exam (MEd program only)
EDCI 598 (3.0) Project
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 16.5 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 = 16.5 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 (9.0 units):
EDCI 551 (1.5) The Young Child in Today's Society
EDCI 552 (1.5) International ECE: Comparing Commonalities and Differences
EDCI 553 (1.5) Comparative ECE: Curriculum, Context and Culture
EDCI 555 (1.5) Program Development for Early Childhood
EDCI 597 (1.5) Comprehensive Examination

EDCI 598 (3.0) Project

Social, Cultural and Foundational Studies (MEd or MA)
The MEd or MA options provide 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 MEd program consists of 16.5 units including a 3.0 unit project and 1.5 unit comprehensive examination. The MA program consists of 15.0 units including a 4.5 unit thesis. All programs must be determined through consultation between the student and the supervisor.

Course Requirements: Total = 16.5 units
Social, Cultural and Foundational Studies- Non-Thesis Option (MEd)
ONE Research Methodology course (1.5) (to be selected by student and supervisor)
And TWO additional courses from the following list:
EDCI 520 (1.5) Seminar in Contemporary Issues in Philosophical Perspective
EDCI 521 (1.5) Contemporary Educational in Historical Perspective
EDCI 522 (1.5) Philosophy of Education Through Film and Media
EDCI 523 (1.5) Diverse Voices and Visions in Education
EDCI 525 (1.5) Planning for Effective Schools PLUS
EDCI 597 (1.5) Comprehensive Examination Project
EDCI 598 (3.0) Thesis Electives (7.5) Approved in consultation with student's supervisor

Social, Cultural and Foundational Studies- Thesis Option (MA)
ONE Research Methodology course (1.5) (to be selected by student and supervisor)
And TWO additional courses from the following list:
EDCI 520 (1.5) Seminar in Contemporary Issues in Philosophical Perspective
EDCI 521 (1.5) Contemporary Educational in Historical Perspective
EDCI 522 (1.5) Philosophy of Education Through Film and Media
EDCI 523 (1.5) Diverse Voices and Visions in Education
EDCI 525 (1.5) Planning for Effective Schools PLUS
EDCI 599 (4.5) Thesis
Electives (6.0) Chosen in consultation with 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 and Language & Literacy Electives (6.0) Chosen in consultation with the approval of the student's supervisor

Oral Examination
Yes.

Program Length
Two years.

Middle Years Language and Literacy MEd Cohort and Graduate Professional Certificate Program (begins July 2009)

YEAR I (6 units)

Summer 2009 at UVic
EDCI 542A (1.5) Reading Processes in the School Curriculum: Research and Processes
EDCI 543B (1.5) Language Processes in the School Curriculum: Writing and Representing

Fall 2009 Online
EDCI 487/591 (1.5) Technology in Middle Years Literacy (online)

Spring 2010 Online
EDCI 487/591 (1.5) Differentiating Literacy in the Middle Years (online)

Graduate Professional Certificate in Middle Years Literacy completed.

YEAR II (6.0 units)

Summer 2010 at UVic
EDCI 543A (1.5) Language Processes in the School Curriculum: Oracy
EDCI 580 (1.5) Interpretive Inquiry
### 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDCI 570/571</td>
<td>Research in Curriculum and Instruction: Social Studies, Geography, History, Math, Science, Environmental Education</td>
</tr>
</tbody>
</table>

1.5 to 3.0 units of Research and/or Statistical Methods, selected from:
- EDCI 580 (1.5) Interpretive Inquiry
- ED-D 560 (1.5) Statistical Methods in Education
- ED-D 561A (1.5) Methods in Educational Research
- Or other Approved Courses

EDCI 599 (4.5) Thesis

One of:
- EDCI 531 (1.5) Critical Discourses in Curriculum Studies
- EDCI 533 (1.5) Theory and Practice in Curriculum Design and Change
- EDCI 572 (1.5) Development and Implementation of the Curriculum in a Specific Area

ELECTIVES (4.5 - 6.0) Related Education or Academic Content Courses

**Oral Examination**

Yes.

**Programs Length**

Two years.

### Music Education (MED or MA)

This degree is a career credential intended for students who wish to develop a broader understanding of music education and to hone their competencies in teaching music education at the elementary, secondary, and college levels. This community-based program is only offered if there are faculty members available and sufficient interest to run the program. Please refer to our website: [www.educ.uvic.ca/edci/c4-c4.html](http://www.educ.uvic.ca/edci/c4-c4.html) for further information.

**Course Requirements: Total = 16.5 units**

#### Non-Thesis Option (MED)

**Summer I (4.5 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDCI 500A</td>
<td>Advanced Seminar in Music Education I</td>
</tr>
<tr>
<td>EDCI 506A</td>
<td>Pedagogical Issues - Contemporary</td>
</tr>
<tr>
<td>EDCI 524</td>
<td>Advanced Conducting</td>
</tr>
</tbody>
</table>

**Summer II (4.5 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDCI 501</td>
<td>Research in Music Education</td>
</tr>
<tr>
<td>EDCI 506B</td>
<td>Pedagogical Issues – World Music</td>
</tr>
</tbody>
</table>

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 (7.5 units)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>EDCI 500B</td>
<td>Advanced Seminar in Music Education II</td>
</tr>
<tr>
<td>EDCI 597</td>
<td>Comprehensive Examination – Curriculum and Instruction</td>
</tr>
</tbody>
</table>

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
- ED-D 561A (1.5) Methods in Educational Research
- EDCI 501 (1.5) Research and Evaluation in Music Education

**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 curriculum, instructional innovations and staff development programs. There are seven areas of specialization within this program: Art Education; Curriculum Studies; Early Childhood Education; Language and Literacy; Mathematics, Science, Technology, and Environmental Education; Music Education; Social, Cultural and Foundational Studies.

**Course Requirements: Total = 45 units**

The PhD program consists of 45 units, of which there is a 30-unit dissertation and 15 units of coursework. The coursework is made up of 7.5 units of core courses and 7.5 units of Speciality and Elective Courses.

**Core Courses, Total: 7.5 units**

- EDCI 600 (1.5) Contemporary Discourses in Educational Studies
- EDCI 601 (1.5) Interdisciplinary Doctoral Seminar
- EDCI 681 (1.5) Advanced research Methodologies in Educational Studies
- EDCI 693 (3.0) Candidacy Examination

**Specialty and Elective Courses, Total: 7.5 units**

* Typically, 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). A maximum of 3.0 upper level undergraduate level units may be used toward the degree with the approval of the supervisor in consultation with the supervisory committee, the departmental Adviser, and the Faculty of Graduate Studies. 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.**
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  
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 513 (3.0)  Community Art Education

**Curriculum Studies**

Required (1.5 units):  
EDCI 603 (1.5)  Doctoral Seminar in Curriculum Studies  
EDCI 520 (1.5)  Seminar in Contemporary Educational Perspectives

Electives (6.0 units) from the following and others approved by supervisory committee:  
EDCI 520 (1.5)  Seminar in Educational Practice  
EDCI 521 (1.5)  Contemporary Educational Issues in Historical Perspective  
EDCI 523 (1.5)  Diverse Voices and Visions in Education

**Mathematics, Science, Technology, and Environmental Education**

Required (3 units):  
EDCI 570 (1.5)  Research in Curriculum and Instruction in the Elementary Grades  
EDCI 571 (1.5)  Research in Curriculum and Instruction in the Secondary Grades  
EDCI 579 (1.5)  Knowing and Learning in Everyday Contexts

Electives (4.5 units) from the following (others approved by supervisory committee):  
EDCI 572 (1.5)  Development & Implementation of the Curriculum in a Specific Area  
EDCI 573 (1.5)  Mathematics Education for Exceptional Students  
EDCI 574 (1.5)  Environmental Education Perspectives  
EDCI 575 (1.5)  Global Education  
EDCI 577 (1.5)  Language in Learning Mathematics, technology and Science  
EDCI 578 (1.5)  Science, Technology, Society and the Environment: Implications for Teaching  
EDCI 672 (1.5)  History and Philosophy of Mathematics, Science and Technology

**Music Education (courses focus on musicianship, leadership, pedagogy, and curriculum)**

Required (1.5 units):  
EDCI 602 (1.5)  Doctoral Seminar in Arts Education

Electives (6.0 units) from the following (others approved by supervisory committee):  
EDCI 500A (1.5)  Advanced Seminar in Music Education I  
EDCI 500B (1.5)  Advanced Seminar in Music Education II  
EDCI 506A (1.5)  Pedagogical Issues – Contemporary  
EDCI 506B (1.5)  Pedagogical Issues – World Music  
EDCI 526A (1.5)  Wind Conducting and Literature I  
EDCI 526B (1.5)  Choral Conducting and Literature II

**Social, Cultural and Foundational Studies**

Required (4.5 units):  
EDCI 520 (1.5)  Seminar in Contemporary Issues in Philosophical Perspectives  
EDCI 521 (1.5)  Contemporary Educational Issues in Historical Perspective  
EDCI 523 (1.5)  Diverse Voices and Visions in Education

Electives (3.0 units) as approved by supervisory committee.

**Candidacy**

Candidacy Examinations will be completed in both the core and specialization areas as set by the Supervisory Committee in conjunction with the department’s Graduate Admissions and Programs Committee. Students must be within 1.5 units of completion of all course work before they may complete the candidacy requirement. The candidacy examinations will be both written and oral.

**Program Length**

At least 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 Master’s and PhD students. Master’s 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. Students require permission from their academic advisor and graduate advisor, as well as the co-op coordinator, to participate in the co-op program. Interested students should contact the Co-op office (located in HSD A366) early in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

**Dispute Resolution**

**GENERAL INFORMATION**

**Contact Information**

School of Public Administration  
Location: Human and Social Development Building, Room A302  
Mailing Address:  
School of Public Administration  
University of Victoria  
P O 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

Telephone Number: .................. 250-721-6446  
Fax Number: ...................... 250-721-8849  
Email: dispute@uvic.ca  
Website: <publicadmin.uvic.ca/madr/>  
Director: Evert A. Lindquist  
Email: evert@uvic.ca  
Phone: ......................... 250-721-8084  
Graduate Coordinator: Tara Ney  
Email: tney@uvic.ca  
Phone: ......................... 250-721-8199  
Graduate Secretary: Lois Pegg
ADMISSION REQUIREMENTS

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 only 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. Relevant post-baccalaureate professional experience is desirable but not necessary. 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 relevant experience
- a 500 word statement of intent outlining reasons for applying to the program

Students will be admitted on the basis of admission requirements established by the Faculty of Graduate Studies and on guidelines established by the Admissions Committee regarding previous academic and work experience relevant to the field of dispute resolution.

Initial inquiries should be addressed to the Graduate Administrative Assistant, MADR Program. Applications should be sent to the Graduate Admissions and Records Office.

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.

Program Requirements

The program consists of 18 (master's project) or 19.5 (thesis) units of study and two mandatory co-operative work term placements. Students may choose a thesis or a non-thesis (master's project) program. Completion of the degree is by oral examination.

Course Requirements

- Core Courses – DR 501, 502, 503, 505, 512, 515, 520
- Elective Courses – DR 507, 508, 510, and others as available. Other elective courses may be selected, with permission of the Graduate Adviser, from approved courses in related fields of study offered by other departments.

- Final Requirement – At the end of their program, students choose to complete a DR 598 Master's Project or a DR 599 Thesis.

Master of Arts in Dispute Resolution

Fall: First Academic Semester

DR 505 (1.5) Foundation Theories for Dispute Resolution
DR 502 (1.5) Conflict, Culture, and Diversity
DR 503 (1.5) Public Policy, Law, and Dispute Resolution
DR 501 (1.5) Dispute Analysis and Intervention: Tools, Processes, Skills
DR 589 (0.0) Co-op Seminar: Introduction to Professional Practice

Spring: First Co-op Semester

Co-op placement with government, nonprofit or consulting organization

Summer: Second Academic Semester

DR 515 (1.5) Research Methods
DR 512 (1.5) Reflective Practice
Elective (1.5) See above list of elective courses for details.

Elective (1.5)

Fall: Second Co-op Semester

Co-op placement with government, nonprofit or consulting organization

Spring: Third Academic Semester

DR 520 (1.5) Applied Research Seminar
DR 598/599 (4.5/6.0) Professional Report or Thesis

MADR Project Option

The MADR Master's Project (DR 598) requires students to complete a major project for a client in consultation with an academic supervisor. The project is expected to be a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Adviser. A written project report will be prepared and submitted to an oral examination committee. Students undertaking the DR 598 Master's Project option (4.5 units) will complete a program of 18 units.

MADR Thesis Option

The MADR Thesis (DR 599) requires original research on a topic chosen in consultation with the student's academic supervisor and the Graduate Adviser. Students undertaking the DR 599 thesis option (6.0 units) will complete a program of 19.5 units.

Oral Examination

Required for both the MADR Project (DR 598) and MADR Thesis (DR 599) options.

Program Length

Full-time students can complete the program in less than two years. All students must complete the program within 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 mandatory for students.
Earth and Ocean Sciences

GENERAL INFORMATION

The School of Earth and Ocean Sciences (SEOS) offers a graduate research program with a focus on earth system science and special studies in marine geology and geophysics, paleoceanography, climate modeling, atmospheric modeling, air-sea interaction, ocean physics, geophysical fluid dynamics, ocean mixing, ocean acoustics, biological oceanography, tectonics, petrology, geochemistry, biogeochemical cycles, seismology, paleobiology, sedimentology and stratigraphy.

Further information on the School of Earth and Ocean Sciences can be found on the School’s web page at <www.seos.uvic.ca>.

Contact Information
School of Earth and Ocean Sciences
Location: Bob Wright Centre for Ocean, Earth and Atmospheric Sciences, Room A405
Mailing address: School of Earth and Ocean Sciences
University of Victoria
PO Box 3055 STN CSC
Victoria, BC V8W 3P6
Canada
Courier address: School of Earth and Ocean Sciences
University of Victoria
Bob Wright Centre for Ocean, Earth and Atmospheric Sciences, Room A405
3800 Finnerty Road
Victoria, BC V8P 5C2
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), Associate Professor
- Mid-ocean ridge processes, oceanic crust, hydrothermal fluxes, geospeedometry, experimental petrology, mantle dynamics

Jay Callen, PhD (Rutgers), Associate Professor
- Chemical oceanography, marine geochemistry, phytoplankton-trace metal interactions, marine biogeochemistry of trace metals

Stanley E. Dosso, PhD (Uvic), Professor
- Ocean and arctic acoustics, marine seismology and seismo-acoustics, geophysical inverse theory, acoustic signal analysis

John F. Dower, PhD (Uvic), Associate Professor
- Fisheries oceanography and plankton ecology; interactions between biology and physics in marine ecosystems

Christopher J.R. Garrett, PhD (Canah), FRSC, FRSC, Lansdowne Professor of Ocean Physics
- Physical oceanography, geophysical fluid dynamics and ocean mixing processes

Robert C. Hamme, PhD (Wash), Assistant Professor
- Carbon cycle, deep-water formation, ocean mixing, ocean productivity, dissolved oxygen, dissolved noble gases

Stephen Johnston, PhD (Alta), Professor
- Tectonics and structural geology; evolution of convergent margins; continental growth

S. Kim Juniper, PhD (Canah), 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

GRADUATE PROGRAMS

2010-11 UVIC CALENDAR

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

Adam Monahan, PhD (UBC), Associate Professor
- Climate physics, interaction of weather and climate, meteorology of surface winds, probabilistic and stochastic methods in climate modelling and analysis

Thomas F. Pedersen, PhD (Edin), FRSC, FAGU, Professor and Director, Pacific Institute for Climate Solutions
- Paleoceanography and paleoclimatology, sedimentary geochemistry, aquatic chemistry, geochemistry of submerged mine wastes

Vera F. Pospelova, PhD (McGill), Assistant Professor
- Quaternary geology, palynology, dinoflagellate cysts, coastal eutrophication and pollution, paleoclimatology, paleoceanography

George D. Spence, PhD (UBC), Professor
- Geophysics and plate tectonics at convergent margins; fluid flow and marine gas hydrates in the accretionary wedge; structural controls on earthquakes; marine seisms, sediment physical properties, and heat flow

Kevin Telmer, PhD (Ott), Associate Professor
- Gold and mercury in society, fish microchemistry, carbon sequestration, weathering, environmental geochemistry, hydrogeology

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
- Earth science education, teacher training and professional development, public awareness of science, sedimentary environments and geochemistry

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
- Biogeochemistry and stable isotope organic geochemistry of aquatic and terrestrial systems, including investigation of biosphere-geosphere interactions with greenhouse gases, sediments, soils, ice, gas hydrates and applications with environmental, energy and forensic sciences
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), DSc (Wet), CM, FRSC, FGeo (Project Director, NEPTUNE Canada)
Paleozoic paleontology, stratigraphy, paleoecology, conodont paleobiology, paleoceanography, paleoclimatology, cabled ocean observatories

J. Vaughn Barrie, PhD (Wales)
Quaternary marine geology, shelf sedimentation processes, marine geohazards, ocean management, marine placers

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

Mehlyn Best, PhD (MIT)
Application of geophysics to groundwater, environmental and engineering problems, and hydrocarbon production monitoring

George J. Boer, PhD (MIT)
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, interactions of ocean biogeochemistry and climate, mathematical modelling and data assimilation, ocean colour remote sensing

William R. Crawford, PhD (UBC)
Climate change and its impacts on oceans and marine resources of the northeast Pacific and Canada's west coast waters

Kenneth L. Denman, PhD (UBC), FRSC
Biological/physical oceanographic interactions, ocean ecosystems, biogeochemistry and climate change

Richard Dewey, PhD (UBC)
Physical oceanography, tides, mixing, boundary layers and coastal flows

Herbert Dragert, PhD (UBC)
Crustal deformation - development and application of observation techniques (gravity, levelling, trilateration, GPS, borehole strain) 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

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

Nathan Gillett, DPhil (Oxford)
Attribution of the causes of climate change; atmosphere circulation changes; stratosphere/troposphere coupling and ozone influence on climate; carbon-climate feedbacks

Fariborz Goodarzi, PhD (Newcastle)
Environmental geochemistry, organic petrology

Richard J. Hebdon, 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

Paul Hoffman, PhD (Johns Hopkins)
Snowball Earth, Neoproterozoic Earth history, origin and tectonic history of continents, stable isotopes, paleoceanography, paleoclimate, sedimentary geology, geophysical mapping

Ray 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 glacioisostatic 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

Hann Kaas, PhD (IUUC)
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 Levson, PhD (Alta)
Till geochemistry and glacial dispersal processes, seismic microzonation, sedimentology of coarse clastics and placer deposits, Quaternary stratigraphy, oil and gas geosciences

Robie Macdonald, PhD (Dal), FRSC
Arctic and coastal oceanography and geochemistry, ice processes, contaminant distribution and cycling in oceans, trends from dated sediment cores

David L. Mackas, PhD (Dal)
Spatial patterns in pelagic ecosystems, zooplankton feeding and swimming behaviour, interaction of physical and biological processes in the ocean, statistical analysis of plankton community patterns

Stéphane Mazzotti, PhD (École 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)
The use of geochemical tracers in understanding water mass circulation, fronts and shelf basin exchange in the Arctic Ocean and Canadian Arctic Archipelago

William J. Merryfield, PhD (Colorado)
Climate forecasting, climate variability, ocean circulation models, predictability, subgrid-scale parameterization, geophysical turbulence, double diffusion, ocean mixing processes, numerical methods in fluid 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; bionstratigraphy and paleontology

Michael Riedel, PhD (UVic), Associate Professor, Limited Term
Marine geophysics and geology, gas hydrates, physical properties of sediments, logging data analyses

Garry C. Rogers, PhD (UBC)
Earthquake seismology and related tectonic processes, earth structure using earthquake generated waves, earthquake hazard

Kristin M. Rohn, PhD (MIT/WHOI)
Regional tectonic syntheses, interaction of plate boundaries and continental margins, evolution of sedimentary basins in wrench settings

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 F. Scinocca, PhD (Tor)
Atmospheric/oceanic fluid dynamics, climate model development and physical parameterization

George J. Simandl, PhD (École Poly Mtrl)
Industrial minerals, high technology metals, nonsulphide Zn-Pb, and gemstone deposits - exploration, evaluation and origin, applied and fundamental research

Ran Smyth, PhD (Mem)
Peak oil, energy and mineral resource assessments

Richard Thomson, PhD (UBC), FRSC
Physical oceanography of the NE Pacific Ocean

Svein Vagle, PhD (UVic)
Modelling of climate change feedbacks, tipping points, earth system climate-weather-oceans

Knut von Salzen, PhD (Hamburg)
Climate change - climate carbon cycle physical/biological interactions

Oleg Saenko, PhD (MHI NASU, Ukraine)
Modelling of physical and chemical processes in the troposphere; cloud and aerosol processes; global climate modelling

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

Michael J. Wilmut, PhD (Queen's)
Signal processing, statistical characterization of underwater ambient noise, and matched-field inversion, processing and tracking

Hidekatsu Yamanashi, PhD (Texas A & M)
Ocean turbulence, near ocean surface physical/biological interactions

Kirsten Zickfeld, PhD (U Potsdam), Climate change - climate carbon cycle feedbacks, tipping points, earth system modelling, assessment of greenhouse gas emissions pathways, integrated assessment modelling of climate change

Degrees and Specializations Offered
The School of Earth and Ocean Sciences offers programs leading to Master of Science (MSc) and Doctor of Philosophy (PhD) degrees in the general areas of geology, geophysics, oceanography and atmospheric science, with an emphasis on earth system science.

Facilities
The School offers its graduate students access to a range of equipment for study and research. In-house facilities include labs for Petrology, Geochemistry, Paleogeochemistry, Marine Geochemistry, Marine Biogeochemistry/Phytoplankton, Biological Oceanography, Marine Biology, Ocean Mixing, Ocean Acoustics, Climate Theory and Modelling, Hydrothermal Studies, Structural Geology, Sedimentology and Geopysics, as well as a departmental mass-spectrometer. Arrangements are also commonly made to use equipment at nearby government laboratories. Students have access to the 16-metre Marine Science Vessel John Strickland.

Financial Support
All MSc and PhD students receive financial support at a minimum of $18,500 for two years provided the student maintains an acceptable level of academic performance. Graduate financial support is comprised of funding from various sources including research account support, teaching assistant salary, general award support, etc.

Admission Requirements
Applicants for a graduate degree in Earth and Ocean Sciences should have a Major or Honours degree in a closely related science. A student who does not have such a degree can be admitted to the program but may be required to complete additional coursework. In doing so, the student must obtain a grade of at least B (3.0) in each makeup course, and an average of B+ (6.0) in the makeup courses. Mature students are advised to consult the Faculty regulations regarding conditional admittance.

Inquiries concerning the graduate program may be addressed to the SEOS Graduate Secretary, School of Earth and Ocean Sciences. Application forms for admission, which include the indication of need for financial assistance, can be obtained directly from the Graduate Admissions and Records website <registrar.uvic.ca/grad>. A statement of research interests must be submitted with the completed application.

Applicants whose native language is not English must write the TOEFL (Test of English as a Foreign Language) and submit the scores to the School. Even with passing results suitable for a PhD dissertation, students entering with a Master's are normally expected to complete a minimum of 6 graduate or upper-level undergraduate course units. Students who enter with a Bachelor, including students who transfer from a Master's to a PhD at Uvic, are normally expected to complete a minimum of 12 units of coursework. The PhD dissertation (EOS 699) makes up the remaining program units. That is, the thesis is typically worth 33 units for students entering the program with a Bachelor, or 24 units for students entering with a Master's.

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.
GRADUATE PROGRAMS

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
Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Master's 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 Earth and Ocean 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 27-28).

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/graduate>

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Graduate Adviser: Dr. Daniel Rondeau
Email: egrad@uvic.ca
Phone: 250-472-4409
Graduate Secretary: Mrs. Cheryl Lawrence
Email: gradecon@uvic.ca
Phone: 250-472-4409
Faculty Members and Areas of Research
Judith A. Clarke, PhD (Canterbury)
Econometric theory, applied time series analysis
Pascal Courty, PhD (Chicago)
Industrial organization, personnel economics
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 (Rice)
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
Herbert J. Schuetze, PhD (McMaster)
Labour economics
Paul Scurre, PhD (EU, 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
Christopher Willmore, PhD (UBC)
Industrial organization, labour economics

Adjunct and Cross-Listed Appointments
Economics of the family, health economics, public finance
Bradley Stennes, Adjunct Assistant Professor, PhD (UBC) (2006-2010)
Forest Economics, Natural Resource Economics
Lindsay Tedds, Public Admin., PhD (McMaster) (2007-2010)
Applied economics, public economics, economics of taxation

Degrees and Specializations Offered
The Department of Economics offers an MA program and a PhD program. Both programs combine strong training in core economic theory and econometrics with electives in applied areas and a co-operative option. MA graduates will be well prepared for doctoral studies in economics or for research and analysis positions in the private or public sectors. The PhD program provides more advanced training in applied economics, to prepare graduate students for academic and non-academic careers.

Facilities
The department has a range of facilities to support both MA and PhD students in their studies. These include office space and 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 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 a recognized 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 meet the "English Competency Requirement" for admission (see page 16).

Students wishing to transfer from another graduate program may also receive credit towards their PhD Program. Students wishing to transfer from an undergraduate program to a graduate 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 requesting credit should consult the Graduate Adviser.

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 requesting to transfer from another graduate program may also receive credit towards their program. Students requesting credit should consult the Graduate Adviser.

Program Requirements

Master's – Thesis Option
The department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

Course Requirements
Successful completion of the core program (4.5 units), consisting of:
- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis

Successful completion of an additional 6 units of courses subject to the approval of the student's supervisory committee. Courses are normally chosen from the graduate course offerings of the department, but with the permission of the department, 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.

PhD Program

The PhD Program requires a minimum of 46.5 units, with the following specific requirements.

Course Requirements
Students must consult the Graduate Adviser and have their program of study approved.

Successful completion of the core program (16.5 units), consisting of:
- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis
- ECON 551 (1.5) Information and Incentives
- ECON 546 (1.5) Time-Series Econometrics
- ECON 551 (1.5) Information and Incentives
- ECON 552 (1.5) Macroeconomic Issues
- ECON 693 (3.0) Candidacy Examinations
- ECON 698 (3.0) Research Seminar

Thesis
Successful completion of an extended thesis, prospectus, and thesis, consisting of:
- ECON 599 (3.0) Candidacy Examinations
- ECON 693 (3.0) Candidacy Examinations
- ECON 698 (3.0) Research Seminar

Admission to the Faculty of Graduate Studies.

Thesis
Successful completion of a Master’s thesis (ECON 599), The thesis is awarded 4.5 units. The thesis is based on a major research project, the topic of which is determined by the student in consultation with his or her advisory committee. The appropriate nature and length of the thesis is determined by the advisory committee. The expected length of the thesis will vary with the nature of the work, with more technical theses generally being shorter than those with more literary content. Each candidate shall defend their thesis in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Admission to the Faculty of Graduate Studies.

Program Requirements

Master's – Non-Thesis Option
The department offers two programs leading to the MA degree in Economics: a thesis option, and a non-thesis option. Both programs require a minimum of 15 units.

Course Requirements
Successful completion of the core program (4.5 units), consisting of:
- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis

Successful completion of an additional 7.5 units of courses. Courses are normally chosen from the graduate course offerings of the department, but with the permission of the department may include Economics courses numbered at the 400 level, and graduate courses offered by other departments, up to a combined maximum of 3 units. Directed Studies (ECON 595) provides a means of pursuing subject areas that are not covered in the listed courses. (Students should apply to individual instructors for Directed Studies.) Students who take the Co-operative Education Option (see below) must include ECON 516 in their course work.

Final Project
Successful completion of an Extended Essay (ECON 598), The Extended Essay is awarded 3 units.

Admission to the Faculty of Graduate Studies.

Program Length
Students are expected to complete the requirements of the MA program, including fulfillment of the Co-operative Education requirements, if relevant, within 26 months of enrolment. This limit may be extended for up to one year with the permission of the Graduate Adviser.

PhD Program

The PhD degree requires a minimum of 46.5 units, with the following specific requirements.

Course Requirements
Students must consult the Graduate Adviser and have their program of study approved.

Successful completion of the core program (16.5 units), consisting of:
- ECON 500 (1.5) Microeconomic Analysis
- ECON 501 (1.5) Macroeconomic Analysis
- ECON 545 (1.5) Econometric Analysis
- ECON 546 (1.5) Time-Series Econometrics
- ECON 551 (1.5) Information and Incentives
- ECON 552 (1.5) Macroeconomic Issues
- ECON 693 (3.0) Candidacy Examinations
- ECON 698 (3.0) Research Seminar

Thesis
Successful completion of an extended thesis, prospectus, and thesis, consisting of:
- ECON 599 (3.0) Candidacy Examinations
- ECON 693 (3.0) Candidacy Examinations
- ECON 698 (3.0) Research Seminar

Admission to the Faculty of Graduate Studies.

Thesis
Successful completion of a Master’s thesis (ECON 599), The thesis is awarded 4.5 units. The thesis is based on a major research project, the topic of which is determined by the student in consultation with his or her advisory committee. The appropriate nature and length of the thesis is determined by the advisory committee. The expected length of the thesis will vary with the nature of the work, with more technical theses generally being shorter than those with more literary content. Each candidate shall defend their thesis in a final oral examination, in accordance with the regulations of the Faculty of Graduate Studies.

Admission to the Faculty of Graduate Studies.
**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 Master's and PhD students. Master's students complete two work terms, and PhD students complete three (a work term consists of four months of full-time, paid employment).

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.

Students require permission from their academic advisor 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 early in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

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**Educational Psychology and Leadership Studies**

**GENERAL INFORMATION**

Three graduate programs are offered: (1) Counselling Psychology, (2) Educational Psychology with three focus areas (Learning and Development; Measurement, Evaluation, and Computer Applications; Special Education) and (3) Leadership Studies.

**Contact Information**

Department of Educational Psychology and Leadership Studies

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Phone: 250-472-5005

Graduate Program Assistant (Counselling and Educational Psychology): Stacey Brownell
Email: eplsgrad@uvic.ca
Phone: 250-721-7883

**Faculty Members and Areas of Research**

**John O. Anderson, PhD (Alberta)**

Educational measurement and evaluation

**Timothy G. Black, PhD (British Columbia)**

R.Psych., CCC

Integral Psychology, military and civilian trauma; posttraumatic stress disorder; group counselling, counselor training/education, Therapeutic Enactment, clinical supervision, career transition

**Wanda Boyer, PhD (Southern Mississippi)**

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

**Darlene E. 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

**Carolyn L. Crippen, PhD (North Dakota)**

Servant-leadership, moral imperative, educational history, effective learning organizations and cultural change, senior and school administration, school board governance, chaos theory, Icelandic education, inclusive schools, teacher education

**David de Rosenroll, PhD (Victoria)**

Trauma and trauma healing, somatic approaches to counselling, indigenous healing approaches

**M. Honore France, EdD (Massachusetts)**

Diversity and cultural issues related to counselling, transpersonal psychology, ecopsychology, Spirituality, Indigenous forms of counselling, working with residential school survivors, group dynamics

**Tatiana Gounka, PhD (Alberta)**

Globalization and educational reform, comparative higher education, educational administration and leadership, international agencies and educational policy

**Allyson Hadwin, PhD (Simon Fraser)**

Instructional psychology, learning/educational technologies, self-regulated learning, computer-supported collaborative learning, learning strategies, learning sciences

**Gina Harrison, PhD (British Columbia)**

R.Psych.

Cognitive and linguistic processes involved in processing written language; specific learning difficulties (especially developmental dyslexia), assessment in special education, school psychology

**Valerie Irvine, PhD (Alberta)**

Educational technology, theories of technology adoption, integration and evaluation of information and communication...
technologies (ICT) in education; distributed e-learning; online learning community development

E. Anne Marshall, PhD (Toronto) R. Psych.
Adolescent and emerging adult transitions and identity, cultural approaches to counselling, counsellor skill development, career and life planning, interdisciplinary and community-based research, qualitative inquiry, counselling in Aboriginal communities

Joan M. Martin, PhD (Notre Dame)
Child and adolescent development, achievement motivation, emotion and cognition, developmental psychopathology

Catherine McGregor, PhD (Simon Fraser)
Learning problems, psychology, assessment of children with learning disabilities, educational technology; and to support individual research and Computer Applications focus provides 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, ongoing contact with a program supervisor, and a focus on the practicum/internship component of counsellor preparation.

Educational Psychology Focus Areas

- Learning and Development
- Measurement, Evaluation and Computer Applications
- Special Education

All Educational Psychology focus areas share foundational courses in learning, development, and measurement. Each focus area builds on this foundation with additional courses, faculty supervision, and culminating theses or projects. This specialization provides externally identifiable areas of expertise as well as programs of study that can flexibly meet individual career goals.

We currently offer three Educational Psychology focus areas:

- Learning and Development
- Measurement, Evaluation and Computer Applications
- Special Education

All Educational Psychology focus areas are characterized by small classes that provide rich dialogue, development of critical thinking skills, and active integration of research and theory with practice. All students are offered individualized mentoring and supervision, and all have opportunities to gain research experience.

Please note that Educational Psychology programs are suitable for achieving advanced TQS standing for previously qualified teachers, but none of our graduate programs lead to BC Teacher Certification.

Learning and Development

This program integrates the psychology of learning and instruction with the psychology of human biological, cognitive, emotional, and social development. The developmental content of this focus area embraces a life-span methodological perspective, but focuses primarily on the first two decades of life. The learning portion of this focus area is applicable across the life-span.

General objectives of the Learning & Development focus area:

- To update students’ knowledge of what is currently known about human learning, self-regulation, and motivation.
- To update students’ knowledge of what is currently known about human development from birth through emerging adulthood.
- To develop students’ ability to critically integrate educational psychology theory and research with their personal observations and professional practices.
- To provide students with opportunities to develop specific research competencies and to teach effective communication of information in both research and applied educational psychology settings.

Measurement, Evaluation and Computer Applications

- The Measurement, Evaluation and Computer Applications focus provides students with the opportunity to pursue advanced study in measurement, statistics, evaluation, and technology; and to support individual research investigation of a significant topic within these areas. Topics of interest include large-scale assessment, classroom assessment of student achievement, and educational technology.

The general objectives of the Measurement, Evaluation, and Computer Applications focus area:

- To provide students with current theoretical, research and practical knowledge as a basis for professional development in educational psychology.
- To provide students with opportunities to investigate significant issues in the field of educational psychology.

Special Education

The Special Education focus area provides the opportunity for advanced study in research and practice to support the needs of students with exceptionalities such as students with learning disabilities, emotional and behaviour disorders, sensory impairments, communication disorders, intellectual and physical disabilities, chronic health conditions, or students who are gifted. Practices that promote inclusion, resilience, and the developmental health of exceptional populations across multiple contexts (e.g., school, home, community) are emphasized.

The general objectives of the Special Education focus area:

- To meet the advanced training needs of current or prospective special educators in contemporary research and practice within inclusive education.
- To cultivate professional knowledge and skills in assessing, programming, and supporting individuals with special needs, and to enhance consultative and administrative skills within special education and related health fields.
- To promote research and guide graduate students in empirically examining important issues in special education and related health fields.

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 theories and practices 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.

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.
GRADUATE PROGRAMS

Facilities
- MacLaurin Building
- McPherson Library
- Curriculum Library

Financial Support
Fellowships and Scholarships
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. All students admitted to the program and assessed with a 7.0 or higher GPA will be considered.

A small number of Faculty fellowships, fellowships, and awards are available to students, usually in their second year of study.

Students with strong GPAs are encouraged to apply for SSHRC fellowships early in the fall semester. These awards are competitive and compare students on three main criteria: academic excellence, research potential, and communication skills. For more information about these awards see: <www.sshrc-crsh.gc.ca/web/apply/students_e.asp>

A list of awards and financial support can be found at: <web.uvic.ca/gradstudies/fund/award-alpha-cat.html>.

Paid Research Assistantships
Paid research assistantships are available with individual faculty in the department. These assistantships are usually supported through grant funding. They are available to a limited number of qualified students. Students interested in research assistantships should contact faculty members directly.

Paid Teaching Assistantships
Paid teaching assistantships are available within the Department of Educational Psychology and Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. For information, contact the Graduate Secretary (epsgrad@uvic.ca) and review postings on the Departmental website.

Work Study Program
The Work Study Program is funded by the University of Victoria Student Awards and Financial Aid Office. The objective of the program is to provide additional financial assistance through on-campus part-time employment opportunities for students who have documented financial need. The Work Study Program runs from September to April of each academic year and students may earn up to a maximum of $3,400 for this 8 month period. Students may only hold one work study position at one time. Additional information is available online at: <registrar.uvic.ca/safa/workstudy/workstudyindex.html>.

Co-operative Education and Work Placements
It is possible for graduate students to combine their graduate studies with co-op education semesters in which they apply knowledge and skills in paid work placements across Canada. This usually involves extending program completion by two semesters. For more information please contact: spacoop@uvic.ca.

ADMISSION REQUIREMENTS

General
Candidates seeking admission should normally be able to satisfy the entrance requirements of the Faculty of Graduate Studies. Further to these requirements, the Department of Educational and Leadership Studies requires an acceptable bachelor's degree from an accredited university and a grade point average of 6.0 (B+) in the last two years of academic work. Entry to the program is on a competitive basis and enrolment may be restricted in any given year. All applicants should submit a current 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/eps/>

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

Admission To Master's Program 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 1.5 senior undergraduate credit in statistics that cover descriptive statistics including univariate and regression analysis. MA applicants must submit a one-page description of past research experience and present research interest.

Please note: Each year the Department of Educational Psychology and Leadership Studies in Education receives a considerable number of applications for entry into the graduate counselling programs, thus, the admissions process is a competitive one. Meeting admission requirements does not guarantee entry to the program. Only a limited number of places are available, typically 12-16 for on campus programs and 18 for Community-based programs. Recommendations for admissions are for a particular program and start date, and cannot be deferred. Applicants declining an offer of admission must re-apply. See our web site at: <www.educ.uvic.ca/eps/grad/couns.htm> for more detailed information and guidelines.

1. Baccalaureate degree with at least a B+ average (6.0) in the last two years of course work.

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 prerequisite 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 to the program conditional 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 Adviser 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 prerequisite. 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.

Educational Psychology Focus Areas

General Requirements
- Bachelor's degree with at least a B+ average (6.0) in the last two years of course work and
senior undergraduate courses directly related to the focus area (Special Education, Learning and Development, or Measurement, Evaluation and Computer Applications).

- Two references (assessment reports) from academic or field-based contexts.
- A letter of intent outlining research, academic and professional goals specific to the focus area for which they are applying.
- Current curriculum vitae (resume).

Applicants reactivating their file should detail in a letter the actions they have taken to strengthen their new application.

Prerequisite Courses

- A senior undergraduate course in educational psychology, instructional psychology, learning theory, or learning principles applied to children (e.g., ED-D 300, ED-D 401).
- A senior undergraduate course in development (life-span, childhood, and/or adolescent development) (e.g., ED-D 305, ED-D 406).

For the Special Education focus area: A senior undergraduate course in special needs, developmental psychopathology or related course, OR 2 years of related field experience (e.g., providing services to children, youth, or adults with special needs in school or community contexts).

For the Learning and Development, and Measurement, Evaluation and Computer Applications focus areas: A senior undergraduate course in statistical analysis and/or classroom assessment (e.g. PSYC 300A, ED-D 337).

Leadership

Candidates seeking admission should be able to satisfy the entrance requirements of the Faculty of Graduate Studies. Further to these requirements, the Department of Educational and Leadership Studies requires an acceptable Bachelor’s degree from an accredited university with a grade point average of 6.0 (B+) in the last two years of academic work along with a brief resume. Entry to the program is on a competitive basis, and enrolment may be restricted in any given year. All applicants should submit a current resume 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.

Admission to the PhD Program in Educational Psychology

Admission to the doctoral degree program requires completion of a master’s degree from a recognized university. The completed degree can be with or without thesis.

Applicants who have completed a non-thesis master’s degree are required to have completed a research paper in which design principles and analytic techniques are demonstrated.

Applicants must have completed ED-D 560 (Statistical Methods in Education) and ED-D 561A (Methods in Educational Research), or their equivalents within their Master’s degree program. Applicants must submit Graduate Record Examination scores from the aptitude portion (verbal, quantitative, and analytical) of the GRE. Applicants must submit a statement of research experience and interests, a letter of intent, and current curriculum vitae.

Applicants must provide a minimum of one single-authored published or unpublished article that is appropriate to the field of future studies. A copy of the applicant’s master’s thesis, a major paper, published research or a professional report may be submitted to fulfill this requirement.

Deadlines

- PhD Educational Psychology: Early January (September entry)
- MA/MEd Counselling: December 1 (September entry)
- Educational Psychology: 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 25.5 units of study. The MA degree is a minimum of 28.5 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:

<table>
<thead>
<tr>
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<tr>
<td>ED-D 518 (1.5)</td>
<td>Advanced Seminar in Theories of Counselling Psychology</td>
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<td>ED-D 522 (3.0)</td>
<td>Skills and Practice for Counselling</td>
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<td>Project</td>
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<tr>
<td>Electives (3.0)</td>
<td>to be chosen in consultation with student’s supervisor</td>
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</table>

**TOTAL:** 25.5 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, Evaluation and Computer Applications). 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.

MA Program Requirements

A minimum of 28.5 units of study 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:

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</table>

**TOTAL:** 28.5 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, Evaluation and Computer Applications). 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 Degrees in Educational Psychology

Across all three Educational Psychology focus areas, the MA degree and the MEd degree consist of parallel program requirements with the exception of the closing or final activity: (a) thesis for the MA degree, or (b) project for the MEd degree.

A minimum of 19.5 units of study is required for the MEd and includes a comprehensive exam. A minimum of 21.0 units of study is required for the MA and includes a thesis defense.

The MA degree is a course and thesis based research degree. The MA is most suited to students who seek a future career involving research and teaching in government, agency, or post-secondary contexts. Thesis work typically advances the skills of conducting research, writing, and presenting and publishing academic papers frequently select this degree.

Important features of the MA include:
• Minimum of 21 units (students may take more)
• Minimum of 2 years to complete
• Requires the development of quantitative and qualitative research analyses skills
• Culminates in a research based thesis
• It is a prerequisite for entry into PhD programs

The MEd degree is a primarily course based applied degree that culminates in a major project or paper. The MEd is useful for persons seeking employment or advancement in applied educational settings, community organizations, or the Ministry of Education. Projects and papers emphasize the application of theory and research to practice. The MEd program is useful for applicants who are interested in the development and evaluation of programs and services. Please note that MEd students who wish admission into doctoral programs generally require additional research method courses and must demonstrate their research and writing skill.

Important features of the MEd include:
• Minimum of 19.5 units (students often take more)
• Normally completed within 2 years
• Primarily course-based
• Culminates in an applied project or paper
• Is normally not suitable for entry into a PhD program

Transfer between MEd and MA Programs:
Persons admitted to either degree program may apply for transfer to the other. Please note that transfers are not automatic; each transfer request will be evaluated by faculty before approval. This is normally done in the Spring with the new application reviews.

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.

Learning and Development Focus Area Requirements (MA and MEd)

Required Courses (12 units)

3.0 units in Learning composed of:
ED-D 500 (1.5) Learning Principles
ED-D 508 (1.5) Theories of Learning

3.0 units in Development composed of:
ED-D 505 (1.5) Basic Concepts in Human Development
ED-D 506 (1.5) Topics in Human Development (at least one of the following)
- 506A: Cognitive Development
- 506B: Social and Emotional Development
- 506C: Adolescent Development
- 506D: Early Childhood and Middle Years Development

3.0 units in Research and Statistics composed of:
ED-D 560 (1.5) Statistical Methods in Education
ED-D 561A (1.5) Methods in Educational Research

3.0 units in Learning and Development not previously counted above and selected from:
ED-D 506 (1.5) Topics in Human Development (any of the following)
- 506A: Cognitive Development
- 506B: Social and Emotional Development
- 506C: Adolescent Development
- 506D: Early Childhood and Middle Years Development

Requirements (MA and MEd)

Special Education Focus Area Requirements

Required Courses (12 units)

1.5 units in Learning selected from:
ED-D 500 (1.5) Learning Principles
ED-D 508 (1.5) Theories of Learning

1.5 units in Development selected from:
ED-D 505 (1.5) Basic Concepts in Human Development
ED-D 506 (1.5) Topics in Human Development (any of of the following)
- 506A: Cognitive Development
- 506B: Social and Emotional Development
- 506C: Adolescent Development
- 506D: Early Childhood and Middle Years Development

Measurement, Evaluation, and Computer Applications Focus Area Requirements (MA and MEd)

Required Courses (12 units)

1.5 units in Learning selected from:
ED-D 500 (1.5) Learning Principles
ED-D 508 (1.5) Theories of Learning

1.5 units in Development selected from:
ED-D 505 (1.5) Basic Concepts in Human Development
ED-D 506 (1.5) Topics in Human Development (any of of the following)
- 506A: Cognitive Development
- 506B: Social and Emotional Development
- 506C: Adolescent Development
- 506D: Early Childhood and Middle Years Development

6.0 units in Measurement, Evaluation, and Computer Applications not previously counted above:
ED-D 501 (1.5) Theory of Measurement
ED-D 503 (1.5) Program Development and Evaluation
ED-D 562 (1.5) Advanced Statistical Methods in Education
ED-D 591B (1.5) Selected Topics in Measurement, Evaluation, and Computer Applications

Degree Completion Requirements for MA (6.0 units)

ED-D 599 (6.0) Thesis and oral defense

Degree Completion Requirements for MEd (4.5 units)

ED-D 598 (3.0) Project: Educational Psychology and Leadership Studies (Project structure varies by area)
ED-D 597 (1.5) Comprehensive Examination: (Examination structure varies by area)
ED-D 599 (6.0) Thesis and oral defense
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

3.0 units of elective courses chosen in consultation with the student's supervisor

Degree Completion Requirements for MEd (4.5 units)
ED-D 598 (3.0) Project: Educational Psychology and Leadership Studies (Project structure varies by area)
ED-D 597 (1.5) Comprehensive Examination: (Examination structure varies by area)

Degree Completion Requirements for MA (6.0 units)
ED-D 599 (6.0) Thesis and oral defense

Master's in Leadership Studies

MEd Program Requirements
The MEd degree requires 19.5 units of study including a research project (ED-D 598 - 3.0 units) and the comprehensive exam (ED-D 597 - 1.5 units).

Compulsory Core Courses (1.5 units): Students are required to select 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 Core Courses: (4.5 units) Students are required to register in the following two courses which are taught in conjunction BUT only after successful completion of 10.5 units of course work.
ED-D 561B (1.5) Research Methods in Leadership
ED-D 598 (3.0) Project

Other Courses: (12.0 units). Students may select from among courses numbered ED-D 531, 532, 533, 534, 535, 536, 537, 538, 539, 590, 591.
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).

Compulsory courses: ED-D 599 (6.0) 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 ED-D 500-level courses: 531, 532, 533, 534, 535, 536, 537, 538, 539, 590 (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
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.

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.

The degree requires a minimum of 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.

Co-operative Education Program
Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master's 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.

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 Co-op office (located in HSD A366) early in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).
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, time series analysis, digital filters and filter banks, optimal filtering and inversion, seismic and genomic signal processing

Ashoka K.S. Bhat, PhD (Toronto)  
Power electronic controls, high-frequency link power conversion-resonant and pulse with modulation, power converters for alternative energy sources, design of electronic circuits for power control

Jens Bornemann, Dr-Ing (Bremen)  
RF/wireless/microwave/millimeter-wave components and systems design, electromagnetic field modelling for modern integrated circuits and antennas, computer-aided design

Alexandra Branzan Albu, PhD (Bucharest)  
Computer vision, pattern recognition, image processing, human computer interaction

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, multimedia networks, cross-layer design

Stéphane Claude, PhD (London)  
RF/microwave/millimeter-wave components and systems design for radio astronomy and earth atmospheric detection

Thomas E. Darcie, PhD (Toronto)  
Optical systems, optical communications, fiber-optic systems and technology, broadband networks, microwave/terahertz photonics, optical imaging and image processing systems, broadband applications

Nikitas J. Dimopoulos, PhD (Maryland)  
Computer architecture, power aware computing, neural networks

Xiaodai Dong, PhD (Queen's)  
Wireless communications systems, ultra-wideband communications, multicarrier and multiple antenna communication systems, radio propagation

Peter F. Driessen, PhD (British Columbia)  
Audio and video signal processing, computer music, sound recording, wireless communications, radio propagation

M. Wathiq El-Kharashi, PhD (Victoria)  
Systems-on-a-Chip (SoC), Networks-on-Chip (NoC), networking processing units (NPUs), multi-core systems, advanced microprocessor design, computer architecture and computer networks education

Morteza Esmaili, PhD (Carleton)  
Information theory, public-key cryptography, algebraic coding theory, graphical representation of codes, LDPC codes, iterative decoding algorithms, linear programming decoding, combinatorics (graph theory, finite geometry, design theory), combinatorial and linear optimization

Fayez Gebali, PhD (British Columbia)  
Parallel algorithms, computer communications, computer architecture, computer arithmetic, multicore systems

Abolfazl Ghassemi, PhD (Victoria)  
Wireless communication systems, orthogonal frequency division multiplexing (OFDM), relay-assisted and cooperative communications, energy-efficient design and implementation of wireless sensor networks, adaptive modulation and coding

Reuven Gordon, PhD (Cambridge)  
Nanophotonics, plasmonics, biophotonics, biosensors, optical trapping, lab-on-chip devices, nanotechnology and nanofabrication

T. Aaron Gulliver, PhD (Victoria)  
Wireless communications, ultra-wideband 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

Wolfgang J.K. Hoefer, Dr-Ing (Grenoble)  
Microwave, millimeter wave, optical theory and applications, computational electromagnetics and numerical field modelling, high speed circuit analysis and synthesis, computer-aided design

Michael Horie, PhD (Victoria)  
Computer security, spam and phishing countermeasures, mobile and electronic commerce, security education, protocol validation, network traffic analysis, security testbeds and other tools

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

Young-Chai Ko, PhD (Minnesota)  
Wireless communication system design, cooperative systems, MIMO systems, wireless personal area network

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

Henry Jong-Hyeon Lee, PhD (Cambridge)  
Information security, security engineering, security architecture, security governance, security risk management, security standards, network security, application security, privacy, cryptography

Kin Fun Li, PhD (Concordia)  
Web mining and computer architecture

Wei Li, PhD (Victoria)  
Wireless communications, spread spectrum systems, ultra-wideband transmission, wireless sensor network, DSP for wireless communication

Tao Lu, PhD (Wuhan)  
Photonic devices, bio-photonics, nanophotonics, optical device fabrication and modelling

Wei Lu, PhD (Victoria)  
System and network security, pattern recognition

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

Rajeev C. Nongpiur, PhD (Victoria)  
Signal processing for digital communications, speech, audio, and biomedical applications; digital signal processing, adaptive filtering, wavelets, array signal processing, optimization techniques, statistical signal processing, and pattern classification

Christo Papadopoulos, PhD (Brown)  
Nanomaterials, nanofabrication and self-assembly, nanoelectronics

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, biomedical electromagnetics and instrumentation, computer-aided microwave circuit analysis and synthesis

Marina A. Stuchly, PhD (Warsaw)  
Applied electromagnetics, numerical modelling of interactions of electromagnetic fields with biological systems

Thomas Tiedje, PhD (British Columbia)  
Epitaxial semiconductor and oxide film growth by molecular beam epitaxy; modeling of thin film growth by computational and analytic methods; optical and structural properties of epitaxial films; optical device fabrication

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

Jiaping Yao, PhD (Toulon et du Var)  
Photonic generation of microwave, mm-wave and THz; photonic processing of microwave and mm-wave signals; radio over fiber, UWB over fiber; optically controlled phased array antennas; fiber and waveguide gratings; fiber lasers and amplifiers; fiber-optic sensors and interrogation systems; bio-photonics, optical microfluidics

Adam Zielinski, PhD (Wroclaw)  
Underwater acoustic systems; acoustic communications, telemetry and navigation; application of acoustics, ocean electronic instrumentation, signal acquisition and processing, electronic circuits and sensors

Degrees and Specializations Offered  
MASc, MEng and PhD in Engineering.  
The department participates in the Co-operative Education Program in the Faculty of Graduate Studies by individual arrangement. Engineering graduate students may participate in a Co-operative Education graduate program as described in the Faculty of Graduate Studies section of this Calendar (page 27).

Facilities  
The department has excellent computer facilities and well-equipped laboratories which enable faculty and students to conduct research in communications, signal processing, acoustics, automatic control, computer engineering, software engineering, artificial intelligence, expert systems, electromagnetics, optics, optoelectronics, power electronics, VLSI, robotics, nanoelectronics, devices and computer architecture.  
The computing facilities include a large number of various types of workstations. They are connected to a high-speed local area network and to the central University computing facilities including a 128 processor IBM RS6000/SP system. A large number of microcomputers of various types are also available for research and teaching. State-of-the-art software available on these machines can be accessed from remote stations anytime. The laboratories include facilities for designing and testing of chips, a printed circuit board design and testing facility, measuring and testing equipment for electromagnetics, optics, power electronics and robotics.

Financial Support  
It is the intention of the department to fund students from research grants, scholarships and fellowships. While there is no guarantee, additional funding may be available through Teaching Assistantships. Students with their own funding will also be considered.

Admission Requirements  
General  
Application forms may be obtained from the Graduate Admissions and Records office or may be downloaded at: <registrar.uvic.ca/grad> and should be sent to the Graduate Admissions and Records office when completed. Additional information about graduate studies in the Department of Electrical and Computer Engineering is available at: <www.ece.uvic.ca>.

Admission to Master's Programs  
Applicants for admission to the master's programs require a bachelor's degree, preferably in Engineering. International students normally require a first-class standing.

Admission to the PhD Program  
Applicants for admission to the PhD program require a bachelor's and a master's degree, preferably in Engineering. International students normally require a first-class standing.

Deadlines  
May entry  
• Domestic: February 28  
• International*: September 15

September entry  
• Domestic: May 31  
• International*: December 15

January entry  
• Domestic: October 31  
• International*: April 15

* Applicants with overseas transcripts

Program Requirements  
In addition to the minimum units of course work stated, all programs will include 1 unit for either the ELEC 509 (master's) or ELEC 609 (PhD) Seminar course, which is mandatory for all graduate students. Subject to the approval of the department, and the appropriate Faculty regulations, a certain amount of the course work may consist of 400-level undergraduate courses taken in the Department of Electrical and Computer Engineering and graduate courses taken from other departments.

The actual combination of courses is subject to the approval of the supervisory committee and the department. Work as a research or teaching assistant is an integral part of the graduate program in Electrical and Computer Engineering.
**GRADUATE PROGRAMS**

**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 faculty 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 12 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 12 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 of the department.

**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 12 units of course work required, to select 7.5 units from the course schedule shown below and the remaining 4.5 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) CSE 530, ELEC 514, ELEC 553, ELEC 563, ELEC 661
- Software (Choose a minimum of 4.5 units) SENG 426, SENG 422, SENG 462, ELEC 567, SENG 470 or CSE 577, CSE 566 or 576 or 578

Final Project

The format of the MEng Final Project is according to faculty 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 enrol 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 693 Candidacy Examination of 3 units, plus the ELEC 699 PhD Dissertation of 30-36 units.

**Candidacy Examination (ELEC 693)**
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 faculty guidelines.

**Oral Examination**
The PhD dissertation must be defended in an oral examination.

**Program Length**
The PhD program will normally be completed in three to four years.

**CO-OPERATIVE EDUCATION**
Co-operative education is an option for both the master’s and PhD degrees. Co-operative work terms are not for credit towards a degree, however, they will be shown on the transcript.

**English**

**GENERAL INFORMATION**
A detailed department Graduate Handbook is available at <english.uvic.ca/graduate>.

**Contact Information**
Department of English
Location: Clearihue Building, Room C343
Mailing Address:
PO Box 3070 STN CSC
Victoria, BC V8W 3W1
Canada

Courier Address:
Clearihue Building, Room C343
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number: 250-721-7235
Fax Number: 250-721-6498
Email: english@uvic.ca
Website: <english.uvic.ca/graduate>
Chair: Lisa Surridge
Email: lsurridge@uvic.ca
Phone: 250-721-7235
Graduate Adviser: Christopher Douglas
Email: gradeng@uvic.ca
Phone: 250-721-7265
Graduate Secretary: Colleen Donnelly
Email: donnelly@uvic.ca
Phone: 250-721-6331

**Faculty Members and Areas of Research**

G. Kim Blank, PhD (Southampton)
Romantic poetry; cultural studies; media; discourse and conflict; professional writing

Nicholas P.R. Bradley, PhD (Toronto)
Literatures of the West Coast; Canadian literature; American literature; 20th-century poetry and poetics; literature and the environment/ecocriticism

Luke Carson, PhD (Calif, Los Angeles)
Modern American poetry; critical theory; literary criticism

Alison Chapman, PhD (Glasgow)
Victorian literature and culture, especially women’s poetry

Evelyn M. Cobley, PhD (British Columbia)
Theories of literature, culture, and ideology; comparative literature; cultural studies; 20th-century British and American fiction

Misao A. Dean, PhD (Queen’s)
L iteratures of the West Coast; Canadian novel; postcolonial and gender theory; the representation of history in literature; the cultural construction of place; travel and exploration narratives

James A. Dopp, PhD (York)
Contemporary Canadian poetry and fiction; critical theory; popular culture

Christopher D. Douglas, PhD (Toronto)
American literature; contemporary 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)
Shakespeare; early modern literature; editing and textual studies; London studies; performance criticism; New Economic criticism; material culture

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

Arnold Keller, PhD (Concordia)
Professional writing instruction; computer applications to the teaching of English; Web publishing; intelligent tutoring systems

Erin E. Kelly, PhD (Maryland)
Renaissance literature; early modern English drama; 16th- and 17th-century religious discourse; history of the book; rhetoric and composition

Gary Kachur, PhD (McMaster)
Renaissance literature; 17th-century religious poetry and prose; religion and literature; literary-critical theory

Mary Elizabeth Leighton, PhD (Alberta)
Victorian literature, especially fiction and the periodical press; Victorian book illustration; the disciplinary history of English; 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; medieval forms of rhetorical culture; practical ethics; aesthetic experience

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 (Queens)
Modern British literature, especially Joseph Conrad and the modern novel; critical theory, especially Marxism, psychoanalysis, and deconstruction; modernism

Lincoln Shlensky, 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)
Literatures of the West Coast; 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

Christopher B. Teuton, PhD (Wisconsin, Madison)
American literature 1850-present; American Indian literature; literature of the American West

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

Graduate Programs

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 (thesis) with a concentration in Cultural, Social and Political Thought (CSPT); an MA (non-thesis; thesis by special approval only) with a concentration in Literatures of the West Coast (IWC); and an MA (non-thesis) with a concentration in Medieval and Early Modern Studies (MEMS).

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 sources 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 includes collections of Herbert Read, John Betjeman, Robert Graves, T.S. Eliot, W.B. Yeats, and Wyndham Lewis.

The library's online subscriptions and CD-ROM holdings include several of the most notable research indices, including the MLA, the Humanities and Social Sciences, and the Periodicals Contents Indexes, with others to be added in the 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 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 Teaching Assistantships. To be eligible, students must maintain continuous full-time registration during the tenure of award, and must have an outstanding academic record (usually a minimum GPA of 7.0 on a 9-point scale). Students may not hold another major award (e.g., SSHRC) in conjunction with a Fellowship or Teaching Assistantships.

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: The number and value of fellowships and teaching assistantships awarded to new students varies from year to year, but they are currently valued at $5,000 to $15,000 for one year. Unfortunately, we are unable to fund students beyond their first year. Students applying to the CSPT concentration should approach the Director of that program for information on fellowships specifically awarded to CSPT students.

PhD: The number and value of fellowships and teaching assistantships awarded to new students varies from year to year, but they are currently valued at $15,000 to $20,000 per year for four years. In their third 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 concentration should approach the Director of that Program for information on fellowships specifically awarded to CSPT students.

Requirements

The admission selection process is competitive. Applications are reviewed by the Graduate Admissions and Records Office and then by the English Graduate Committee, who usually makes admission decisions in February. Not all students who meet the minimum requirements can be admitted.

In addition to the application materials required by the Faculty of Graduate Studies (see “General Requirements”, page 15), the department requires a 1-page statement of intent, a 10-15 page typed essay on a theoretical topic, and a CV. GRE scores are not specifically required, but students who have taken the exam are advised to submit the results since a high score can only strengthen their application.

International students whose first language is not English may be required by the Faculty of Graduate Studies to demonstrate competency in English (see “English Competency Requirement”, page 16) by providing results of the Test of English as a Foreign Language/TOEFL (with a minimum 630 on the paper-based test or 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 teaching assistantships, and a limited number of courses are offered in the Summer. Students accepted into the LWC concentration must complete ENGL 582, for which there will be one entry point per year, in the Fall.

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.

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. A limited number of students may also be admitted each year without funding or if they arrive with fellowship funding.

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

Students applying to the Cultural, Social, and Political Thought (CSPT) concentration—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 the area of study (CSPT) for which they are applying, and must also write directly to the CSPT Program Director. Admission to the CSPT concentration 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 concentration. The requirements for the concentrations 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 98.

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 Statement of Intent. The Literatures of the West Coast concentration is open to students from a broad range of disciplines. Applicants from a variety of undergraduate and professional backgrounds are encouraged to apply. 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.

Concentration in Medieval and Early Modern Studies (MEMS)

The Medieval and Early Modern Studies concentration is designed for MA students who wish to make an intensive study of medieval and early modern literature. Students may declare the concentration at any time. Graduates receive an MA in English, with a concentration in Medieval and Early Modern Studies.

The substance of the concentration will vary according to individual interests and annual course offerings.

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 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

The MA program 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, students doing a concentration in Cultural, Social, and Political Thought are required to write a thesis, and students doing a concentration in Medieval and Early Modern Studies are required to write a master’s essay.

Students—other than those in the CSPT concentration—who wish to pursue a thesis program (or, for LWC students, a thesis or a dissertation) must find a supervisor willing to direct their thesis or project and must submit for the approval of the Graduate Committee a proposal, a rationale for pursuing the thesis option, and a letter of support from the prospective supervisor. Students in the LWC program must also submit a letter of support from the LWC Area Committee Chair. 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.

In designing their programs, students may benefit from consulting the Graduate Adviser and, if applicable, the LWC Area Committee Chair. 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, 502, and 582 are variable content. Students are strongly encouraged to maintain a balance between Area and Special Topic courses.

Seminars designated as Area Courses (ENGL 505, 515, 520, 530, 540, 550, 560, 570, 571, 580, 585) offer a study of representative texts (canonical and non-canonical) in light of current scholarly debate in a given field. While remaining attentive to broader interpretive issues, Area Courses will explore some of the most vital critical methodologies now practiced in the field. In any given year, the instructor will select the works and methodologies to be studied. Students may not take an Area course in a given field more than once in their program of studies without the permission of the Graduate 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

Course Requirements for MA

Students are required to complete 7.5 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may not be taken as one of the required courses; however, students are encouraged to take it as an extra course.

Summary of Course Requirements:

Introduction to Textual Studies and Methods of Research (ENGL 500) ............... 1.5 units
Other English Graduate courses .................. 6.0 units
Thesis (ENGL 599) .................................. 7.5 units
Total ........................................ 15.0 units

Course Requirements for MA With a Concentration in CSPT

Students accepted into the CSPT concentration are required to complete 4.5 units of English graduate courses, 1.5 units 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. Students are also required to take CSPT 501 (Contemporary Cultural Social and Political Thought I) plus another 1.5-unit CSPT course at the 500 level (with permission of the CSPT Program Director, a student may substitute a graduate theory seminar taught by a CSPT faculty member in another department for the 1.5-unit CSPT course at the 500 level).

Summary of Course Requirements:

Introduction to Textual Studies and Methods of Research (ENGL 500) ............... 1.5 units
Other English Graduate courses .................. 3.0 units
CSPT 501 .............................................. 1.5 units
One other CSPT course at the 500 level...1.5 units
Thesis (ENGL 599) .................................7.5 units
Total ..................................................15.0 units

Course Requirements for MA With a Concentration in LWC

Students accepted into the LWC concentration are required to complete 7.5 units of graduate courses, including ENGL 500 (Introduction to Textual Studies and Methods of Research) for 1.5 units, and ENGL 582 (Core Seminar in Literatures of the West Coast) for 3.0 units. Of the remaining 3.0 units, 1.5 units may be a course from a department other than English, to be chosen in consultation with the LWC Area Committee Chair and with approval of the Graduate Adviser. 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. There will be one entry point per year for ENGL 582, in the Fall. Students choosing to attend part-time must register in ENGL 582 either before or concurrently with subsequent courses.

Summary of Course Requirements:

Introduction to Textual Studies and Methods of Research (ENGL 500) ...........1.5 units
Core Seminar in Literatures of the West Coast (ENGL 582) ..................3 units
Other graduate courses as approved by the Adviser .................................3 units
Thesis (ENGL 599) .................................7.5 units
Total ..................................................15 units

Thesis

The thesis should be between 18,000 and 27,000 words, excluding notes and bibliography. For students in the CSPT concentration, 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.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement, if it is appropriate to the program of study and a qualified examiner can be found. Students also have the option of completing this requirement with at least a “B” in LING 401 (Salish) or LING 403 (Dene—Athabaskan).

Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language at third-year university level on their transcript, with a minimum grade of “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis), may apply to the Department Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French or in German by passing FRAN 300 or GER 390 respectively (if offered). The minimum passing grade in these courses is “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis). Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.

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 Examinining 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 or co-op student, or one who is required to make up course work at the undergraduate level, would normally need at least two years for completion.

Master’s Non-Thesis Option

Course Requirements for MA and MA with a Concentration in MEMS

Students who entered the program prior to September 2009 are required to complete 12.0 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 units of the required courses.

Students entering the program effective September 2009 are required to complete 10.5 units of English graduate courses, 1.5 units of which will be ENGL 500 (Introduction to Textual Studies and Methods of Research). ENGL 502 (Teaching Literature and Composition) may be taken as 1.5 units of the required courses.

Students doing a concentration in MEMS are required to complete 4.5 units of courses in the medieval and/or early modern areas (choosing from ENGL 510, 515, 516, 520, 521, 530, and 531; if necessary, and if the usual conditions are met, students can also obtain concentration credit through Directed Studies or by taking interdisciplinary courses in the Medieval Studies Program). Students are also required to complete 6.0 units of courses outside their field of concentration as part of the general MA requirement. ENGL 500 (Introduction to Textual Studies and Methods of Research) must be taken as 1.5 of the required 6.0 units.

Summary of Course Requirements:

Students Entering Prior to September 2009:
Introduction to Textual Studies and Methods of Research (ENGL 500) ...........1.5 units
Other English Graduate courses .................................10.5 units
Master’s Essay (ENGL 598) .................................3.0 units
Total ..................................................15.0 units

Students Entering Effective September 2009:
Introduction to Textual Studies and Methods of Research (ENGL 500) ...........1.5 units
Other English Graduate courses .................................9.0 units
Master’s Essay (ENGL 598) .................................4.5 units
Total ..................................................15.0 units

Course Requirements for MA with a Concentration in LWC

Students accepted into the LWC concentration are required to complete 10.5 units of graduate courses, including ENGL 500 (Introduction to Textual Studies and Methods of Research) (Teaching Literature and Composition). There will be one entry point per year for ENGL 582, in the Fall. Students choosing to attend part-time must register in ENGL 582 either before or concurrently with subsequent courses.

Summary of Course Requirements:

Introduction to Textual Studies and Methods of Research (ENGL 500) ...........1.5 units
Core Seminar in Literatures of the West Coast (ENGL 582) ..................3.0 units
Other Graduate courses as approved by the Adviser .................................3.0 units
Master’s Essay (ENGL 598) .................................4.5 units
Total ..................................................15.0 units

Final Project

Students entering the program effective September 2009, and students doing a concentration in Literatures of the West Coast, will complete a Master’s Essay (not to exceed 10,000 words) worth 4.5 units. All other students who entered the program prior to September 2009 will complete a Master’s Essay (not to exceed 6,500 words) worth 3.0 units. The paper must present an original and cogent argument, and demonstrate the student’s research and writing abilities. For students doing a concentration in LWC, the topic must be chosen in consultation with the LWC Area Committee Chair. For students doing a concentration in MEMS, the topic must be in the medieval and/or early modern areas.

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.

Students in the LWC concentration may use a West Coast aboriginal language to fulfill this requirement, if it is appropriate to the program of study and a qualified examiner can be found. Students also have the option of completing this requirement with at least a “B” in LING 401 (Salish) or LING 403 (Dene—Athabaskan).

Students in the MEMS concentration will normally fulfill the language requirement by a language (Latin, French, Spanish, etc.) appropriate to both the concentration and the student’s particular interest. The language should be chosen in consultation with the Graduate Adviser or with the student’s Supervisor.

Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language at third-year university level on their transcript, with a minimum grade of “B” (or a “Pass,” if the course is evaluated on a “Pass” or “Fail” basis), may apply to the Department Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French or in German by passing FRAN 300 or
Students who have been accepted into the CSPT concentration must write either the Major Field or Focused Field Examination in the CSPT area, and at least two of the committee members for this examination must participate in the CSPT concentration. CSPT will set the exam format and reading list, and will handle the administration of the exam. Students must pass the Candidacy Examination to advance to the Dissertation Prospectus.

**Dissertation Prospectus**

The Dissertation Prospectus will normally be completed in the first term of the third year of registration as a doctoral candidate. The Prospectus must be written in consultation with the student's Supervisor and Supervisory Committee, and must be approved by all members of the Supervisory Committee before further work on the Dissertation begins.

The Dissertation Prospectus and approval process consists of two parts, one written and one oral:

1. a substantial essay and bibliography setting forth the nature of the dissertation project and its anticipated arguments and value.
2. an oral Prospectus Conference with the student's Supervisory Committee to identify key strengths and weaknesses of, and to gain final approval of, the proposed dissertation research as outlined in the Dissertation Prospectus. The student must provide a written summary of this Conference to the members of the Supervisory Committee, for their endorsement, prior to commencing the Dissertation.

**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.

Language tests are held in mid-December, mid-March, and mid-July. Students who have a second language at third-year university level on their transcript, with a minimum grade of "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis), may apply to the Department Graduate Adviser for a waiver of the language test.

Students can satisfy the language requirement in French or in German by passing FRAN 300 or GER 390 respectively (if offered). The minimum passing grade in these courses is "B" (or a "Pass," if the course is evaluated on a "Pass" or "Fail" basis). Students who wish to prepare for the language requirement by taking on-line courses offered at other institutions are still required to write the language test.

**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 concentration, 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 Master's and PhD students. Master's 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. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 27-28).
Graduate Admissions and Records Office (see faculty or the Graduate Adviser, School of Environmental Studies. Links to the application faculty or the Graduate Adviser, School of Environmental Studies. Initial inquiries should be made to individual members and from year to year. Available appointments are made by the School of Environmental Studies for qualified students to work as a Teaching Assistant (generally to a maximum of approximately $4,000 per Fall and Spring terms; there are typically fewer Teaching Assistant resources available during Summer Session). Students may also be appointed as a research assistant by their faculty supervisor, and availability will vary significantly among faculty members and from year to year.

Admission Requirements

General

Initial inquiries should be made to individual faculty of the Graduate Adviser, School of Environmental Studies. Links to the application forms can be found on the School website.

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

The minimum GPA required for a master’s entry is 6.5 (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 master’s entry is 6.5 (B+) in the last two years of undergraduate study. In practice a higher GPA may be required to ensure entry.
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 15), 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 either the MA or MSc program. The decision about which program is more appropriate will be made by the School’s Graduate Programs Committee, and will be based on several criteria: the student’s academic background; the nature of the proposed project; proposed courses; specialties of the proposed supervisor; the composition of the proposed advisory committee.

Typically, students entering the program with a Bachelor of Arts degree will continue with a MA degree, whereas students with a Bachelor of Science will enter the MSc program.

Students may complete the program as a full-time or part-time student.

Deadlines
January 15 for admission in September of the same calendar year.

PROGRAM REQUIREMENTS
The MA and MSc degree programs are similar in overall program requirements but will vary in the type of elective courses and thesis research.

The graduate program is primarily research based and the final outcome of the program is the presentation and defense of a thesis.

All students are required to attend a 3-day field camp at the beginning of their program (late August–early September) as part of ES 500.

There is no formal residency requirement. However, in practice all students should be in residence in their first term of study, and residency during the first year is encouraged.

Course Requirements
A student’s program will include the following core courses:

Core Courses:

- ES 500 (1.5) Perspectives on Environmental Theory
- ES 501 (1.5) Methods, Research Design and Communications
- ES 502 (1.5) Thesis Proposal Preparation

and at least 3.0 elective units to be taken from within or outside the School with the permission of the student’s supervisor. Up to than 1.5 units may be taken at the 400-level.

Core and elective courses contribute 7.5 units toward the 15-unit minimum degree requirement.

Thesis
The thesis proposal and thesis are prepared under the direction of the supervisory committee. The committee normally consists of two members: a supervisor and a committee member. 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 workplace experience – is optional for full-time Master’s students. Master’s students complete two work terms (a work term consists of four months of full-time, paid employment). Students require permission from their academic advisor 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 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 27-28).

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
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Courier Address:
School of Exercise Science, Physical and Health Education
University of Victoria
Room 120, McKinnon Bldg
3800 Finnerty Rd.,
Victoria, BC V8P 5C2
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Telephone Number: ...........................250-721-8373
Fax Number: ...............................250-721-6601
Website: <www.educ.uvic.ca/phed/>
Director: Dr. Frederick I. Bell
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Phone: . . . . . . . . . . . . . . . . . . . . 250-721-8382
Graduate Adviser: Dr. Vivienne A. Temple
Email: vtemple@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . . 250-721-7846
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, games teaching, assessment in games and gymnastics.

Catherine A. Gaul, Associate Professor, PhD (Victoria)
Pediatric exercise physiology, women and exercise, health benefits of exercise in cancer patients, bona fide occupational fitness.

Sandra L. Gibbons, Professor, PhD (Oregon)
Team building through physical education, gender equity in physical education, affective domain in physical education, teaching effectiveness.

Timothy F. Hopper, Associate Professor, PhD (Alberta)
School integrated teaching education, teacher games for understanding and electronic portfolios. Action research and qualitative research genres. Social constructivism and personal construct psychology.

Sandra R. Hundza, Assistant Professor, PhD (Victoria)
Neural control of human movement; motor rehabilitation after injury (e.g. neurotrauma) and with disease and aging. Neural coordination of limbs and trunk during rhythmic movement (e.g., walking or cycling) and implications for balance control during walking; assistive technologies for those with disability.

Lara Lauzon, Assistant Professor, PhD (Victoria)
Teacher wellness, college and university student health and wellness, organizational and workplace wellness, leadership, active health, and media and body image.
John Meldrum, Assistant Professor, PhD (Waterloo)
Management, marketing, and service quality. Understanding human relationships and the attachment to people, places and activities in a health, leisure, sport or community context.

Patti-Jean Naylor, Associate Professor PhD (Victoria)
Socio-ecological and setting-based approaches to health promotion, obesity and chronic disease prevention, dissemination, knowledge translation/exchange, implementation and organizational capacity.

Douglas R. Nichols, Professor, PhD (Oregon)
Outdoor recreation and leisure for special populations, recreation administration, environmental interpretation.

Ryan Rhodes, Professor, PhD (Alberta)
Behavioural medicine, psychology of physical activity and sedentary behaviour, social cognitive and personality theories of health behaviour, research methods, and psychometrics.

Lynneth A. Stuart-Hill, Assistant Professor, PhD (British Columbia)
Exercise hematology and immunology, occupational physiology, development of pre-employment physical abilities tests, children and exercise, exercise prescription.

Vivienne A. Temple, Associate Professor, PhD (Royal Melbourne Institute of Technology)
Physical activity for people with disabilities and disadvantaged groups; inclusive pedagogy, movement skills of children.

Geraldine H. Van Gyn, Professor, PhD (Alberta)
Skill acquisition and practice characteristics, cognitive factors in skilled behaviour.

S. Joan Wharf Higgins, Professor, PhD (British Columbia)
Health literacy community-based research; health promotion policy and practice; qualitative research design and methodology; social marketing; development of pre-employment physical abilities tests, children and exercise, exercise prescription.

E. Paul Zehr, Professor, PhD (Alberta)
Neural control of human movement; neural mechanisms of interlimb coordination; reflex control of rhythmic movement; neuromuscular plasticity; motor recovery after neurotrauma; mechanisms underlying motor skill acquisition in developmental delay; rehabilitation.

Degrees and Specializations Offered
The School of 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, gymnasiums, pool, dance studio, Institute of Applied Physical Activity.

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 (amount to be determined) for the period of Sept. 09 to Aug. 10 from the Faculty of Graduate Studies. This is under the jurisdiction of the Graduate Adviser, who applies for supplements after all appointments are confirmed.

Students should be aware that partial funding for graduate students from employment for the School and Academic Income Supplements is not guaranteed and will likely conclude after two years as a master’s student (the expected time for completion). Those students who are not on Fellowship, can anticipate approximately $6,000 per year depending on their involvement in the School. It is not sufficient to pay all living expenses. Students are also advised that the School has very little opportunity to fund students during the Summer Session (April-August).

Admission Requirements

**General**
Potential applicants may contact the Graduate Adviser of the School of Exercise Science, Physical and Health Education for application information. However, to pursue formal admission, the student must complete the application provided on the Graduate Admissions and Records Office website <registrat.uvic.ca/grad>.

Admission To Master’s Programs
In addition to the requirements by the Faculty of Graduate Studies, admission to the master’s graduate programs in the School of Exercise Science, Physical and Health Education requires an undergraduate degree in Exercise Science, Physical and Health Education or related field. Applicants to the MA and MSc programs should state their specific area of research interest, include a brief statement of academic and career goals, and identify a faculty member as a possible supervisor. MED Coaching Studies applicants should include a resume of their coaching experience and certification levels.

Deadlines
Applications may be received at any time, but see specific deadline below. Early application is appreciated.

- **February 15:**
  - For applicants to the School of Exercise Science, Physical and Health Education MSC or MA who are seeking admission the following September.
  - For applicants to the School of Exercise Science, Physical and Health Education MED Coaching Studies degree who are seeking admission the following July.

**Program Requirements**

**Master of Science in Kinesiology (MSc) – Thesis Option**

This program is predicated on the “Inquiry Approach,” allowing students to examine issues and questions related to the specific subdiscipline areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A thesis, subject to oral examination, is required.

**Program Requirements: Total = 18 units**
EPHE 573 .......................................................... 3.0
Two of: EPHE 580, 581, 582, 583 or 584 ............. 3.0
Seminar (EPHE 500) ................................................. 0.0
Either ED-D 560 or EPHE 585 ........................... 1.5
Electives ............................................................... 1.5-3.0
Thesis (EPHE 599) .................................................. 7.5-9.0

**Program Length**
Usually two to three years.

**Master of Arts in Kinesiology (MA) – Non Thesis Option**

This program is predicated on the “Inquiry Approach,” allowing students to examine issues and questions related to the specific subdiscipline areas. The design of the program allows for considerable flexibility permitting students to pursue their area of interest under the guidance and advice of their supervisor. A project is required.

**Program Requirements: Total = 18 units**
EPHE 573 .......................................................... 3.0
Seminar (EPHE 500) ............................................... 0.0
Two of: EPHE 580, 581, 582, 583, 584 .............. 3.0
Either ED-D 560 or EPHE 585 ......................... 1.5
Electives ............................................................... 3.0-4.5
Project (EPHE 598) ............................................. 6.0-7.5

**Program Length**
Usually two to three years.

**Master of Arts in Physical Education (MA) – Thesis Option**

This degree provides the students with the opportunity to develop a program with a specific focus on curriculum development or instructional strategies. Course work provides the knowledge and skills to complete a required thesis, which is subject to an oral examination.
**Program requirements:** Total = 18 units

**EPHE 573** ..................................................... 3.0
**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 to three years.

**Non-Thesis Options**

**Master of Arts in Coaching Studies (MEd) - Non-Thesis Option**

This degree provides students with a program of studies with a particular focus on coaching science. This is a summer-based program and is largely course-based. Twelve units of required courses are completed during July/August over two consecutive summers. An additional three units of elective courses must be completed and may be taken off campus. Students also complete two four-month cooperative work terms, a comprehensive exam and a project. It is also possible to complete some of the National Coaching Certification Program (NCCP) level 4/5 tasks during the MEd CS program, which is coordinated through the National Coaching Institute British Columbia (NCI).

**Program Requirements: Total = 19.5 units + 2 work terms (4 units)**

**EPHE 570, 572, 574, 575, 576, 577, 578, 579** .......... 12.0
**Electives (to be determined)** .................................. 3.0
**Comprehensive Examination (EPHE 597)** ............ 1.5
**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 project and comprehensive examination or a thesis subject to oral examination, are required.

**Program requirements:** Total = 19 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 .................................... 4.5
- EPHE 599 ..................................................... 6.0

**Oral Examination**

Only with thesis (EPHE 599) option.

**Program Length**

Usually two years.

**Co-operative Education**

Participation in the Co-operative Education program - which is a process of education that integrates students’ academic studies with knowledge, practical skills for employment, and workplace experience - is a mandatory component of the MEd Coaching Studies program. Co-operative education is optional for Master’s students in other graduate programs in Exercise Science, Physical and Health Education.

Master’s students complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. In the optional programs, 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 Exercise Science, Physical and Health Education Co-op office early in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

**French**

**GENERAL INFORMATION**

Faculty members in the Department of French have wide-ranging research and teaching interests in French, Quebec, French-Canadian, African and Caribbean literatures, culture, and cinema, as well as in linguistics and applied linguistics. For more information, please consult our website at <web.uvic.ca/french/graduate.html>.

**Contact Information**

Department of French

Location: Clearihue, Room C247

Mailing Address: PO Box 3045 STN CSC Victoria, BC V8W 3P4 Canada

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Fax Number: 250-721-8724

Email: french@uvic.ca

Website: <web.uvic.ca/french>  
Chair: Catherine Caws  
Email: chairfr@uvic.ca  
Phone: 250-721-7364  
Graduate Adviser: Hélène Cazes  
Email: gradfren@uvic.ca  
Phone: 250-721-7379  
Graduate Secretary: Carley Hatt  
Email: 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), Graduate Adviser

French Medieval and Renaissance literature, literary and cultural theory

Emile Fromet de Rosnay, PhD (Queen’s)

19th to 20th Century French and comparative literature, Romanticism, modernist poets

Emmanuel Hérique, D de Ile 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

Sada Niang, PhD (York)

African and Caribbean literatures, African cinema

**Marie Vautier, PhD** (Toronto)

Comparative Canadian literature, literary theory

**Degrees and Specializations Offered**

The Department of French offers a program leading to the degree of Master of Arts in French Literature, Language and Culture.

**Facilities**

UVic’s MacPherson 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 2,600 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.

**Financial Support**

Consideration for financial aid is automatic upon receipt of applications by February 15. Funding is available through the competitive University Fellowship up to a value of $15,000 and may be held for one year, subject to academic performance and full-time enrolment. All eligible applicants are encouraged to and assisted in applying for funding to provincial, federal, and external sources. Please, see the information provided by the Faculty of Graduate Studies at <www.uvic.ca/grad>. Competitive funding is also available for research and teaching assistantships through the department for incoming and continuing students. The amounts may vary from year to year and students are encouraged to apply early.

**ADMISSION REQUIREMENTS**

**General**

Candidates must meet all the general requirements of the University of Victoria Faculty of Graduate Studies (<registratio@uvic.ca>) 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 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.

The Reading List will normally consist of 30 titles covering a period (e.g., a century), a genre (e.g., drama), a movement (e.g., Surrealism), or a specific topic. Originating in one or more of each student’s courses, the list will offer the student the possibility of specialization in a chosen field and preparation for further study. Evaluation will be by oral examination. The examiners will assess the student’s ability to express himself or herself in a literate and critical way, and to synthesize an extensive amount of reading. The critical paper will be the focus of the oral examination.

**Thesis Option**

The thesis option is normally by invitation of the departmental Graduate Committee:

1. FREN 500 (1.5 units)
2. 7.5 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 599 (6.0 units): thesis (25,000 word maximum) and an oral defense. The thesis topic selected by the candidate must have the approval of both the Supervisory Committee and the Graduate Committee. This regulation also applies to any substantial change from the approved topic which the candidate may wish to make in the course of his or her research.
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 workplace experience - is optional for Master’s and PhD students. Master’s 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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

**Geography**

**General Information**

**Contact Information**

Department of Geography  
Location: Social Sciences and Math Building, Room B203  
Mailing Address:  
PO Box 3060  
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3800 Finnerty Road  
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Phone: 250-721-7329  
Graduate Secretary: Darlene Li  
Email: geograd@mail.geog.uvic.ca  
Phone: 250-721-7350

**Faculty Members and Areas of Research**

Rosanne 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

**GRADUATE PROGRAMS**

**2010-11 UVIC CALENDAR**

Mavcira 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, marine protected areas, conservation, Thailand

David Duffius, PhD (Victoria)  
Biogeography, wildlife, marine

Mark S. Flaherty, PhD (McMaster)  
Coastal zone management, mariculture, Thailand

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 rainforests

Stephen C. Lonergan, PhD (Pennsylvania)  
Middle East water, environment and security, environment and migration

Lawrence D. McCann, PhD (Alberta)  
Historical geography of Canadian cities

Trisaly Nelson, PhD (Wilfrid Laurier)  
Geomatics, advanced spatial analysis, spatial statistics, GIS

K. Olaf Niemann, PhD (Alberta)  
Remote sensing, geomorphology

Ian J. O’Connell, PhD (Victoria)  
GIS; Decision making: cartography, surveying

Aleck Ostry, PhD (British Columbia)  
Health research in rural and northern communities, nutritional health issues

Daniel Peters, PhD (Trent)  
Assessment of climate variability/change, land-use change and flow regulation impacts on hydrological systems in Canada.

Terryrowse, PhD (Canterbury)  
Climate impacts on hydrology and aquatic ecosystems

Reuben Rose-Redwood, PhD (British Columbia)  
Urban geography, cultural landscape studies, history of geographical thought

Dan J. Smith, PhD (Alberta)  
Geomorphology, dendrochronology

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

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

Frederick J. Wrona, PhD (Calgary)  
Aquatic ecology and eco-toxicology, biostatistics and quantitative ecology
Adjuncts and Cross-Listed Appointments

René I. Alfaro, PhD (SFU)
Quantifying pest damage to forests of BC; genetic resistance to pests

Spyros Belaou, 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

Allan L. Carroll, PhD (New Brunswick)
Natural resources and environmental studies

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

Habib Chaudhury, PhD (Wisconsin)
Gerontology, research on personhood in dementia

John Clague, PhD (British Columbia)
Earth sciences, quaternary science

Jon M.S. Corbett, PhD (Victoria)
GIS, Indonesia

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

Leslie T. Foster, PhD (Toronto)
Medical geography

Hugh French, PhD (Southampton)
Fluvial and periglacial geomorphology

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

Ellen Hines, PhD (Victoria)
Environmental impacts and management of coastal resources

Christopher A. Houser, PhD (Toronto)
Coastal geomorphology

Sophia C. Johannesen, PhD (Dalhousie)
Ocean optics, carbon cycle, climate change

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

Trudy A. Kavanagh, PhD (Waterloo)
Environmental impacts, Canadian Rockies

Leslie A. King, PhD (London School of Economics)
Natural resources and environmental studies

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

Preston McEachern, PhD (Alberta)
Water resource management, isotope hydrology and paleohydrology, paleoecology

William M. Megill, PhD (British Columbia)
Biomimetics, coastal ecosystems

Brian P. Menounos, PhD (British Columbia)
Geomorphology, quaternary science

Grant Murray, PhD (Michigan)
Coastal communities, marine protected areas

Christopher M. Pearce, PhD (Laval)
Coastal ecosystems and resources

Robert Parish, PhD (British Columbia)
Population biology, forest ecology

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

Goetz Schuerholz, PhD (Freiburg)
Wildlife and protected areas management

Eleanor Setton, PhD (Victoria)
Environmental health, health geomatics

Tara E. Sharma, PhD (British Columbia)
Parks and protected areas, land-use/land-cover changes, scenario modeling, remote sensing, GIS

Nancy Turner, PhD (British Columbia)
Euthanobtany; traditional land management systems and traditional ecological knowledge of British Columbia First Nations

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

G. Cornelis van Kooten, PhD (Oregon State)
Environmental studies and climate, energy, forest, agriculture economics

Neville N. Winchester, PhD (Victoria)
Tropical and temperate rainforest ecology/conservation biology

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 applications received by February 15th are automatically considered for University of Victoria Fellowships. No separate application is necessary. An extensive list of awards is available at the Faculty of Graduate Studies website: <web.uvic.ca/gradstudies/fund/funding.html>. The department employs a number of teaching assistants, and graduate students are given priority in the assignment of these positions. Assistantships of one, two or three laboratories per week (2, 4 and 6 contact hours) are available. The department may be able to award a limited number of income supplements to teaching assistants subject to availability. Holders of University Fellowships can normally undertake only one lab instructorship.

Individual faculty members may also have research assistantships available for graduate students. Students are encouraged to apply for grants and fellowships from external agencies, including the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and Commonwealth Scholarships. Information on the above is available from the Faculty of Graduate Studies.

ADMISSION REQUIREMENTS

General

Admission to the departmental graduate program is normally granted only to students having Honours or Major degrees with first or second class standing in geography (at least a B+ average; 6.00 GPA). Students from the British Isles, for example, are expected to have obtained at least an upper second class Honours degree. A promising student lacking such qualifications may be allowed to make up this deficiency, being required to register as an unclassified student.

As part of the application requirements for graduate programs in Geography, all applicants must submit a brief letter of intent outlining their study background and areas of research interest.

Inquiries concerning the graduate program should be addressed to the Graduate Studies Adviser, Department of Geography via email at: <geograd@mail.geog.uvic.ca>. Further information about the department is available through the department’s website: <www.geog.uvic.ca>. Application forms for admission, which include the indication of need for financial assistance, can be obtained directly from Graduate Admissions and Records website: <registrar.uvic.ca/grad/>.

Deadlines

There are three possible admission dates to the Geography Graduate program: January, May, and September. For May and September admissions, completed applications and supporting documents must be received by February 1. For January admissions, completed applications and supporting documents must be received by October 15. If a student is completing an undergraduate program, a letter of degree completion will be required. Applications received thereafter may be considered, providing space is available, or will be considered for admission on a following admission date.

If a student has successfully completed a core course, or one similar in topic, as part of an earlier degree requirement, that course must be replaced by another of equal unit value. The choice of course must be made in consultation with the supervisory committee. Approval for course replacement is requested via a memo from the Supervisor to the Graduate Adviser stating justification for the request, which must be 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 7.5 units of course work and the master's thesis (11.5 units), for a total of 19 units.

All MA and MSc students are required to take GEOG 500 (3.0); one of GEOG 518, 523, 524 (1.5); one of GEOG 536, 537, 538, 539 (1.5); one of GEOG 591, 590 (1.5); plus the master's thesis (11.5 units) for a total of 19 units.

Substitutions for methods courses (GEOG 518, 523, 524) and GEOG 590, 591 courses must be approved by the student's supervisory committee and the Graduate Adviser. Additional courses may be required at the discretion of the supervisory committee.

**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 required to take a minimum of 4.5 units of coursework as follows: GEOG 500 (3.0), one of GEOG 536, 537, 538, 539 (1.5), and GEOG 693 (3.0), plus the dissertation (24 units) for a total of 31.5 units.

Course substitutions from outside the department must be approved by the student's supervisory committee and the Graduate Adviser. Additional courses may be required at the discretion of the supervisory committee.

**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**

Participation in the Co-operative Education program – which enables students to acquire knowledge, practical skills for employment, and workplace experience – is optional for Master's and PhD students. Research undertaken during the work term is intended to relate to the student's research interest area. Master's 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 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 27-28).

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**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 D243
Mailing Address:
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Email: geru@uvic.ca
Website: <www.uvic.ca/geru>
Chair: Dr. Peter Gölz
Email: pgolz@uvic.ca
Phone: .............................250-721-6329
Graduate Adviser: Dr. Helga Thorson
Email: helgat@uvic.ca
Phone: ................................250-721-7320
Graduate Secretary: Irina Gavriloa
Email: geru@uvic.ca
Phone: .............................250-721-7316

**Faculty Members and Areas of Research**

- **Peter Gölz, PhD (Queen's)**
  - Literary theory; contemporary literature; CALL; film; vampires

- **Helga Thorson, PhD (Minnesota)**
  - Late 19th and early 20th century literature; German colonialism; women's literature; holocaust studies; foreign language pedagogy; CALL

- **Serhy Yekelchyk, PhD (Alberta)**
  - Classicism and romanticism, literature of the Weimar period and expressionist film, literary theory and gender studies

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**Financial Support**

University of Victoria Tuition Assistance

Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies.

Detailed information on awards and application procedures & deadlines is available at the Faculty of Graduate Studies' website: [www.uvic.ca/grad].

**ADMISSION REQUIREMENTS**

**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 Master's and PhD students. Research undertaken during the work term is intended to relate to the student's research interest area. Master's 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 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 27-28).

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**Contact Information**

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Graduate Adviser: Dr. Helga Thorson
Email: helgat@uvic.ca
Phone: ................................250-721-7320
Graduate Secretary: Irina Gavriloa
Email: geru@uvic.ca
Phone: .............................250-721-7316

**Faculty Members and Areas of Research**

- **Peter Gölz, PhD (Queen's)**
  - Literary theory; contemporary literature; CALL; film; vampires

- **Helga Thorson, PhD (Minnesota)**
  - Late 19th and early 20th century literature; German colonialism; women's literature; holocaust studies; foreign language pedagogy; CALL

- **Serhy Yekelchyk, PhD (Alberta)**
  - Classicism and romanticism, literature of the Weimar period and expressionist film, literary theory and gender studies

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**Facilities**

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

The department provides its graduate students with office space and computer facilities. In addition, there is a reading room well equipped with reference materials.

**Financial Support**

University of Victoria Tuition Assistance

Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies.

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**ADMISSION REQUIREMENTS**

**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 Master's and PhD students. Research undertaken during the work term is intended to relate to the student's research interest area. Master's 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 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 27-28).

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**Faculty Members and Areas of Research**

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**Financial Support**

University of Victoria Tuition Assistance

Various other Scholarships, Awards, Bursaries and Prizes are administered by the Faculty of Graduate Studies.

Detailed information on awards and application procedures & deadlines is available at the Faculty of Graduate Studies' website: <www.uvic.ca/grad>.

**ADMISSION REQUIREMENTS**

**Admission to the Master’s Program**

All candidates for the degree of MA in Germanic Studies must meet all general requirements of the Faculty of Graduate Studies, as well as the specific requirements of the Department of Germanic and Slavic Studies.
GRADUATE PROGRAMS

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 and Roman Studies) 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-OPERA TIVE EDUCATION

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master’s students. Master’s students complete two work terms (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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

Greek and Roman Studies

GENERAL INFORMATION

The Department of Greek and Roman Studies offers a two-year program leading to the degree of Master of Arts in Greek and Roman Studies. The program consists of course work and the composition of a thesis. Course work will include study of both Greek and Latin, but the thesis may be written in the areas of classical archaeology, ancient history, and Greek or Latin literature. Prospective students can find further information on the department website: <web.uvic.ca/grs>.

Contact Information

Department of Greek and Roman Studies
Location: Clearihue Building, Room B409
Mailing Address:
Greek and Roman Studies
University of Victoria
PO Box 3045 STN CSC
Victoria, BC V8W 3P4
Canada

Courier Address:
Greek and Roman Studies
Clearihue Building B409
3800 Finnerty Road (Ring Road)
Victoria, BC V8P 5C2
Canada

Telephone Number: .......................... 250-721-8514
Fax Number: ................................. 250-721-8516
Email: jupiter@uvic.ca
Website: <web.uvic.ca/grs>
Chair: Cedric A.J. Littlewood
Email: calwood@uvic.ca
Phone: ................................. 250-721-8515
Graduate Adviser: Gregory Rowe
Email: growe@uvic.ca
Phone: ................................. 250-721-8521
Graduate Secretary: Sonja Bemingham
Email: 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

Brendan Burke, PhD (California, Los Angeles)
Aegean prehistory, Greek art and architecture, Anatolian archaeology

Josiah E. Davis, PhD (Pennsylvania)
Augustan literature, Roman material culture, Reception Studies

Ingrid E. Holmberg, PhD (Yale)
Homer and early Greek poetry, critical theory, especially feminist

Geoffrey Kron, B.Sc, MA., PhD (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 (British Columbia), PhD (Stanford)
Greek history and historical writing

Adjunct Appointments

Patricia A. Clark, PhD (Washington)
Greek medicine and folk medicine

Degrees and Specializations Offered

MA in Greek and Roman Studies, with specialization in archaeology, history, or languages.

Facilities

The University's library has much material on ancient Greek and Roman culture; the department also has its own Reading Room with an excellent selection of primary and secondary texts. The department provides computing assistance to graduate students, which supplements the computing facilities available from the University. The department will frequently offer opportunities for students to participate in archaeological excavations in the Near East or Mediterranean, and the department also has a superb slide collection.

Financial Support

Consideration for financial aid is automatic upon receipt of applications for admission by February 15. Financial aid is available through the competitive University Fellowship to a value $15,000, which may be held for two years, subject to satisfactory performance and full-time enrolment. All eligible applicants are encouraged to and assisted in applying for funding from provincial, federal and external sources; see the information provided by the Faculty of Graduate Studies <www.uvic.ca/grad>. Financial assistance for research assistants and teaching assistants is subject to department funding.

ADMISSION REQUIREMENTS

General

All applicants must be able to demonstrate a well-rounded, comprehensive knowledge of the ancient Greek and Roman worlds. Applicants should ideally have balanced strength in Greek and Latin, or substantial experience in one language and at least basic competence in the other, and proficiency in reading French, German or Italian. In addition to the documentation required by the Faculty of Graduate Studies (see page 15), the Department of Greek and Roman Studies also requires a statement of intent from each prospective student outlining the student’s research interests.

September is the normal entry point: we do not normally accept students at any other time of the 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 six 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); Ancient Art and Archaeology (GRS 505, 3.0 units); and Ancient Philosophy (GRS 506, 3.0 units). 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**

Before graduation, students must demonstrate a reading knowledge of French, German or Italian. The level of proficiency will be equivalent to a B or better in the reading courses (such as GER 390 or FRAN 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.

**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 Master’s students. Master’s students complete two work terms (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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

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**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
Email: his@uvic.ca Website: <hinf.uvic.ca>

Director: Dr. Abdul Roudsari
Email: abdul@uvic.ca
Phone: 250-721-8576
Graduate Adviser: tba
Email: hisgrad@uvic.ca
Phone: 250-721-6459
Graduate Secretary: Shawa McNabb
Email: hisgrad@uvic.ca
Phone: 250-721-6459

**Faculty Members and Areas of Research**

**Elizabeth Borycki**, PhD (Toronto), MN (Manitoba), HBScN (Lakehead), RN, Assistant Professor

Health management, organization and strategy; Disease Management, respirology and geriatrics; Nursing informatics and the effect of technology upon nurses’ work; Evaluation of the impact of information technology in health care; clinical informatics

**Alex M.H. Kuo**, PhD (Nottingham, UK), MBA (Taiwan), BSc (Taiwan), Assistant Professor

Data Interoperability; Health Database & Data Warehousing; Data Mining Application in Healthcare; e-Health

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**2010-11 UVIC CALENDAR**

Gerhard Brauer, EdD (British Columbia), MA (British Columbia), BA Honors (Victoria), Associate Professor

Epidemiology and epidemiology information systems; technology assessment; comparative health care systems; systems analysis; pedagogy; rural health care, health in development; telemedicine, telehealth, etc.; interactive computer graphics in education; program evaluation

**Andre Kushniruk**, PhD (McGill), MSc (McMaster), BA (Brock), BSc (Brock), Professor

Evaluation of the use and usability of information systems; e-Health and telemedicine; Consumer informatics; Cognitive aspects of decision support systems; Data mining in health informatics; Computerized patient record systems; Evaluation methodologies; Intelligent information filtering; Usability engineering; Knowledge representation; Design of health care user interfaces and human-computer; interaction in complex domains

**Francis Lau**, PhD (Alberta), MBA (Alberta), MSc (Alberta), BSc (Alberta), Professor

Strategic IT planning for health systems; Electronic health records; Information management and analysis; Impacts of IT in health; Action research; Design, implementation and evaluation of health information systems; Decision support systems; Knowledge management

**Scott Macdonald**, PhD (Western Ontario), MA (Toronto), BSc (Victoria), Professor

Social Epidemiology of Addictions; Monitoring and Surveillance of Addictions Problems; Relationship Between Substance Use and Abuse with Injuries; Alcohol and Drug Policy

**Denis Patti**, MSc (Manitoba), BSc (Alberta), Professor

International Approaches to eHealth and the EHR; Health Care Information Management & Technology Strategic Planning; Chief Information Officers; Evaluation of Information Management & Technology; Physician Office EMR systems

**Abdul Roudsari**, PhD (London), MSc (London), BSc (London), Professor and Director

Electronic Healthcare; Telecare; e-health

**Emeritus**

**Jochen R. Moehr**, PhD (Hannover, Germany), MD (Marburg, 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**

**Jeff Barnett**, MSc (Victoria), BSc (UBC), Adjunct Assistant Professor, UVic, Director of Clinical Informatics, Cancer Care, BC Cancer Agency

**Bruce Carleton**, PharmD (Ushah), BPharm (Washington State), Director, Pharmaceutical Outcomes Programmes, Children’s & Women’s Health Centre of BC

**Michael Downing**, MD (Western Ontario), Medical Director, Victoria Hospice Society
### 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. For the Dual Master of Nursing and Master of Health Informatics Program (distance) there is one entry point, September of each academic year.

**On-Campus MSc Stream (HINF)**

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 will be considered, provided they have passed the 100 and 200 level undergraduate Health Information Science (HINF) courses or their equivalents, as well as having completed one Co-op education term. Those with relevant health IT work experience may have some of the undergraduate course requirements waived.

**Distributed MSc Stream (HI)**

This is a distance learning, on-line education program. It typically requires at least two years of relevant work experience, or 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.

**Dual MN and MSc Health Informatics**

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. Applicants to the dual degree option in Nursing and Health Informatics must meet admission criteria for both programs and must apply to both Schools. Application guidelines and links to the Faculty of Graduate Studies application form are available on the School of Nursing and School of Health Information Websites.

**A personal resume should include your education background, employment history, professional/academic affiliations and other achievements such as publications or awards, up to a maximum of 4 pages.**

**A letter describing why you should be considered for enrolment, how you will use the knowledge learned in your workplace, and in what ways will the program improve/change your personal career.**

For international students

- If you are accepted into the distributed MSc stream, you will NOT be able to switch into other streams or programs. In fact, you will need to first withdraw from your program and reapply to UVic if you want to switch streams or programs.
- You will need to provide a letter from your current employer confirming your employment status with the organization, and that you will in fact continue to work there during the two years when you are enrolled in our program.
- You should plan to stay in Victoria only for the scheduled workshops; the 2-week workshop are in May. We expect you to return to your country in between these workshops to continue working for your current employer and not to remain in Canada.

Applicants who have not completed a previous degree at a recognized university in Canada, the UK, Australia, New Zealand, or the USA 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.

**PhD by Special Arrangement**

This is an on-campus PhD program. Applicants must hold a relevant Master’s degree to apply.

**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

**MSc**

- **HINF 580 (1.5)** Health Informatics Graduate Seminar
- **HINF 503 (1.5)** Research Methods in Health Informatics
- **HINF 599 (6.0)** Thesis
A minimum of 7.5 units from the HINF electives list below.

**Electives:**
Electives may include existing graduate level courses from other U Vic departments that are relevant to Health Informatics. Examples of relevant courses where the School has received permission to enrol Health Information Science graduate students are as follows:

- ADMN 502A1 (1.5) Research Design: Critical Appraisal of Information
- ADMN 502B1 (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. Distributed stream students are also required to attend two on-campus workshops, two weeks in years 1 and 2. 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

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

**MSc – Research Project Option:**

- HINF 503 (1.5) Research Methods in Health Informatics
- HINF 598 (3.0) Research Project

A minimum of 12 units from the HINF electives list below.

**HINF Electives:**
Electives offered vary from year to year. Students should consult with the School for details.

HINF 501 (1.5) Database Design
HINF 510 (1.5) Information Management and Technology
HINF 511 (1.5) Clinical Decisions Support Systems
HINF 515 (1.5) Patient Care Information Systems
HINF 516 (1.5) Telemedicine in Action
HINF 530 (1.5) Health Information Literature Review
HINF 531 (1.5) Ethical and Legal Aspects of Health Informatics
HINF 535 (1.5) Health Information Standards
HINF 550 (1.5) Health Information System Design
HINF 551 (1.5) Electronic Health Record
HINF 552 (1.5) Evaluation of e-Health Initiatives
HINF 553 (1.5) E-Health Sustainability
HINF 554 (1.5) Critical Appraisal of the Health Sciences Literature
HINF 556 (1.5) Health Care Quality Improvement
HINF 561 (1.5) Project Management in Health Informatics
HINF 562 (1.5) Procurement in Health Informatics
HINF 570 (1.5) Epidemiology in Health Services Management
HINF 571 (1.5) Health Systems Data Analysis
HINF 572 (1.5) Health Informatics: An Overview
HINF 573 (1.5) Applied Biostatistics
HINF 575 (1.5) Human Factors in Healthcare
HINF 590 (1.5) Directed Studies in Health Informatics (may be taken more than once)
HINF 591 (1.5) Topics in Health Informatics (may be taken more than once)

**On-Campus Stream Sample Model Program:**

A model program is included to show the proposed course sequencing over a 2-year period:

**Year 1:**
- HINF 599; HINF 580; HINF 503; HINF Electives

**Year 2:**
- HINF 599; HINF Electives

**Distributed Stream Sample Model Program – Thesis Option:**

**First Year**
- Jan-Apr: HINF 599, Elective
- May-August: HINF 599 cont’d, HINF 503, Elective, Workshop 1**
- Sept-Dec: HINF 599 cont’d, HINF elective

**Second Year**
- Jan-Apr: HINF 599 cont’d, Elective
- May-August: HINF 599 cont’d, Elective, Workshop 2**
- Sept-Dec: HINF 599 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 (subject to change).

**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 (subject to change).

**Nursing Electives (3.0)**
Nursing electives are listed at the end of the Nursing section.

**Required Core HINF Courses (6.0 units)**

HINF 501 (1.5) Database Design
HINF 503 (1.5) Research Methods in Health Informatics
HINF 550 (1.5) Health Information Systems Design
HINF 572 (1.5) Health Informatics: An Overview
HINF Electives (3.0)

Electives are chosen in consultation with the supervisor. HINF electives include:

HINF 510 (1.5) Information Management and Technology
HINF 511 (1.5) Clinical Decision Support Systems
GRADUATE PROGRAMS

HIINF 531 (1.5) Ethical and Legal Aspects of Health Informatics
HIINF 551 (1.5) Electronic Health Record
HIINF 560 (1.5) Health Care Quality Improvement
HIINF 561 (1.5) Project Management in Health Informatics
HIINF 562 (1.5) Procurement in Health Informatics
HIINF 573 (1.5) Applied biostatistics
HIINF 575 (1.5) Human Factors in Healthcare

Required Co-operative experience (6.0 units)
COOP (NURS) (3.0) Co-operative Experience Requirement
COOP (HINF) (3.0) Co-operative Experience Requirement

Required Thesis (7.5 units)
NURS 593 (1.5) Thesis Seminar
HIINF 580 (1.5) Thesis Seminar
NUHI 599 (6.0) Thesis

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 Master's and PhD students. Master's 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. 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 Health Information Science Co-op office early in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

Master's students in the double degrees option must complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions.

Hispanic and Italian Studies

GENERAL INFORMATION
The Department of Hispanic and Italian Studies offers a Master of Arts program with two streams: a "Hispanic Studies" stream and one in "Hispanic and Italian Studies."

The "Hispanic Studies" stream reflects the interdisciplinary nature of the department, which comprises studies in Peninsular Spanish and Latin American Studies.

The "Hispanic and Italian Studies" stream reflects the above, but also includes the Italian component of the department, particularly in the area of Medieval to Renaissance Italian Literature, which strongly influenced Peninsular Spanish Literature both of the Middle Ages and the Golden Age.

Research and teaching strengths include the Italian Middle Ages, the Spanish Middle Ages, the Spanish Golden Age, Colonial and 19th Century Latin American Literature, and 20th Century Latin American Literature to the present.

Contact Information
Department of Hispanic and Italian Studies
Location: Clearihue Building, Room B441
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Telephone Number: 250-721-7413
Fax Number: 250-721-6608
Email: spanit@uvic.ca
Website: <web.uvic.ca/hispanital>
Chair and Graduate Adviser: Dr. Pablo Restrepo-Gautier
Email: spanit@uvic.ca
Phone: 250-721-7413

Faculty Members and Areas of Research
Gregory Peter Andrachuk, PhD (Toronto)
Medieval literature, especially sentimental romance and Cancionero poetry, religion and literature, especially Auto Sacramental

Maria Bettaglia, PhD (SUNY-Buffalo)
Twentieth-century Spanish and Italian literature, women's studies, gender studies, critical theory, translation theory

Beatriz de Alba-Koch, PhD (Princeton)
Colonial and nineteenth-century Spanish American literature, especially Mexico

Lloyd H. Howard, PhD (Johns Hopkins)
Italian literature of the 13th and 14th centuries, especially Dante

Pablo Restrepo-Gautier, PhD (British Columbia)
Golden Age Spanish drama and literature, modern Peninsular Spanish narrative, modern Colombian narrative, humour studies, gender studies

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

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, both in a thesis and non-thesis option.

Facilities
Department Research Library.

Financial Support
Each year, entering students are eligible for a University Graduate Fellowship of $10,000 to $15,000 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 $5,000 per course. Eligible students are encouraged to apply for funding from provincial, federal and external sources.

ADMISSION REQUIREMENTS
General
All candidates for these degrees must meet all the general requirements of the Faculty of Graduate Studies as well as the specific requirements of the Department of Hispanic and Italian Studies.

Students may be admitted commencing September only of each year. Graduate course offerings in the summer period are limited.

In addition to the documentation required by the Faculty of Graduate Studies (see page 15), the Department of Hispanic and Italian Studies also requires a statement of research intent.

Admission To Master’s Programs
Admission to the thesis or non-thesis programs requires a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies or equivalent) with a minimum overall average of B+ (6.0 GPA) or a bachelor's degree (Major in Hispanic Studies or Hispanic and Italian Studies) with a minimum average of A- (7.0 GPA) in the final year's work. Students with background deficiencies in Hispanic Studies or, if relevant, Italian Studies will be required to make up courses before being admitted to the MA program. Candidates must satisfy the department that 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. International applicants are advised to apply earlier.

PROGRAM REQUIREMENTS
The department offers two options towards the MA in both Hispanic Studies and Hispanic and Italian Studies, each composed of 15 units of graduate credit.

The following core courses are required of all students: SP AN 500, Introduction to Bibliography and Methods of Research; SP AN 502, Core Reading List Course I; SP AN 503 or ITAL 503, Core Reading List Course II.

SPAN 502 will cover works taken from the general Hispanic Literature reading list; SPAN 503 or ITAL 503 will reflect the specialized area of the student's degree program and will be tailored to the specialty: Peninsular Studies; Latin American Studies; or Hispanic and Italian Studies. The other courses are variable in content and may be taken more than once, depending on the topic.

Master's - Thesis Option
The thesis option is by invitation of the departmental Graduate Committee.

Course Requirements
9 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 3 units of graduate-level courses within the department, and a further 1.5 unit graduate-level course from within the department or from outside (with the approval of the department)

Thesis
SPAN 599 (6 units): Master's Thesis and Oral Examination
Program Length
1.5 to 2 years.

Master’s Non-Thesis Option
Course Requirements
12 units of credit to include: SPAN 500, 502 and 503 (or ITAL 503 for the MA in Hispanic and Italian Studies), 6 units of graduate-level courses within the department, and a further 1.5 unit graduate-level course from within the department or from outside (with the approval of the department)

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

Program Length
1.5 to 2 years.

Co-Operative Education
Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's students. Master's students complete two work terms (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. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 27-28).

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
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Website: <history.uvic.ca>
Chair: Dr. Thomas Saunders
Email: histchr@uvic.ca
Phone: 250-721-7384
Graduate Adviser: Dr. Perry Biddiscombe
Email: perrybid@uvic.ca
Phone: 250-721-6121
Graduate Secretary: Heather Waterlander
Email: histgrad@uvic.ca
Phone: 250-721-7384

Faculty Members and Areas of Research
Robert S. Alexander, PhD (Cambridge)
Modern France; 19th century Europe; political history
Sara Beam, PhD (Calif, Berkeley)
Early Modern France; European crime, cultural history; popular media 1500-1750
A. Perry Biddiscombe, PhD (London School of Economics)
Modern Europe; nationalism
Gregory R. Blue, PhD (Cambridge)
World history; intellectual/cultural history
Paul Bramadat, PhD (McMaster)
Religion in Canada, religion and public policy
Penny Bryden, PhD (York)
Post-confederation Canada, political and constitutional
Martin Bunton, DPhil (Oxford)
World history; modern Middle East studies
Zhongping Chen, PhD (Hawaii)
Late Imperial China, modern China, Chinese diaspora and Sino-Canadian relations
Rachel Cleves, PhD (Berkeley)
Revolutionary and early national United States; cultural history
Jason M. Colby, PhD (Cornell)
Post-1865 U.S. history; American foreign relations; race and empire
Peter Cook, PhD (McGill)
Native-newcomer relations; New France; colonial Americas
Simon Devereaux, PhD (Toronto)
18th and 19th century British legal and cultural history, criminal administration and empire
M.L. (Mariel) Grant, DPhil (Oxford)
20th century Britain
Timothy S. Haskett, PhD (Toronto)
Medieval social and legal history, medieval England
Mitchell Lewis Hammond, PhD (Virginia)
Public health in renaissance Europe
John Lutz, PhD (Ottawa)
Pacific Northwest; Aboriginal-non-Aboriginal relations, European colonialism in the Pacific
Lynne S. Marks, PhD (York)
Canadian women's history; religious and social history
Andrea McKenzie, PhD (Toronto)
17th and 18th century English social, cultural and legal history
O'Bonsawin, Christine, PhD (Western Ontario)
Indigenous Studies; sport history

Degrees and Specializations Offered
MA, PhD.

Facilities
Facilities are available for graduate work in Canadian, European, British, American, Middle Eastern, Japanese and Chinese history, and on a wide range of themes, among them political history, aboriginal history, military history, gender history, social history, cultural history, diplomatic history, intellectual history, comparative/world history, labour history, history of science and historical demographics. Depending on geographic concentration, the department covers periods ranging from the medieval to the modern. Other areas and themes may be available; prospective students should consult the Graduate Adviser or a potential supervisor. The University's McPherson Library has holdings in excess of one million volumes, and graduate students may also be granted access to the Provincial Library and Archives, which include notable manuscript collections relating to western Canada and the northwestern United States.

Financial Support
History students are eligible for University of Victoria Fellowships on a competitive basis. In addition, the department offers several scholarships of varying amounts. Teaching and research assistantships are also available on a competitive...
basis. Entering and continuing students are automatically considered for scholarships. Students must apply for assistantships. Because funds are limited and assistantships generally do not cover tuition costs, prospective students are encouraged to apply for external funding, most notably SSHRC (CGS) scholarships.

**Admission Requirements**

In addition to reference letters and transcripts required by the Faculty of Graduate Studies, students must send a letter to the Graduate Adviser in the History department outlining their particular area of interest within the field of History and their proposed thesis topic if they plan to do a PhD or a thesis MA. This letter need not be more than a page long. It will assist the department in determining whether or not it can provide appropriate supervision.

A minimum TOEFL (TWE included) score of 600 on the paper-based 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 enrol 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 (e.g., HIST 510 to 526) and 1.5 units in a geographical field (e.g., HIST 501A to 509B). In both programs, at least one course must be outside the area of specialization.

Students in the thesis option will also take HIST 599 (thesis); students in the non-thesis option will also complete an additional 1.5 units of course work, normally in a geographical field, plus HIST 550 and HIST 590 (Extended Research Paper).

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

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

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

**MA – Thesis Option**

**Course Requirements (Unit Values)**

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

**Other Requirements**

At the end of the first month of their fourth term of registration, students must submit a short historiographical report on their thesis topic to their supervisor. This must include an explanation of how they plan to complete their research. If this report is not completed by the first month of the fifth term of registration, the student will be required to meet with his or her supervisor and the Graduate 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>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 500..........................</td>
<td>1.5</td>
</tr>
<tr>
<td>HIST 550..........................</td>
<td>1.5</td>
</tr>
<tr>
<td>Geographical Field Course.......</td>
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<tr>
<td>Geographical or Topical Field Course</td>
<td>1.5</td>
</tr>
<tr>
<td>Major Research Paper............</td>
<td>6.0</td>
</tr>
<tr>
<td>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 coursework 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 comprehensive exams, including the reading process, are organized under the rubric of HIST 693.

The degree requires the equivalent of 7.5 units of graduate geographical or topical field 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.

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 (courses numbered HIST 501A to 509B), students will take either an additional 1.5-unit geographical field course and a 1.5-unit topical field course, or two 1.5-unit topical field courses (courses numbered HIST 510 to 526). In special circumstances students may be able to define a topical field as the major field for the
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 98.

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 Master's and PhD students. Master's 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 in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

History in Art

GENERAL INFORMATION

Contact Information
Department of History in Art
Location: Fine Arts Building, Room 151
Mailing Address:
University of Victoria
Department of History in Art
PO Box 1700
Victoria, BC V8W 2Y2
Canada

Courier Address:
University of Victoria
Department of History in Art
Fine Arts Complex, Room 151
3800 Finnerty Rd
Victoria, BC V8W 2Y2
Canada

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 $2,700 to $7,000 for eight months' work. 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, transcripts, two reference letters 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 December 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, only a selection of seminars (HA 502-580) will be offered in any particular year. Except for HA 501, all seminar courses and (HA 502-580) will be offered in any particular year.

**Program Length**

Master's degrees are normally completed in two years, doctoral degrees within 4-5 years.

**Master of Arts**

The MA in History in Art normally consists of 16.5 units, including a Research Paper (HA 598). 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.

**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 PAA 111, 131, GER 390, or 3 units of FRAN 155 and above (excluding FRAN 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, with a course work component of 6 units (4 seminars). HA 501 is a required course for all graduate students. Those who enter the HA department as PhD students must take HA 501 as part of their required course work. Those who completed HA 501 as MA students in the department must take 6 units (4 seminars) other than HA 501. There is a 3-unit Candidacy Preparation (HA 698), 3-unit Candidacy Exam 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 four years (60 months) of the date of first registration. All requirements for a PhD degree must be completed within seven years (84 months) of the date of first registration.

**Co-operative Education**

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and work-place experience - is optional for Master's and PhD students. Master's 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. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 27-28).

**Indigenous Governance**

**General Information**

**Contact Information**

Indigenous Governance
Location: Human & Social Development Building, Room A260
Mailing Address: PO Box 1700 STN CSC Victoria, BC V8W 2Y2
Canada
Courier Address: Human & Social Development Building, Room A260
3800 Finnerty Road
Victoria, BC V8P 5C2
Canada

Telephone Number: 250-721-6438
Fax Number: 250-472-4724
Email: igov@uvic.ca
Website: <http://www.uvic.ca/igov/>
Director: Dr. Taiaiake Alfred
Email: igov@uvic.ca
Phone: 250-721-6439
Graduate Adviser: Dr. Jeff Cornoelssel
Email: classel@uvic.ca
Phone: 250-721-6440
Graduate Secretary: Angela Polifroni
Email: 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 Corntassel, Associate Professor, Indigenous Governance, PhD (Arizona)
  Specialization in Indigenous political mobilization, ethno-nationalism and global Indigenous rights
Waziyutawin, Indigenous Peoples Research Chair and Associate Professor, Indigenous Governance, PhD (Cornell)
  Specialization in Indigenous decolonization strategies, Indigenous women and resistance, and Indigenous knowledge recovery.

Local Indigenous Advisory Council
Charles Elliott, Tsartlip
Myrna Crosley, Lekwungen
Cheryl Bryce, Lekwungen

Degrees and Specializations Offered
Master of Arts in Indigenous Governance (MAIG).

Financial Support
Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from $3,600 to $4,200 for eight months work. Additional TA-ships may be available for the summer term. Teaching and research assistants are eligible for additional top-up funding from the Faculty of Graduate Studies in the form of Academic Income Supplementations. 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
Indigenous Governance is committed to teaching and research that respects both western and Indigenous traditions, methods and forms of knowledge. Through these programs, students will gain an understanding of the philosophical, administrative, and political dimensions involved in governing Indigenous communities, as well as a background in the theory, methods and tools appropriate for and useful to research among Indigenous people.

The Master of Arts in Indigenous Governance is an interdisciplinary program that provides students with a strong foundation of basic and applied scholarly research and a path to understanding government and politics among Indigenous peoples, with a special emphasis on the nature and context of Indigenous governments in Canada.

Admission To Master’s Programs
Faculty of Human and Social Development offers a full-time program of studies leading to the degree of Master of Arts in 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 Indigenous Governance 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.

Deadlines
Please note the following application deadlines for September admission:
- January 15: application deadline
- January 31: document deadline

All applications received by the application deadline that meet the minimum GPA requirements will automatically be considered for Fellowship funding.

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 degree is a full time program delivered in a flexible format. Courses are offered variously as standard academic year graduate seminars, summer institute programs, and in intensive formats. All candidates for the MAIG degree must commit to a 3.0 unit Mentorship with an academic supervisor and complete a community governance project including an internship, a written report, and an oral defense.

Students in the program must complete the following requirements:

Indigenous Governance Core Credits ..........................6.0
Mentorship Course Credits ....................................3.0
Elective Course Credits .........................................1.5
Community Governance Project ..............................4.5
Total Degree Requirements ..................................15.0

Master’s: Community Governance Project

Course Requirements

Indigenous Governance Core Courses (6.0 units)
- IGOV 520 (1.5) Indigenous Governance
- IGOV 530 (1.5) Indigenous Research Methods
- IGOV 540 (1.5) Indigenous Resurgence
- IGOV 550 (1.5) Indigenous Peoples and Self-Determination

One-year Mentorship Course Credits
- IGOV 580 (3.0) Mentorship

All students must register in a year-long Mentorship that will include regular meetings with a faculty member to help guide the student’s research and support professional development. Students will be expected to complete two research papers as part of the requirements of the Mentorship.
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

Telephone Number: 250-721-7970
Fax Number: 250-721-8957
E-Mail: fgsec2@uvic.ca
Website: <web.uvic.ca/gradstudies>
Dean: Dr. Aaron H. Devor
E-Mail: graddean@uvic.ca
Phone: 250-721-7970
Interdisciplinary Graduate Adviser:
Dr. Lisa Surridge
E-Mail: intdadv@uvic.ca
Phone: 250-472-5209
Graduate Secretary: Jennifer Shelbourn
E-Mail: fgsec1@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 enrol 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. 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 supervisors, permission for certain courses obtained and the program approved by the Faculty of Graduate Studies Interdisciplinary Committee. Approval is not guaranteed. Courses should not be started without formal approval of the program by the Faculty of Graduate Studies.

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 7.00/4.0.

Admission

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

Potential applicants must develop a degree program and research proposal and assemble a supervisory committee. If approved, a letter of admission, followed by information on how to register, will be sent to the student. The only official offer of admission is generated by the Graduate Admissions and Records Office. Students should not make plans to attend until such a letter has been received.

Application deadlines

• April 30 for September entry
• September 30 for January entry
• January 31 for May entry

Proposals 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 program 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 inter-
disciplinary, 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. 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 (1.5-3.0): Directed Studies
- INTD 599 (4.5-12.0): Thesis
- INTD 680 (1.5-3.0): Directed Studies
- INTD 693 (3.0): Candidacy Examination
- INTD 699 (15.0-30.0): Dissertation

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

**Candidacy Exams**

The candidacy exam is intended to demonstrate a student's knowledge of his or her field of study, the viability of the proposed dissertation topic, and the student's ability to undertake the research. All students registered in the Interdisciplinary PhD program are required to successfully complete a candidacy examination within the first two years of their registration. The candidacy exam includes both a written and oral component. The format of the examination may vary based on 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.
GRADUATE PROGRAMS

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, competition law

Donna Greschner, BCL (Oxford)

Andrew J. Harding, PhD (Monash)

Kim Hart W ensley, LLB (UVic) - On leave

Andrew J. Pirie, LLM (Wellington)

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

Theodore L. McDorman, LLM (Dalhousie)

Freya Kodar, LLM (York)

Robert G. Howell, LLM (Illinois)

Internal property, managing intellectual property, telecommunications, private international law (conflicts of law)

Rebecca Johnson, SJD (Michigan)

Freya Kodar, LLM (York)

J. Donald C. Galloway, LLM (Dalhousie)

Public international law, international trade law, international ocean and environmental law and private international law (conflicts of law), environmental law, comparative Asian law

John McLaren, LLB (Calgary) - Professor Emeritus

Canadian and colonial legal history, law and religion, law and discrimination, the rule of law

R. Michael M'Gonigle, JSD (Yale)

Eco Research Chair in Environmental Law and Policy. Environmental and resource management, political ecology and green legal theory, international environmental law, urban sustainability, community-based governance

Andrew Newcombe, LLM (Toronto)
International investment law, international arbitration, international trade law, commercial law

Martha O'Brien, LLM (Université Libre de Bruxelles)
Taxation, European Union law

Andrew J. Pirie, LLM (Wellington)
Alternative dispute resolution, theory and practice of negotiation and mediation, access to civil justice, professional responsibility and legal ethics

D. Heather Raven, LLB (UBC)
Associate Dean Academic and Student Relations. 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 (Cambridge)
Distinguished Professor of Political Science, Law, Indigenous Governance, and Philosophy. Contemporary legal theory, history of legal theory, Canadian constitutional theory, Aboriginal rights

Mary Anne Waldron, QC, LLM (UBC)
Associate Vice-President Legal Affairs. Real estate law, plain language research

Jeremy Webber, LLM (Osgoode)
Canada Research Chair in Law and Society. Law and society, cultural diversity, constitutional law and theory, Aboriginal rights

Degree 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
- Public Law (including Comparative Constitutional Law)

Students in other areas may also be admitted if supervised resources exist. In each area of research, students are required to relate understanding of the law to another body or other bodies of knowledge and practice.

The course requirements for the program consist of:

- two core graduate seminars designed to introduce students to fundamental research questions and methodologies;
- a set of graduate courses that permit advanced studies in Law organized around students’ individual interests or special opportunities provided by visitors to the Faculty;
- graduate courses offered by our strong partner faculties; and
- upper-level Law undergraduate seminars across a wide range of subjects.

Full information on Law courses can be found on the Faculty’s website: <www.law.uvic.ca/>.

To give an idea of the range of possibilities, the following courses have been offered in recent years bearing on issues of Aboriginal rights:

- Indian Rights, Land, and Governments
- Historical Foundations of Aboriginal Title and Government
- Comparative Indigenous Rights
- Indigenous Women and the Law
- The Self-determination of Peoples
- Race, Ethnicity, Culture, and the Law
- Colonial Legal History: Law, State, Society, and Culture in Canada and Australia
- Law, Constitutionalism, and Cultural Difference

Outside of law, there is extensive expertise on Aboriginal issues in Anthropology, Environmental Studies, History, Indigenous Governance, Philosophy, Political Science and Public Administration. Comparable resources exist in other areas of concentration.

In addition, seminars, colloquia, lectures, and conferences provide many special opportunities for collegiality among graduate students and between graduate students and faculty. These include the Victoria Colloquium on Political, Social, and Legal Theory which students may take for credit. This colloquium involves the interaction of theorists with international reputations and students from a variety of disciplines.

Facilities

Students in the Graduate Program in Law and Society have access to a well developed and serviced Priestley Law Library and the University’s McPherson Library, which has holdings in excess of 1.9 million volumes. The Faculty of Law also has close links with the Centre for Asia-Pacific Initiatives, the Institute for Dispute Resolution, and the Centre for Studies in Religion and Society.

Financial Support

The following financial support is available:

- University of Victoria Fellowships: Doctoral Fellowships of up to $18,000 per year (maximum three years) and Master’s Fellowships of up to $12,000 for one year. Students may not hold another major award (e.g., SSHRC) in conjunction with a Fellowship. A grade point average of at least 7.0 (A-) is necessary.
- Law Foundation of British Columbia Graduate Fellowships: Doctoral Fellowships of up to $18,000 per year (maximum three years) and Master’s Fellowships of up to $12,000 for one year. These awards are highly competitive, and eligibility is based on academic performance.
ADMISSION REQUIREMENTS
The normal minimum for admission to the LLM degree program will be a Bachelor of Laws (LLB), Juris Doctor (JD) or equivalent civil law degree with an average of B+ (6.0 G.P.A.) in the final two years of that law degree program. The normal minimum for admission to the PhD degree will be an average of A- (7.0 G.P.A.) in graduate courses.

For international students whose first language is not English a TOEFL minimum score of 600 (paper based) or 100 (internet based) is required.

Admission to the Master’s Program
Applicants for the LLM program are required to submit a curriculum vitae and an LLM Statement of Intent (one page maximum) 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.

PROGRAM REQUIREMENTS
LLM Program
The LLM in Law and Society 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. Please note that, in the admission process, preference is given to applications for the thesis LLM over the non-thesis LLM.

All students are required to enrol 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

<table>
<thead>
<tr>
<th>Thesis Option</th>
<th>Units</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></td>
</tr>
<tr>
<td>Thesis (Law 599)</td>
<td>9.0</td>
</tr>
<tr>
<td>Total</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Other Requirements
The minimum residency period for the LLM program is three terms (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

<table>
<thead>
<tr>
<th>Non-Thesis Option</th>
<th>Units</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></td>
</tr>
<tr>
<td>Major Research Paper (Law 598)</td>
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</tr>
<tr>
<td>Total</td>
<td>15.0</td>
</tr>
</tbody>
</table>

Other Requirements
The minimum residency period for the LLM program is three terms (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).

Dissertation
The PhD in Law and Society follows the general pattern at the University of Victoria. Students who do not already have an LLM (or equivalent) are initially admitted to the LLM. They may then apply to transfer to the PhD. If successful, they may elect to obtain the LLM before proceeding to the PhD or proceed directly to the PhD without obtaining the LLM. If they choose the latter, they will nevertheless be expected to complete the LLM coursework (at the thesis level) before proceeding to the doctoral dissertation.

Students who already possess an LLM may be admitted directly to the PhD. They are required to complete the two core Graduate Seminars and such other courses (if any) as the Director of

2010-11 UVIC CALENDAR
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 dissertation) 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’ dissertations will be supervised by one Law and one non-Law supervisor with a supervisory committee of three (the co-supervisors and one other faculty member).

Course Requirements

<table>
<thead>
<tr>
<th>With an LLM (or equivalent)</th>
<th></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>2 courses (as determined by the Director of Graduate Legal Studies) (1.5 each)</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissertation</td>
<td>24.0</td>
</tr>
<tr>
<td>Total</td>
<td>36.0</td>
</tr>
</tbody>
</table>

* minimum

<table>
<thead>
<tr>
<th>Without an LLM (or equivalent)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Seminar in Law and Society (Law 501)</td>
<td>1.5</td>
</tr>
<tr>
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<td>1.5</td>
</tr>
<tr>
<td>Graduate (non-Law) seminar</td>
<td>1.5</td>
</tr>
<tr>
<td>Other (Law course and/or other non-Law course)</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>39.0</td>
</tr>
<tr>
<td>Total</td>
<td>45.0</td>
</tr>
</tbody>
</table>

Other Requirements
The minimum residency requirement for the PhD program is five terms (20 consecutive months).

Dissertation
The dissertation is expected to be of the highest possible calibre, potentially publishable, and should be 250–350 pages (excluding the Abstract, notes, bibliography, and appendices).

Oral Examination
The PhD dissertation must be defended in an oral examination.

LINGUISTICS

GENERAL INFORMATION
Members of the Department of Linguistics teach and conduct research on topics in phonology, morphology and syntax; indigenous languages of North America and the Pacific Rim; applied linguistics; articulatory and acoustic phonetics; and sociolinguistics.Further information can be found on our website at: <web.uvic.ca/ling>.

Contact Information
Department of Linguistics
Location: Clearihue Building, Room D341
GRADUATE PROGRAMS

Mailing Address:
PO Box 3045
Victoria, BC V8W 3P4
Canada

Courier Address:
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3800 Finnerty Rd.
Victoria, BC V8P 5C2
Canada

Telephone Number: 250-721-7424
Fax Number: 250-721-7423

Email: linguist@uvic.ca
Website: <www.uvic.ca/ling>

Chair: Dr. Hua Lin
Graduate Adviser: Dr. Hua Lin
Graduate Secretary: Maureen Kirby

PHONE: ...............................250-721-7423
Email: mkirby@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . .250-721-6634
Email: luahin@uvic.ca
Phone: ................................250-721-6643

Fax Number: 250-721-7424
Email: esling@uvic.ca
Phone: . . . . . . . . . . . . . . . . . . . .250-721-7424
Email: mkirby@uvic.ca
Phone: ................................250-721-6634

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 teaching and research 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 16. The department requires minimum scores as follows for applicants for whom the test is required. For the MA in Applied Linguistics, the department requires 600 on the paper-based test or 100 on the internet-based test. Otherwise, the department requires 580 on the paper-based test or 92 on the internet-based test.

Admission to the MA Program
Applicants for admission to the MA program must 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 23.

Deadlines
All domestic applications must be complete by January 15 for admission the following September. International applications must be complete by December 15, one month earlier. Applications submitted by these deadlines are considered for the Graduate Fellowships, which are awarded to incoming students each year by the University, and for other sources of funding within the department.

Program Requirements
Requirements Common to All Graduate Degrees in Linguistics
The programs of all graduate students in linguistics include course requirements, a language requirement, a requirement to present an aspect of their work at a conference or colloquium, the completion of a thesis or dissertation, and a final oral examination. In addition, all programs require that students make a major research paper/thesis/dissertation proposal to the supervisory committee and in the case of a thesis or dissertation, present it to the University in its final form.

MA in Applied Linguistics Program
Requirements
The department offers two 15-unit programs, one with thesis and the other without, leading to the MA in Applied Linguistics degree. The programs are designed to provide advanced graduate training in theories and research in the areas of second language acquisition (SLA) and the practice of second language teaching methodology.

Course Requirements in both the thesis and the non-thesis option include the following:
Two core courses in applied linguistics:
LING 574 and LING 575

Two core courses in linguistics:
LING 500, 504, 509, 531, 570, 572, 573, 576, 577, 586, 592, 595, 596

Non-thesis students may include 1.5 units from relevant courses in other departments determined in consultation with the student's supervisor.

Admission to the MA in Applied Linguistics
Admission to the program requires a bachelor's degree, preferably in Linguistics, or a bachelor's degree with a Diploma in Applied Linguistics, or equivalent, with a minimum overall average of B+ (6.00 GPA) in the final year's work.

Admission to the 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 23.

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Two core courses in linguistics:
LING 500, 504, 509, 531, 570, 572, 573, 576, 577, 586, 592, 595, 596

Non-thesis students may include 1.5 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 program requirements.

Program Length
Students are expected to complete the program in two years.

PhD Program
Course Requirements
The PhD program requires at least 9 units of course work, plus the dissertation, for a total of 30 units. Courses on current issues in syntax and phonology, LING 508 and LING 510, (1.5 units each) are required; other courses are determined jointly by a student and the supervisor. LING 503 and LING 505 (1.5 units each) may not count as part of the required 9 units.

Candidacy Exam
The candidacy requirement must be satisfied within two years of registration in the doctoral program (see Faculty of Graduate Studies regulations, page 23). The candidacy examination consists of two substantial, original research papers, one in the area of phonological or syntactic theory, understood broadly, and the other in an area agreed to by the student and the supervisor.

Language Requirement
The departmental language requirement for PhD students is intended to prepare students for their research program by ensuring that they have the ability to read linguistic literature in, or have sound knowledge of, two languages other than English. Ideally, students must choose languages relevant for their research, in consultation with their supervisor, to satisfy this requirement.

The requirement for each language is considered satisfied when the student:
1. demonstrates reading proficiency in the language (assessed by a 2-page translation);
2. speaks the language natively;
3. has been educated in the language selected;
4. has an undergraduate major in the language;
5. has successfully completed a minimum of the equivalent of 4.5 units of university level courses in the language, with a least a second class (B-) average; or
6. has passed the equivalent of a 3-unit upper-division reading course in the language.

Other mechanisms for assessing the language requirements for special cases may be established. In such cases, however, the student is responsible for submitting a proposal to the Graduate 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 18 units of credit. Students must defend their dissertation orally as part of program requirements (see Faculty Academic Regulations, page 23).

Program Length
Normally, students are expected to complete the program in three to five years.

Co-Operative Education
Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, and workplace experience - is optional for Master's and PhD students. Master’s 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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

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
Email: office@math.uvic.ca
Website: <www.math.uvic.ca>
Chair: Dr. Ian Putnam
Email: chair@math.uvic.ca
Phone: .......................250-721-7436
Graduate Adviser: Dr. Kieka Mynhardt
Email: gradadv@math.uvic.ca
Phone: .......................250-721-7454
Graduate Secretary: Michèle de la Chevrotière
Email: 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 Cowen, PhD (Simon Fraser)
Statistical ecology and capture-recapture models
Florin N. Diacu, PhD (Heidelberg)
Celestial mechanics, chaos, dynamical systems, mathematical physics, history and philosophy of mathematics
Peter Dukes, PhD (Caltech)
Combinatorics
Roderick Edwards, PhD (Victoria)
Neural networks, mathematical physiology
Heath Emerson, PhD (Penn State)
Operator algebras, index theory, hyperbolic groups
Denis Hanson, PhD (Alberta)
Graph Theory
Jing Huang, PhD (Simon Fraser)
Graph theory, algorithms and complexity
The department participates in graduate Co-operative Education, which integrates periods of full-time employment with the academic program. Approval to participate in graduate co-op is at the discretion of the department. Work opportunities are negotiated through the Mathematics and Computer Science Co-operative Education co-ordinator.

All graduate students are governed by the departmental regulations in force at the time of the student's initial graduate registration. Students are responsible for becoming familiar with other regulations of the University and by the Faculty of Graduate Studies regulations as outlined in the Calendar.

The Department of Mathematics and Statistics emphasizes the following areas (in alphabetical order):
- Applied Mathematics, Mathematical Physics, Differential Equations
- Climate Modelling, Geophysical Fluid Dynamics, Mathematical Biology
- Combinatorics and Graph Theory
- Number Theory
- Operator Algebras, Operator Theory, Functional Analysis, Dynamical Systems, Topology
- Statistics

The Department also offers opportunities to study Mathematics Education, possibly as an interdisciplinary program.

Facilities
Located in the new Social Sciences and Mathematics Building, the Department of Mathematics and Statistics offers graduate students a shared office space with access to the department's computing facility, which includes workstations and a vast collection of reference material, computing and otherwise. Each and every graduate student admitted to the department is allocated their own office space 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>. 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 admission application; continuing students can obtain details from the graduate adviser.

A grade point average of at least 7.0 (A-) is necessary.

Department Fellowships
Individual faculty may support graduate students from their own research grants.

Teaching Assistant Positions
Depending on budgetary considerations, there may be a limited number of teaching positions available. These positions may not be available on a continuing basis and therefore should not be counted upon for long-term support. The number of hours and the amount of pay are regulated by the CUPE 4163 Components I and II Collective Agreement.

Admission Requirements

General
Students are normally admitted in September or January. Summer session courses are not generally offered.

Foreign applicants are strongly encouraged to submit the scores of the Graduate Record Examination General Test (GRE) and its Subject Test in Mathematics.

Admission To Master’s Programs
Students admitted to a master's program (MSc or MA) will normally have a bachelor's degree in Mathematics or Statistics. A student without the necessary background may be considered for a pre-entry program as outlined in the section "Upgrading for Admission to Graduate Study" (page 16) or "Enhanced Programs" (page 17).

For a master's program, students whose first language is not English must achieve a score on the Test of English as a Foreign Language (TOEFL) of at least 575 on the paper-based test or an overall score of 90 on the Internet Based test, with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.

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 enrol 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 on the Test of English as a Foreign Language (TOEFL) of at least 575 on the paper-based test, 233 on the computer-based test or an overall score of 90 on the Internet Based test, with the following minimum section requirements: Listening 20; Speaking 20; Reading 20; Writing 20.

Application Deadlines
North American Applicants:
- September Entry: May 31
- January Entry: October 31
International Applicants:
- September Entry: December 15
- January Entry: April 15
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 candidate on the dissertation project. 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
- 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 Examining Committee examines the candidate on the dissertation project. This oral examination is chaired by the Dean of Graduate Studies or the Dean's nominee.

**Program Length**

One to two years (generally two years); a minimum of five full fee installments is required.

**Master's Program in Statistics – Non-Thesis Option**

**Course Requirements**

Each master's student must complete a minimum of 15 units, with the following requirements.

- MATH 585 (Graduate Seminar) .................1.5
- STAT 599 (Project) ...........................................3.0
- MATH or STAT courses at 500 level ...........7.5
- MATH or STAT courses at 400 level or above ...3.0

The Department of Mathematics and Statistics may accept appropriate courses from other departments for credit towards a master's degree in Statistics. Such courses should be selected in consultation with the student's supervisory committee.

**Final Project**

Final project (3 units) must be defended in a final oral examination.

**Other Requirements**

Each master's student is under the direction of a supervisory committee chaired by the student's academic supervisor and having at least one other member.

**Oral Examination**

The Examining Committee examines the project and conducts a final oral examination of the candidate on the project.

**Program Length**

One to two years (generally two years); a minimum of five full fee installments is required.

**PhD Program**

**Course Requirements**

Students admitted into the PhD program are required to complete a minimum of four graduate courses, including at most one seminar course, totaling 6 units, and one of MATH 693 or STAT 693 (Candidacy Examination) worth 3 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, and one of MATH 693 or STAT 693 (Candidacy Examination) worth 3 units.

**Dissertation**

A dissertation of original, publishable research, normally worth 21 units (30 units for students without a master's degree) 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 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
Email: mechgrad@me.uvic.ca
Website: <www.me.uvic.ca/graduate/>
Chair: Zuomin Dong
Email: zdong@me.uvic.ca
Phone: 250-721-8921
Graduate Adviser: Andrew Rowe
Email: arowe@me.uvic.ca
Phone: 250-721-8916
Graduate Secretary: Preet Grewal
Email: mechgrad@uvic.ca
Phone: 250-721-8921
Faculty Members and Areas of Research
Rustom Bhatladvala, PhD (Izmir), Assistant Professor
Colin Bradley, PEng, PhD (Victoria), Professor
Automated Manufacturing, Optical Sensors, Industrial Machine Vision
Bradley J. Buckham, PEng, PhD (Victoria), Associate Professor
Dynamics of Undersea Vehicles, Computational Dynamics Modeling, Kinematics
Daniela Constantinescu, PEng, PhD (British Columbia), Assistant Professor
Nanotechnology, Robotics, Mechatronics, Dynamics, Control
Curran Crawford, PEng, PhD (Cambridge), Assistant Professor
Energy Systems, Wind and Tidal Turbines, Multi-Disciplinary Design Optimization
Nikolai Dechev, PEng, PhD (Toronto), Assistant Professor
Nedjib Djilali, PEng, PhD (British Columbia), Professor
Computational and Experimental Fluid Dynamics, Transport Phenomena, Turbulence, Fuel Cell Technology
Zuomin Dong, PEng, PhD (SUNY Buffal), Professor
Sadik Dost, PEng, PhD (Istanbul), Professor
Crystal Growth of Single Crystals, Transport Phenomena, Modelling
James B. Haddow, PhD (Manchester), (Limited Term) Professor
Continuum Mechanics and Thermodynamics
Rodney A. Herring, PEng, PhD (Birmingham), Associate Professor
Materials Processing, Electron Microscopy, Electron Holography, Confocal Holography
Martin Byung-Guk Jun, PEng, PhD (Illinois), Assistant Professor
Computer-Aided Manufacturing, Mesoscopic Manufacturing, Ultrafast Laser Machining, Advanced Materials, Biomedical Manufacturing.
Hubert W. King, PEng, PhD (Birmingham), (Limited Term) Professor
Residual Stress and Phase Transformations in Materials, Piezoelectric Devices and Sensors
Peter Oskay, PhD (Lehigh), Associate Professor
Unsteady Flows, Flow-Acoustic Coupling, Fluid-Structure Interactions
Ronald B. Podhorodeski, PEng, PhD (Toronto), Associate Professor
Manipulator Kinematics and Design, Robot Trajectory Planning, Assistance/Therapy Aids for the Physically Challenged, Mechanisms
Andrew M. Rowe, PEng, PhD (Victoria), Associate Professor
Magnetic Refrigeration, Energy Systems, Thermodynamics
David Sinton, PEng, PhD (Toronto), Associate Professor
Microfluidics, Lab-on-chip technologies, Biomedical Microdevices, Biomedical Engineering, Fluid Flow and Heat Transfer in Microstructures
Henning Struchtrup, PEng, Dr-Ing (Berlin), Professor
Equilibrium and Nonequilibrium Thermodynamics, Kinetic Theory of Gases, Transport Processes, Continuum Mechanics
Afzal Suleman, PEng, PhD (British Columbia), Professor
Computational and Experimental Structural Dynamics, Multi-disciplinary Design Optimization, Fluid-Structure Interaction
Joanne L. Wegner, PEng, PhD (Alberta), Associate Professor
Nonlinear Elastic Wave Propagation, Polymers, Numerical Analysis
Peter M. Wild, PEng, PhD (Victoria), Professor
Yang Shi, PEng, MS (NPU, China), PhD (Alberta), Associate Professor
Systems and Control, Mechatronics, Autonomous Vehicles
Emeritus Faculty
James W. Provan, PEng, PhD (Colorado), Emeritus
Stress Analysis, Fracture Mechanics, Fatigue Failure Mechanisms, Reliability and Maintainability
David S. Scott, PEng, PhD (Northwestern), Emeritus
Energy Systems, Fuel Cells
Yury A. Stepanenko, PEng, PhD (Moscow), Emeritus
Control, Mechatronics, Robotics
Geoffrey W. Vickers, PEng, PhD (Manchester), Emeritus
Computer-Aided Design and Advanced Manufacturing
Adjunct Faculty
Andrew Ying-Huei Hung, PhD (Carnegie), Adjunct
Simon Liu, PhD (Jilin), Adjunct
Barbara Sawicki, PhD, DSc (Jagiellonian), Adjunct
Materials Properties, Imaging, Nuclear Performance
Degrees and Specializations Offered
MEng, MSc, and PhD in Mechanical Engineering.
Facilities
The Department of Mechanical Engineering together with the associated Institute for Integrated Energy Systems (IESVic) and the Centre for Advanced Materials Technology (CAMTEC) has excellent research facilities. These include extensive computational hardware and software, an advanced manufacturing laboratory with a four axis machine centre, a two axis lathe, a coordinate measuring machine, a comprehensive research laboratory with growth and characterization facilities, a spray research apparatus, a water channel with laser Doppler velocimetry, a cryo-fuels laboratory, an adaptive optics laboratory, and a transportation fuel cell systems laboratory. The laboratories are well equipped with state-of-the-art measuring equipment.
Financial Support
Normally MSc 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 students can be provided with funding from various sources such as teaching assistantships, University of Victoria Fellowships and NSERC Postgraduate Scholarships (PGS). Refer to the Faculty of Graduate Studies website at <www.uvic.ca/grad/add/fund/fund.htm> for additional funding information. All eligible students are encouraged to apply for funding from provincial, federal and external sources.
Admission Requirements
General
Applicants for admission whose first language is not English must meet the English Competency Requirement as specified by the Faculty of Graduate Studies. The minimum acceptable TOEFL (Test of English as a Foreign Language) score for the Department of Mechanical Engineering is 757 on the paper-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 <www.me.uvic.ca/gradstudies/prospective/application.html>. If an applicant is unable to successfully submit an application on-line, domestic and international application forms may be downloaded from the web at the same address and should be sent directly to the Graduate Admissions and Records Office when completed. The Graduate Admissions and Records Office is the official depository for all applicant documentation.

Additional information about graduate studies in the Department of Mechanical Engineering is available at: <www.me.uvic.ca/graduate>.

**Admission To Master’s Programs**

Applicants will normally hold an undergraduate degree in Mechanical Engineering. The minimum requirement for admission to the MEng is B+ (grade point average of 5.0 and 6.0 respectively on the University of Victoria scale of 9.0) for the last two years of university work.

**Admission to the PhD Program**

The minimum requirement for admission to the doctoral program is a master’s degree in science or engineering. In exceptional cases, a student registered for a master’s degree in the Department of Mechanical Engineering may be allowed to transfer to the doctoral program without completing the master’s program.

**Deadlines**

Entry points to the department are September, January and May. International applications received after the University’s deadlines may be accepted by the department, but it may not be possible to process them in time for the desired entry point or to obtain a student visa.

**Program Requirements**

The supervisory committee, in consultation with the student, determines the program of study for each student. The supervisory committee may decide that additional course work is required. The program may also include senior undergraduate courses after assessment of the background strengths and deficiencies of the student.

**Master of Engineering – Non-Thesis Option**

The MEng program is designed to provide students with an opportunity to strengthen and extend the knowledge they have gained at the undergraduate level. All MEng students will be under the supervision of a member of the department’s graduate faculty.

**Course Requirements**

The program consists of a minimum of 15 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 3.0 units. The topic of the project is subject to the approval of the department.

The work leading to the project must be performed under the direction of an academic supervisor who is a member of the department’s graduate faculty. A detailed description of the project will be presented in a formal report written by the student.

Each student’s program is subject to the approval of the department.

**Oral Examination**

MEng students will be required to defend their completed project in a final oral examination which is open to the public.

**Program Length**

The program length for MEng is guided by time limits established by the Faculty of Graduate Studies. Typically, the Department of Mechanical Engineering MEng students are expected to complete program requirements within 24 months.

**Master of Applied Science – Thesis Option**

The work leading to the degree of MASc provides an opportunity for the student to pursue advanced studies and to carry out research or undertake creative design in a field of mechanical engineering under the supervision of a member of the department’s graduate faculty.

**Course Requirements**

The program consists of a minimum of 19.5 units, normally with not less than 9.0 units of graduate course work, a 1.5 unit seminar, and a thesis (MECH 599).

Required course work is subject to the approval of the department.

**Other Requirements**

The program allows for a maximum of two Directed Studies courses (MECH 590), of which only one may be directly related to the thesis topic.

The program of study is determined by the supervisory committee in consultation with the student. The supervisory committee may decide that additional course work is required.

All MASc students are required to give a seminar (MECH 599) on their thesis research during the second year of the program. The seminar has a unit value of 1.5.

**Thesis**

The thesis (MECH 599) for the MASc program is typically equivalent to 9 units. The topic of the thesis is subject to the approval of the department.

**Oral Examination**

MASc students will be required to defend their completed thesis in a final oral examination which is open to the public.

**Candidacy**

The candidature examination is the final step in the program. It is intended to ensure the student has the appropriate background knowledge and skills to undertake the proposed dissertation project, and whether 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, a 1.5 unit seminar and a 3.0 unit candidacy examination.

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. The seminars have a total unit value of 1.5.

**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.

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**School of Music**

**General Information**

**Contact Information**

School of Music
Location: MacLaurin Building, Room B102
Mailing Address: PO Box 1700 STN CSC
Victoria, BC V8W 2Y2
Canada

Courier Address: MacLaurin Building B102
Victoria, BC V8W 2Y2
Canada

Telephone Number: 250-721-7903
Fax Number: 250-721-6597

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**Faculty Members and Areas of Research**

**Dániel 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

**Alexander Dunn, PhD (Calif, San Diego)**
- Guitar

**Ann Elliott-Goldschmid, BM (Boston)**
- Violin, chamber music

**Michelle Fillion, PhD (Cornell)**
- Musicology, 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 Kellan (Indiana)**
- Horn, chamber music

**Gerald King, EdD (Brigham Young)**
- Conducting, Wind Symphony, music education

**Patricia Kostek, MM (Michigan State)**
- Clarinet, woodwind techniques

**Harald M. Krebs, PhD (Yale)**
- Music theory (tonal and rhythmic structure in 19th- and early 20th-century music)

**May Ling Kwok, MM (Indiana)**
- Piano

**Susan Lewis Hammond, PhD (Princeton)**
- Music history, musicology

**Bill Linwood, BMus (Indiana)**
- Percussion, percussion techniques

**Alexandra Pohran Dawkins, BMus (Toronto)**
- Oboe, chamber music

**Lanny R. Pollet, MMus (Victoria)**
- Flute, chamber music, orchestration

**Louis D. Ranger, BMus (Juilliard)**
- Trumpet, brass chamber music

**Arthur Rowe, MMus (Indiana)**
- Piano

**W. Andrew Schloss, PhD (Stanford)**
- Electronic and computer music, musical acoustics, ethnomusicology

**Eva Solar-Kinderman, Perf Dipl (Vienna)**
- Piano

**Sharon Stanis, MM (Indiana)**
- Violin, chamber music

**Bruce Vogt, MMus (Toronto)**
- Piano

**Susan Young, MMus (Calgary)**
- Voice

**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 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 Bessie Brooks Winspear Media Commons. This centre houses the media collections (compact discs, microforms and videos), the music reference collection, and scores. This 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 state-of-the-art workspaces for students and faculty to investigate, create, and study music and music technology. The three studios have been designed to integrate completely, allowing projects to move from studio to studio depending upon the specific needs of the project.

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, Millenium Media microphone pre-amps, a...
Myriad... two examples of their work in the field of music history as well as Industry, while pursuing musicological research...

MA in Musicology (with Performance)

This program is intended for Musicology students who are proficient performers and who wish to continue serious study of their instrument while pursuing musicological research. Applicants for this program are required to submit two written examples of their work in the field of music history as well as the additional statement as described under the MA in Musicology, and either arrange for an audition or submit a tape as described under the admissions process for the MMus in Performance.

The language requirements are identical to those for the MA in Musicology.

MMus in Composition

Applicants for admission to the MMus in Composition program should submit, in addition to the regular admission forms, copies of scores and CDs or tapes of their recent work in composition.

MMus in Performance

Acceptance to the MMus in Performance requires specialization at an advanced level in a specific performance medium (e.g., violin, piano, voice). Applicants are encouraged to audition in person. The audition repertoire should reflect a level of difficulty and variety appropriate for a graduate program, and be of at least thirty minutes in duration. Interested students are strongly encouraged to contact the School of Music Graduate Adviser or individual instructor by January 15 to discuss appropriate audition repertoire and to book an audition.

If live audition is not possible, applicants may submit a high-quality, unedited CD recording of at least thirty minutes duration, with repertoire selected as specified for live audition; in addition, these applicants are also encouraged to send a video-tape or DVD as well. Please note however that some instructors may require live audition for acceptance to their class; for additional information please contact the instructor or the Graduate Adviser. Internal candidates may either audition in person or use their BMus graduating recital as their audition, provided that the recital takes place before March 1.

Admission to the PhD Program

Applicants to the PhD Program in Musicology must hold the master's degree in musicology, music history or music theory, or its equivalent, from a recognized university. They must also demonstrate potential for a career in musicology or music scholarship, and have a primary research interest compatible with the areas of specialization of the University's regular faculty.

A good reading knowledge of German, and French or Italian, is required of all applicants to this program. In addition, a reading knowledge of another foreign language may be required, if necessary to the candidate's intended field of specialization. Applicants should submit documentation of their ability in these languages with their applications (e.g., an official memo stating that language examinations were successfully completed). Those who do not submit such evidence will be required to pass language examinations before work on the dissertation prospectus begins.

Applicants are required 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

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.

The student's work is guided by the Supervisory Committee (see the Faculty of Graduate Studies Guidelines). The supervisor chairs the committee. For Composition or Performance candidates, the supervisor is the student's major teacher; for candidates in Musicology, the academic supervisor is the person responsible for the guidance of the thesis or dissertation. The function of the supervisory committee is to assist the graduate student in all facets of the program whenever necessary; to supervise the preparation of the thesis or dissertation, composition or recital; to act as the core for the examining committee; and, generally, to supervise the student's progress in the program.

Transfer credits for courses towards the master's and doctoral programs taken at other universities will be accepted only in exceptional circumstances. Transfer students should note that the Faculty of Graduate Studies will require them to pay the same number of fee installments for the degree as other students.

A student registered in the master's program may take up to 3.0 units of undergraduate courses at the 300 level or above; undergraduate credits must be approved by the academic supervisor and relevant to the student's program of study. The Graduate Adviser administers the graduate program and is the faculty member responsible to the School of Music Director for the administration of graduate studies in the School of Music.

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
- **Advanced Research Forum in Musicology (MUS 534)** .................. 1.5
- **MA Thesis (MUS 599)** .................................................... 3.0

Of the following:

- **Four Musicology Seminars (6.0 units) to be selected from any of the following:**
  - Topics in Musicology Before 1750 (MUS 530) .................. 1.5
  - Topics in Musicology After 1750 (MUS 531) .................. 1.5
  - Comparative Topics in Musicology (MUS 532) .................. 1.5

- **and a minimum of 3.0 units of electives, 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 provide a secondary area of concentration in music theory, performance, composition, ethnomusicology, or an area outside music relevant to their thesis work.

**Thesis**
A substantial thesis is required of all students in the MA in Musicology (MUS 599, MA Thesis), followed by an oral examination. The thesis proposal is completed in the context of MUS 534 (Advanced Research Forum in Musicology).

### 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 an exam in German, French, or another foreign language relevant to their intended field of specialization. Courses taken to prepare for this requirement are remedial. Students should discuss the administration and scheduling of this exam with their academic supervisor. The language exam should be completed by Sept. 15 of the second year in the program.

**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 in the context of MUS 534 (Advanced Research Forum in Musicology) during the fall term of their second year. The exam is designed to prepare students for doctoral work and teaching at the post-secondary level. Students, in consultation with their academic supervisor, will prepare a total of three 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. The selected 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 Oral 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 “classical” 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 Examination

On the basis of the above, the musicology faculty will prepare a question related to each topic, which will be presented to the student two weeks before the oral examination. The Oral Comprehensive Examination will be adjudicated by the members of the musicology faculty, with the student’s academic supervisor as chair, and will normally last about 60 minutes. The student will be requested to speak on the three pre-selected questions for about 30 minutes. The remaining time will be devoted to discussion of issues elicited by the research summaries, 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
- Advanced Research Forum in Musicology (MUS 534) ............... 1.5
- Thesis (MUS 599) ......................................................... 3.0

1.5 units of the following:

- Topics in Musicology Before 1750 (MUS 530) .................. 1.5
- Topics in Musicology After 1750 (MUS 531) .................. 1.5
- Comparative Topics in Musicology (MUS 532) .................. 1.5

- and a minimum of 1.5 units of electives selected from the following:
  - MUS 500, 501, 502, 506, 507, 530, 531, 532, 561, 562A, 590 (or approved undergraduate credit) ......................................................... 1.5

**Total: .........................................................19.0**

* Depending upon the student’s instrument and upon the needs of the School, the student will be assigned to either MUS 580 or 581 in any given year.

**Other Requirements**
The Language Requirement, First-Year Review, Oral Comprehensive Examination, and Thesis requirements are identical to those of the M.A. in Musicology (see above).

Additional requirements are:

- First-year Jury: A jury examination in performance must be taken in April of the first year of study. Results will be considered in First-Year Review.
- Lecture-Recital (MUS 596): Students are required to give a lecture-recital, which usually forms a basis for the written thesis and for the oral defense.

**Program Length**
All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

**MMus in Composition – Non-Thesis Option**
The program includes private instruction in composition, and courses in musicology and theory. Opportunities are available to work in the School’s electronic music studio and to take part in solo and ensemble performance.

### Course Requirements

- Seminar in Composition, taken each year (MUS 561) ................................................. 1.5
- Individual Instruction, taken in first year (MUS 555) ............................................. 3.0
- Graduating Composition(s), taken in second year (MUS 598B) ............................................. 3.0
Selected Problems in Theory and Analysis, taken each year (MUS 500) .........................1.5
Bibliography, taken in first year (MUS 503) ......1.5

1.5 units of the following:

Topics in Musicology Before 1750 (MUS 530) ..................1.5
Topics in Musicology After 1750 (MUS 531) ..................1.5
Comparative Topics in Musicology (MUS 532) ..................1.5
Graduate Forum in Musicology (MUS 533) ..................1.5

and a minimum of 3.0 units of electives selected from the following:
MUS 501, 502, 504, 506, 507, 530, 531, 532, 533, 562B, 580, 581, 590 (or approved undergraduate credit) .................................3.0

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

Final Project
Candidates for the degree are required to complete one or more extensive original compositions (MUS 598B). These works will normally be performed during the final year of graduate study.
The candidate will also submit an analysis paper in addition to the graduating composition. The candidate's academic supervisor will approve the topic of the analysis paper and the graduating composition.

Final Examination
An oral examination will be administered by the supervisory committee a short time after the performance of the candidate's graduating composition(s). The student is required to demonstrate knowledge of the repertoire and major trends of contemporary music composition. Procedures and guidelines are available from the graduate adviser.

Program Length
All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

MMus in Performance – Non-Thesis Option
The candidate's individual program is designed to further growth as a soloist and ensemble participant; in addition to performance-related courses, the program includes study in related areas, such as conducting, performance practices, and music history.

Course Requirements

MUS 580 - Ensembles, taken each year ..........................1.0
MUS 581 - Chamber Music, taken each year ..............1.5
MUS 545 - Major Instrument Study, taken each year .........................................................4.0
MUS 598A - Degree Recital ......................................1.5
MUS 503 - Bibliography, taken in first year ..............1.5

and a minimum of 3.0 units of electives selected from the following:
MUS 500, 501, 502, 504*, 506, 507, 530, 531, 532, 533, 562A, 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.

Final Examination
An oral examination approximately one hour in duration will be administered by the student's supervisory committee approximately one week after the student's graduating recital and will constitute part of the graduating requirements. The student is expected to demonstrate knowledge of solo and chamber music repertoire for his/her instrument or voice. Procedures and guidelines are available from the graduate adviser.

Program Length
All master's programs require a minimum attendance of five terms, including two Winter Sessions, and at least 18 units of course credit. All requirements must be completed within five years (60 months) of the date of first registration.

PhD in Musicology
The PhD program in Musicology is small and selective, offering advanced students the opportunity for intensive directed research in the areas of expertise of its faculty. It emphasizes professional training in research and scholarship. Given the current character of the discipline, the program encourages interdisciplinary work linking scholarship in music with related humanistic fields relevant to the student's area of research.

Course Requirements
The School requires a minimum of 12 units of course work, usually taken during the first three semesters of study, the successful completion of candidacy examinations, and the writing and defense of the dissertation. Courses will be chosen in consultation with the student's academic supervisor and the supervisory committee.

Normally, the course work consists of 6.0 units drawn from the following:

Topics in Musicology Before 1750 (MUS 530) ........1.5
Topics in Musicology After 1750 (MUS 531) ........1.5
Comparative Topics in Musicology (MUS 532) ........1.5
Graduate Forum in Musicology (MUS 533) ........1.5
Advanced Research Forum in Musicology (MUS 534) .........................................................1.5

and an additional 6.0 units of electives in music and other areas relevant to the student's research as determined in consultation with the student's supervisory committee. These may include a maximum of 3.0 units of undergraduate courses at the 300 level or above in a department outside the School of Music, if relevant to the student's area of specialization. With the exception of MUS 421 (Special Topics in Musicology), no credit will be given for undergraduate courses taken in the School of Music.

In addition, students will register for MUS 693 PhD Candidacy Examinations for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed. In addition, students will register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The dissertation is prepared in conjunction with MUS 699 (PhD Dissertation). The candidacy examinations consist of written and oral components.

The written examination deals primarily with the student's broadly defined area of concentration, including representative musical repertoire, the present state of research in the field, and the cultural and intellectual context of the period. The student will select eight topics related to his/her area of concentration, representing a diversity of disciplinary approaches. The purpose of these topics is to ensure that the student has the knowledge base necessary for completion of the dissertation. The student will also select two additional field topics in music outside the area of concentration, identified and recommended by the advisory committee in conjunction with the first-year review (see below). The student will submit the ten proposed topics to the musicology faculty in the first-year review portfolio.

After approval of the topics, the student will:
1. prepare a select formal bibliography of the most important “classic” and recent scholarship on each topic; this bibliography represents the student's reading list for each area
2. prepare a list of a representative sampling of musical repertoire related to each area
3. develop a mature grasp of the major musical issues and a critical perspective on the major research related to each topic
4. formulate a question related to each topic
5. submit the bibliographies, repertoire lists, and proposed questions to the academic supervisor no less than four weeks before the scheduled oral examination

Members of the student's supervisory committee will select three of the questions, emending them as deemed appropriate, and the candidate will have two weeks to write an essay of at least 2000 words in length on each of them.

The oral examination is taken in the presence of the student's supervisory committee, and is open to all School of Music teaching faculty. The examination will consist of a discussion of the three essays and the musical repertoire related to them; additional questions related to the remaining field topics and repertoire will follow.
The duration of the examination is approximately two hours.
In case of failure in one portion of the candidacy examinations, the candidate may retake that portion. The requirements must be fulfilled within the calendar year and no sooner than six weeks after the original examination.

Candidacy
The student progresses to candidacy on completion of the comprehensive examinations and demonstration of competency in the required languages.

Other Requirements
By May 15 of the first year of study, students will submit a portfolio in order to demonstrate satisfactory progress toward the degree and in preparation for the comprehensive examinations. This portfolio should contain two samples of work completed in the course of the first-year graduate seminars, a listing of the proposed area of research concentration and the eight proposed field topics in that area for the comprehensive examinations. In addition, the student in consultation with the academic supervisor will propose two additional topics outside the student's area of concentration in which the student has not yet conducted research, and representing two contrasting historical periods, genres, or approaches to the field. The portfolio should also include a list of the proposed supervisory committee for the dissertation work, and a statement regarding progress toward completion of the language requirement. Preparation of the first-year portfolio may be completed in conjunction with the Graduate Forum in Musicology (MUS 533) in the spring semester of the first year. The musicology faculty will review the portfolio and provide comment on the candidate’s progress in the program, supervisory committee, and the proposed comprehensive topics by May 31.

Dissertation
The student must register for MUS 689 Dissertation Proposal (1.5) in the semester in which the dissertation prospectus is developed. The prospectus is to be at least 20 pages in length, and should include:
1. a detailed summary of the topic and thesis
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 Master’s and PhD students. Master’s 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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

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 support health and social change.

The School of Nursing Graduate Education Programs are based in a philosophical model that attends to coherence among and between ontological, epistemological, ethical, and practice dimensions. This model is fostered by values of openness, diversity, scholarship, and service related to human health.

Our School’s faculty are widely recognized for their contributions to the advancement of nursing as a scientific discipline and practice profession through research, leadership, practice, teaching, publications and presentations. A comprehensive listing of nursing faculty is located at <www.nursing.uvic.ca>.

All teaching faculty, as well as students, have the benefit of working with a skilled group of professional and support staff.

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Faculty Members and Areas of Research
Elizabeth Banister, PhD (Victoria)
Adolescent sexual health education; adolescent relational aggression; mentoring; knowledge translation; ethnography
Anne Bruce, PhD (British Columbia)
End of life care; contemplative practices in health and healing; mindfulness meditation; volunteerism in hospice care; interpretive inquiry
Elizabeth (Betty) Davies, PhD (University of Washington)
Palliative and end-of-life care, particularly pediatric palliative care; family bereavement; cultural considerations; health professionals and care of the dying; thanatology; oncology; qualitative methods; collaborative, participatory research
Gweneth A. Doane, PhD (Victoria)
Family and women’s health; ethics, learning and teaching; interdisciplinary education and practice
Norcen Frisch, PhD (Southern Illinois)
Holistic nursing practice; nursing language and classification; and student development
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
Marcia Hills, PhD (Victoria)
Health promotion; curriculum development; family health; participatory action research; international health
Marjorie MacDonald, PhD (British Columbia)
Health promotion; community/public health; adolescent health; social and health policy; health program evaluation; advanced nursing practice; primary health care; qualitative research
Karen Mackinnon, PhD (Calgary)
Rural maternity care and perinatal nursing; interprofessional practice and education; the social organization of women's childbearing experiences and Institutional Ethnography
Joan MacNeil, PhD (Wayne State University)
Transcultural nursing and development of
nursing theory; humanistic care; HIV/AIDS
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

Lenora Marcellus, PhD (Alberta)
Neonatal nursing; transition of the high risk
newborn to the community; creating
supportive environments for neonatal
development; perinatal substance use;
women's health; leadership; quality
improvement

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;
universalist critique of women's healthcare
practices; hermeneutics

B. Jane Milliken, PhD (Alberta)
Social causes and consequences of illness;
mental health; telehealth; aging; grounded
theory

Jill Milne, PhD (Calgary)
Urology; promotion of urinary continence;
women's health; health promotion; quality of
life; Informed and shared decision-making;
patient-centred and patient-generated
outcomes; qualitative and quantitative
research methods; mixed-methods research
designs

Bernie Pauity, 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
(hospital promotion and self care) on nurses'
practices; ethnography and discourse analysis

James Ronan, PhD (Arizona)
Health promotion and healing; primary care;
nurse practitioner roles; health policy critique;
global health in the context of neo-liberalism
and globalization constructs

Esther Sangster-Gormley, PhD (c) (Dalhousie
University)
Primary health care: the role and function of
the nurse practitioner in the delivery of
primary health care. The acceptance role of
the nurse practitioner by patients, physicians
and health care administrators, and
integration of the role into the health system

Debra Sheets, PhD (South California)
Gerontology; health promotion; humanities;
arts and aging; family caregivers; guided
autobiography; geriatric nursing education;
evaluation research; end-of-life care

Rita Schreiber, DNS (State University of New York)
Women's mental health; depression;
psychiatric-mental health nursing;

professional misconduct; advanced nursing
practice; grounded theory

Laurene Shields, PhD (Oregon)
Community; health promotion; empowerment;
community nursing practice; life threatening
illness and events; connectedness; people's
experiences of health, illness and healing;
narrative inquiry; feminist research; story as a
metaphor of healing; spirituality

Kelli Stajduhar, PhD (British Columbia)
Palliative and end-of-life care; family
caregiving; home care; HIV/AIDS; oncology;
vulnerable and marginalized populations;
gerontology; health services research;
qualitative and quantitative research methods;
mixed method study design; collaborative,
participatory research

Rosalie Starzomski, PhD (British Columbia)
Health care and nursing ethics; nephrology
nursing; transplantation/organ donation;
ethical issues related to biotechnology (e.g.
genetic testing for polycystic kidney disease);
health and social policy (e.g. consumer
involvement in health care decision making);
interdisciplinary collaboration; leadership and
advanced nursing practice

Deborah Thoun, 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

Lynne Young, PhD (British Columbia)
Family influence on individual response to
heart-health initiatives; critical qualitative
methodology conducted with research
programs that include quantitative
approaches

Degrees and Specializations Offered
The School of Nursing offers a number of graduat
education opportunities. Students may enrol in one of four options through the School of Nursing directly and may apply for double master's degrees in Nursing and Health Information Science:
• The PhD in Nursing, on campus
• The Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership option (APL) by distributed learning
• The Master of Nursing, Advanced Practice Nursing: Nurse Practitioner option (NP) by distributed learning
• The Master of Nursing, Advanced Practice Nursing: Nurse Educator option (NUED) by distributed learning

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 (SSHRRC) 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 “Professional Conduct and Student Progression”, below.

Criminal Record Reviews

While not a requirement for admissions, UVic students employed in cooperative work terms, placed in practice 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 agencies or units 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 Review 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 practice placement and to remain registered in the program.

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

Many agencies require proof of current immunizations. All costs and responsibilities are the responsibility of the individual student and must be provided to the agency upon request.

Current Basic Life Support Certificate

All MN students must provide evidence of successful completion of a basic life support level-C course no more than 12 months prior to admission. Current CPR level-C certification must be on file in the School of Nursing to remain registered in the program.

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. Usually, 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.

Non-Degree Student Practica Fee (CRNBC Nurse Practitioner Licensure Candidates)

Non-degree students completing course work to meet eligibility requirements for the NP Licensure examination with CRNBC must also pay a $750 practica fee in addition to tuition for the course(s) and any other fees associated with non-degree student status as assessed by the Faculty of Graduate Studies.

Electronic Log Fee – Nurse Practitioner Program

Nurse Practitioner students may be required to use an electronic log system and are responsible for paying fees associated with the purchase and maintenance of this log.

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 are subject to the provisions of the Canadian Nurses Association Code of Ethics for Registered Nurses, and the College of Registered Nurses of British Columbia (CRNBC) Professional or Practice Standards (or the equivalent in the province/territory/ state in which the student practises). In addition to the above, the following School of Nursing practice regulations apply:

i) Where a student is enrolled in a Nursing Practicum 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 Regulations Concerning Practica, the Canadian Nurses Association Code of Ethics for Registered Nurses or the CRNBC Professional or Practice Standards (or the provincial/territorial or state equivalent where the student’s practicum is located), the course instructor may then:

a) restrict activities of the student in the course in such manner as the instructor deems appropriate and/or
b) suspend the student’s continued participation in the course prior to the course end date, and/or
c) assign a failing grade (grade F or N) to the student’s performance in the course and report the failure to the Graduate Education Committee.

ii) The School of Nursing Graduate Education Academic Review Committee will review a student’s enrolment 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 or state equivalent where the student’s practicum is located).

After receiving a written request from the student, and giving the student an opportunity to be heard by telephone conference call, or in person, the Graduate Education Academic Review Committee (includes supervisor, interim supervisor or supervisory committee as applicable) may recommend to the Faculty of Graduate Studies that a student be permitted to retake a course in which a student has been assigned a failing grade (with or without additional requirements/conditions), OR require the student...
ADMISSION REQUIREMENTS

General

Initial enquiries regarding graduate programs should be addressed to the Graduate Adviser, School of Nursing. Application materials may be obtained from the Graduate Admissions and Records Office website <registrar.uvic.ca/grad> or the School of Nursing website: <nursing.uvic.ca>. Each applicant will be assessed individually by the School of Nursing. It is strongly recommended that all applicants to graduate programs in the School of Nursing complete NURS 425 (formerly HSD 425), Quantitative and Qualitative Analysis, or an equivalent data analysis or introductory statistics course prior to admission. This course must have been completed within five years of application, with a grade of B or above. Those who have not will be required to complete NURS 425 or equivalent by the end of the first term of study in the program, as an additional course.

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 master's degree in Nursing. Master's degrees in other disciplines will be considered but students may be required to take additional courses to acquire the necessary grounding in nursing knowledge development. Applicants will be expected to have achieved a minimum Grade Point Average (GPA) of 7 (or equivalent) on the UVic scale of 9.0 in their master's program although students who have achieved a GPA of less than 7 and have appropriate work experience and additional credentials may be considered. In keeping with the current regulations of the Faculty of Graduate Studies, there will be no residency requirement per se. Nonetheless, students will be expected to maintain continuous registration throughout the program, which is structured to support them in moving through the requirements within specified time limits.

Direct Admission from UVic MN to PhD

The option of admitting directly from the MN program at UVic to the PhD program is intended for exceptional students who bring capacities and aptitude to be successful in doctoral studies and meet the recommended criteria. Please visit the website <www.nursing.uvic.ca> or contact 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>.

Admission To Master's Programs

Applicants must usually hold an academic 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 work or experience, or credit earned at institutions not recognized by the University will not be used in determining an applicant’s admission grade point average or units completed. Any courses used in the calculation of the entering average cannot be used toward a graduate degree program. The Faculty of Graduate Studies may, therefore, be required to take nursing diploma or post secondary grades outside of the Bachelor of Science in Nursing degree into account when calculating application grade point average 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. A minimum of two years of relevant practice experience is usually required. Applicants to the Nurse Practitioner program must be residents of British Columbia. Applications from residents outside BC will not be considered.

The UVic School of Nursing holds the view that nursing is an academic discipline and a practice profession. The Canadian Association of Schools of Nursing (CASN) sets the standard for programs of nursing education in Canada. In order to ensure that applicants have the preparation to be successful at the graduate level prior to consideration for full admission, graduates from programs not accredited by the Canadian Association of Schools of Nursing (CASN) may be required to take a limited number of graduate level nursing courses as unclassified non-degree students, achieving a grade of B or above in each. These courses may be accepted for transfer credit in the MN program if the student is subsequently accepted.

Applicants must meet all of the admission requirements of the Faculty of Graduate Studies including submitting academic transcripts, letters of recommendation and application forms. In addition, applicants must submit a curriculum vitae outlining complete work and education history, and an employer’s reference. A personal statement of intent related to the program is required. Students whose first language is not English require an acceptable score on an approved English language competency test (see English Competency Requirement, page 16). Nurse Practitioner applicants will be shortlisted and may be contacted for a face-to-face or telephone interview.

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

- Recent completion (within five years) of a basic ECG interpretation course
- Recent completion (within five years) of an anatomy and physiology course
- Recent completion (within five years) of a physical assessment course

Applicants to all MN programs must provide evidence of successful completion of a basic life support level C course no more than 12 months prior to admission. A valid CPR level C certificate must be maintained for the duration of the program.

Applicants to all MN programs must complete an HSNet form for use and disclosure of student information for practicum purposes.

Applicants to the double degrees option in Nursing and Health Informatics must meet admission criteria for both programs and must apply to both Schools. Application guidelines and links to the Faculty of Graduate Studies application form are available on the School of Nursing and School of Health Information Science websites.

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 enrollment 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, email and Microsoft Office (i.e. Word and PowerPoint) for the duration of the program.

Synchronous learning sessions (booked online classes in real time) may be required for all MN options. Students in the MN Nurse Practitioner Option are required to be available for weekly online synchronous learning opportunities.

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.
GRADUATE PROGRAMS

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 114).

All students admitted to MN distance programs 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 onsite components that occur later in the NP program.

Nurse Practitioner students who are temporarily withdrawn from their program for programs for 12 months or longer, at any time, will be required to demonstrate that their competency level is comparable to that prior to their leave of absence before they will be authorized to re-enroll in courses. If competency is not demonstrated, remedial coursework will be required, including possibly repeating courses already completed.

Master of Nursing programs admit part-time students; however, preference will be given to full-time applicants. Students admitted to the programs on a part-time basis may face limitations to their course scheduling and will be required to pay full-time fee installments when registered in courses of 3 or more units. Part-time students may pay more for their program, depending on completion times.

All master’s students must complete program requirements within five years of admission to the program.

Master of Nursing, Advanced Practice Nursing: Advanced Practice Leadership Option – by Distributed Learning (Thesis Option)

The Master of Nursing degree in Advanced Practice Nursing, 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 thesis proposal as well as the completed thesis will be required. Students are required to complete 22.5 units of study for the Thesis option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students’ particular academic needs. For detailed information on Transfer Credit, see Course Credit, page 26, under Faculty Academic Regulations for the Faculty of Graduate Studies. Students will usually be required to complete NURS 506 and 507 prior to enrolling in any practice courses.

Thesis Option (22.5 units):

Required Core APN courses (4.5 units)
NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing

Required APN Concentration courses (9.0 units)
NURA 516 (1.5) Leadership in Advanced Practice Nursing
NURA 517 (1.5) Nursing Praxis I: Population and Setting of Practice
NURA 518 (3.0) Nursing Praxis II: Population and Setting of Practice
Electives (3.0) Chosen in consultation with the supervisor

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 Practice Nursing: Advanced Practice Leadership Option – by Distributed Learning (Non-Thesis Option)

Course Requirements

An oral examination of the project proposal will be required. The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.

Students are required to complete 19.5 units of study for the Practice Project option. At least 12 units will be at the 500 level. Students may collaborate with the Graduate Adviser in the School of Nursing to select courses aimed at meeting the students’ particular academic needs. For detailed information on Transfer Credit, see Course Credit, page 26, under Faculty Academic Regulations for the Faculty of Graduate Studies. Students will usually be required to complete NURS 506 and 507 prior to enrolling in any practice courses.

Practice Project Option (19.5 units):

Required Core APN courses (4.5 units)
NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing

Required APN Concentration courses (10.5 units)
NURA 516 (1.5) Leadership in Advanced Practice Nursing
NURA 517 (1.5) Nursing Praxis I: Population and Setting of Practice
NURA 518 (3.0) Nursing Praxis II: Population and Setting of Practice
Elective (4.5) Chosen in consultation with the supervisor

NURS 593 (1.5) Thesis/Project Seminar
NURA 598 (3.0) Practice Project

Master of Nursing, Advanced Practice Nursing: Nurse Educator Option – by Distributed Learning (Thesis Option)

The Master of Nursing degree in Advanced Practice Nursing, Nurse Educator (NUED) option, offered by the University of Victoria, School of Nursing, is a practice-oriented, theory-based degree intended to prepare nurses for advanced nursing roles in multisectoral settings. Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.

Course Requirements

Students are required to complete 22.5 units of study for the NUED thesis 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 six (6) unit thesis. An oral examination of the thesis proposal and the completed thesis will be required.

Nurse Educator Thesis Option (22.5 units):

Required Core APN courses (4.5)
NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing

Required NUED courses (7.5 units)
NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education
NUED 571 (1.5) Critical Analysis of Discourses in Nursing and Nursing Education
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
Elective (1.5) Chosen in consultation with the supervisor
One of the following research courses or a research course approved by the supervisor (1.5 units)
NURA 503 (1.5) Qualitative Approaches to Research in Nursing
NURA 504 (1.5) Phenomenological and Hermeneutic Approaches to Inquiry
NURA 509 (1.5) Program Evaluation
NURS 593 (1.5) Thesis/Project Seminar
NUED 599 (6.0) Nurse Educator Thesis

Master of Nursing, Advanced Practice Nursing: Nurse Educator Option – by Distributed Learning (Non-Thesis Option)
The Master of Nursing degree in Advanced Practice Nursing, Nurse Educator (NUED) option, offered by the University of Victoria, School of Nursing, is a practice oriented, theory-based degree intended to prepare nurses for advanced nurse educator roles in multisectoral settings. Graduates of the program will have enriched capacity to work across the health care delivery sector and academic settings with the skills to influence nursing practice at the health facility level and the nursing education level.

Course Requirements
Students are required to complete 19.5 units of study for the NUED project (non-thesis) option including an onsite program orientation prior to the 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. The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair, and an External Examiner.

Nurse Educator Project Option (19.5 units):
Required Core APN courses (4.5 units)
NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing
Required NUED courses (7.5 units)
NUED 570 (1.5) Engaging with Pedagogy: Teaching and Learning in Nursing Education
NUED 571 (1.5) Critical Analysis of Discourses in Nursing and Nursing Education
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
Elective (3.0)
NURS 593 (1.5) Thesis/Project Seminar
NUED 598 (3.0) Nurse Educator Practice Project

Course Requirements
Students are expected to complete 24 units of study, including an onsite program orientation prior to program commencement in September (usually three days in length) and additional condensed on-site components as scheduled.

Required Core APN courses (4.5 units)
NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing
Required NP courses (19.5 units)
NUNP 531 (1.5) Applied Pathophysiology
NUNP 532 (1.5) Pharmacological Interventions in Health and Illness
NUNP 540 (1.5) Advanced Assessment and Diagnostic Reasoning Theory (must be taken concurrently with NUNP 541)
NUNP 541 (1.5) Advanced Assessment and Diagnostic Reasoning Practice (must be taken concurrently with NUNP 540)
NUNP 543 (1.5) Integrated Primary Health Care and Advanced Practice Nursing I (Theory) (Adult I) (must be taken concurrently with NUNP 544)
NUNP 544 (1.5) Integrated Primary Health Care and Advanced Practice Nursing I (Practice) (Adult I) (must be taken concurrently with NUNP 543).
NUNP 545 (1.5) Integrated Primary Health Care and Advanced Practice Nursing II (Theory) (Childbearing/rearing Families and Children) (must be taken concurrently with NUNP 546).
NUNP 546 (1.5) Integrated Primary Health Care and Advanced Practice Nursing II (Practice) (Childbearing/rearing Families and Children) (must be taken concurrently with NUNP 545).

Course Requirements
Students are required to complete 31.5 program units including an onsite program orientation prior to program commencement. In addition to completing 24.5 units of course work students will complete a 6 unit thesis. An oral examination of the thesis proposal as well as the completed thesis will be required. There are also two required cooperative learning experiences in this option. Cooperative learning experiences must usually be undertaken outside of a student's current employment setting.

Required core APN courses (6.0 units)
NURS 506 (1.5) Philosophical Knowledge and Advanced Practice Nursing
NURS 507 (1.5) Theoretical Knowledge and Advanced Practice Nursing
NURS 508 (1.5) Methodological Knowledge and Advanced Practice Nursing
NURS 565 (0.5) Trends and Issues in Advanced Practice Nursing (one)
NURS 566 (0.5) Trends and Issues in Advanced Practice Nursing (two)
NURS 567 (0.5) Trends and Issues in Advanced Practice Nursing (three)

Nursing electives are listed at the end of the Nursing section.

Required core HINF courses (6.0 units)
HINF 501 (1.5) Database Design
HINF 503 (1.5) Research Methods in Health Informatics
HINF 550 (1.5) Health Information Systems Design
HINF 572 (1.5) Health Informatics: An Overview

NURS Electives (3.0)
Electives are chosen in consultation with the supervisors. HINF electives include:

- HINF 510 (1.5) Information Management and Technology
- HINF 511 (1.5) Clinical Decision Support Systems
- HINF 531 (1.5) Ethical and Legal Aspects of Health Informatics
- HINF 551 (1.5) Electronic Health Record
- HINF 560 (1.5) Health Care Quality Improvement
- HINF 561 (1.5) Project Management in Health Informatics
- HINF 562 (1.5) Procurement in Health Informatics
- HINF 573 (1.5) Applied biostatistics
- HINF 575 (1.5) Human Factors in Healthcare

**Required Co-operative experience (6.0 units)**
- COOP (NURS) (3.0) Co-operative Experience Requirement
- COOP (HINF) (3.0) Co-operative Experience Requirement

**Required Thesis (7.5 units)**
- NURS 593 (1.5) Thesis Seminar
- HINF 580 (1.5) Thesis Seminar
- NUHH 599 (6.0) Thesis

**PhD in Nursing, on campus**

The goal of the Doctoral Program in Nursing is to prepare nurse scholars to contribute to disciplinary knowledge, 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 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 or extending 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 13.5 units of coursework (including a mandatory NURS 693 Candidacy Examination preparation course and Dissertation Seminar), candidacy exams, a 30-unit Dissertation, and a final oral examination for a total program requirement of 43.5 units. Students who are not enrolled in the PhD in Nursing program may take only one course in the program with the permission of the instructor in the course.

**Required courses**

- **Nursing Science**
  - NURS 601 (1.5) Philosophy in Nursing
  - NURS 602 (1.5) Epistemological Discourses in the Study of Nursing

- **Research**
  - NURS 604 (3.0) Research Methods for Nursing and Health Care
  - NURS 680 (1.5-4.5) Special Topics in Research Methods
  - NURS 693 (3.0) Candidacy Examination Seminars

**Candidacy**

Doctoral seminars provide students with the opportunity to critique proposed, ongoing and completed research in both qualitative and quantitative research. Students will be expected to alternately lead and participate in these seminars. The seminars will be ungraded resulting in a “complete” or “incomplete” on the student’s academic record.

- NURS 621 (1.5) Doctoral Seminar in Nursing Scholarship
- NURS 622 (1.5) Dissertation Seminar

**Elective Courses, Topical Seminars, Research Internship**

In consultation with academic advisers and/or dissertation supervisors, students may seek or be required to enroll in additional, elective course work. The number and nature of courses beyond those identified as required will vary according to the student’s academic background, research and practice experience, and career goals. Electives in the student’s substantive area and research method can be taken from the existing graduate program in the School of Nursing, courses developed by the School, in other departments or Faculties (in acknowledgement of the interdisciplinary nature of much nursing related research), by directed studies, or offered at other institutions (perhaps under the Western Dean’s Agreement). Opportunities to engage in research internships will be available. You will need to discuss the appropriateness of elective courses with a graduate academic adviser or your supervisor. The following courses may be of interest to students seeking to deepen their appreciation of research within the discipline (NURA 503, 504, NURS 680, 690).

**Elective course options for all nursing graduate programs**

The following courses may be applied by fourth year BSN (with permission), MN and PhD in Nursing students to respective BSN, MN or PhD program requirements. Students outside of the program option may choose from:

- Advanced Practice Leadership: NURA 503, 504, 509, 514
- Health Information Science: HINF 572, and one of 550, or 450. HINF 450 requires permission from department.
- Nurse Educator: NUED 570
- Nurse Practitioner: NUNP 531, 532, 540/541 (with permission from department). NURS 565, 566, 567.

**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 available only in the double degrees option Nursing and Health Information Science, and is required. Master’s students in the double degrees option complete two work terms (a work term consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. Students should contact the Health Information Science Co-op office early in the term in which they are applying. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

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**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: P0 Box 3045, Stn CSC Victoria, BC V8W 3P4 Canada
Adjunct Faculty Member and Areas of Research

Daniel Bryant, PhD (British Columbia)
Pre-modern Chinese poetry; textual criticism

Robert Florida, PhD (McMaster)
Contemporary ethical issues in Buddhism: environment, medical ethics, war and violence, human rights

Jordan Paper, PhD (Wisconsin, Madison)
East Asian Studies, Chinese religious traditions

Degrees and Specializations Offered MA
Students may define their program of study by choosing to concentrate on (1) the Area Studies Stream (the social, cultural, historical, political and economic aspects of China, Japan, Oceania, or Southeast Asia); or (2) the Literary and Textual Studies Stream (the literary, artistic and cultural forms of China, Japan or Southeast Asia). Both streams emphasize the contemporary period and take an interdisciplinary approach to learning and research.

Facilities
The University of Victoria is building, within the University's McPherson Library, a suitable collection of materials on the Asia-Pacific region. The department also makes every effort to provide students who require it modest funding for a research visit to the more extensive Asia-Pacific collections available in the University of British Columbia libraries in Vancouver. The University of Victoria is the home of the Centre for Asia-Pacific Initiatives and the Centre for the Study of Religion and Society, which offer fellowships and other programs and assistance to Pacific and Asian Studies graduate students with research plans corresponding to these Centres' respective mandates.

The University's Humanities Computing and Media Centre and its CALL (Computer Assisted Language Learning) Facility are also excellent resources for students delving into studies and research in Pacific and Asian languages, linguistics, and computer assisted learning.

Financial Support
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 last 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 also encouraged to apply for external funding, such as SSHRC scholarships.

Admission To Master's Programs

Students may define their program of study by choosing to concentrate on (1) the Area Studies Stream (the social, cultural, historical, political and economic aspects of China, Japan, Oceania, or Southeast Asia); or (2) the Literary and Textual Studies Stream (the literary, artistic and cultural forms of China, Japan or Southeast Asia). Both streams emphasize the contemporary period and take an interdisciplinary approach to learning and research.

Facilities
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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 course work. International students whose native language is not English must also include results from the Test of English as a Foreign Language or equivalent, with a minimum score of 575 (written).

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.
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 Master’s students. Master’s students complete two work terms (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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

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**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  
Canada  
Telephone Number: 250-721-7512  
Fax Number: 250-721-7511  
Email: philweb@uvic.ca  
Website: <web.uvic.ca/philosophy>  
Chair: Dr. James O. Young  
Email: joy@uvic.ca  
Phone: 250-721-7509  
Graduate Adviser: Colin MacLeod  
Email: cmacleod@uvic.ca  
Phone: 250-721-7521  
Graduate Secretary: Jill Evans  
Email: phil2@uvic.ca  
Phone: 250-721-7512

**Faculty Members and Areas of Research**

Conrad Brunk, 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  
Michael J. Raven, PhD (New York University)  
Metaphysics, philosophy of language, epistemology, philosophy of mind  
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  
Joshua Wilburn, PhD (Princeton)  
Ancient philosophy, moral philosophy, applied ethics, history of modern philosophy, epistemology, metaphysics, aesthetics  
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

**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 (SSHRRC).

**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. 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 Pre-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 Master’s Pre-seminar (PHIL 591). Students take 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 Master’s students. Master’s students complete two work terms (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. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 27-28).

**Physics and Astronomy**

**GENERAL INFORMATION**

**Contact Information**

Department of Physics and Astronomy

Location: Elliott Building, Room 101

Mailing Address:
Department of Physics and Astronomy
University of Victoria
PO Box 3055 STN CSC
Victoria, BC V8W 3P6

Canada

Courier Address:
Department of Physics and Astronomy
University of Victoria
3800 Finnerty Rd.
Victoria, BC V8P 5C2

Canada

Telephone Number: 250-721-7700

Fax Number: 250-721-7715

Email: offi-l@phys.uvic.ca

Website: <www.phys.uvic.ca/>

Acting Chair: Dr. Robert V. Kowalewski

Email: chair@phys.uvic.ca

Phone: 250-721-7698

Graduate Adviser: Dr. Michel Lefebvre

Email: physgrad@uvic.ca

Phone: 250-721-7744

Graduate Secretary: Monica Lee

Email: physgrad@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

Parminder Basran, PhD (Calgary)

Medical Physics

Wayne A. Beckham, PhD (Adelaide)

Medical physics

George A. Beer, PhD (Saskatchewan)

Nuclear physics

John P. Blakeslee, PhD (Massachusetts Institute of Technology)

Astronomy and astrophysics

Byoung-Chul Choi, PhD (Freie Universität Berlin)

Experimental condensed matter physics

Fred I. Cooperstock, PhD (Brown)

General relativity and astrophysics

Patrick Côté, PhD (McMaster)

Astronomy and astrophysics

David Crampton, PhD (Toronto)

Astronomy and astrophysics

Rogério de Sousa, PhD (Maryland)

Theoretical condensed matter physics

James Di Francesco, PhD (Texas)

Astronomy and astrophysics

Sara L. Ellison, PhD (Cambridge)

Astronomy and astrophysics

Laura Ferrarese, PhD (Johns Hopkins)

Astronomy and astrophysics

Isabelle Gagné, PhD (Alberta)

Medical physics

Christopher J.R. Garrett, PhD (Cambridge)

Ocean physics

F. David A. Hartwick, PhD (Toronto)

Astronomy and astrophysics

Falk H. Herwig, PhD (Potsdam and Kiel)

Astronomy and astrophysics

Michelle Hills, PhD (British Columbia)

Medical physics

Hendrik Hoekstra, PhD (Groningen)

Astronomy and astrophysics

Robert E. Horita, PhD (British Columbia)

Geomagnetism and space physics

Werner Israel, PhD (Trinity)

Theoretical astrophysics

Andrew I. Jirasek, PhD (British Columbia)

Medical physics

Doug Johnstone, PhD (University of California, Berkeley)

Astronomy and astrophysics

Dean Karlen, PhD (Stanford)

Experimental particle physics

2010-11 UVIC CALENDAR

J.J. Kavelaars, PhD (Queen’s)
Astronomy and astrophysics

Richard K. Keeler, PhD (British Columbia)
Experimental nuclear and particle physics

Jody M. Klymak, PhD (Washington)
Physical oceanography

Akira Konaka, PhD (Kyoto)
Experimental nuclear and particle physics

Shane M. Koscielniak, PhD (Oxford)
Experimental nuclear and particle physics

Pavel Kortun, PhD (Washington)
Experimental nuclear and particle physics

Robert Kowalewski, PhD (Cornell)
Experimental nuclear and particle physics

Eric Kunze, PhD (Washington)
Physical oceanography

Michel Lefebvre, PhD (Cambridge)
Experimental particle physics

Brenda C. Matthews, PhD (McMaster)
Astronomy and astrophysics

Robert McPherson, PhD (Princeton)
Experimental nuclear and particle physics

David Morrissey, PhD (Chicago)
Theoretical particle physics

Julio F. Navarro, PhD (Universidad Nacional de Córdoba)
Astronomy and astrophysics

Arthur Olin, PhD (Harvard)
Experimental nuclear and particle physics

Charles E. Piccicotto, PhD (California)
Theoretical nuclear and particle physics

Antoniu I. Popescu, PhD (Kentucky)
Medical physics

Maxim Pospelov, PhD (Budker)
Theoretical particle physics and cosmology

Christopher J. Pritchett, PhD (Toronto)
Astronomy and astrophysics

Adam Ritz, PhD (Imperial College, London, UK)
Theoretical particle physics

J. Michael Roney, PhD (Carleton)
Experimental nuclear and particle physics

Thomas J. Ruth, PhD (Clark)
Medical physics

David Schade, PhD (Victoria)
Astronomy and astrophysics

Colin D. Scarfe, PhD (Cambridge)
Astronomy and astrophysics

Luc Simard, PhD (Victoria)
Astronomy and astrophysics

Randall J. Sobie, PhD (Toronto)
Experimental nuclear and particle physics

Geoffrey M. Steves, PhD (Alberta)
Experimental condensed matter physics

Peter Stetson, PhD (Yale)
Astronomy and astrophysics

Isabel Trigger, PhD (Montréal)
Experimental nuclear and particle physics

Don A. Vandenberg, PhD (Australian National University)
Astronomy and astrophysics

Kimberley A. Venn, PhD (Texas-Austin)
Astronomy and astrophysics
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 the Department of Physics and Astronomy require a basic knowledge respectively of Physics or Astronomy, in addition to a depth of knowledge in the field of specialization.

Areas of Study

**Astronomy and Astrophysics:** Faculty research interests include galaxy formation and evolution, clusters of galaxies, large-scale structure, computational astrophysics, galactic structure, stellar structure and evolution, stellar atmospheres, gravitational lensing, binary/multiple stars, and astrometry of comets and asteroids. The Astronomy Group benefits from close relations with the nearby Herzberg Institute of Astrophysics, its staff, telescopes (1.2m and 1.8m), and instrumentation. Faculty and students also have access to Canadian facilities such as the Canada-France-Hawaii 3.6m Telescope, the James Clerk Maxwell mm/submm Telescope, and the Gemini twin 8m telescopes.

**Condensed Matter Physics:** Condensed Matter Physics is the study of materials and their properties. The main focus at the University of Victoria is on nanoscale physics, in which the physical properties of magnetic, semiconductor and superconducting materials are studied on the nanometer range, that is, a bit larger than the size of individual atoms. Nanoscale physics is a new and rapidly developing field that encompasses both fundamental studies and applications. Current research activities include ultrafast magnetic imaging using modern femtosecond laser techniques, in-situ studies of magnetic properties of both thin film and nanostructured magnetic materials, computational magnetic microscopy, semiconductor spintronics and quantum information, dynamics of superconducting materials on nanometer length scales, and time-resolved and spin-polarized scanning tunneling microscopy.

**Experimental Particle Physics:** The particle physics group is engaged in research at facilities around the world and, as one of the designers and builders of the TRIUMF facility in Vancouver, it benefits from interactions with TRIUMF physicists and access to TRIUMF facilities. The current activities of the group include the operation of the BABAR detector at SLAC and analysis of the data collected with it; detector construction and physics studies for the ATLAS experiment at CERN; detector research and development projects associated with the T2K long-baseline neutrino experiment and future e+e- linear colliders; and the operation and deployment of grid computing.

**Medical Physics:** Application of radiation (photons and electrons) to treatment and diagnosis. Radioisotope - diagnosis and PET studies. Work is carried out in conjunction with the Vancouver Island Cancer Centre of the BC Cancer Agency in Victoria and the Life Science program at TRIUMF in Vancouver.

**Ocean Physics and Geophysics:** Research is conducted in the department and also in association with the School of Earth and Ocean Sciences at UVic and at the nearby Institute of Ocean Sciences, the Pacific Geoscience Centre, and the Canadian Centre for Climate Modelling and Analysis. Current ocean physics activities include observational and theoretical studies of ocean mixing, air-sea interaction, estuarine circulation, breaking waves and bubble clouds, and the investigation of many topics related to the analysis and modelling of interannual variability of the earth’s climate. The program includes applications to programs of societal concern as well as basic research.

**Theoretical Physics:** Current research areas include general relativity; gravitational collapse; inflationary cosmology; quantum and classical black hole physics; electroweak solitons; extended Planck scale; energy localization; relativistic astrophysics; statistical quantum field theory; phenomenological studies of rare particle decays and neutrino properties.

**Facilities**

Close contact is maintained with the Herzberg Institute of Astrophysics (including the Dominion Astrophysical Observatory and the Dominion Radio Astrophysical Observatory), the Pacific Geoscience Centre, and the Institute of Ocean Sciences. The University of Victoria belongs to a consortium of universities which operates the meson facility TRIUMF.

**Financial Support**

Financial assistance: well-qualified applicants are eligible for a University Fellowship. Several teaching or research assistantships may also be available, usually ranging from $3,600 to $4,200 for eight months’ work. Additional TA-ships may be available for the summer term. Teaching and research 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>.

Graduate students must maintain a cumulative GPA of at least 5.0 (B), with no individual grade below B-; for all required course work. Grades of C+ or lower are considered unsatisfactory for required courses. Such grades shall be reviewed by the student’s supervisory committee, and a recommendation made to the department Graduate Committee.

(Note: Required courses are those specified by the supervisory committee for the student’s program. The student may elect to take additional courses, and these will be identified on the student’s transcript as electives.)

A student registered in a graduate program in the department is normally required to work as a laboratory instructor and/or a research assistant as an integral part of a degree program.

A student registered in a graduate program in the department is required to register in, and attend, either PHYS 560 or ASTR 560 throughout their period of registration.

The thesis requirement for advanced degrees (PHYS 599 or PHYS 699) applies to all students in the department, both Physics and Astronomy.

**Master’s – Thesis Option (Physics)**

The thesis requirement for advanced degrees (PHYS 599 or PHYS 699) applies to all students in the department, both Physics and Astronomy.

**Program Requirements**

**PHYS 500 and 502A plus an additional 1.5 units chosen from the PHYS graduate course list.........................6.0**

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

**Colloquium PHYS 560..................................0.0**

**Thesis (normally 6.0 units) PHYS 599..............6.0**
Final oral examination

**Master’s – Thesis Option (Astronomy)**

**Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASTR 561</td>
<td>1.5</td>
</tr>
<tr>
<td>A minimum of 4.5 units chosen from Physics and/or Astronomy graduate courses</td>
<td>4.5</td>
</tr>
<tr>
<td>Colloquium ASTR 560</td>
<td>0.0</td>
</tr>
<tr>
<td>Thesis (normally 6.0 units)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

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

**Master’s – Thesis Option (Ocean Physics)**

**Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Such other courses as required by the supervisory committee, with the total number of course units beyond the BSc level being normally at least 12.0 (of which at least 9.0 must be graduate) and including at least 4.5 units of the core courses (PHYS 500, 502A, 502B)</td>
<td>12.0</td>
</tr>
<tr>
<td>Colloquium PHYS 560</td>
<td>0.0</td>
</tr>
<tr>
<td>Thesis (normally 6.0 units)</td>
<td>6.0</td>
</tr>
</tbody>
</table>

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

**PhD (Medical Physics)**

**Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 693 (3.0 units)</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissertation (normally 30 units)</td>
<td>30.0</td>
</tr>
</tbody>
</table>

**PhD (Ocean Physics)**

**Program Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 693 (3.0 units)</td>
<td>3.0</td>
</tr>
<tr>
<td>Dissertation (normally 30 units)</td>
<td>30.0</td>
</tr>
</tbody>
</table>

**Political Science**

**CONTACT INFORMATION**

**Department of Political Science**

**Location:** Social Science and Mathematics Building, Room A316

**Mailing Address:** PO Box 3060 STN CSC Victoria, BC V8W 3R4 Canada

**Telephone Number:** 250-721-7486

**Fax Number:** 250-721-7485

**Email:** poligrad@uvic.ca

**Website:** <web.uvic.ca/polisci>

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**Graduate Programs**

**2010-11 UVIC Calendar**

Chair: Dr. Amy Verduin
Email: chairpol@uvic.ca
Phone: 250-853-3568

Graduate Adviser: Dr. Jim Tully
Email: gradpol@uvic.ca
Phone: 250-853-3527

Graduate Secretary: Kimberly Anderson
Email: poligrad@uvic.ca
Phone: 250-721-7486

**Faculty Members and Areas of Research**

**Aragon, Janni, PhD (California)**

Gender and Politics, Feminist Theories and Methodologies, American Politics, Youth and Politics, Transnational Feminisms and Theories of Pedagogy.

**Colin J. Bennett, PhD (Illinois)**

Comparative politics and public policy (advanced industrial countries); American government and politics; information and communications policy.

**Michelle Bonner, PhD (Toronto)**

Comparative politics; Latin American politics; democratization; human rights; social movements; police violence and reform; gender and politics.

**Claire Cutler, PhD (British Columbia)**

International relations theory; international law and organization; private international trade law; international political economy; dispute resolution.

**Avigail Eisenberg, PhD (Queen's)**

Democratic theory including pluralism, feminism and minority rights; Canadian politics including constitutional law and politics, minority groups, human rights and civil liberties.

**Cosmo Howard, PhD (Australia National University)**

Canadian and comparative public administration, social policy, theories of individualization, public management, policy processes, service delivery.

**Matt James, PhD (British Columbia)**

Canadian constitutionalism and citizenship, Canadian politics, social movements, prestige, political theory.

**Arthur Kroker, PhD (McMaster)**

Technology, culture and theory; contemporary French and German political theory; Canadian political and social thought; ethics and biotechnology.

**James (Jamie) Lawson, PhD (York)**

Canadian Politics and Public Policy; natural resource policy and politics; environmental policy and politics; forest policy and politics; Canadian political economy; indigenous/newcomer relations; historical and geographical approaches to politics; philosophy of history.

**Warren Magnusson, DPhil (Oxford)**

Contemporary social and political thought; governmentality and politics; the local and the global; the political economy of the urban; urbanism as a way of life.

**Dennis Pilon, PhD (York)**

Canadian and comparative democratic institutions, party systems (Western, industrialized countries), election administration, history of democratization,
Admission Requirements

General

Admission into the department is determined on a competitive basis. Applications are first reviewed by the Graduate Admissions and Records Office and then by the Political Science Admissions and Awards Committee. In addition to the materials required by the Graduate Admissions and Records Office (two letters from academic referees, application form and official transcripts), the department asks all master’s applicants to submit a one-to-two page statement of research interests. It requires that PhD applicants submit a two-to-five page statement of intent and a sample of their scholarly work, normally an academic paper. Not all students who meet the minimum requirements can be admitted. Typically, eight to ten MA students and two to five PhD students are admitted into the program each year.

Admission to the Master’s Program

The normal minimum for admission to the MA program is a Bachelor of Arts (BA) preferably in Political Science, with an average of B+ (6.0 GPA) in the final two full years of study leading to this degree. Students without a strong background in Political Science may be considered for admission upon completing a non-degree undergraduate unclassified year of course work in upper-level political science courses and attaining first-class standing.

Admission to the PhD Program

The normal minimum for admission to the PhD program is an MA in Political Science with an average of A– in all Political Science graduate courses. The department will only consider applicants who are interested in one of the five areas of concentration (Contemporary Political Theory; Transnational Politics and Global Political Economy; Democratic Constitutionalism; Comparative Public Policy and Governance; Cultural, Social and Political Thought).

Concentration in Cultural, Social and Political Thought (CSPT)

This interdisciplinary program is open to selected MA and PhD students in English, History, Political Science and Sociology. Students must apply for admission to the CSPT Program Director. Only students already accepted into an MA or PhD program in English, History, Political Science or Sociology may be admitted to CSPT. For full information about the program see <web.uvic.ca/polisci/cspt>.

Students must meet the core graduating requirements of the individual departments as well as specific requirements of the CSPT program. See also the entry for CSPT under “Interdisciplinary Graduate Studies”, page 98.
Program Requirements

All programs must be approved by the graduate adviser to ensure balance and focus in each student's program.

Master's Program

The Political Science department offers only a thesis option MA program, which includes 6 units of course work and a thesis worth 9 units. The Master's program is designed to be completed in 12 months. Part-time study is permitted, but the degree must be completed within five years of the initial registration.

Course Requirements

All MA students are required to complete four 1.5 unit courses. At least two of these courses (3 units) must be taken from the following list of field seminars: POLI 507, 508, 509, 516, 540. Students may take one course (1.5 units) that is either a senior undergraduate course (300 or 400 level), a directed readings course (POLI 590) or a graduate course offered by another department. Students may take the remaining course (1.5 units) from other graduate courses offered in the department.

Master's Thesis

All MA students are required to write a Master's thesis (POLI 599) worth 9 units which is no longer than 100 pages and which they defend through an oral examination conducted by their supervisory committee and an examiner chosen from outside the Political Science department. Full-time students are required to have a thesis proposal approved by their supervisory committee by May 15 of the academic year in which they entered the program. Students who fail to submit a thesis proposal by October 15 of their second year will be asked to withdraw from the program.

Summary of Requirements

Field Seminars (POLI 507, 508, 509, 516, 540) .................................................. 3.0
Elective courses ............................................................................. 3.0
Thesis proposal complete
Thesis (POLI 599) ...................................................................... 9.0
Total ...................................................................................... 15.0

MA Program with CSPT

CSPT Master's students must complete 7.5 units of course work, Students must complete POLI 509 (1.5 units), a field seminar drawn from the following list: POLI 507, 508, 516, 540 (1.5 units); one additional graduate seminar in Political Science (1.5 units); and two CSPT graduate seminars (3.0 units). Students must also complete a MA thesis worth 9 units. The topic must be within the field of CSPT. At least two members of the examining committee must be drawn from the faculty members affiliated with the CSPT program.

Summary of Requirements

POLI 509 .......................................................... 1.5
Other POLI Field Seminar .......................... 1.5
Other POLI Graduate Seminar ................. 1.5
CSPT Graduate Seminars ......................... 3.0
Thesis proposal complete
Thesis (POLI 599) ............................................. 9.0
Total ................................................................. 16.5

PhD Program

PhD candidates are required to complete 42.0 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 in which they will be taking a candidacy examination. Students must also complete POLI 693 (Candidacy Examination—3.0 units). 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) 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 broader than the course work and will be determined according to reading lists drawn up by the faculty in the field being examined and in consultation with the student. Students must successfully complete candidacy examinations in two of the following fields: Canadian Politics, Comparative Politics, International Relations, Political Theory. Students may substitute one of these examinations for an interdisciplinary examination in Comparative Public Policy and Governance or Cultural, Social and Political Thought.

Dissertation

Within three to six months after passing the candidacy examinations, students are required to write and orally defend a dissertation proposal before their supervisory committee. The proposal and oral defense must be considered satisfactory before the student may proceed to the dissertation. All students are required to submit and orally defend a dissertation worth 30 units of credit.

Summary of Requirements

POLI 600 .............................................................................. 1.5
CSPT 601 .............................................................................. 1.5
Other POLI Graduate Seminars ................. 3.0
CSPT Graduate Seminar ................................. 1.5
Professional Development Seminar (POLI 600) .................. 1.5
POLI 693 ................................................................. 3.0
Completion of two Candidacy Examinations Dissertation Proposal
Dissertation (POLI 699) .............................................. 30.0
Total ............................................................................. 42.0

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
POLI 693 ................................................................. 3.0
Completion of two Candidacy Examinations Dissertation Proposal
Dissertation (POLI 699) .............................................. 30.0
Total ............................................................................. 42.0

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 Master’s and PhD students. Master’s 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 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 27-28).
Psychology

**GENERAL INFORMATION**

The Department of Psychology offers programs leading to the degrees of Master of Science and Doctor of Philosophy. We offer training to the PhD degree in 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 leading to the PhD degree may be designed according to the interests of individual students and faculty members. 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  
Courier Address:  
Psychology  
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Graduate Adviser: please see our website for most current information  
Graduate Secretary: Paul Taylor  
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**Facility Members and Areas of Research**

C. A. Elizabeth Brimacombe, PhD (Iowa State)  
Eyewitness testimony, social psychology, social cognition  
Daniel N. Buh, 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 E. Ehrenberg, PhD (Simon Fraser)  
Clinical psychology, parenting and adjustment in divorcing families, professional issues in child custody and access  
Mauricio A. Garcia-Barrera, PhD (U of Georgia)  
Executive functions, prefrontal cortex development, neuropsychological assessment, ADHD  
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.  
Scott M. Hofer, PhD (Univ of Southern California)  
Cognitive aging, developmental methodology, longitudinal studies, lifespan development  
Clay B. Holroyd, PhD (U of Illinois at Urbana-Champaign)  
Neurobiological mechanisms of cognitive control; error detection and correction  
David F. Hultsch, PhD (Syracuse)  
Adult development and aging, memory and cognition  
Michael A. Hunter, PhD (Simon Fraser)  
Multivariate methods, theory of parametric vs. nonparametric statistical inference  
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 J. Masson, PhD (Colorado)  
Cognitive psychology, memory, language comprehension, object identification, skill acquisition and computational models  
Catherine A. Matter, 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  
Jeffrey L. Niehaus, PhD (UC Santa Barbara)  
Evolutionary psychology, theory of mind, content effects in visual attention  
Andrea M. Piccinini, PhD (USC)  
Statistical methods for longitudinal data, cognitive development, aging  
Marsha G. Runz, 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  
Dana A. Stonis, PhD (Waterloo)  
Self-esteem, relationships, health  
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  
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., BCHRF), federal (e.g., NSERC, SSHRC) and external (e.g., Alzheimer’s Society) agencies. The Psychology department strives hard to provide at least some financial assistance to all graduate students in the programs. These are typically in the form of teaching and research assistantships. University of Victoria Fellowships and awards are available on a competitive basis. For a summary of various sources of support available to graduate students in Psychology, please see <web.uvic.ca/psych/grad/grad-rules/Appendix_C.htm>. Specific programs (e.g., Cognition and Brain Science) have finan-
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.

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

take the 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 by the application deadline. For students not applying to the Clinical Life-Span or Clinical Neuropsychology programs, application documents (e.g., GRE scores) received after the application deadline MAY be considered, but this is not guaranteed.

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 513, 518, 532, 533, 541, 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.

Oral Examination

An oral exam of the completed thesis must be satisfactorily passed.

Program Length

Students should expect to complete all degree requirements in two years of full-time study.

Doctor of Philosophy in Clinical Psychology

Course Requirements

Methods and Statistics Requirements

PSYC 512: Research Practicum (3 units)
Two of*: PSYC 513, 518, 532, 533, 541, 564

* The two selections must be different from those taken to fulfill the MSc Methods and Statistics requirements.

Clinical Courses

PSYC 506A (Therapy); PSYC 586A; therapy courses selected from two of PSYC 588, 590, 593, 594; one of PSYC 565, 566, 567, 569, 587, 591, 594*, 604**

* PSYC 594 must differ from the 594 used to fulfill therapy course requirement
** A PSYC 684 taken to fulfill this requirement must be approved by the student’s supervisor and the Director of Clinical Training.

Clinical Practica & Internship

PSYC 503, 505, 603, 606
GRADUATE PROGRAMS

Required Courses for the Neuropsychology Emphasis
PSYC 541, 543, 545B, 546A, 546B, 547, 548

Required Courses for the Life-Span Development Emphasis
PSYC 586B; two of PSYC 562, 563, 567, 568.

Candidacy Examinations
Clinical Candidacy Exams and, depending on emphasis, either a Neuropsychology Specialty and/or Life-Span Development Candidacy Exams are required.

Dissertation
A dissertation is required for all doctoral degree programs. A dissertation must be based on original research and should be of publishable quality. Prior to conducting the research, students are expected to orally present a proposal of their dissertation to their supervisory committee. The supervisory committee must approve this proposal before the student can begin the proposed thesis study. The completed dissertation must be satisfactorily defended at an oral exam.

Program Length
Students should expect to complete all degree requirements in five to six years beyond the MSc, and one year longer for students who completed their master's training at another institution.

Manual for the Graduate Program in Clinical Psychology
Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their 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 (12.0 units; may include PSYC 602).
- Required Courses for the Life-Span Development Track
  PSYC 568 (1.5 units); PSYC 564 (1.5 units); PSYC 565 or 566 (1.5 units)
  Electives approved by student's supervisory committee.
- 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 completed dissertation must be satisfactorily defended at an oral exam.

Program Length
Students should expect to complete all degree requirements in two to three years of full-time study beyond the MSc.

Manual for the Graduate Program in Clinical Psychology
Students will be issued a Manual for the Graduate Program in Clinical Psychology at the beginning of their PhD program. This manual details program requirements, rules, and procedures, relevant to the clinical psychology graduate student.

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 Master's and PhD students. Master's 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 Social Sciences Co-op office before the second week of their first term. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 27-28).

Public Administration

GENERAL INFORMATION
Since 1974, the School of Public Administration has been offering innovative and diverse programs for current and prospective practitioners in the public and non-profit sectors. We aspire to be a leading community of students, practitioners, alumni, faculty and staff developing knowledge through teaching, research and professional development.

Contact Information
School of Public Administration
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Graduate Adviser: James C. McDavid
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Phone: 250-721-8055
Graduate Administrative Assistant: Judy Selina
Email: jselina@uvic.ca
Phone: 250-721-6448

Faculty Members and Areas of Research
Catherine Althaus, PhD (Griffith University)
Political risk calculation, public sector leadership, policy making processes, religion and politics
Herman Bakvis, PhD (UBC)
Intergovernmental relations, government structure and organization, political parties and interest groups
Emmanuel Brunet-Jaillly, PhD (U Western Ontario)
Local government and politics, cross border regions, comparative urban politics
J. Barton Cunningham, PhD (Southern California)
Quality of working life, organizational theory, decision making, stress and motivation, entrepreneurship
Lynda Gagné, PhD (UBC)
Child care policy, children outcomes, social programs, applied econometrics and microeconomics
David Good, PhD (California, Berkeley)
Public sector reform, budgetary and policy-making process
Budd Hall, PhD (UCLA)
Adult education, social movement learning, globalization and learning, participatory research, community-based research, and community-university engagement
Cosmo Howard, PhD (Australian National University)
Front-line service delivery, impact of individualization of service on bureaucratic identity, autonomy of national statistics agencies
John Langford, PhD (McGill)
Canadian politics and government, machinery of government, administrative ethics
Evert A. Lindquist, PhD (California, Berkeley)
Machinery of government and policy-making, policy communities and networks, and the role of think tanks
James N. MacGregor, PhD (Victoria)
Organizational behaviour, human information processing
Richard T. Marcy, PhD (Oklahoma)
Public sector leadership, leadership development, adaptation and cognition in organizations, management of meaning in organizations.
James C. McDavid, PhD (Indiana)
Program Evaluation, performance management, and local government service delivery

Tara L. Ney, PhD (Southampton)
Conflict-related impact of policy, discourse theory and conflict, war-affected children, family law policy, health-care policy processes, restorative justice

Lynne Siemens, PhD (Hertfordshire)
Community development; entrepreneurship and small business; rural economic development; government and business relations; organizational behaviour; academic team development.

Lindsay Tedds, PhD (McMaster)
Underground economy; tax non-compliance; economics of taxation; public economics; time use; timing of stock option awards; applied econometrics

Rebecca N. Warburton, PhD (London)
Health economics, economic evaluation, evidence based management

Degrees and Specializations Offered
The School of Public Administration offers the following graduate programs:

Master of Public Administration (MPA) On Campus and Online
The Master of Public Administration (MPA) programs are designed 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 double degrees LLB/MPA program.

Master of Arts in Dispute Resolution
The School offers an on campus Master of Arts in Dispute Resolution for full-time students. The program provides students with the knowledge and skills to contribute to the development of diverse, peaceful societies through their work with public sector and civil society organizations. The MADR program includes two Co-operative Education terms. For details, see “Dispute Resolution” page 61.

Master of Arts in Community Development
Focused on the Community Economic Development, Co-operative, and Non-profit sectors, the Master of Arts in Community Development program is designed to provide students with the opportunity to develop their capacities in transformational change, governance, leadership, analysis, and management in order to better meet the challenges and opportunities that are facing communities at various levels. The program is offered through a combination of residential and online learning, allowing students from across Canada and internationally to participate. For details, see “Community Development” page 53.

Graduate Professional Certificates
The School offers specialized Graduate Professional Certificates via distance methods intended to strengthen the leadership and management skills of working professionals. The program requirements are drawn from the regular Master’s of Public Administration curriculum with assignments and course content that is tailored to meet the needs of specific professions. Two programs are currently offered: Graduate Professional Certificate in Library Sector Leadership and Graduate Professional Certificate in Cultural Sector Leadership.

Doctor of Public Administration
The School offers a PhD program that prepares students for scholarly and leadership roles in universities, government, non-profit organizations, research institutes and other settings where knowledge and research skills in public administration and policy are needed.

Facilities
The administrative office of the School of Public Administration is located in Room A302, Human and Social Development Building. MPA students have a designated computer lab in Room A359. Student’s final management reports (ADMN 598) and theses (ADMN 599) are archived within the administrative office of the School of Public Administration.

PhD students have access to a designated computer and meeting room.

Financial Support
A number of awards, scholarships and bursaries are available to full-time graduate students from the School of Public Administration and UVic. The Faculty of Graduate Studies provides a list of available awards and necessary applications online at <web.uvic.ca/gradstudies/fund> or through their office in the University Centre. Information on bursaries and scholarships is available at the UVic Student Awards & Financial Aid Office, located in the University Centre, or through their website at <registrar.uvic.ca/safa>.

In addition, the provincial and federal governments offer students loans to full-time candidates who meet the requirements.

The School of Public Administration also actively supports students seeking Social Sciences and Humanities Research Council of Canada fellowships (SSHRF) and Canada Graduate Scholarships.

MPA
In addition to being able to compete for UVic Graduate Awards 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.

We find that the employers of many of our online students are willing to financially support their employee’s professional development by providing reimbursement for tuition and, in some cases, reimbursement for texts and instructional materials.

Teaching and research assistantships are available to both online and on-campus MPA students, generally after the first term of core courses is completed. Students are encouraged to inquire directly through professors, or to apply for positions that are advertised on the school’s email distribution list.

PhD
In addition to being able to compete for University of Victoria Fellowships for their first year as PhD students, the School provides opportunities for more senior PhD students to teach or assist faculty members or the School with teaching or research-related projects. These opportunities will vary from year to year and will be available on a competitive basis. School of Public Administration Awards may also be available to supplement the income from these jobs. Contact the Graduate Adviser for more information about funding opportunities.

Graduate Professional Certificate in Library Sector Leadership
This program is a 5-course part-time program which includes an on campus orientation course (ADMN 517A). Students must also complete four ADMN 500-level online courses, registering in one course per term, it is possible to complete the program in 16 months.

Graduate Professional Certificate in Cultural Sector Leadership
This program is intended to strengthen the capacity of cultural sector professionals to serve in management and leadership roles in museums, art galleries, the performing arts, heritage sites and heritage conservation. This program includes an on campus orientation course (ADMN 517B). Students must also complete four ADMN 500-level online courses. Students may complete the program over two years.

Admission Requirements
General
Applications for admission are first received by the Graduate Admissions and Records Office. This office evaluates each applicant’s transcripts to determine admisssibility to the program. After this determination, the application is forwarded to the School of Public Administration for consideration by the department’s Admissions Committee. The Admissions Committee is comprised of faculty, administrators and students.

Admission to Master’s Programs
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 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 and that they have clearly indicated whether they are applying for the On-Campus or the Online program.
• Provide two Assessment Reports from academic referees. If it has been more than five years since you last attended a post-secondary institution, we recommend that you include three Assessment Reports from current or former employers in place of academic referees.

To strengthen your application, we recommend that your referees attach a Letter of Reference in addition to the Assessment Report.
• Submit relevant transcripts.
• Submit a professional résumé.
• Submit a Letter of Intent describing why you are seeking an MPA and how the degree relates to your career plans, personal values and goals. Applicants are encouraged to submit whatever other evidence of suitability for admission they feel is relevant (e.g., academic records from non-degree courses). Applicants who do not possess a Canadian undergraduate degree will be required to write and submit official results for the GMAT.

To apply for the program, students must:
• 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) or non-academic letters of reference, the applicant's academic record, applicable test scores and experience (paid or voluntary). The admission process is competitive; therefore ensure that all your documentation is complete and that all points in the Admission Check List have been satisfied.

Deadlines
• December 15 for International Students.
• February 15 for applicants who wish to be considered for University Graduate Awards. All applicants with a first class (A minus) average over the last two years of their undergraduate and graduate course work, as applicable, and whose applications are COMPLETE BY FEBRUARY 15 are automatically considered for these awards.
• March 15 for Domestic applicants.

Admission to PhD Program
To be eligible for admission, students require:
• a master's degree in a related discipline, with a minimum grade point average of A- (7.0) in the last two years of academic work; and
• demonstrated research potential.

Candidates are also strongly encouraged to apply for external funding and should indicate on their application where they have applied for such funding.

To apply for the program, students must:
• Fill out an application form online <www.pas.bc.ca/> or download the Faculty of Graduate Studies application form <registrar.uvic.ca/grad> and submit a hard copy by mail. To ensure that all documents are added to the application file, applicants should ensure that all online and hard copy documents submitted to 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 you 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.

To be eligible for admission, applicants must have:
1. a baccalaureate degree (or equivalent from another country) from an accredited and recognized institution. (Note for the Graduate Professional Certificate in Library Sector Leadership, a Master's is preferred.)
2. a grade point average of 5.0 (B) in the last two years (30 units) leading to the baccalaureate degree.

In addition, applicants must submit a professional résumé and a letter of intent that explains how this program relates to their career plans, and their personal and professional values and goals. Finally, applicants must have two assessment forms or letters of reference sent directly to the Graduate Admissions and Records Office.

Application Deadline
September 30

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 (1.5) Research Design: Critical Appraisal of Information
- ADMN 504 (1.5) Public Sector Governance
- ADMN 509 (1.5) Public Sector Economics
- ADMN 516* (0.0) Writing in the Public Sector
- ADMN 551 (1.5) Administrative Law & Federalism
- ADMN 589 (0.0) Co-op Seminar: Introduction to Professional Practice

Note: Some term 1 courses may include a pre-course assignment.

*Note: ADMN 516 is mandatory and must be taken in conjunction with at least one other first term course.
Co-op Work Term I (Spring Term, Jan–Apt)
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–Apt)
Students register in either:
ADMN 598 (4.5) Advanced Management or Policy Report
or ADMN 599 (6.0) Master's Thesis
Students selecting either option will be expected to attend the 598/599 preparation seminar or review online preparation resources during this term. If required to complete their program, students also have the option to register in an online course elective (1.5 units).

Optional Co-op Work Term III (Summer Term, May–Aug)

MPA Online Program
Courses in the MPA Online program are offered year-round. MPA Online students are advised to take two courses per term and can only take more than two courses with the permission of the Graduate Adviser. Students will also need the permission of the Graduate Adviser to take elective courses before completing core courses.

Term 1 (Fall Term, Sept–Dec)
ADMN 504 (1.5) Public Sector Governance
ADMN 509 (1.5) Public Sector Economics (Note: There may be a pre-course study requirement for ADMN 509)
ADMN 516* (0.0) Writing in the Public Sector
* Note: ADMN 516 is mandatory and must be taken in conjunction with at least one other first term course.

Term 2 (Spring Term, Jan–Apt)
ADMN 502A (1.5) Research Design: Critical Appraisal of Information
ADMN 507 (1.5) Public Sector Leadership: Teams, Self and Organization

Term 3 (Summer Term, May–Aug)
ADMN 502B (1.5) Statistical Analysis
ADMN 551 (1.5) Administrative Law & Federalism

Term 4 (Fall Term, Sept–Dec)
ADMN 512 (1.5) Financial Management, Accountability and Performance Measurement
ADMN 556 (1.5) The Public Policy Process

Term 5 (Spring Term, Jan–Apt)
Students register in two course electives

Term 6 (Summer Term, May–Aug)
Students register in either:
ADMN 598 (4.5) Advanced Management or Policy Report
or ADMN 599 (6.0) Thesis
Students selecting either option will be expected to attend the online 598/599 seminar during this term.

Students may do an Advanced Management or Policy Report (ADMN 598) or a Master's Thesis (ADMN 599) to complete their MPA requirements.

MPA – Advanced Management or Policy Report
ADMN 598: Advanced Management or Policy Report (4.5 units)
The Advanced Management or Policy Report is expected to be a substantial analysis of a management, policy, or program problem for a client in the non-profit or public sector. Students have the choice of working individually or in teams of up to three persons. Team-based Management Reports must be designed and written so that each team member's contributions are clearly indicated. The ADMN 598 Report is prepared in consultation with the client and an academic supervisor in the School of Public Administration and must be both practical and academically rigorous. Normally the academic supervisor is a member of the School faculty and is also a member of the Faculty of Graduate Studies. More detailed information about the Management Report requirement is included in the School's website.

Final Examination
The Management Report is defended in an oral examination, and the minimum Committee consists of the academic supervisor, the client, a second reader from the School of Public Administration and a Chair representing the Faculty of Graduate Studies. More detailed information about the Management Report requirement is included in the School's website.

MPA – Thesis Option
ADMN 599: Master's Thesis (6.0 units)
The Master's Thesis option is expected to be a substantial contribution to the knowledge in the field of Public Administration. An MPA thesis will demonstrate a student's mastery of a substantive body of scholarly or practice literature, as well as using appropriate and academically defensible methodologies to analyze research questions, test hypotheses or contribute new theoretical knowledge. Individual students will work with an academic supervisor in the School of Public Administration.

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 school. All members of the committee must be members of the Faculty of Graduate Studies.

For “Guidelines for Oral Examinations” please go to the following website: <web.uvic.ca/gradstud/thesis.html>.

Double Degrees 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 double degrees. Students who apply and are accepted into both the Faculty of Law LLB and the School of Public Administration MPA programs may earn both degrees concurrently with modified requirements for each. Undertaken separately, the two degrees normally require five years of study, whereas the double degrees may be completed in four years. The first year of the double degrees 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, in consultation with the Graduate Adviser, 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 third Summer Term. Alternatively, students may participate in the Co-operative Education program. For information about the Faculty of Graduate Studies' rules governing the LLB/MPA double degrees program, see Registration in double degrees Programs, page 21. 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 minimum of 10.5 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 fields
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 Change and Development
• 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)
GRADUATE PROGRAMS

• at least one elective course (1.5)

  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.

• ADMN 600 (0.0) Doctoral Seminar

  Students who choose comparative policy and governance as one of their fields will do coursework in both the School of Public Administration and the Department of Political Science. The total number of courses each student is required to take will depend on the background of the student and will be decided by the student and the Graduate Adviser and approved by the Admissions and Program Standards Committee. The minimum units required for the PhD Degree is 10.5 units of coursework.

PhD students are expected to have a mastery of a second or third language if it is germane to their chosen fields of study. They will be expected to acquire needed language skills in addition to their PhD coursework. No PhD credit will be given for language training.

Candidacy
ADMN 693 (3.0) Candidacy Examination

During the second year of the program of study, students will complete Comprehensive Examinations in the two fields of study they have chosen. The examinations will be set by School field committees. A student who passes the comprehensive examinations is admitted to candidacy for the PhD degree.

Dissertation
ADMN 699 (30.0) Dissertation

Upon completing the comprehensive examinations, students will develop a dissertation proposal and defend the proposal in an oral presentation to their supervisory committee. Once the committee is satisfied that the dissertation proposal meets the standards of the program, students will then 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.

Graduate Professional Certificates

The courses are normally taken in the following sequence. Should a student miss a course due to personal circumstances, that student can enrol in the missed course in the next academic year (or the next offering). Note that both the orientation courses (ADMN 517A and 517B) and HA 488T (Cultural Sector students only) include required attendance at on-campus intensive sessions.

Graduate Professional Certificate in Library Sector Leadership
ADMN 517A (0.5) Graduate Professional Certificate Orientation
ADMN 507A (1.5) Public Sector Leadership: Teams, Self and Organization
ADMN 530A (1.5) Increasing Organizational Effectiveness
ADMN 531A (1.5) Strategic Human Resource Management
ADMN 577A (1.5) Strategic Planning and Implementation

Graduate Professional Certificate in Cultural Sector Leadership
ADMN 517B (0.5) Graduate Professional Certificate Orientation
HA 488T (1.5) Leadership in Cultural Organizations
ADMN 507B (1.5) Public Sector Leadership: Teams, Self and Organization
ADMN 530B (1.5) Increasing Organizational Effectiveness
ADMN 531B (1.5) Strategic Human Resource Management
ADMN 577B (1.5) Strategic Planning and Implementation

C-O-P-E R A T I V E  E D U C A T I O N

Participation in the Co-operative Education program - which enables students to acquire knowledge, practical skills for employment, workplace experience, and an opportunity to build a network of potential employers - is mandatory for MPA On Campus students. MPA On Campus students complete two work terms (a work term normally consists of four months of full-time, paid employment), and students undertake study and work terms in alternating sessions. A third work term is an option.

Students are required to register in ADMN 589 Co-op Seminar: Introduction to Professional Practice, in their first term in the program. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

Social Dimensions of Health

GENERAL INFORMATION

Contact Information

Social Dimensions of Health Program
Location: Social Sciences, Cornett Building, Room B138
Mailing Address:
P.O. Box 3050 STN CSC
Victoria, BC V8W3P5, Canada
Courier Address:
Cornett Building, Room B138
3800 Finnerty Road
Victoria, BC V8W3P5, Canada
Telephone Number: 250 472-5185
Email: sdhealth@uvic.ca
Interim Director: Dr. Bonnie Leadbeater
Email: sdhealth@uvic.ca
Phone: 250 721-7523

Graduate Professional Certificate in Cultural Sector Leadership
ADMN 517A (0.5) Graduate Professional Certificate Orientation
ADMN 507A (1.5) Public Sector Leadership: Teams, Self and Organization
ADMN 530A (1.5) Increasing Organizational Effectiveness
ADMN 531A (1.5) Strategic Human Resource Management
ADMN 577A (1.5) Strategic Planning and Implementation

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Victoria, BC V8W3P5, Canada
Telephone Number: 250 472-5185
Email: sdhealth@uvic.ca
Interim Director: Dr. Bonnie Leadbeater
Email: sdhealth@uvic.ca
Phone: 250 721-7523

Faculty Members and Areas of Research

Over 140 full time faculty members across the 28 departments, schools, programs, institutes and research centres in the Faculties of Social Sciences, Humanities, Education and Human and Social Development are engaged in health research. All are eligible to supervise SDH Graduate Students.

Thematic Areas of Research Expertise:
- Social Determinants of Health
- Health Policy, Law and Bioethics
- Health of Populations
- History of Medicine
- Aboriginal/Indigenous People’s health
- Addictions Research
- Environmental Health
- Health Over the Life Span

Degrees and Specializations Offered

MA, MSc, PhD

The Social Dimension of Health program offers programs of study leading to the degrees of Master of Arts, Master of Science and Doctor of Philosophy.

The programs provide an opportunity for advanced research in Social Dimensions of Health. Focused specifically on interdisciplinary health research, the programs link research opportunities based in research centres on campus with the academic mandates of the Faculties of Social Sciences, Humanities, Education and Human and Social Development to provide an innovative approach that cross-cuts disciplinary affiliations, provides an academic home for graduate students with interests in health research and allows faculty researchers affiliated with research centres to support and supervise graduate students.

Planned as an interdisciplinary, research-intensive, graduate program, the Social Dimension of Health program incorporates community-based approaches, evidence-based modeling and training in research skills, knowledge and methodologies. The program allows for maximum flexibility and supports a broad range of student research interests with an emphasis on relatively few required courses, participation in a colloquium series and a focus on independent graduate research. The primary outcome is a thesis at the master’s level or dissertation at the doctoral level.

Both master’s and doctoral programs centre around:
- two 1.5 unit core courses in Fundamentals of Health Research (Master’s: SDH 500A, 500B; PhD: SDH 600A, 600B),
- two 1.5 unit required methodology courses,
- two 1.5 unit elective courses and
- mandatory participation in a 3.0 unit colloquium (Master’s: SDH 501A, 501B; PhD: SDH 601A, 601B).

Financial Support

Potential funding sources for graduate students include (but are not limited to) SSHRC, NSERC and CIHR. Vanier Canada Graduate Scholarships recognize and support exceptional Canadian and international students who are pursuing doctoral degrees at Canadian Universities. Similarly, Bombardier Scholarships Bell Scholarships and...
Banting and Best Scholarships recognize high-calibre scholars who are engaged in doctoral programs.

**Admission Requirements**

**Admission to the Master’s Program**

Students applying for master’s degree will be required to hold a bachelor's degree in an appropriate discipline from a recognized university. Applicants must meet the general requirements set out by the Faculty of Graduate Studies in the Graduation Studies calendar. Ordinarily a B+ average (6.0 GPA) in the last two years of university work is a minimum requirement for admission to the program, however, students may request consideration on the basis of life or work experience equivalency.

**Admission to the Doctoral Program**

Students applying for doctoral degrees usually are required to hold a master's degree in an appropriate discipline from a recognized university. Applicants must meet the general requirements set out by the Faculty of Graduate Studies in the Graduation Studies calendar. Ordinarily a B+ average (6.0 GPA) in the last two years of university work is a minimum requirement for admission to the program, however, students may request consideration on the basis of life or work experience equivalency.

Applications will be reviewed by the Faculty of Graduate Studies, the SDH Director and SDH Program Committee. In cases where students have insufficient background in health research, additional coursework may be required as part of the student's program. This will be determined by the SDH Director in consultation with the SDH Program Committee and the co-supervisors, and communicated to the student in writing at the time of acceptance into the program.

**Application Deadlines**

Normally students will be admitted to the SDH program in September of each year, however, students may apply and be granted admission to the program at other times at the discretion of the SDH Director and Program Committee in accordance with Faculty of Graduate Studies regulations.
- April 30 for September entry
- September 30 for January entry
- January 31 for May entry

**Program Requirements**

The curriculum for the SDH program is predicated on the thematic areas of research strength outlined above. Intended as research intensive degrees, the master's and doctoral programs outlined below centre around 2.5 unit core courses in Fundamentals of Health, two 1.5 unit required methodology courses, mandatory participation in the program colloquium and two 1.5 unit elective courses.

MA, MSc and PhD students will attend the same colloquium and Fundamentals of Health core courses, although the pedagogic expectations will be different at the master's and doctoral levels.

The core courses and colloquium are intended to engender cohesiveness among the students and faculty within the program and to provide students with a basic complement of knowledge and core competencies from which to pursue their independent research. Choices of methodological approach and elective courses are intended to provide flexibility so faculty and students can tailor research programs to suit student interests and research requirements.

The importance placed on the independent research component of the program, especially in the case of the PhD program, is indicated by the number of unit credits allotted to the thesis/dissertation. The primary outcome is a thesis at the master's level or dissertation at the doctoral level. In the case of doctoral students, candidacy requires that students also pass a comprehensive examination. Three questions related to their particular research area will be crafted by the student in consultation with their supervisory committee. The questions will be answered in a written format, drawing upon pertinent literature and will be evaluated on a pass/fail basis.

**Supervisory Committee**

The structure of the supervisory committee must meet the requirements set out by the Faculty of Graduate Studies for interdisciplinary studies. For master's students, two co-supervisors, who are members of the Faculty of Graduate Studies at least one of whom has successfully supervised candidates for graduate degrees in the past, must confirm their willingness to supervise before a student can be admitted. For doctoral students, at least one additional faculty member must be added to the supervisory committee following admission. At the time of the thesis/dissertation defense at least one additional member must be added to the examination committee.

**MA and MSc Programs (18.0 units)**

- SDH 500A (1.5) Fundamentals of Health Research I
- SDH 500B (1.5) Fundamentals of Health Research II
- SDH 501A (1.5) Social Dimensions of Health Colloquium I
- SDH 501B (1.5) Social Dimensions of Health Colloquium II
- Methodology (3.0) Selected from the list of approved methodology courses below
- Electives (3.0) Selected from the list of approved elective courses below
- SDH 599 (6.0) Thesis

**PhD Program (30.0 units)**

- SDH 600A (1.5) Fundamentals of Health Research I
- SDH 600B (1.5) Fundamentals of Health Research II
- SDH 601A (1.5) Social Dimensions of Health Colloquium I
- SDH 601B (1.5) Social Dimensions of Health Colloquium II
- Methodology (3.0) Selected from the list of approved methodology courses below

**Program Length**

The master's program is designed for completion within 2 years.

The doctoral program is designed for completion within 4 years.

**Approved Electives Courses**

Final decisions regarding the student’s selection of elective courses will be made in consultation with the academic unit where the course is offered, the course instructor and the student’s supervisory committee, and will require the approval of the SDH Director and/or Advisory Committee.

**2010-11 UVIC CALENDAR**

Electives (3.0) Selected from the list of approved elective courses below
- SDH 693 (3.0) Candidacy Examination
- SDH 699 (15.0) Thesis

**Program Length**

The doctoral program is designed for completion within 4 years.

**Approved Methodology Courses**

Final decisions regarding the student’s selection of methodology courses will be made in consultation with the academic unit where the course is offered, the course instructor and the student’s supervisory committee, and will require the approval of the SDH Director and/or Advisory Committee.

**ECON 517** The Economics of Canadian Health Care
**ED-D 505** Basic Concepts in Human Development
**ED-D 506** Selected Topics in Human Development
**ED-D 519** Advanced Seminars in Counseling Psychology
**ED-D 520** Educational Research Apprenticeship
**ED-D 568** Seminar in Special Education: Program, Practices and Policies
**ED-D 569** Seminar in Special Education: Current Issues, Research and Applications
**HINF 503** HI Research Methods
**HINF 510** Information Management and Technology
**HINF 570** Epidemiology in Health Services Management
**HINF 571** Health Systems Data Analysis
**HINF 573** Applied Biostatistics with SPSS
**HINF 591** Topics in HI
**PE 351** Community and Population Health
**PE 455** Nutrition for Exercise and Health
**PE 580** Physiological Issues in Physical Activity and Health
**PE 582** Neuroscience in Physical Activity and Health
**PE 583** Issues in Health Promotion and Wellness
**PE 584** Pedagogical Issues in Physical Activity and Health
**PSYC 531** Environmental Psychology
**PSYC 569** Special Topics in Life Span
**SOCI 545** Sociology of Health
**SOCI 586** Seminar on Aging
**SOCW 503** The Social Construction of Health, Illness, and Aging
**SOCW 504** Community Development in Health and Social Services
is offered, the course instructor and the student’s supervisory committee, and will require the approval of the SDH Director and/or Advisory Committee.

Quantitative Methods
ADMN 602 Research Methods in Public Administration
ECON 500 Microeconomic Analysis
ECON 501 Macroeconomic Analysis
ECON 545 Econometrics Analysis
ECON 549 Computational Methods in Economics and Econometrics
ED-D 560 Statistical Methods in Education
ED-D 562 Advanced Statistical Methods in Education
GEOG 524 Qualitative Methods in Geography
GEOG 538 Seminar in Geomatics
HINF 571 Health Systems Data Analysis
PSYC 518 Psychometric Methods
PSYC 532 Applied Multiple Regression
PSYC 533 Applied Multivariate Analysis
PSYC 541 Research Design and Methods in Neuropsychology
PSYC 564 Statistical Methods in Life-Span Development
SOCI 510 Quantitative Methods

Qualitative Methods
ED-D 519B Qualitative Research in Counseling
ED-D 561A Methods in Educational Research
ED-D 567 Case Study and Mixed Method Research
ES 501 Methods, Research Design and Communications
GEOG 523 Qualitative Methods in Geography
HINF 503 Research Methods in Health Informatics
PSYC 561 Theories and Methods in Life-Span Development
SOCI 511 Research Design
SOCI 515 Qualitative Research Methods
SOCW 516 Research Methodologies in the Human Services

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 Master’s and PhD students. Master’s 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 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 27-28).

Social Work

General Information

Mission Statement
The emerging vision of the School of Social Work in both its undergraduate and graduate programs commits us to social justice and anti-oppressive social work practice, and to promoting critical inquiry 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
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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
Email: socw@uvic.ca
Website: <socialwork.uvic.ca>
Director: Dr. Pam Miller
Email: swdirect@uvic.ca
Phone: ..............................250-472-4129
Graduate Adviser: Dr. Mehmoona Moosa-Mitha
Email: mehmoona@uvic.ca
Phone: ..............................250-721-8041
Graduate Program Adviser: Meg Thompson
Email: megt@uvic.ca
Phone: ..............................250-472-4674
Graduate Secretary: Jaime Ready
Email: bswmsw@uvic.ca
Phone: ..............................250-721-5622

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

Yvonne Haist, MED (UVic)
Working with trauma, embodied practice, chronic illness and spirituality in social work practice

Donna Jeffery, PhD (OISE-Toronto)
Research interests are interdisciplinary in orientation: feminist, critical race and poststructural scholarship in the contexts of pedagogy, policy, knowledge production, professional identity and social work education

Patricia MacKenzie, PhD (Edinburgh)
Health promotion, interdisciplinary practice, disability; rural issues; aging; gay, lesbian, bisexual, transgendered issues; social work practice in health care settings; qualitative research methods

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 and group work practice; integrating play and creativity in the classroom

Mehmoona 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, 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) (Emeritus)
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 Waterfall, PhD (OISE-Toronto)
Indigenous research ethics and methods in conjunction with traditionalist grass roots aspirations

Barbara Whittington, MSW (British Columbia)
Restorative justice, transformative learning, family practice, education and workplace equity issues, grandparents raising grandchildren policy and practice, as well as 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. BSW and non-BSW graduate students will be invited to, but not required to, specialize in child welfare, health or international work

MSW Degree
The program is designed to provide BSW graduate students and non-BSW graduate students, who have successfully completed their foundation year, 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. The School offers three options to complete a MSW:

BSW entry to MSW Degree:
Qualified BSW degree holders enter an advanced year of the MSW.

Non-BSW entry to the MSW degree:
Qualified non-BSW degree holders enter a foundational year of study that provides them with foundational knowledge and skills in preparation for the Advanced Year of study during which they join the BSW degree holders who have entered the program. Those who are qualified may also request permission to complete their Advanced Year of study with the MSW Indigenous Specialization.

MSW with an Indigenous specialization:
The School of Social Work has a specialized program of studies leading to the Master of Social Work degree for social workers working in Indigenous social settings. This program is designed to provide social workers working in Indigenous communities with the opportunity to develop their knowledge and skills within this context.

Objectives of the MSW degree include:
- Develop critical self-reflection and analysis of their role as social workers;
- Develop on their experience and understanding of practice conditions and effective practice models;
- Analyze and critique social work theories and approaches to practice, using difference-centered theories;
- Develop skills for developing and applying critical social work theories and approaches to practice;
- Conceptualize, critique and develop their own practice framework;
- Develop and apply skills in research and critical inquiry within community contexts;
- Address the current impact of funding and program policies, organizational policies and structures and community dynamics on practice in their communities;
- Explore the challenges, opportunities and strategies for critical social work practice in inter-professional contexts;
- Cultivate practice approaches for working across differences of gender, age, race, ethnicity, class, ability and sexual orientation;
- Identify the leadership roles and distinctive contributions that social work can make to policy and practice in the human services and locate themselves as leaders in relevant practice and policy contexts within their communities.

Additional objectives of the MSW program within the Indigenous specialization:
- “centering” Indigenous culture, knowledge and understanding;
- Building on students’ own knowledge as experienced practitioners in Indigenous service settings;
- Developing critical awareness and capacity for analysis and applying these skills to practice and policy development in Indigenous service settings;
- Developing the capacity to conduct research and contribute to Indigenous knowledge building and transmission;
- Identifying racism, colonization and oppression and contributing to liberating policies and practices;
- Contributing to the development of culturally appropriate child welfare policies and practices;
- Contributing to the development of healthy Indigenous communities;
- Identifying international connections between Indigenous peoples and their knowledge and experience;
- Developing leadership skills in policy development and administration in the context of Indigenous governance.

In 2010, the Advanced Year of the MSW degree is offered through a combination of summer 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.

Beginning in 2011, the Advanced Year will be offered through a combination of summer institute and web-based delivery of instruction and all of the courses will be offered through the School. All students must complete a thesis or a research course.

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 information on the UVic’s website 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 postgraduate students 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 made to the Graduate Secretary and Program Adviser. Application forms and supporting documents can be obtained from the School of Social Work website, at <socialwork.uvic.ca/programs/msw/>. 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
For entry into the Advanced Year of study or the MSW Indigenous Specialization without the requirement of completion of the Foundation Year, a BSW degree with a B+ (6.0) average is a minimum requirement for admission to the program. 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.

Specific to the Advanced Year of study: all candidates must have at least two years of post-baccalaureate professional experience. (Equivalencies to this practice requirement may be con-
This stream has one intake starting September of each calendar year.

**Specific to the MSW—Indigenous Specialization:** Two years of post-BSW professional experience in an Indigenous social service setting. The distinctive feature of this program is the requirement that this practice must be within an Indigenous social service setting. This stream has one intake for the May session of each calendar year.

**Admission Requirements for non-BSW degree holders to the Foundation Year**

All applicants will be required to satisfy normal admissions procedures for the Faculty of Graduate Studies. In addition, admission by non-BSWs to the MSW will require that applicants present:

1. A undergraduate degree from a Canadian recognized degree-granting institution, graduating cumulative GPA of 6.0 or higher.
2. References demonstrating two or more years of successful practice in one or more human service organizations.

This stream has one intake for the September session of each Calendar year.

**Deadline**

The closing date for applications is December 1 for all MSW program streams.

**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**

**Foundation with Advanced Year of Study for Non-BSW MSW Degree holders**

Non-BSW students are expected to take thirty credits in total to complete the program. The Foundation Year of the program on a full-time basis comprises eight 1.5-unit courses for a total of 12 units plus a 3 unit practicum. The Advanced Year of study is the same as for the BSW degree holders and it comprises 6 courses worth 1.5 units each for a total of 9 units plus a thesis option for another 6 units or an Advanced Practice practicum/co-op/research project option for a total of 6 units as outline in the Advanced Year of study. Students can also request permission to complete the last year of their MSW with the Indigenous Specialization. Permission request should be made directly to the Graduate Adviser.

**Core Course Requirements (7.5 units):**

- SOCW 501 (1.5) Debates, Ideas and Discourses in Social Work
- SOCW 510 (1.5) Policy Context of Practice
- SOCW 512 (1.5) Knowledge and Inquiry
- SOCW 516 (1.5) Research Methodologies
- SOCW 518 (1.5) Making Other/Making Self: Race and the Production of Knowledge

**Additional Program Requirements:**

**Thesis Option:**
SOCW 599 (6.0) Thesis

**Non-Thesis Option:**
SOCW 506 (3.0) Advanced Practice Practicum
And either
SOCW 596 (3.0) Team Graduating Research Report/Project
Or
SOCW 596 (3.0) Team Graduating Research Report/Project

**Electives (1.5 units):**

Students must take at least 1.5 units of an elective course selected from general elective courses at the 400 or 500 level. 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
SOCW 503 (1.5) The Social Construction of Health, Illness, and Aging
SOCW 504 (1.5) Community Development in Health and Social Services
SOCW 505 (1.5) Child Welfare Seminar
SOCW 530 (1.5) Critical Exploration of the Social Work Therapeutic Relationship in Health Care
SOCW 531 (1.5) Critical Exploration of Leadership Roles for Social Workers in Health Care
SOCW 532 (1.5) Introduction to Social Work in the Health Care Sector
SOCW 533 (1.5) Working with Trauma
SOCW 540 (3.0) Foundation Practicum

**Program Length**

Normally, full-time students require a minimum of one and a half years to complete the MSW degree.

**Master’s with Indigenous Specialization**

The MSW-Indigenous Specialization degree requires a minimum of 15 units. The 15 units are made up of 9.0 units of core courses and 6.0 units that consist of either a thesis (6.0) or a project (3.0) and practicum (3.0).

Students accepted into the Foundation Year without a BSW can request permission to complete their Advanced Year of their MSW degree with the Indigenous Specialization.

**Core Course Requirements (9.0 units):**

- SOCW 521 (1.5) Indigenous Perspectives on Knowledge and Research
- SOCW 522 (1.5) Critical Indigenous Analysis of Social Work Theory
- SOCW 523 (1.5) Self-conscious Traditionalism in Indigenous Social Work Practice Seminar
- SOCW 524 (1.5) Critical Indigenous Analysis of Social Welfare Policy
- SOCW 527 (1.5) Research Methods
- SOCW 528 (1.5) Research Seminar

**Electives (3.0):**

Students may choose from any course with a prefix of SOCW or SOCW 500 or above (except for thesis or practicum). Approval of the Graduate Adviser is required.

**Additional Program Requirements:**

**Thesis Option:**
SOCW 599 (6.0) Thesis

**Non-Thesis Option:**
SOCW 506A (3.0) MSWI Practicum
And either
SOCW 596 (3.0) Team Graduating Research Report/Project
Or
SOCW 596 (3.0) Team Graduating Research Report/Project

**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
Mail 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
Email: soci@uvic.ca
Website: <www.uvic.ca/soci>
Chair: Dr. Zheng Wu
Email: zhengwu@uvic.ca
Phone: 250-721-7576
Graduate Adviser: Dr. Cecilia Benoit
Email: cbenoit@uvic.ca
Phone: 250-721-7578
Graduate Secretary: Zoe Lu
Email: zoecl@uvic.ca
Phone: 250-721-7572

Faculty Members and Areas of Research

Douglas E. Baer, PhD (Waterloo)
- Social inequality; political sociology; qualitative methods; voluntary associations; immigration

Cecilia M. Benoit, PhD (Toronto)
- Health; drug use; vulnerable populations; stigma; gender; work, occupations & professions; comparative social welfare systems; 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. Devor, PhD (Washington)
- Transgender, LGBTQ gender and sexuality

Daniel G. Fridman, PhD (Columbia)
- Economic and cultural sociology; expertise; qualitative methods; social theory; popular culture; Latin America

Steve Garlik, PhD (CUNY)
- Social theory; gender; sexuality; sociology of the body; science & technology; historical 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

Colin B. Olson, PhD (New Mexico)
- Social network analysis, political culture, mass media, social theory, methods and social control

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

André P. Smith, PhD (McGill)
- Health; aging; mental health; qualitative research methods; social inequality

Peyman Vahabzadeh, PhD (Simon Fraser)
- Classical and contemporary social theory; social movements; epistemology and the philosophy of social sciences; exile; Iranian studies

Zheng Wu, PhD (Western Ontario)
- Demography; family; aging; health; quantitative methods

Emeritus Faculty

C. David Guttell, PhD (Harvard)
- Networks; social psychology; theory; methods and statistics; religion

Robert B. Hagedorn, PhD (Texas-Austin)
- Formal organization; social psychology; social change; theory

R. Alan Hether, 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

B. Singh Bolaria, PhD (Washington State)
- Social inequality; labour migrations; immigration policy; health and illness

Thomas K. Burch, PhD (Princeton)
- Demography; family; theory

David Coburn, PhD (Toronto)
- Political economy of health, occupations and professions, globalization, neo-liberalism and health care

Barry Edmonston, PhD (Michigan)
- Demography; human ecology; quantitative methodology

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

James C. Hackett, PhD (Washington)
- Deviance; social control; criminology and delinquency

Ken Hamm, PhD (Alberta)
- Ecological sociology, sociology of organizations, deviance/criminology and ethnic relations

Mikael Jansson, PhD (Western Ontario)
- Marginalization; youth; personal service work, methods, demography

ADMISSION REQUIREMENTS

The department welcomes applications from Canadian and international students with strong backgrounds in sociology or closely related fields.

Financial Support

Graduate students are supported by fellowships and scholarships, teaching and research assistantships, and (for master’s students) work placements in UVic’s Co-operative Education Program, the third largest in Canada. The co-op option allows master’s students to gain valuable paid work experience while completing degree requirements.

Not all MA students can expect to be funded. As well, the department normally funds MA students only in the first two years of their program. To qualify for second-year funding, a student needs to make adequate progress in the first year. Generally, this means completing six courses with a GPA of 6 or better.

All doctoral students are funded at a minimum level of $12,000 for each of three years. The department strives to support its doctoral students with funds approaching $17,000 for each of these years. Sources for funds can include teaching and research assistantships, grants and fellowships from the Faculty of Graduate Studies, external grants and fellowships, and sessional teaching work for doctoral students in their third or fourth years of study.

All eligible students are encouraged to apply for funding from provincial, federal and external sources.
fields. All applications should include a full set of official transcripts, at least two letters of reference, a writing sample, and a statement of intent. With rare exceptions, master's and doctoral students enter their programs in September. This is mainly because funding is normally available only for students beginning their programs at that time. Graduate seminar courses are offered only in the fall and spring terms; however, graduate students may arrange with individual faculty to take Directed Studies courses (SOCI 590 and 690) in the summer term (May-August).

**Admission to Master's Programs**

Admission to the master's program requires a bachelor's degree, with a minimum overall average of B+ (6.0) in the final two full years of credit units or undergraduate work. All incoming master's students must fulfill the requirements expected of undergraduate Honours students in this department. Students without the prerequisites for the graduate courses they need to take will be required to take the prerequisites as part of their 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).

**Admission to the Concentration in Cultural, Social and Political Thought (CSPT) Program**

This program is open to selected students in Sociology, English, History and Political Science. Students must meet the core grading requirements of the individual departments. Students must apply for admission to the CSPT Program Director. Applicants must already have been accepted for graduate studies in Sociology. For full information on the program see [web.uvic.ca/policisi/cspťt].

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 98.

**Deadlines**

- Financial support: 1 February
- North American: 31 May (for Sept. entry)
- Overseas: 15 December (for Sept. entry)

**Program Requirements**

**Master's**

The department offers two programs leading to the MA degree. Normally, students will declare their intentions of pursuing one or the other option by the end of April of their first year in the graduate program.

The programs leading to the Master of Arts degree in Sociology, while containing a core of theory and method, are designed to provide flexibility for students as well as to reflect the diversity which characterizes the discipline. Individual programs beyond the core are designed to fit students' interests and to supplement areas in which they may require additional work, insofar as faculty resources and specializations permit. Normally, work as a research assistant or teaching assistant is an integral part of the master's program in Sociology.

Students are urged to consult the most recent edition of A Guide to Graduate Studies in Sociology, which may be obtained at the departmental Office and on our website. The Guide provides further details of the program and specifies additional requirements for program completion.

**Master's – Thesis Option**

This program involves 9 units of course work and a 6-unit thesis, with at least 12 of the 15 units drawn from Sociology listings in the calendar. At least 13.5 units must be at the graduate level; 1.5 units may be selected from undergraduate Sociology courses numbered 300 and higher (subject to approval by the Graduate Adviser). In this program, students write a thesis (SOCI 599) for which they receive 6 units of credit. Students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and method (SOCI 507 and 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 CSPT section is taught by a member of the department's faculty. These courses are designed to facilitate the range of interests displayed by traditional and contemporary sociological inquiry. The range of such interests is illustrated by the current areas of interest declared by the Sociology faculty.

**Course Requirements**

- Thesis (SOCI 599) .................. 6.0
- Statistical Analysis (SOCI 507) ....... 1.5
- Qualitative Research Methods (SOCI 515) ... 1.5

**One of the following:**

- Classical Sociological Theory (SOCI 503) ...... 1.5
- Contemporary Social Theory (SOCI 504) ...... 1.5

**At least one of the following:**

- Linear Models (SOCI 508) ............... 1.5
- Research Design (SOCI 511) ............... 1.5
- 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

* May be taken more than once if course content differs.

**Thesis Preparation**

Before a student commences work on the thesis, a thesis proposal outlining the student's problem (from a theoretical and methodological viewpoint) must be approved at a meeting of the student and her/his supervisory committee. A copy of the proposal and the recommendations of the supervisory committee will be placed in the student's file. Typically, Sociology theses are between 80 and 120 pages long. Students should consult the Guide to Graduate Studies in Sociology, available at the department's website, for details on thesis preparation.

**Oral Examination**

Students in the thesis option will be supervised by a committee consisting of their academic supervisor and two other members, and will undergo an oral examination upon completion of their thesis.

**Program Length**

The department expects full-time students to spend two years completing the master's degree. Students who take the Co-operative Education option can expect to take close to three years to complete the master's degree. Students who complete the master's degree on a part-time basis can expect to take three to four years, depending on how many terms involve full-time enrolment and how many involve part-time enrolment.

**Master's – Thesis Option with CSPT**

CSPT Master's students must complete 9 units of course work and a 6-unit thesis (SOCI 599) whose topic must be within the field of CSPT. Within or in addition to the 9 units of course work, they must complete two CSPT graduate seminars (3.0 units). At least 12 of the 15 units must be drawn from Sociology listings in the calendar (CSPT 500 and CSPT 501 are considered Sociology courses if taught by a member of the Sociology department). 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). CSPT Master's students are required to demonstrate competence in both sociological theory (SOCI 503 or 504) and method (SOCI 507 and SOCI 515).

**Course Requirements:**

- Thesis (SOCI 599) .................. 6.0
- Statistical Analysis (SOCI 507) ....... 1.5
- Qualitative Research Methods (SOCI 515) ... 1.5

**One of the following:**

- Classical Sociological Theory (SOCI 503) ...... 1.5
- Contemporary Social Theory (SOCI 504) ...... 1.5
- At least one of the following:
  - Linear Models (SOCI 508) ............... 1.5
  - Research Design (SOCI 511) ............... 1.5
  - 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

* May be taken more than once if course content differs.
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 (SOCI 507 and 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
Statistical Analysis (SOCI 507)..............................1.5
Qualitative Research Methods (SOCI 515)..............1.5
One of the following:
Classical Social Theory (SOCI 503).......................1.5
Contemporary Social Theory (SOCI 504)..............1.5
At least two of the following:
Linear Models (SOCI 508)....................................1.5
Research Design (SOCI 511).................................1.5
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 556)..............................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) and one other discipline (SOCI 507 or 508) method. These four courses have prerequisites at the upper-undergraduate level. To ensure mastery of theory and method, students with grades below B+ in any of the four designated courses must pass a written supplementary examination before the theory/method requirements will be deemed to have been met. 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 503, 504, 508 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 ......................................................................6.0
CSPT 500 ....................................................................1.5
CSPT 501/601 ............................................................1.5
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. All students must complete any two of these. Each comprehensive examination includes a written and an oral examination component. The oral examination entails a dissertation proposal and a 9.0-unit seminar, 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 in the month of submission of the essay. Each examination (in both its written and oral components) is administered by a committee of 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.

PhD Program - CSPT Option
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 coursework, subject to the same requirements that apply to other Sociology doctoral students (see ‘Course Requirements’ above). CSPT doctoral students 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. A Sociology (CSPT) student’s dissertation must meet the requirements of both the CPST Program and the Department of Sociology. The topic must be within the broad field of cultural, social and political thought.

Unit Values
Courses ......................................................................6.0
CSPT 500 ....................................................................1.5
CSPT 501/601 ............................................................1.5
Dissertation: ..............................................................21.0
Total: .................................................................30.0

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 Master’s and PhD students. Master’s 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 advisor and graduate advisor, as well as the co-op coordinator, 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 27-28).

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 fostering a unique combination of analytic and methodological skills, courses and work on a thesis or extended essay 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 politics in innovative ways—all to effect social change.

Further information about the Studies in Policy and Practice program can be found on their web page at <web.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
GRADUATE PROGRAMS

Faculty Members and Areas of Research

Susan Boyd, PhD (Simon Fraser)
Women in conflict with the law; drug law and policy; reproductive autonomy; research methodologies; film and print media representations

Pamela Moss, PhD (McMaster)
Body politics; feminist research and theory; women, space and identity; illness and disability; chronic fatigue syndrome; veterans with PTSD

Michael J. Prince, PhD (Exeter)
Aboriginal-Canada state relations; biotechnology policy and governance; disability politics and policy; public budgeting; retirement income policy;

Marge Reitsma-Street, PhD (Toronto)
Poverty, unpaid work and wealth; community development; activist research; women's organizations

Katherine Teghtsoonian, PhD (Stanford)
Neoliberalism and public policy; women's policy agencies; gender mainstreaming initiatives; mental health policy; workplace issues and mental health

Admission Requirements

Admission to the Master’s Program

SPP applicants must have a bachelor's degree in a relevant discipline and two years of relevant work experience. Usually, a B+ average (6.0 GPA) for the last two years of university work is a minimum requirement for admission to the program. The program usually requires applicants to have or to make up an undergraduate course in research methods. Students also need to have or make up background knowledge of Canadian government and policy.

In addition to transcripts, letters of recommendation and application forms required by the Faculty of Graduate Studies, the Studies in Policy and Practice Program requires applicants to provide a resume, a personal statement of interests including a rationale for application, and a brief biography.

Deadlines

The closing date for applications is December 1st.

Program Requirements

Master’s - Thesis Option

Students are required to complete 9.0 units of coursework (five required courses, including the non-credit course SPP 550 — Advanced Thesis Seminar, 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

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

Thesis

Prior to beginning work on their thesis students must complete, and have approved by their supervisory committee, a proposal of 20-25 pages. The thesis itself is to be approximately 100 pages in length.

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.

Master’s – Non-Thesis Option

This option involves 12.0 units of course work and a 3.0-unit Extended Essay.

Required Courses

SPP 501 (1.5) Organizational Context of Practice
SPP 510 (1.5) Policy Context of Practice
SPP 519 (1.5) Theory for Policy and Practice
SPP 522 (1.5) Critically Engaging with Research
SPP 560 (1.5) Communities, Politics and Social Change
SPP 598 (3.0) Extended Essay

Elective Courses

In addition to the required courses, students must complete 4.5 units of elective courses. Students wishing to take courses offered through another academic unit as electives need the permission of the Program. Usually at least one elective will be an SPP course. Up to 1.5 units can be taken at the senior undergraduate level.

Extended Essay

SPP 598 (3.0): Students are required to complete an extended essay and enrol in SPP 598 (3.0) while they are working on this component of their program. The extended essay will entail an in-depth examination of a topic related to policy and practice.

Oral Presentation

Students in the non-thesis option will be supervised by a committee consisting of their academic supervisor and one other faculty member and will make an oral presentation based on their work upon approval of the Extended Essay by committee members.

Program Length

Full-time students can be expected to complete the program in two years.

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 theatre should be studied in all its aspects and that it is best approached through a curriculum that leads to performance. Through all courses and productions, students are encouraged to focus on fundamental creative, interpretive, performative and technical skills as they study the historical, contemporary and educational theories and practices of the theatre arts.

Since theatre is a public art, the majority of our work is presented to the public. Our production schedule 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.
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 prosenium 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 that the Uvic 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 website: <www.uvic.ca/grad>. All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The Theatre department cannot guarantee funding, although it is our intention that all graduate students receive some financial support in the initial years of their respective programs (for MA and MFA students, the first two years, and for PhD students, the first three years).

**Admission Requirements**

**General**

In addition to the documentation required by the Graduate Admissions and Records Office (see page 15), the Department of Theatre also requires applicants for admission to any of the graduate programs to send a letter to the Theatre department Graduate Adviser with a statement of purpose and a detailed résumé of their academic 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 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 enrolment.

**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.

**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 of the BFA level of Directing, Acting, Theatre History, Lighting, Costume and Scene Design. A candidate's knowledge may be assessed by a diagnostic examination.

**Admission to the MFA in Design**

In addition to the above general requirements, MFA in Design applicants will be required to submit a Portfolio.

Applicants must have a basic knowledge and some experience in design of scenery, costume and lighting. They should also possess at least a survey knowledge of Western Theatre History and an acquaintance with the art of Directing. A candidate's knowledge may be assessed by a diagnostic examination.

**Deadlines**

If applicants wish to be considered for a University of Victoria Fellowship, their applications must be complete by December 31 of the year prior to entry into the graduate program.

All applications must be submitted on forms available from the Graduate Admission and Records Office website <registrar.uvic.ca/grad> by February 1.

**Program Requirements**

**Master of Arts**

MA candidates will normally follow the non-thesis option as described below. For the non-thesis option, all candidates must complete 13.5 units of graduate course work (as described in the separate entries below) and an MA Essay of 4.5 units. In exceptional cases, a candidate may be granted permission by the graduate adviser to follow the thesis option, which requires completion of 12 units of graduate course work and an MA thesis of 6 units.

**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 prosenium 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**

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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 website: <www.uvic.ca/grad>. All eligible graduate students are encouraged to apply for funding from provincial, federal and external sources. The Theatre department cannot guarantee funding, although it is our intention that all graduate students receive some financial support in the initial years of their respective programs (for MA and MFA students, the first two years, and for PhD students, the first three years).

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**General**

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Applicants must have completed appropriate undergraduate theatre courses. References should come from theatre professors and/or recognized theatre professionals.

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In addition to the above general requirements, MFA in Design applicants will be required to submit a Portfolio.

Applicants must have a basic knowledge and some experience in design of scenery, costume and lighting. They should also possess at least a survey knowledge of Western Theatre History and an acquaintance with the art of Directing. A candidate's knowledge may be assessed by a diagnostic examination.

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**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

**Thesis**

The candidate will submit the thesis and orally defend it as part of the requirements of the Faculty of Graduate Studies.

**Program Length**

The residency requirement is one year. The expected completion time is two years.

**MA in Theatre History – Non-Thesis Option**

**Course Requirements**

Theatre History (including THEA 500) .................7.5

Courses chosen from a related discipline, to be approved by the Graduate Adviser (3 units may be taken at the 300 or 400 level) ..............6.0

**MA Essay (THEA 598) .................................................4.5**

**Final Project (MA Essay)**

Under the direction of the faculty supervisor, the candidate will prepare, orally defend during examination and submit a paper suitable for presentation at a recognized scholarly conference or a refereed academic journal.

Under special circumstances, the faculty supervisor may approve a student’s request to pursue an MA thesis program. Information is available from the Graduate Adviser.

**Program Length**

The residency requirement is one year. The expected completion time is two years.

**Master of Fine Arts**

Applicants must have practical theatre experience and may be required to take a diagnostic examination. Any deficiencies will represent 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 Master’s students. Master’s students complete two work terms (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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).

**Visual Arts**

**GENERAL INFORMATION**

**Contact Information**

Department of Visual Arts
Location: Visual Arts Building, room 244
Mailing Address:
Graduate Adviser
P0 Box 1700 STN CSC
Victoria BC V8W 2Y2
Court 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
Email: vart@uvic.ca
Website: <www.finearts.uvic.ca/visualarts/>
Chair: Daniel Laskarin
Email: laskarin@uvic.ca
Phone: ..........................250-721-8012
Graduate Adviser: Robert Youlds
Email: ryoulds@uvic.ca
Phone: ..........................250-721-8011
Graduate Secretary: Nedra Tremblay
Email: ntrembl@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) Chair
Sculpture
Luann 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 Youlds, 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
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 Master's students. Master's students complete two work terms (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. Students are also referred to the "General Regulations: Graduate Co-op" in the Co-operative Education section of the Calendar (pages 27-28).

Writing

GENERAL INFORMATION

The Department of Writing offers an internationally recognized program in five genres: drama and screenwriting, poetry, fiction and creative nonfiction. Foundation workshops augmented by theory and technique lectures form the basis for instruction in the discipline of writing. In addition to its award-winning faculty, the department hires sessional lecturers, guest instructors and visiting lecturers who are outstanding practitioners. Graduates of our program are themselves award-winning writers, many of whom also teach writing in a variety of genres.

Contact Information
Department of Writing
Location: Fine Arts Building, Room 251
Mailing Address: Graduate Adviser
Department of Writing
University of Victoria
P.O. Box 1700
Victoria, B.C. V8W 2Y2
Canada

Courier Address:
Fine Arts Building, Room 251
Department of Writing
University of Victoria
3800 Finnerty Road
Victoria, B.C. V8P 5C2
Canada

Telephone Number: 250-721-7306
Fax Number: 250-721-6602
Website: <finearts uvic.ca/writing/grad>
Chair: Bill Gaston
Email: bgaston@uvic.ca
Phone: 250-721-7304
Graduate Adviser: tba
Email: gradwrite@finearts uvic.ca
Phone: 250-721-7306
Graduate Secretary: Valerie Tenning
Email: vtenning@uvic.ca
Phone: 250-721-7306

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Faculty Members and Areas of Research
Lorna Crazier, BA (Sask), MA (Alta), Honorary D. of Laws (Regina), Honorary D. of Letters (Saskatchewan)
Poet, essayist, anthologist, editor of poetry and creative nonfiction, CBC radio commentator

Maureen Bradley, BA, MA (Concordia), MFA (Brit Col)
Film production, experimental film, drama, documentary, feminist and queer media arts

Bill Gaston, BA, MA, MFA (Brit Col)
Fiction, creative nonfiction, drama for stage and screen

Lorna Jackson, BA, MA (Vic)
Fiction, especially the short story, literature of sport, personal essay forms, the writer as teacher, the agrarian landscape

David Leach, BA (Vic), MA (Queen’s)
Creative nonfiction, literary journalism, travel writing, magazine publishing

Tim Lilburn, BA (Regina), MA (Gonzaga), PhD (McMaster)
Poetry, the philosophical essay, the ecological essay

Joan MacLeod, BA (Vic), MFA (Brit Col)
Stage drama, dramatic monologue, television drama, and contemporary Canadian theatre

Lynne Van Luven, BA (Sask), MA, PhD (Alta) (Chair)
Creative nonfiction, journalism, editing, columnist, arts commentator

Financial Support
Because of the MFA program’s mandatory teaching component, our first-year graduate students will each receive a Graduate Teaching Assistantship.

Graduate Fellowships will be awarded to master’s students in the second year of their program. There are a number of graduate scholarships available specifically for Writing students, along with others in the university. They are also eligible to apply for SSHRC funding.

ADMISSION REQUIREMENTS

General
The MFA program focuses on five genres: fiction, creative nonfiction, poetry, playwrighting and screenwriting.

Admission to Master's Program
An undergraduate degree in any discipline and from any accredited college or university in BC as well as from accredited post-secondary institutions from outside the province. Applicants must have a B+ GPA in their undergraduate degree.

There will be only one admission point: September of each year. We will accept only those prepared to make a commitment to full-time studies in the fall and spring semesters of their first year. Applicants will submit a portfolio consisting of samples of writing in the genre in which they wish to study. One of the following will be required: 10-15 pages of poetry, 20-30 pages of playwrighting, screenwriting, fiction or creative nonfiction. Professional experience, screenings and publications will also be taken into account. These should be summarized in one to three pages.
Applicants must also submit a 400-word statement of purpose, which will include a description of the manuscript to be worked on and the specific area of expertise to be explored.

In addition to the letters of assessment required for admittance to Graduate Studies, the Department of Writing will require two letters of reference which will include the following: an assessment of the student's academic standing, talent as a writer, critical ability, capacity for doing self-directed work, and teaching potential.

**Deadlines**
Applications with supporting material must be received by January 15. Those who seek fellowships must submit applications to the Graduate and Admissions Office by January 15.

**Program Requirements**
Students will be required to complete 9 units of classes and a 9-unit major writing project in a two-year period. The writing project, a thesis, will be a significant body of publishable material, the basis of a manuscript of poetry or short stories, a novel, a collection of essays or a memoir, biography, travel book. It may also be a stage play or a screenplay ready for production.

The program of studies includes:

1. The following required courses:
   - WRIT 500 (1.5) Writing Workshop (taken twice)
   - WRIT 501 (1.5) Advanced Studies in Writing (taken twice)
   - WRIT 599 (9.0) Major Writing Portfolio

2. A minimum of one of the following three teacher-training courses:
   - EDCI 560 (1.5) Teaching and Learning in Higher Education.
   - EDCI 543B (1.5) Language Processes in School Curriculum: Writing and Representing
   - WRIT 590 (1.5) Directed Studies in Instructional Skills Preparation

3. Program Electives:
   If a student chooses to take only one of the three teacher-training courses, the 1.5 remaining units will be chosen from the following:
   - WRIT 591 (1.5) Directed Studies in Writing

Electives may also be taken from several other sources. Students can request admission into undergraduate courses within the Department of Writing or outside the department with approval from the student's supervisor. As well, there is a range of courses offered in other graduate programs across campus. There is, however, no guarantee that space will be available in courses in other departments.

4. Mandatory Teaching Requirement Teaching Assistantship:
Each graduate student will receive a two-term teaching assistantship.

**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 Master's students. Master's students complete two work terms (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. Students are also referred to the “General Regulations: Graduate Co-op” in the Co-operative Education section of the Calendar (pages 27-28).
Research Centres

Vice-President Research
Howard Brunt, BA (Florida), ADN (Vermont), MScN (Yale), PhD (Calgary), Vice-President, Research
Afzal Suleman, BSc (London), MSc (London), 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 Canada 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.
The Office of the Vice-President, Research works in close collaboration with the following groups and oversees the activities of the University’s 16 interdisciplinary research centres.
Website: <www.research.uvic.ca>

Innovation and Development Corporation (IDC) <web.uvic.ca/idc>
IDC is the University Industry Liaison Office and provides faculty and students with a comprehensive suite of services related to intellectual property protection, product commercialization, business development and industry collaboration.

Ocean Networks Canada (ONC) <www.oceannetworks.ca>
ONC is a not for profit society created by UVic in 2007 to oversee the development and operation of the NEPTUNE Canada and VENUS deep ocean and coastal cable observatories. ONC is also responsible for the Ocean Networks Canada Centre for Enterprise and Engagement (ONCCEE), a federal centre of excellence in commercialization and research which promotes commercial applications and public outreach based on the observatory programs.

Office of Community Based Research (OCBR) <web.uvic.ca/ocbr/>
OCBR provides support and leadership for assisting community stakeholders and university researchers to collaborate on research related to addressing social and economic challenges facing society.

The Pacific Climate Impacts Consortium (PCIC) <www.PacificClimate.org>
PCIC is a consortium of research and stakeholder organizations that quantifies the impacts of climate change and variability on the physical environment of Pacific North America. PCIC bridges the gap between climate research and climate applications, and makes practical information available to government, industry, and the public.

Centre for Cooperative and Community-Based Economy
Ana Maria Peredo, BS, (Inca Garcilazo de la Vega, University of Peru), MA, PhD (Calgary), Professor Emeritus
The Centre 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 Centre 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 Centre 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 Centre 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 Centre 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.uvic.ca/bcics>

Centre for Aboriginal Health Research
Dr. Jeff L. Reading, MSc, PhD, FCAHS, Director
The Centre for Aboriginal Health Research is a University of Victoria research centre created in May 2008 that is dedicated to promoting and engaging in health research in partnership with Aboriginal peoples to improve their health. The Centre for Aboriginal Health research acknowledges with respect the Coast Salish and Straits Salish peoples on whose traditional territories the Centre is graciously hosted.
The Centre provides a supportive environment for students, researchers and communities to engage respectfully in research activities that aim to address the urgent health disparities experienced by First Nations, Inuit and Métis peoples in Canada. Through engaging with stakeholders in Aboriginal health in British Columbia, across Canada, and internationally, the Centre seeks to assume an active advocacy role in promoting relevant and ethical health research that seeks to improve Aboriginal peoples’ health.
The Centre evolved from the Aboriginal Health Research Group at the University of Victoria which was formed by Centre Director Dr. Jeff Reading in 2006 with other University of Victoria faculty members with expertise in Aboriginal health. The Centre currently hosts a number of projects in Aboriginal health, including the Network Environments for Aboriginal Health British Columbia (NEARBC).

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>

Email: carbc@uvic.ca

Centre for Advanced Materials and Related Technology (CAMTEC)

Dr. Byoung C. Choi, Director

The Centre for Advanced Materials and Related Technology (CAMTEC) at the University of Victoria is a research centre committed to interdisciplinary work on advanced materials and technology. The scope of this work covers a wide spectrum of research in theoretical and applied areas. CAMTEC coordinates related research among the Departments of Biology, Chemistry, Electrical and Computer Engineering, Mechanical Engineering and Physics. CAMTEC members work in close association with scientists and engineers from the private and public sectors to ensure technology transfer to industry.

The Centre's key research areas and areas of application include: crystal growth of semiconductors, dielectric materials characterization, magnetic and superconductive materials and their applications, microscopy and nanopores, microwave and optical applications of advanced materials, advanced composites, alloys, and ceramics, integrated circuit technology, infrared detectors, 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>

Email: CAMTEC@engr.uvic.ca

Telephone: 250-721-8821

Centre for Asia-Pacific Initiatives (CAPI)

Andrew Harding, MA (Oxon), LLM (NUS), PhD (Monash), Chair in Asia-Pacific Legal Relations, Director

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 in the Asia-Pacific. In addition to the research activities undertaken by CAPI, a wider role is taken on campus in disseminating information through conferences, workshops, symposiums and publications. The Centre manages an internship program that offers 8-month internships in the Asia-Pacific region for recent graduates. The Centre is not a teaching unit, and the faculty associated with the Centre teach in their respective departments or faculties.

For further information on CAPI programs and events, visit the centre’s website at <www.capi.uvic.ca>.

Centre for Biomedical Research

Dr. William Cupples, Acting Director

The Centre for Biomedical Research (CBR) is a collaborative group of scientists and clinicians who are investigating a number of important biomedical problems. The CBR is a multidisciplinary unit with an emphasis on genetics, molecular biology, and biotechnology to promote interdisciplinary basic and translational biomedical research. There are seven important research clusters within the CBR: biological technology; neuroscience; developmental biology; cell signaling; cardiovascular; genetics; and infection and immunity.

Our members come from many academic units at UVic as well as from the community. These include the Division of Medical Sciences, the Vancouver Island Health Authority and the BC Cancer Agency. As such we have members from Biology, Chemistry, Microbiology and Biochemistry, Engineering, Education, Psychology, Mathematics, Medical Sciences and Exercise Science.

The Centre for Biomedical Research is home to the university’s DNA Sequencing Facility. This facility is integral to the support of molecular biology research at UVic as well as research organizations in the Capital Region and throughout BC. Apart from providing the infrastructure and knowledge base necessary for high-quality analysis and interpretation of DNA, the facility is an educational resource to researchers, students and the general public.

Graduate students wishing to study in the centre must be registered with an appropriate university department. Personnel from the CBR and cooperating agencies participate in giving appropriate coursework. Both MSc and PhD work can be conducted through the Centre.

Centre for Biomedical Research

Petch 041

University of Victoria

PO Box 3020, STN CSC

Victoria, BC V8W 3N5

tel: 250-472-4067, fax: 250-472-4075

Website: <www.uvic.ca/cbr>

Email: cbr@uvic.ca

Centre for Forest Biology

C. Peter Constabel, BSc (Sask), MSc (UBC), PhD (Montreal), Department of Biology, Director

Scientists in the Centre for Forest Biology carry out fundamental and applied research and 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-pest interactions; microbial ecology; and carbon sequestration by forests and soils.

Cooperating University departments are: Biology and Biochemistry and Microbiology. Graduate students wishing to take part in the work of the Centre register with an appropriate University department, but may conduct a large part of their thesis research working with personnel and equipment of a cooperating agency. Personnel from the agencies participate in giving appropriate course work. Both master’s and doctoral work can be conducted through the Centre.

Website: <web.uvic.ca/forbiol>

Centre for Asia-Pacific Initiatives (CAPI)

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For further information on CAPI programs and events, visit the centre's website at <www.capi.uvic.ca>.
Current areas of focus in the centre include research examining:
- Religion in a "securitized" environment post-9/11
- Religion and hospice care
- Religion and ethnicity in Canada
- The new atheism movement
- Ethical issues in the genetic modification of plants and animals

The CSRS has a fundamental commitment to pluralism and dialogue, encouraging participation from scholars and others from any religious, academic, or secular perspective. The CSRS is neither a teaching nor degree granting unit. For further information please visit <www.csrs.uvic.ca> or contact the centre at 250-721-6325.

Centre for Youth and Society
E. Anne Marshall, BA (Bishop's), MA, PhD (Toronto), Director

The Centre for Youth and Society was formally established at the University of Victoria in the spring of 2002, after several years of collaborative activity involving professors from the Faculties of Social Sciences, Education and Human and Social Development in partnership with representatives of youth-serving agencies from the Greater Victoria region.

The mission of the Centre for Youth and Society is to promote the health and well-being of youth from diverse social, economic and ethnic backgrounds in evolving societal circumstances. The Centre strives to identify the concerns of youth themselves and of society as a whole so that programs, research and training priorities are responsive to those concerns. The establishment of the Centre enables the university community to foster effective relationships with youth and members of the wider community who work with them in order to cooperatively generate and disseminate knowledge concerning the strengths, challenges, opportunities and problems of youth.

The core mandate of the Centre is to promote research and actions that contribute to the well-being of youth from diverse social, economic, and ethnic backgrounds; across developmental transitions; and in evolving societal circumstances. Additionally the goal of our research is to:
- provide for the generation and dissemination of knowledge concerning strengths, challenges, opportunities, and problems of youth
- ensure that the concerns of youth themselves and of society as a whole are identified so that programs, research and training priorities are responsive to these concerns
- advance inter-disciplinary community-based research on adolescent health and development; to train specialists in interdisciplinary community-based research, education and health-care of adolescents
- advocate for youth with policy-makers and research funding agencies. In all of our research emphasis on ethical approach and scientific rigor is applied

Centre on Aging
Holly Tuokko, BA(Hons), MA (Lakehead), PhD (UVic), R Psych, (Professor, Psychology), Director

Research Areas: mental health and aging, competency, end-of-life decision-making, geriatric assessment, dementia

Neena L. Chappell, BA (Car), MA, PhD (McM), FRSC, CRC in Social Gerontology, (Professor, Sociology), Professor

Research Areas: health care services, health care systems and policy, caregiving for older adults in Canada, caregiving among Chinese families in Canada, Hong Kong and mainland China, care for those with dementia in long-term care institutions, assessments of drug effectiveness for those with dementia

Denise Cloutier-Fisher, BSc (Calg), MA, PhD (Guelph), (Associate Professor, Geography), Associate Professor

Research Areas: healthy aging in rural contexts, impacts of restructuring, integrated and coordinated models of effective health and social service delivery and care for vulnerable older populations (e.g., those who are socially isolated, stroke survivors and palliative care clients), mixed methods research

Elaine Gallagher, BSc (Windsor), MSc (Duke), PhD (S Fraser), (Professor, Nursing), Professor

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

Scott M. Hofer, AB (San Diego State Univ), PhD (Univ Southern California), Harald Mohr, MD and Wilhelma Mohr, MD Research Chair in Adult Development and Aging, (Professor, Psychology), Professor

Research Areas: cognitive aging, longitudinal design and analysis, measurement, personality, lifespan development

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), (Professor, Sociology), Professor

Centre for Global Studies
Gordon S. Smith, BA (McGill), PhD (MIT), Director
Barry Carin, Hons BA (McGill), PhD (Brown), Associate Director

The Centre for Global Studies (CGS) is engaged in research and public awareness that promotes informed policy responses to the challenges of global governance, security and sustainability. CGS is a unique “centre of centres,” creating a dynamic, multidisciplinary environment. Currently there are seven core focus areas:
- Division of Globalization and Governance
- International Institute for Child Rights and Development
- Pacific Climate Impacts Consortium
- Division of Technology and International Development
- International Women’s Rights Project (IWRP)
- Canada-Iraq Marshlands Project
- Federalism and Domestic Multilevel Governance

The Centre is strongly committed to public awareness and outreach to both the academic and public communities, allowing CGS 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.

CGS 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>.
Institute for Coastal and Oceans Research

Director: TBA

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 Research (ISER); 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: <icor.uvic.ca>

Institute for Dispute Resolution

Maureen Maloney, Q.C., LLB (Warwick), LLM (Toronto), Director
Christina Huntel-Frazer, CandPhil (Ronn), MTS (Harvard), PhD (Ronn), Adjunct
Catherine Morris, BA, LLB (Alberta), LLM (British Columbia) Adjunct
Tara Ney, BA, MA (UVic), PhD (Southampton), Adjunct
Richard Price, BComm, BDiv, MA (Alberta), Adjunct

The Institute for Dispute Resolution is an interdisciplinary centre at the University of Victoria focused on public policy dispute resolution research, education, professional training, and community development. The Institute also acts as a resource service, not only for UVic students and faculty, but for government departments, non-governmental organizations, community groups, professionals, and others interested in improving dispute resolution processes or in applying alternative dispute resolution (ADR) techniques to their practical problems.

The Institute works collaboratively with a range of faculties and departments at the University of Victoria and maintains strong links to the dispute resolution community external to the University. The Institute's diverse research program has examined disputes in both public and private settings, including those involving land use and development, the environment, and the community. The Institute has also researched issues relating to the resolution of complex, multi-party public policy disputes, disputes involving First Nations, the institutionalization of ADR procedures, the relationship between culture and conflict, and the nature of power in dispute resolution, and has been involved in dispute resolution education and consultation nationally and internationally.

The Institute 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

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. VIA’s monitors the needs and supports the development of local high tech industries, distributes information, and provides networking opportunities.

Website: <web.uvic.ca/lacir>

Pacific Institute for Climate Solutions

Thomas F Pedersen, BSc Hons. (UBC), PhD (Edinburgh), FRSC, FAGU, Director

The Pacific Institute for Climate Solutions (PICS) was established in March 2008 by a $90 million endowment from the BC Ministry of Environment, the single largest endowment to a university in Canadian history. Hosted and led by the University of Victoria, PICS is a unique collaboration among BC’s four research-intensive universities (the University of British Columbia, the University of Northern British Columbia, Simon Fraser University, and the University of Victoria). PICS harnesses the Province’s intellectual resources to develop innovative climate change solutions, seek new opportunities for positive adaptation, and lead the way to a vibrant low-carbon economy. With strong linkages to senior decision-makers in government and industry, it frames the vital questions and provides effective answers to technological, economic and public policy challenges.
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 151. A list of the course abbreviations and their corresponding subject areas is presented on page 152.

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>.

Students must ensure that they are familiar with the program requirements and restrictions noted in the entry for each academic unit.
## Courses by Faculty

### Faculty of Business
- **BUS** International Management and Organization, 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
- **WRIT** Writing, Department of Writing

### 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
- **CD** Community Development, 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** Nursing, Advanced Practice: Nurse Educator Option, School of Nursing
- **NUHI** Nursing, School of Nursing
- **NUNP** Nursing, Advanced Practice: Nurse Practitioner Option, School of Nursing
- **NURA** Nursing, Advanced Practice: Nurse Leadership Option, School of Nursing
- **NURP** Nursing Policy and Practice, School of Nursing
- **NURS** Nursing, School of Nursing
- **SOCW** Social Work, School of Social Work

### 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
- **BIOI** 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
- **SDH** Social Dimensions of Health, Social Dimensions of Health Program
- **SOCI** Sociology, Department of Sociology

### Faculty of Studies
- **SPP** Studies in Policy and Practice

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**2010-11 UVIC CALENDAR**
## Courses By Subject Area

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Faculty/Department</th>
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<tbody>
<tr>
<td>Anthropology</td>
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<td>Child and Youth Care</td>
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<td>Community Development</td>
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<td>Computer Science</td>
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<td>Cultural, Social and Political Thought</td>
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<td>Curriculum and Instruction Studies</td>
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<td>Dispute Resolution</td>
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<td>Earth and Ocean Sciences</td>
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<td>Economics</td>
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<td>Environmental Studies</td>
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<td>Forest Biology</td>
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<td>French</td>
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<td>Geography</td>
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<td>German</td>
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<td>Graduate Studies by Special Arrangement</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>Human and Social Development</td>
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<td>International Management and Organization</td>
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<td>Italian</td>
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<td>Law</td>
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<td>Master's of Business Administration</td>
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<td>Mathematics</td>
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<td>Microbiology</td>
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<td>Nursing</td>
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<td>Nursing Policy and Practice</td>
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<td>Nursing, Advanced Practice: Nurse Educator Option</td>
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<td>Public Administration</td>
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<td>Social Dimensions of Health</td>
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<td>Statistics</td>
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<td>Studies in Policy and Practice</td>
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<td>Visual Arts</td>
<td>ART</td>
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<tr>
<td>Writing</td>
<td>WRIT</td>
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</table>
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 152 for the subject area corresponding to the course abbreviation.

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

Former Course Abbreviation and Number
If a course was previously offered at UVic under another abbreviation and number, the former abbreviation and number are shown here.

Prerequisites and Corequisites
Prerequisites are courses or other requirements that must be completed before a student may register in a course. Corequisites are courses or other requirements that must be completed at the same time as a specific course.

Course descriptions do not include information on when courses will be offered. That information is available online at <www.uvic.ca/timetable>.

See page 151 for a list of courses offered by each faculty and page 152 for a list of course abbreviations.

SAMP 501
Sample Course Name
Units: 1.5
Hours: 3-0-1
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 26 for an explanation of grading abbreviations.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
<th>Prerequisites/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADMN 502A</td>
<td>1.5</td>
<td>Research Design: Critical Appraisal of Information</td>
<td>Understanding how research is structured and conducted is a vital skill in the public sector. Introduces students to essential skills and components of the research process, weaknesses, and strengths. Key issues in research ethics and design are explored including: research and data validity, measurement, qualitative methods, sampling, survey research techniques, questionnaire design, research design, measures of central tendency, dispersion, correlation and computer-based analyses. Prerequisites: 502A or permission of the department.</td>
</tr>
<tr>
<td>ADMN 502B</td>
<td>1.5</td>
<td>Statistical Analysis</td>
<td>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 502A, further explores issues in statistical analysis as well as standard tools including: inferential statistics, parameter estimation issues in the context of public opinion polling and related survey research paradigms, statistical testing applied to data collected from survey research, correlational studies, and experimental and quasi-experimental research designs. Prerequisites: 502A or permission of the department.</td>
</tr>
<tr>
<td>ADMN 504</td>
<td>1.5</td>
<td>Public Sector Governance</td>
<td>This foundation course helps students to build and refine their understanding of Canadian public sector governance. Focus is on key governance institutions and processes, the efforts being made to reform them and the theories lying behind those efforts. Specifically, examines reforms in areas such as service delivery, regulation, policy making, budgeting, citizen engagement, federal-provincial relations, public sector ethics and accountability.</td>
</tr>
<tr>
<td>ADMN 507A</td>
<td>1.5</td>
<td>Public Sector Leadership: Teams, Self and Organization</td>
<td>An understanding of team dynamics and of personal capacity in a team environment are vital to public sector work. 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. Note: Credit will be granted for only one of 507A, 507, 507B. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership. Prerequisites: 517B.</td>
</tr>
<tr>
<td>ADMN 507B</td>
<td>1.5</td>
<td>Public Sector Leadership: Teams, Self and Organization</td>
<td>An understanding of team dynamics and of personal capacity in a team environment are vital to public sector work. 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, with an emphasis in cultural sector leadership. Note: Credit will be granted for only one of 507B, 507, 507A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership. Prerequisites: 517B.</td>
</tr>
<tr>
<td>ADMN 509</td>
<td>1.5</td>
<td>Public Sector Economics</td>
<td>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.</td>
</tr>
<tr>
<td>ADMN 512</td>
<td>1.5</td>
<td>Financial Management, Accountability and Performance Measurement</td>
<td>Provides students with 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.</td>
</tr>
<tr>
<td>ADMN 516</td>
<td>0.5</td>
<td>Writing in the Public Sector</td>
<td>Public sector managers are expected to possess polished written and oral presentation skills. Students will be guided through advanced skills in written and oral presentation, 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 mandatory and must be taken in the first term, and in conjunction with at least one other first term course. Grading: INC, COM, F.</td>
</tr>
<tr>
<td>ADMN 517A</td>
<td>0.5</td>
<td>An introduction to Professional Certificate Orientation</td>
<td>Orient students enrolled in the Graduate Professional Certificate in Library Sector Leadership Program. Note: Restricted to students in the Graduate Professional Certificate in Library Sector Leadership. Grading: INC, COM, N, F.</td>
</tr>
<tr>
<td>ADMN 517B</td>
<td>0.5</td>
<td>Graduate Professional Certificate Orientation</td>
<td>Orient students enrolled in the Graduate Professional Certificate in Cultural Sector Leadership Program. Note: Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership. Grading: INC, COM, N, F.</td>
</tr>
<tr>
<td>ADMN 518</td>
<td>1.5</td>
<td>Economic Policy Analysis</td>
<td>Applies economic theory and methods to public sector topics. Key issues are explored, such as the ratios and 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: Intended for students with prior academic work in microeconomics. Credit will be granted for only one of 503, 518.</td>
</tr>
<tr>
<td>ADMN 520</td>
<td>1.5</td>
<td>Managing Complex Policy Issues</td>
<td>Explores 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: 504 is recommended.</td>
</tr>
<tr>
<td>ADMN 523</td>
<td>1.0-3.0, normally 1.5</td>
<td>Special Topics in Public Sector Management</td>
<td>Provides a unique chance to study selected topics drawn from the current literature in Public Sector Management or related fields and 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.</td>
</tr>
<tr>
<td>ADMN 524</td>
<td>1.5</td>
<td>Serving Citizens: Managing Information and Engagement</td>
<td>Public sector institutions must manage a vast range of information. 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 be granted for only one of 524, 424.</td>
</tr>
<tr>
<td>ADMN 530</td>
<td>1.5</td>
<td>Increasing Organizational Effectiveness: Working with Consultants</td>
<td>An introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations. Prerequisites: 504 and 507 recommended.</td>
</tr>
<tr>
<td>ADMN 530A</td>
<td>1.5</td>
<td>Increasing Organizational Effectiveness</td>
<td>An introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations, with a particular focus on the library sector. Note: Credit will be granted for only one of 530A, 530, 530B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership. Prerequisites: 517A.</td>
</tr>
<tr>
<td>ADMN 530B</td>
<td>1.5</td>
<td>Increasing Organizational Effectiveness</td>
<td>An introduction to the challenges of improving the effectiveness of public sector programs. The dynamics of work and consulting teams are studied, and students will review literature and participate in exercises in how to introduce lasting changes in organizations, and the complementary roles of leadership and management in ensuring more effective organizations, with a particular focus on the cultural sector. Note: Credit will be granted for only one of 530B, 530, 530A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership. Prerequisites: 517B.</td>
</tr>
<tr>
<td>ADMN 531</td>
<td>1.5</td>
<td>Strategic Human Resource Management</td>
<td>Students will explore the vital role of human capital management in ensuring more effective organizations, with a particular focus on the cultural sector. Note: Credit will be granted for only one of 530B, 530, 530A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership. Prerequisites: 517B.</td>
</tr>
</tbody>
</table>
in organizations. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study 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. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

**Note:** Credit will be granted for only one of 531, 431.

**ADMN 531A** Units: 1.5

**Strategic Human Resource Management**

Students will explore the vital role of human capital in organizations, with an emphasis on the library sector. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study 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. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

**Note:** Credit will be granted for only one of 531A, 531, 531B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

**Prerequisites:** 517A.

**ADMN 531B** Units: 1.5

**Strategic Human Resource Management**

Students will explore the vital role of human capital in organizations, with an emphasis on the library sector. Focuses on the alignment of the organization's strategic objectives with its human capital. Students will study 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. Assists students in dealing with contemporary challenges of globalization of work, demographic shifts and information technology.

**Note:** Credit will be granted for only one of 531B, 531, 531A. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

**Prerequisites:** 517B.

**ADMN 537** Units: 1.5

**Program Evaluation and Performance Measurement**

Examines program evaluation and performance measurement in public and nonprofit 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 be granted for only one of 537, 437.

**Prerequisites:** 502A and 502B or permission of the department.

**ADMN 544** Units: 1.5

**Economic Evaluation Methods and Applications**

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:** For MPA students: 502A, 502B, 509. For others: permission of the department.

**ADMN 547** Units: 1.5

**Intergovernmental Relations in Canada**

Examines the impact on public policy of relations between governments resulting from the distribution of powers among federal, provincial and municipal governments in Canada. Topics will include the interpretation role of the courts, the instruments of fiscal federalism, administrative relationships, and the concepts of “executive federalism” and “intergovernmental governance.” Individual and team projects will explore how policy issues are handled at different stages, and in different arenas of the intergovernmental process.

**Prerequisites:** 504 is recommended.

**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**

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 be granted for only one of 551A, 551B, 551B.

**ADMN 553** Units: 1.5

**Understanding Cities**

Cities are a basic building block to society, and offer an interesting opportunity to study political, social and economic issues. Examines European and North American cities using academic and government resources to analyze and compare their various aspects.

**ADMN 554** Units: 1.5

**Responsible Public Management**

Designed to give students the opportunity to: understand the value dimensions of public management; reflect upon and enhance their own ethical reasoning skills; critically examine existing behavioural standards and guidelines for important public policy issues; 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 be granted for only one of 554, 422.

**ADMN 556** Units: 1.5

**The Public Policy Process**

Examines the theory and practice of public policy, emphasizing the strategic aspects of problem identification, policy design, decision making, implementation and evaluation. Designed to give students the opportunity to develop a thorough understanding of public policy and the dynamics of the policy process and to apply this knowledge to important policy issues. Policy development is examined within the context of a globalized political environment and addresses the involvement of key players such as the courts, media, and interest groups.

**Prerequisites:** 504 or permission of the department. 509 recommended.

**ADMN 577** Units: 1.5

**Strategic Planning and Implementation**

Examines the concepts and practice of strategic planning and project management. Students will explore 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. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including the 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 be granted for only one of 577A, 411, 477, 577, 577B. Restricted to students in the Graduate Professional Certificate in Library Sector Leadership.

**Prerequisites:** 517A.

**ADMN 577A** Units: 1.5

**Strategic Planning and Implementation**

Examines the concepts and practice of strategic planning and project management. Students will explore 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. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including the 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 be granted for only one of 577A, 411, 477, 577, 577B. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

**Prerequisites:** 517A.

**ADMN 577B** Units: 1.5

**Strategic Planning and Implementation**

Examines the concepts and practice of strategic planning and project management. Students will explore 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. Students will develop competencies in implementing strategic plans through the design and management of projects flowing from the strategies outlined in the plan. Familiarizes students with the key components of project management including the 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 be granted for only one of 577B, 411, 477, 577, 577B. Restricted to students in the Graduate Professional Certificate in Cultural Sector Leadership.

**Prerequisites:** 517B.

**ADMN 581** Units: 1.5

**Quantitative Methods for Public Policy Analysis and Program Evaluation**

Building on the knowledge acquired in 502B, describes the logic behind various quantitative methodologies used in conducting retrospective quantitative evaluations in public policy programs and research. Demonstrates the application of these methodologies using real world policy applications. Topics may include: simple and multiple regression, endogeneity, limited dependent variables, panel data, and experimental methods.

**Prerequisites:** 502B or permission of the department.

**ADMN 589** Units: 0

**Also:** DR 589

**Co-op Seminar: Introduction to Professional Practice**

Discusses the nature of co-operative education experiential expectations, how to bring learning into the co-op experience, and the services provided by the School of Public Administration Co-op Office. Guid-
COURSE LISTINGS

ance on how to succeed in co-op placements: preparing resumés and covering letters, interviewing, networking, job development, managing diversity is provided. Attendance at this non-credit course is mandatory for all MPA On Campus students.

Notes: - Offered in the September to December academic term only.
- Credit will be granted for only one of 589, DR 589.

Grading: INC, COM, N, F.

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
Requires 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: INC, COM, N, F.

ADMN 599 Units: 6.0
Master's Thesis
Requires 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 appropriately and academically defensible methodologies to analyze research questions, test hypotheses or contribute new theoretical knowledge. Individual students will work with an academic supervisor in the School of Public Administration.

Grading: INC, COM, N, F.

ADMN 600 Units: 0
Doctoral Seminar
The doctoral seminar supports the advancement of research and writing skills. Students will develop competencies in preparing and publishing research. Students are asked to register in this course each term during their PhD program.

Grading: INC, COM, N, F.

ADMN 602 Units: 1.5
Research Methods in Public Administration
An overview of the most prominent research methods employed in public administration, concentrating on procedures for collecting and analyzing empirical data. Students are introduced to key methodological issues and debates and are required to critically appraise examples of applications of methods in the literature.

ADMN 604 Units: 1.5
Theories of Public Management
Explores different theories and approaches to understanding public administration and reform. Considers variations in three areas: political and constitutional authority, accountability and responsibility, and the roles of elected and non-elected officials; government structures, responsibilities for policy and service delivery, and distributed governance; and patterns and trends in central decision-making, budgeting, control, transparency, and citizen engagement. Students will review seminal comparative studies on administrative practice and reform, and undertake a comparative study on a selected topic.

ADMN 605 Units: 1.5
Also: POLI 607
Comparative Policy and Governance
Focuses on the study of diverging governance practices and policy outcomes in different jurisdictions. Examines: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state’s ability to design, coordinate, implement and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project.

Note: Credit will be granted for only one of 605, POLI 507, POLI 607.

ADMN 607 Units: 1.5
Organizational Behaviour and Analysis
A review of the origins, analytic traditions, and evolution of the study of organizations, focusing on exploring and analyzing the behaviour of public organizations. Topics include goal formation, tasks, technology, formal structure, informal organization, motivation, perception, values, culture, information, decision making, group dynamics, conflict, leadership, empowerment, creativity, learning and innovation. Concepts and theories are complemented by reviewing seminal literature on private, public, and non-profit organizations, and by undertaking field research.

ADMN 620 Units: 1.5
Policy and Institutional Design and Analysis
A review of the interdisciplinary foundations of the analysis and design of public policy, and the institutions and strategies for implementing them. Examines the rationale, comparative advantage, and combinations of government hierarchies, markets, networks, and policy instruments. 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
Evaluates and compares different sources of information and methodologies that policy-makers and policy analysts use to inform policy debates and decisions, implementation and management strategies, 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. 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
Examines the philosophy, history, and evolving approaches associated with organizational change and development, with special focus on initiating and managing change in the public sector. Reviews the diverse perspectives on change and the special roles of those who seek to change and develop organizations. 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 681 Units: 1.5
Qualitative Methods for Public Policy Analysis and Program Evaluation
Describes the logic behind various qualitative methodologies used in conducting retrospective qualitative evaluations in public policy programs and research. Demonstrates the application of these methodologies using real world policy applications. Topics may include: simple and multiple regression, endogeneity, limited dependent variables, panel data and experimental methods.

ADMN 693 Units: 3.0
PhD Candidacy Examination
Students enrol in ADMN 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.

Grading: INC, COM, N, F.

ADMN 699 Units: 30.0
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 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 511 Units: 1.5
Formerly: 501
Advanced Research Seminar in Inequality, Culture and Health
An advanced research seminar which allows students to conduct in-depth surveys of current issues, topics, theory and method in socio-cultural anthropology, flexibly integrating student research interests in inequality, visual anthropology and/or health.

Note: Credit will be granted for only one of 511, 501.

ANTH 516 Units: 1.5
Seminar in Anthropological Research Methods
An advanced consideration of the assumptions which lie behind various approaches to conducting research in anthropology.

ANTH 530 Units: 1.5
Ethnology of Selected Areas
Depending on the student's interests and the availability of an instructor, studies may be selected in one or more of the following:
530A - North America
530B - Circum-Polar Region
530C - Middle America
530D - South America
530E - Oceania
530F - Northeast Asia
530G - Southeast Asia
Note: Students must consult the department before enrolling in this course.

ANTH 541 Units: 1.5
Formerly: 540
Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic and Contemporary Contexts
An advanced research seminar, which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to indigenous peoples in prehistoric, historic (archaeological) and contemporary contexts.

Note: Credit will be granted for only one of 541, 540.

ANTH 542 Units: 1.5
Archaeology of a Selected Area
Note: Students must consult the department before enrolling in this course.

ANTH 551 Units: 1.5
Formerly: 550
Advanced Research Seminar in Ecology and Evolution
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in topics related to both human and non-human primate ecology and evolution, including both morphological and behavioural adaptations and evolution.

Note: Credit will be granted for only one of 550, 551.

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, F.

ANTH 599 Units: 6.0
Thesis
Grading: INP, COM, N, F.

ANTH 600 Units: 1.5
Professional Development in Anthropology
Addresses the responsibilities of anthropologists in communicating the results of their work to academia and the public. Topics covered include (but are not limited to): research ethics, grants and contracts, teaching, conference paper presentation, and publishing. Required for students in the PhD program in Anthropology, and Interdisciplinary PhD students with Anthropology as one of their disciplines.

ANTH 611 Units: 1.5
Advanced Research Seminar in Inequality, Culture and Health
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in socio-cultural anthropology, flexibly integrating student research interests in inequality, visual anthropology, and/or health.

ANTH 612 Units: 1.0
Graduate Colloquium
A compulsory colloquium for PhD students in Anthropology that meets weekly from late September until mid-April. Papers are presented by graduate students, faculty, and visiting scholars. PhD students are required to participate during the two years they are meeting the PhD residency requirement. Participation includes attendance and at least one paper presentation by the end of the second academic year of the PhD student's program.

Grading: INP, COM, N, F.

ANTH 641 Units: 1.5
Advanced Research Seminar in Indigenous Peoples in Prehistoric, Historic and Contemporary Contexts
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method relating to indigenous peoples in prehistoric, historic (archaeological) and contemporary contexts.

ANTH 651 Units: 1.5
Advanced Research Seminar in Ecology and Evolution
An advanced research seminar which allows students to conduct in-depth and critical surveys of current issues, topics, theory and method in topics related to both human and non-human primate ecology and evolution, including both morphological and behavioural adaptations and evolution.

ANTH 690 Units: 1.5
Specialized Directed Study
These directed study courses explore the history and contemporary debates and relevant issues within a specific topical area, methodological, or theoretical approach within a particular theme of anthropology. These courses are intended to prepare students to participate in and contribute to research and knowledge development in one or more of their particular areas of specialization within the discipline.

PhD students must take any one of the following:

690A - Specialized Directed Study in Contemporary Indigenous Peoples
690B - Specialized Directed Study in Prehistoric and Historic Indigenous Peoples
690C - Specialized Directed Study in Inequality, Culture, Health

690D - Specialized Directed Study in Evolution
690E - Specialized Studies in Method and Theory

ANTH 693 Units: 3.0
Proposal Defense and Candidacy Examination
Offered on an ongoing basis, when each individual PhD student has completed their dissertation research proposal and is preparing/has prepared for the candidacy examination. Candidacy must be reached by the end of the second year in the program.

Grading: INP, COM, N, F.

ANTH 699 Units: 20
PhD Dissertation
Grading: INP, COM, N, F.
ASTR 500  Units: 1.5  
**Physics of Stars**  
Advanced topics on the analysis and modelling of stars. Topics may include stellar atmospheres, stellar hydrodynamics, nuclear astrophysics or star formation in molecular clouds.

ASTR 501  Units: 1.5  
**Stellar Interiors and Evolution**  
The physics of stars and stellar explosions. Interior structure and evolution including the origin of the elements. Stellar properties as a function of mass and metallicity. Computational simulations of stars and stellar physics processes, such as mixing, and corresponding observables.

ASTR 502  Units: 1.5  
**Binary and Variable Stars**  
Stellar binarity and variability as well as its context, for example, in supernova progenitors, stellar populations, stellar physics validation and other areas of astronomy.

ASTR 503  Units: 1.5  
**The Interstellar Medium**  
Spectral line formation and notation. Processes in the interstellar medium including collisional excitation/ionization, line transfer effects (e.g., resonance and fluorescence), continuum and recombination processes. The theory of photoionized regions. Dust and metals - formation, measurement and chemistry. The application of these physical processes to current research topics, including the composition of the Milky Way and Local Group galaxies and the interstellar media of high redshift galaxies.

ASTR 504  Units: 1.5  
**Galactic Structure**  
The physical structure of galaxies. Topics may include stellar dynamics within a dark matter halo, the interaction of galaxies with satellite systems, and galaxy mergers.

ASTR 505  Units: 1.5  
**Galaxies**  
The formation and evolution of galaxies from a modern research perspective. Topics may include the observed properties of galaxies, the growth of galaxies from initial conditions, the development of galactic scaling relations, the relationship between galaxies and large-scale structure and the physical evolution of galaxies.

ASTR 506  Units: 1.5  
**Stellar Populations**  
The properties of star clusters and their use in improving our understanding of stellar evolutionary theory. The use of star clusters and theoretical stellar models to study the formation of galaxies in the early Universe in addition to the chemical and dynamical evolution of galactic systems.

ASTR 507  Units: 1.5  
**Stellar Dynamics**  
The dynamics of stellar sub-systems within galaxies. Covers fundamental theories of stellar orbits in addition to research applications to the Milky Way and Andromeda galaxies.

ASTR 508  Units: 1.5  
**Cosmology**  
Modern research problems in cosmology. Topics may include the measurement of cosmological parameters, universal expansion, large-scale structure, big bang nucleosynthesis and the cosmic microwave background.

ASTR 511  Units: 1.5  
**Advanced Topics in Astronomy**  
Advanced topics covering research in the fields of extra-galactic and stellar astronomy. Note: May be taken more than once for credit.

ASTR 512  Units: 1.5  
**Astronomical Instrumentation**  
A multi-wavelength overview of astronomical instrumentation. Practical optics and signal processing (e.g., spread functions, resolution, aberrations, sampling, sources of noise, calibrations). Multimethod techniques, including interferometry and adaptive optics. Astronomical detectors. Spectroscopy (long and multi-slit, echelle, Fabry-Perot and integral field units). An overview of current and future ground and space facilities, their design and objectives. Application of theory to practice: designing your own observations and writing telescope proposals.

BCMB 532  Units: 0.5  
**Regulation of Eukaryotic Gene Expression**  
Detailed review of current topics in eukaryotic gene regulation with emphasis on the practical aspects of gene expression and chromatin conformation analysis using molecular biology and biophysical techniques such as DNA arrays, QPCR, ChIP, next generation sequencing, analytical ultracentrifugation, FRAP, FRET. Given in a journal club format with class discussion.

BCMB 533  Units: 0.5  
**Cell Signalling**  
Students will develop an understanding of the tools and methods used to dissect eukaryotic signalling pathways, and learn how diverse approaches can be used to determine molecular mechanisms of signalling. Taught from the primary literature.

BCMB 534  Units: 0.5  
**Fundamentals of Crystallography**  
An exploration of the connection between x-ray diffraction and electron density, including concepts of unit cell, scattering factor, structure factor, anomalous scattering and fluorescence. Data collection strategies will be discussed, including Bragg angles, the direct and reciprocal lattices, the Ewald sphere, single crystal x-ray diffraction, area detectors, Laue photography, synchrotron radiation, MAD, SAD and MIR.

BCMB 535  Units: 0.5  
**Practical Crystallography**  
Detailed review of the practical aspects of analysis of x-ray diffraction data collected from protein crystals. Includes techniques for growing and mounting crystals, data collection and reduction, and modern software packages for analysis and presentation. Hands-on experience in solving real structures will be given in a workshop atmosphere, and students are encouraged to bring their laptop computers to class.

BCMB 536  Units: 0.5  
**Practical Molecular Biology**  
Application of modern methods to the quantitative generation of active proteins using prokaryotic and eukaryotic expression systems. Studies the identification and generation of gene constructs corresponding to potentially soluble (and active) protein subunits, and explores the optimization of their expression and purification. The use of different organisms to overcome problems of protein folding and glycosylation will be discussed.

BCMB 537  Units: 0.5  
**Experimental Origins of Molecular Biology**  
Examination of the historical development of the guiding paradigms of modern molecular biology. Classic investigations to be examined include the Luria-Delbruck fluctuation test, the Meselson-Stahl experiment, the fine structure mapping of bacterio-phage T4, the Jacob and Monod elucidation of the function of the lac operon, and the deciphering of the genetic code.

BCMB 538  Units: 0.5  
**Bacterial Pathogen Alteration of Eukaryotic Host Cell Functions**  
The mechanism of action of bacterial pathogens and their effector molecules in altering biochemical processes in host cells. Various topics will be discussed, including detailed study of the six specialized secretion systems of gram-negative bacteria and modern biochemical and biological approaches for studying bacterial pathogenesis.

BCMB 539  Units: 0.5  
**Practical Bioinformatics**  
Aspects of bioinformatics will be reviewed, including searching for distant homologues of proteins with similarity search tools, use of modern web-based motif searching tools, gene prediction and annotation.
tools, dot plots of proteins and genomes. Given in a journal club format with class discussion.

BCMB 540 Units: 0.5
Cancer Immunology from Bench to Bedside
Students are exposed to data and concepts of the immune response to cancer and clinical immunotherapy - specifically cancer vaccines and T cell therapy - with a broad perspective from basic research through to clinical practice. Includes lectures and student-led presentations of primary literature.

BCMB 580 Units: 0
Formerly: BIOC and MICR 580
Research Seminar
 Requires attendance and participation at all departmental seminars, and the formal presentation of the research that comprises the major portion of the student's MSc thesis in biochemistry or microbiology, or the major portion of the currently completed and proposed research for students intending to transfer to the PhD program.
Grading: INP, COM, N, F.

BCMB 680 Units: 0
Formerly: BIOC and MICR 680
Advanced Research Seminar
Requires attendance and participation at all departmental seminars, and the formal presentation of the research that comprises the major portion of the student's PhD thesis work in biochemistry or microbiology.
Prerequisites: 580, or BIOC or MICR 580, or permission of the department.
Grading: INP, COM, N, F.

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. Consists 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, F.

BIOC 699 Units: to be determined
PhD Dissertation: Biochemistry
Grading: INP, COM, N, F.

BIOG Biology

BIOG 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 fall term. Evaluation is based upon student oral and written presentations on a wide range of historical and philosophical topics pertaining to biology.

BIOG 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.

BIOG 509A Units: 1.5
Neurobiology Seminar
One hour/week seminar on topics in current research in neurobiology.

BIOG 509B Units: 1.5
Neurobiology Lecture
See BIOC 409A.

BIOG 509C Units: 1.5
Neurobiology Laboratory
See BIOC 409B.

BIOG 510 Units: 3.0
Advanced Topics in Ichthyology

BIOG 512 Units: 1.5
Advanced Benthos Ecology

BIOG 513 Units: 1.0-3.0
Topics in Developmental Biology

BIOG 514 Units: 1.5
Advanced Zooplankton Ecology

BIOG 515 Units: 1.5
Ecology Seminar

BIOG 516 Units: 1.5
Neuroethology

BIOG 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.

BIOG 519 Units: 1.5
Advanced Electron Microscopy

BIOG 520 Units: 1.5
Techniques in Molecular Biology
Provides 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; DNA blot analysis; mRNA extraction and Northern blot analysis; expression vectors; and polymerase chain reaction will be performed.

BIOG 521 Units: 1.5
Advanced Topics in Marine and/or Freshwater Algae

BIOG 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 behaviour. Research papers and seminar presentations will be emphasized.
Prerequisites: 365; 409A is recommended.

BIOG 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. Provides an opportunity for students to develop, organize and participate in long-term forest anthropod biodiversity research projects.

BIOG 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 emphasized. Students will prepare a critical analysis of a subject for presentation orally and in a written report.

BIOG 526 Units: 1.5
Topics in Biological Ultrastructure

BIOG 527 Units: 1.0-3.0
Advanced Topics in Cell Biology

BIOG 530 Units: 1.5
Principles of Taxonomy

BIOG 532 Units: 1.5
Topics in Endocrinology
See BIOC 432.

BIOG 535 Units: 1.5
Formerly: BIOC 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,
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**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.

**Note:** May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.

**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: 1.0-6.0  
**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.

**Note:** May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.

**BIOL 549**  
Units: 1.0-6.0  
**Individual Study**

549A - Evolution  
549B - Ecology  
549C - Physiology  
549D - Cell Biology  
549E - Molecular Biology  

**Note:** May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.

**BIOL 550**  
Units: 1.0-6.0  
**Directed Studies**

550A - Evolution  
550B - Ecology  
550C - Physiology  
550D - Cell Biology  

550E - Molecular Biology  

**Note:** May be taken more than once in any of the above areas under the appropriate faculty member. Pro Forma required.

**BIOL 555**  
Units: 1.5  
**Advanced Evolutionary Biology**

**BIOL 560**  
Units: 1.0  
**Annual Biology Graduate Symposium**

Required of all graduate students every year of their degree program except by permission of the department. 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, 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: 12.0  
**Thesis**

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

**BUS 601**  
Units: 1.5  
**Seminar in International Management and Organization**

Business  

Faculty of Business

**BUS 602**  
Units: 1.5  
**Seminar in International Management**

Examines the theoretical evolution and scope of international management theory and research, both as a distinct field of inquiry and as an interdisciplinary resource.

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

**BUS 603**  
Units: 1.5  
**Seminar in Strategy and Organization I**

Introduces the major theoretical approaches and empirical treatments in the field of strategic management.

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

**BUS 604**  
Units: 1.5  
**Seminar in Global Issues of Business Sustainability**

Introduces the literature in the field of “Organizations and the Natural Environment” and “Social Issues in Management”, including the strategic notion of “triple bottom line” management and tensions among social, ecological, and economic dimensions of sustainability.

**BUS 605**  
Units: 1.5  
**Seminar in Cross-cultural Management**

Concepts in organizational behaviour and human resource management in an international context with a particular focus on the influences of national or societal culture (beliefs, norms, values, institutions) on theory and practice.

**BUS 606**  
Units: 1.5  
**Seminar in Organizational Analysis**

Focuses on organizational design and the behaviour of individuals and groups within organizations.

**BUS 667**  
Units: 1.5  
**International Fellowship Outgoing**

Students register in this course while participating in an international residency with a university outside of Canada.

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

**BUS 689**  
Units: 1.5-4.5  
**International Fellowship Incoming**

Students register in this course while participating in an international residency from a university outside of Canada.

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

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

**BUS 690**  
Units: 1.5-4.5  
**Directed Studies for Business PhD Program**

The content, credit value and method of evaluation must be approved by the PhD Program 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.

**BUS 693**  
Units: 3.0  
**Doctoral Candidacy Exam**

PhD students write a Candidacy Exam made up of three components including an essay on management theory, a response to a pedagogical question, and an analysis of an empirical manuscript. These written responses will be combined with an oral examination to assess whether the student has reached a sufficient level of expertise to allow him or her to proceed to the next stage of the program.

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

**BUS 694**  
Units: 0  
**Thesis Proposal Defence**

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

**BUS 695**  
Units: 0.5-4.5  
**Special Topics in Business Administration**

The content, credit value and method of evaluation must be approved by the PhD Program Director.

**Note:** May be taken more than once for credit in different topics up to a maximum of 20 units.

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

**BUS 699**  
Units: 15  
**PhD Dissertation**

**Grading:** INP, COM, N, F.
Community Development
School of Public Administration
Faculty of Human and Social Development

CD 501
Anchoring a Change Agenda: Foundations
Units: 1.5
This course grounds students in a solid understanding of the multiple historical, theoretical and conceptual frameworks of the role of civil society and the social economy in advancing progressive economic, political and social change, including the economics of social justice. The powerful intersection of theory and practice will be examined and critically assessed in the context of the capacity of co-operatives, non-profits and community development organizations to respond to key contemporary societal issues, global trends, and to consider implications for the future.

CD 502
Leadership in an Inter-Dependent World
Units: 0.5
This course focuses on leadership beliefs, values, assumptions and attitudes that will be explored by critically self-examining and analyzing individual perspectives in shaping leadership in community development and the social economy. Connections between personal values and the values embedded in civil society, community development and the social economy will be examined in the context of leadership theories related to community development.

CD 503
Frameworks of Organizational and Community Development
Units: 1.0
This course introduces fundamental management, assessment and planning frameworks, concepts and tools relevant to co-operatives, community economic development and nonprofit organizations and systems. Setting strategic priorities and planning how to invest time, talent and resources (financial, human and information and communication technology) requires systematic, strategic focus and assessment. Dynamic scenario-based exercises set in a variety of practice contexts relevant to students’ experience and systems will be used throughout the course.

CD 504
Engaging Others in Forging Change
Units: 1.5
The ideologies, assumptions, and practices of diverse models of change that engage citizens, organizational and institutional stakeholders for social benefit will be explored. This course explores a range of models, their strengths, limits and applications with particular focus on leadership, power, influence and socio-economic innovation. Challenges students to analyze and assess the relevance and value to their fields of interest, whether community economic development, co-operatives or non-profits. Use a range of readings, case studies and practice experience drawing upon Canadian and international settings.

CD 505
Community Based Research: Foundations
Units: 1.5
This course explores the values, goals and assumptions of community based research and its methodologies. Participatory action research methods and lessons learned from best practices will be introduced. Students will experience a variety of approaches and develop the capacity to evaluate appropriate methods and their application for practice settings. This course will help shape the student’s major project.

CD 506
Enterprise Development for Community Benefit
Units: 1.5
This course analyzes the strategy, models and processes of planning and decision making for developing enterprises that link social and economic benefit to the community. Students will develop a clear understanding of key concepts within financial, information and communication technologies, leadership and community capacity building elements that accompany organizational and community enterprise development. Stream specific readings and practices will complement the core content.

CD 507
Development Finance
Units: 1.5
This course examines the diversity of co-operative experiences in Canada and around the world focusing on co-operative movements, organizations, and thought, and the development of co-operative economies in historical and contemporary contexts. Students will develop an understanding of how the co-operative model is being adapted and reinvented to respond to traditional economic and social issues and as a means of developing an alternative paradigm at local, regional, and international levels.

CD 508
Co-operatives in Global Perspective
Units: 1.5
This course examines the diversity of co-operative experiences in Canada and around the world focusing on co-operative movements, organizations, and thought, and the development of co-operative economies in historical and contemporary contexts. Students will develop an understanding of how the co-operative model is being adapted and reinvented to respond to traditional economic and social issues and as a means of developing an alternative paradigm at local, regional, and international levels.

CD 509
Developing Capacities to Lead and Manage in the Non-Profit Sector
Units: 1.5
This course focuses on developing the capacities of strategic planning, strategy and program management, resource generation, financial and human resource management, performance, information and communication technologies with an emphasis on optimizing and ensuring accountability to multiple stakeholders. Students will develop an in-depth understanding of leading edge management frameworks and examine their relevance to leading and managing in the community sector.

CD 510
Leadership, Management, and Governance within Organizations
Units: 1.5
This course develops the competencies required to effectively lead and manage organizations from the inside, focusing on leadership capacities, human resources (staff, boards and volunteers), governance, internal and external relationships, and sustainability and ensuring accountability to multiple stakeholders. Students will integrate their learning as well as appreciate the unique dimensions of co-operatives, social enterprises and non-profit organizations.

Prerequisites: 501, 502, 503, 505.

CD 511
Developing Personal Capacity to Facilitate and Lead Change
Units: 1.0
This course develops the competencies for personal, group, organizational and community leadership in teamwork, facilitation, presentation skills, negotiation, conflict resolution, group dynamics and collaboration. Integrative and experiential exercises and approaches in the classroom and community will develop capacity for individual and team effectiveness. Particular attention will be paid to creating exercises that require participants to deal with practice situations relevant to the CED, co-operatives and non-profit streams.

Prerequisites: 501, 502, 503, 505.

CD 512
Program and Project Design, Management and Evaluation
Units: 1.5
This course examines the various perspectives and approaches to program and project design, management and evaluation. Highlights the analytical activities and decisions involved in effective design, planning, implementing, reporting, and evaluation focusing on innovative and practical tools and processes that ensure effective outcomes and accountability. Attention will be paid to managing the complexity of multiple and collaborative projects and programs.

CD 513
Scaling Up and Systems Change
Units: 0.5
This course examines the system factors (such as personal, policy, bureaucratic, economic, and social) that encourage and challenge innovation and encourages analyzing cases of systems that demonstrate successful scaling, practices and particular innovations. An emphasis will be placed on exemplary practices in community development, co-operative development, non-profits and social economy with special attention to the dynamics and multiple levels of engagement involved in successful examples.

CD 514
The Comprehensive Development System
Units: 1.0
This course explores the complexities and trade-offs that must be confronted at all levels of community economic development activity and strategy. These include analyzing and choosing among the different tools for fulfilling key functions, integrating, staffing and managing complex programs, information management, creating multi-sectoral alliances, building community support, and a sustainable funding structure.

CD 515
Critical Issues in Co-op Governance and Management
Units: 1.0
This course provides a deeper understanding of governance and management issues that arise throughout the development cycle of co-operatives. Students will examine a number of challenges and potential solutions for governance and management in the co-operative sector, including co-operative governance, stakeholder engagement, marketing strategies, employee relationships, social enterprise formation, sector relationships, legislative frameworks, community responsibilities, and public policy affecting co-operative development.

CD 516
Government, Business and Non-Profit Sector Relations
Units: 1.0
This course examines the historical roots and the social, political, economic and legal framework that set the context for current and future organizational and sectoral influence and capacity. Explores the public policy process and its relationship to leadership development and collaborative ventures in Canada. The evolving role of the private sector and sectoral relations will be examined in the context of rapidly shifting attitudes and beliefs systems (local to global).

CD 517
Leverage Points for Transformational Change
Units: 0.5
This course surveys the key leverage points for exercising organisational leadership for addressing key trends at the local and regional level. Examples include: innovations in social services and health care; traditional and alternative forms of non-market land tenure (relevant to agriculture, housing affordability, ecological protection, and community entrepreneurship); reorganizing the value chain, and markets for local food. Exemplary practice and understanding of key policy innovations are drawn from local and international sources.

CD 518
Strategic Communications, Engagement and Community Relations
Units: 1.5
This course examines strategic communications, marketing, public media relations, engagement approaches, the role and use of technology when community-based organizations engage others in the context of community and stakeholder relations.
CD 520  Units: 0.5  Anchorage a Change Agenda: Going Forward  Provides an opportunity for students to engage with each other in generative dialogue to explore learning in strategically advancing civil society, social economy and strengthening of communities. Participants will analyze the context, engage in dialogue/debate, and formulate recommendations for action for going forward. May include an opportunity to connect with key practitioner leaders and innovators working in a variety of contexts around the world, with real time linkages via technology.  Prerequisites: 510, 511.

CD 521  Units: 1.5  The Economics of Social Justice  Provides a conceptual grounding and the analytical tools for a critical understanding of the relationship between economic theory and policy and their effects on questions of social justice. Theoretical models and practical applications for the development of more socially equitable economic systems from various sides of the political spectrum will be examined and critiqued.

CD 522  Units: 1.5  Understanding and Mainstreaming Gender  Considers a range of conceptual and practical issues faced in the quest for a gender-just society. Topics include: definition and understanding of gender, gender based violence, gender in institutions as well as the creation of gender-sensitive environments. Course material and online discussions encourage critical analysis of diverse contemporary debates and perspectives. Also includes exercises and questions to stimulate critical thinking and reflection upon gender attitudes and perceptions.

CD 523  Units: 1.5  Adult Learning and Education for Change  Aims to build basic understandings of key issues, theories and principles of adult education and its connections to community development and social change. Draws upon intensive and extensive fieldwork enriched by the writings, analysis and research by both scholars and practitioners. Includes historical foundations, philosophical approaches, and theoretical underpinnings.

CD 590  Units: 1.5  Directed Studies  An international or local exchange, a study tour, self-directed reading, or an innovative personal learning design. Must be applicable to the field of study. Primary consideration will be given to its role and relevance in deepening skills and knowledge to strengthen the capacity of the student to provide leadership in the future.  Note: May be taken more than once for credit in different topics with permission of the Director.

CD 591  Units: 1.5  Selected Topics Course  A study of selected topics drawn from the current literature and practices in the social economy or related fields.  Note: May be taken more than once for credit in different topics.

CD 596  Units: 4.5  Group Project  A substantial analysis of a management, policy or program problem for a client in the community development sector. This group project is prepared in consultation with the client and an academic supervisor drawn from regular university faculty and qualified practitioners and must be both practical and academically rigorous. The group project is defended in an oral examination.  Grading: INP, COM, N, F.

CD 598  Units: 4.5  Major Project  Expected to be a substantial analysis of a management, policy or program problem for a client in the community development sector. This major project is prepared in consultation with the client and an academic supervisor drawn from regular university faculty and qualified practitioners and must be both practical and academically rigorous. The major project is defended in an oral examination.  Grading: INP, COM, N, F.

CHEM 509  Units: 1.0  Seminar  Grading: INP, COM, N, F.

CHEM 510  Units: 1.5  Instrumentation

CHEM 511  Units: 1.5  Topics in Instrumental Analysis

CHEM 521  Units: 1.5  Advanced Inorganic Chemistry  Advanced topics in inorganic chemistry from across the periodic table, building on principles established in 222, 324 and 393. Topics may include: main group 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 (if taken in the same topic).

CHEM 523  Units: 1.5  Organometallic Chemistry

CHEM 525  Units: 1.5  Advanced Transition Metal Chemistry

CHEM 526  Units: 1.5  Topics in Advanced Inorganic Chemistry  Note: Pro Forma required. May be taken more than once for credit.

CHEM 527  Units: 1.5  Advanced Main Group Chemistry

CHEM 533  Units: 1.5  Organic Synthesis

CHEM 536  Units: 1.5  Organic Photochemistry/Reactive Intermediates

CHEM 537  Units: 1.5  Biological and Medicinal Chemistry  An introduction to medically 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  Reaction Dynamics and Spectroscopy

CHEM 550  Units: 1.5  Chemical Applications of Group Theory

CHEM 555  Units: 1.5  Statistical Thermodynamics

CHEM 556  Units: 1.5  Topics in Advanced Physical Chemistry  Note: Pro Forma required. May be taken more than once for credit.

CHEM 577  Units: 1.5  Computational Chemistry

CHEM 590  Units: 0.5-3.0  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, 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 693  Units: 3.0  PhD Candidacy Examination  Students enrol in CHEM 693 in the term they plan to sit the candidacy examination. If the examination cannot be completed until the following semester, an INP (in progress) grade will be entered.  Grading: INP, COM, N, F.

CHEM 699  Units: 33.0-39.0  PhD Dissertation  Grading: INP, COM, N, F.

CSC 505  Units: 1.5  Computer Graphics  Provides students with a solid background in interactive, generative graphics techniques and hands-on experience programming a modern high resolution, raster display workstation. Covers the hardware and software structures of modern workstations, raster algorithms and data structures (Bresenham’s line and circle algorithms, polygon clipping, region filling, colour), transformations (two- and three-di- mensional 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. Introduces students to research methods in HCI, and includes research topics such as: groupware and computer-supported co-operative work; customizable and adaptive systems; small screen, large screen, and tabletop displays; hyper-text and multimedia; and virtual and augmented reality.

CSC 511 Units: 1.5
Information 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 with respect to their time and space requirements; advanced data structures; sorting and searching; graph algorithms; geometric algorithms; backtracking; NP complete problems; approximation algorithms.

CSC 522 Units: 1.5
Graph Algorithms
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.

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
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 efficiently parallelized? Randomized parallel computation.

CSC 525 Units: 1.5
Computational Biology Algorithms
The design, analysis and implementation of algorithms used in Computational Biology. Typical topics include algorithms for sequence alignment, database searching, gene finding, phylogeny and structure analysis.

CSC 526 Units: 1.5
Computational Geometry
An introduction to algorithms and data structures which are used to solve geometrical problems. Topics include geometric searching, convex polygons and hulls, Voronoi diagrams, plane sweep algorithms, proximity, and intersections. Application areas discussed include computer graphics, VLSI design and graph theory.

CSC 528 Units: 1.5
Combinatorial Algorithms
Focuses on the interfaces between combinatorics and Computer Science. Algorithms and data structures that are used to manipulate, generate, and randomly select combinatorial objects are studied. Such objects include sets, permutations, combinations, trees, graphs. Methods for analyzing combinatorial algorithms such as recurrence relations, asymptotics, and amortized complexity are presented.

CSC 529 Units: 1.5
Cryptography
Paradigms and principles of modern cryptography. Topics include: review of classical and information-theoretic cryptography; block ciphers; DES, Cryptanalysis of DES, modes of operation, AES; Cryptographic hash functions and message authentication codes; public key cryptography, RSA, ElGamal and other public key systems, signature schemes; introduction to security protocols; secret sharing schemes and zero knowledge techniques.

CSC 535 Units: 1.5
Compiler Construction
An introduction to important topics in the design and implementation of a compiler for a modern programming language such as Java. Topics include parsing, syntax directed translation, intermediate code representation, static single assignment form, dataflow analysis, simple optimizations, and code generation for a simple architecture.

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
Linear programming and its applications. Topics discussed include the following: the simplex method, the revised simplex method, computer implementation of linear programming, duality, 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
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 563 Units: 1.5
Data Compression
Principles and concepts of lossless and lossy data compression methods, beginning with basic concepts of Information Theory, and covering Huffman codes, dictionary-based compression methods, Ziv-Lempel methods, arithmetic coding, context modeling methods, transform-based compression methods based on discrete cosines and wavelets, and fractal compression; standard compression methods including JBIG, JPEG, and MPEG.

CSC 564 Units: 1.5
Concurrency
Introduction to the foundations of concurrency theory and the issues of specification and verification of concurrent systems. Topics include models of concurrency such as Petri nets, labelled transition systems, and traces; specification of concurrent systems/programs in formalisms including process algebras, statecharts, Petri nets and temporal logics; verification techniques such as bisimulation and model checking; verification using existing research tools. Case studies will be taken from coordination problems, controller design, communication and security protocols, hardware and user interface design.

CSC 565 Units: 1.5
Massive Data Sets, Scalability and Concurrency
A cross section of topics from computer science disciplines, including databases, operating systems, architectures, programming languages and theory, and considers challenges associated with concurrency from multiple perspectives. Students will be exposed to research involving programming paradigms and software practices for concurrent systems, algorithmic techniques for new paradigms, low level mechanisms for the implementation of practical primitives, applications including data mining and cloud computing, systems support for multicore computation, and pedagogy for concurrency in modern curriculum.

CSC 567 Units: 1.5
Switching, Network Traffic and Quality of Service

CSC 569 Units: 1.5
Wireless and Mobile Networks
The recent developments and advanced research topics in wireless and mobile networks. Topics include: radio propagation models, mobility models, location management, protocols particularly tailored for wireless and mobile networks, and analytical performance evaluation of wireless and mobile networks.

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, On-Line Analytic Processing (OLAP), information integration, streaming data, SML and semistructured data, fine-grained access control and anonymization techniques.

CSC 575 Units: 1.5
Music Retrieval Techniques
A comprehensive advanced overview of the emerging research area of Music Information Retrieval (MIR). Topics include techniques from signal processing, machine learning, information retrieval, human-computer interaction and software engineering that are applied in the design and development of MIR algorithms and systems. Integration of knowledge from different research areas to solve concrete problems.

CSC 578 Units: 1.5
Topics in Software Applications
Offered as 578A, 578B, 578C, 578D.
Note: May be taken more than once for credit in different topics.

CSC 579 Units: 1.5
Overlay and Peer-to-Peer Networking
Focuses on the recent developments and advanced research topics in Layer 3 and above and the control plane of the Internet. Topics include: overlay network architectures, peer-to-peer application models, end-to-end control mechanisms, inter- and intra-domain routing protocols, service provisioning, network measurement, and related best current practices on the Internet.

CSC 581 Units: 1.5
Topics in Artificial Intelligence
Offered as 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 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 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 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 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 586A, 586B, 586C, 586D, 586E, 586F.
Note: May be taken more than once for credit in different topics.

CSC 587 Units: 1.5
General Topics in Computer Science
Offered as 587A, 587B, 587C, 587D.
Note: May be taken more than once for credit in different topics.

CSC 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 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, F.

CSC 598 Units: 3.0
Master’s Project
Grading: INP, COM, N, F.

CSC 599 Units: 6.0
Master’s Thesis
Grading: INP, COM, N, F.

CSC 569 Units: 3.0
PhD Candidacy
Grading: INP, COM, N, F.

CSC 699 Units: 33.0
PhD Dissertation
Grading: INP, COM, N, F.

CSPT

Cultural, Social and Political Thought
Department of Political Science
Faculty of Social Sciences

CSPT 500 Units: 1.5
Topics in Cultural, Social and Political Thought
An interdisciplinary seminar on topics such as language and social theory, tradition and modernity, democracy and freedom, global order and disorder, structuralism and post-structuralism, feminism and Marxism.
Note: Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit. Open to MA or PhD students in Social Sciences or Humanities with permission of the Director of the Program.

CSPT 501 Units: 1.5
Contemporary Cultural Social and Political Thought I
An exploration of contemporary themes and issues in cultural, social and political thought. The emphasis will be on relating currents of thought in various disciplines to one another and exploring 20th and 21st century thinkers whose influence has transcended cultural and disciplinary boundaries.

CSPT 590 Units: 1.5 or 3
Directed Readings
Individual study, under the direction of a participating faculty member, of a topic or topics in cultural, social and political thought.
Note: A student in the Program may substitute POLI 590 or SOCI 590 for CSPT 590, with permission of the Director of the program. May be taken more than once for credit in different topics.

CSPT 600 Units: 1.5
Advanced Topics in Cultural, Social and Political Thought
An interdisciplinary PhD Seminar on selected topics in Cultural, Social and Political Thought.
Note: Content will vary from term to term. May be taken more than once to a maximum of 6 units for credit with permission of the Director of the Program. Open to PhD students in Social Sciences or Humanities with permission of the Director of the Program.

CSPT 601 Units: 1.5
Contemporary Cultural Social and Political Thought II
A continuation of 501, this seminar is designed for students proceeding to a doctoral candidacy examination in Cultural Social and Political Thought. The focus will be on themes and thinkers important to contemporary cultural social and political thought but as yet unfamiliar to the students participating in the seminar.
Directed Readings

Individual study, under the direction of a participating faculty member, of a topic or topics in cultural, social and political thought.

Note: A student in the Program may substitute POLI 690 or SOCI 690 for CSPT 690, with permission of the Director of the program. May be taken more than once for credit in different topics.

**CYC**

**Child and Youth Care**

School of Child and Youth Care

Faculty of Human and Social Development

Courses included in the SCYC-ECDVU Master's Degree Program (http://www.ecdvu.org) are identified by an asterisk (*).

**CYC 541** Units: 1.5

**Historical and Contemporary Theoretical Perspectives in Child and Youth Care**

An exploration of historical and contemporary perspectives in child and youth care, including selected works of international pioneers across a range of child and youth care areas of practice. The theoretical and applied elements of the child and youth care perspective will be examined in relation to direct practice. Significant issues and trends will be investigated. All analyses will include critiques informed by cross-cultural and gender sensitive perspectives.

**CYC 543** Units: 1.5

**Qualitative Research Methods in Child and Youth Care**

An overview of approaches to qualitative research which are applicable to child and youth care practice. Students will explore the underlying assumptions of qualitative research design and will practice techniques for collecting and analyzing qualitative data.

**CYC 545** Units: 1.5

**Quantitative Research Methods in Child and Youth Care**

Students will be expected to learn and be able to apply the techniques of quantitative research methodology to the field of child and youth care. Topics will include: research design and problem formulation, sampling, measurement and scaling, research ethics, and data analysis.

**CYC 546** Units: 1.5

**Human Change Processes: From Theory to Practice**

The framework for exploring human change processes will grow out of questions like the following: What is change? How does change occur? What kinds of change strategies are more effective than others? Students will pursue their research and practice interests by examining and reflecting on the current literature on individual, family, community, and global change.

**CYC 547** Units: 1.5

**Professional Leadership in Child and Youth Care**

Aspects of professional leadership, including ethical practice, teams and teamwork, change management and managing transitions, diversity and cultural competence, transformational learning, learning organizations and environments, strategic thinking and participative management will be explored with special emphasis on the multidisciplinary evolution and transformation of child and youth care settings and programs.

**CYC 549** Units: 1.5

**Program Design and Development in Child and Youth Care**

Engages 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.

**CYC 551** Units: 1.5

**Ensuring Quality in Child and Youth Care Programs**

Explores what we know about creating quality programs for children, youth and their families. Recent advances in defining quality, creating client-centred standards, assessing outcomes, developing self-renewing organizations, and involving families and communities will be examined from a child and youth care practice perspective.

**CYC 552** Units: 1.5

**Ethics in Practice**

Critical reflection on professional and applied ethics from multiple perspectives and traditions. Topics include: developing a familiarity with various conceptual resources and ethical decision-making frameworks; recognizing one’s socio-cultural and historical situatedness as an ethical dilemma, appreciating the complexity, plurality and uncertainty of everyday CYC practice, and critically appraising the adequacy of decision-making tools and resources for responding to ethical concerns and challenges are key course objectives.

**CYC 553** Units: 1.5

**Practicum in Child and Youth Care**

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

Students will be required to complete 165 hours.

Note: Students are normally required to complete 13.5 units of coursework before registering in 553.

**CYC 554** Units: 1.5

**Diversity in Practice**

Explores 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.

**CYC 555** Units: 1.5

**Graduate Writing Seminar**

Engages students in the process of proposal writing in preparation for either their master’s research thesis or applied research project. Includes 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.

**CYC 561** Units: 1.5 or 3

**Special Topics in Child and Youth Care Theory**

Explores specialized areas of theoretical interest in the field of Child and Youth Care.

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

**CYC 562** Units: 1.5 or 3

**Special Topics in Child and Youth Care Intervention**

Students will study models of intervention in child and youth care which are specific to their area of specialization.

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

**CYC 563** Units: 1.5 or 3.0

**Specialized Practicum in Child and Youth Care**

In consultation with a faculty adviser, students will select a special setting for advanced work and training. In some settings, this may take the form of a clinical internship. Students will work under supervision and will consult regularly with both the practicum supervisor and faculty course instructor. Students may be required to complete a specialized theory or intervention course in their area of focus prior to undertaking the specialized practicum.

Students are required to complete 165 hours.

Prerequisites: 553.

Grading: INP, COM, N, F.

**CYC 564** Units: 1.5

**Special Topics in Child and Youth Care Research**

A variable content course that is focused on research in selected areas of Child and Youth Care. Topics will vary and students may take the course more than once for credit provided that the topics are different.

**CYC 565** Units: 1.5

**Child and Adolescent Development in Context**

A holistic and contextualized perspective on child and adolescent development, highlighting the importance of culture and context to human development. Recent publications highlighting non-western perspectives on human and social development will constitute a significant part of the course.

**CYC 566** Units: 1.5

**Implementing the UN Convention on the Rights of the Child**

Examines the history of the Convention on the Rights of the Child, its relation to other human rights frameworks, and its use as an advocacy tool by professionals working with children and youth. Students will synthesize and apply this information through practice involving children, youth, and families. Examples of the application of the Convention on the Rights of the Child in various cultures and countries will be used to build advocacy strategies at the individual and system level.

**CYC 568** Units: 1.5

**Program Evaluation and Policy in Child and Youth Care**

Drawing on knowledge and skills in program design and development, learners will learn to utilize program and personnel evaluative practices and explore strategies for ensuring transfer from program delivery and outcomes to policy formulation and development.

**CYC 569** Units: 1.5

**Human and Organizational Change**

Explores theories and case studies relating to the nature of change at various levels of personal and organization functioning. Developmental, therapeutic and transformational change will be examined in the contexts of the evolving national and international systems of governmental and non-governmental child, youth and family services. Strategies and dynamics related to selected topics such as the management of change, the use of teams and teamwork, program development, project management and leadership will be addressed.
Cyc 571 Units: 1.5
Youth Substance Use: Perspectives on Theory, Research and Practice
Contemporary theoretical perspectives on youth substance use will be critiqued. Students will apply research strategies used to identify prevalence and risk factors associated with youth substance use patterns, and assess effectiveness of prevention and intervention approaches. A critical review of current approaches to prevention and treatment will be undertaken to increase awareness of the limitations and strengths of these interventions and their abilities to address child and youth care needs.

Cyc 580 Units: 1.5
Child and Youth Care in the Context of International Development
A historical perspective on the relationship among various constructions and understandings of children and their identified needs, and the policies, initiatives and priorities of various governmental and non-governmental organizations and programs. The characteristics of these initiatives as they have been operationalized within specific regions and countries will be examined. Participants are expected to identify an initiative and either country or region of interest and develop a case study for presentation.

Cyc 582 Units: 1.5
Children's Survival, Health, and Development in Ecocultural Context
An exploration of the diversity of settings, goals, opportunities, and challenges for children's survival and development. Expands learners' knowledge of proximal and distal determinants of children's health, in local national and international contexts using a bio-ecocultural model. Learners will explore multiple interacting factors shaping how childhood is conceptualized, how children are cared for, and the importance of working with communities to develop actions to promote children survival and optimal development.

Prerequisites: Advanced child development courses or 1 graduate-level child development course.

Cyc 590* Units: 1.5 or 3
Directed Studies in Child and Youth Care
Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and School of Child and Youth Care graduate advisor prior to registering in the course.

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

Cyc 598* Units: 6.0
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. Grading: INP, COM, N, F.

Cyc 599* Units: 6.0
Thesis
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
Extends 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
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 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.

Cyc 645 Units: 1.5
Quantitative Research in Child and Youth Care
Students will be exposed to an in-depth exploration and application of specific quantitative methods for studying issues related to child and youth care. Examples of possible foci include secondary analyses, quantitative approaches when working with small sample sizes, research on clinical practice, and program evaluation.

Prerequisites: 3 units of graduate-level research course work, covering research designs, qualitative data analysis, statistical data analysis, and reporting.

Cyc 671 Units: 1.5
Social and Cultural Contexts of Child and Youth Care Policy, Practice, Research and Pedagogy
A problem-based approach to learning that situates concepts and theories within issues related to children, youth, and families. Utilizes existing child and youth care research in relation to the challenges of practice and policy in various settings and cultural locations.

Prerequisites: 641.

Cyc 680 Units: 1.5 or 3.0
Doctoral Seminar in Child and Youth Care
Builds 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 6 units.

Prerequisites: Enrolment 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: INP, COM, N, F.

Cyc 682B Units: 1.5
Formerly: Cyc 682
Practice Internship in Child and Youth Care
A practice internship 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: INP, COM, N, F.

Cyc 690 Units: 1.5 or 3.0
Directed Studies in Child and Youth Care
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 advisor prior to registration in the course.

Note: Pre Forma is required for registration. May be taken more than once for credit in different topics.

Cyc 693 Units: 3.0
Candidacy Exams
Grading: INP, COM, N, F.

Cyc 699 Units: 16.5
PhD Dissertation
Grading: INP, COM, N, F.

Dr

Dispute Resolution
Interdisciplinary Master of Arts in Dispute Resolution
Faculty of Human and Social Development

Dr 501 Units: 1.5
Dispute Analysis and Intervention: Tools, Processes, Skills
An exploration of the structure and dynamics of conflict, examining the key elements and how conflict develops and escalates. Draws on selected concepts, principles and theories from the social sciences and uses them to analyze small-, medium- and large-size conflict arenas in diverse simulated conflict management situations. Case topics include ethics, human rights, gender, culture, religion, power, environment and public policy issues.

Dr 502 Units: 1.5
Conflict, Culture, and Diversity
Cross-cultural conflicts involve navigating among diverse identities, meanings and ever-changing perceptions. Uses experiential education and dialogue to explore processes, capacities, and tools to bridge cultural conflicts that draw on multiple intelligences. Develops fluency with ways of naming, framing, and taming conflict across cultural contexts; and fluency with culture as it animates and offers creative ways through conflict. Participants will apply theory and research to interpersonal, intercommunal, and international conflicts.

Dr 503 Units: 1.5
Also: Lw 372
Public Policy, Law, and Dispute Resolution
Examines a range of contemporary issues of governance. 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.

Note: Credit will be granted for only one of 503, LAW 372.
DR 505 Units: 1.5
Foundational Theories for Dispute Resolution
A theoretical basis for the study of conflict. Students learn to articulate and question how their view of reality, human nature, values, change processes, and human relationships guide and shape our understanding of conflict. Students develop skills in critical thinking, analyzing and articulating the assumptions underlying various conflict theories; applying various theoretical lenses to specific conflict situations and articulating the difference each theory makes to the results of analysis.

DR 507 Units: 1.5
International Human Rights and Conflict
Explores linkages between international human rights, conflict analysis and dispute resolution. Participants explore literature from several disciplines including international law, history, philosophy, anthropology, political science and conflict studies. United Nations, regional and national human rights instruments and mechanisms are examined for their efficacy in protecting human rights of individuals including women and children, non-state groups, and indigenous peoples. Students develop skills in human rights analysis, advocacy and dialogue.

DR 508 Units: 1.5
Dispute Resolution and Indigenous Peoples
Explores the theory and practice of negotiation and mediation within the context of public issues and disputes involving indigenous peoples. Includes a comparative examination of perspectives on negotiation of dominant society and indigenous peoples in Canadian and other settings. A critical approach is taken to the application of dominant society models of negotiation and mediation to conflicts involving indigenous peoples, including the examination of historical factors, dynamics of power, and cross-cultural factors.
Prerequisites: 501 and 502 or permission of the department.

DR 510 Units: 1.5
Special Topics in Dispute Resolution
A study of selected special topics in Dispute Resolution drawn from the current literature and practice.
Note: May be taken more than once for credit in different topics.
Prerequisites: Determined in consultation with the department.

DR 512 Units: 1.5
Reflective Practice
Engages participants in reflective exploration of the dynamic interdependence of theory and practice. In light of multi-disciplinary literature and case studies, participants reflect on their experiences of conflict assessment, action, intervention, post-intervention evaluation, meaning-making, theory-building, and integrative practice. Literature includes works on reflective practice, evaluation, and ethics of intervention and decision making.
Prerequisites: Recommended that students take 501, 502, 503 and a co-op placement before taking this course.

DR 520 Units: 1.5
Formerly: DR 510
Applied Research Seminar
An interactive tutorial designed to assist participants in writing and completing their thesis or project. Content varies depending on participants’ needs and can include intensive methodological, procedural, analytical, and/or theoretical focus. In this regard, participants’ continued input and response to assignments will shape what happens in each class session.
Prerequisites: 501 or permission; open to DR students only.

DR 589 Units: 0 Hours: 1.5 Also: ADMN 589
Co-op Seminar: Introduction to Professional Practice
Discusses the nature of co-operative education experiential expectations, how to bring learning into the co-op experience, and the services provided by the School of Public Administration Co-op Office. Guidance on how to succeed in co-op placements is provided: preparing resumes and covering letters, interviewing, networking, job development, managing diversity. Attendance at this non-credit course is required for all MPA On Campus students.
Notes: Offered in the September to December academic term only.
Credit will be granted for only one of 599, ADMN 589.
Grading: INC, COM, N, F.

DR 590 Units: 1.5-3.0
Directed Studies
Individual studies under the supervision of a faculty member, with permission of the Graduate Adviser.
Note: May be taken more than once for credit in different topics.

DR 598 Units: 4.5
Master’s Project
The non-thesis option requires students to complete a major project in consultation with the student’s supervisor and the Graduate Adviser. The project is expected to be a substantial analysis of a conflict situation or process, policy issue, or other relevant topic approved by the Graduate Adviser. It will have a practical application and is generally prepared in consultation with a client, as well as the supervisor. A written project report will be prepared and submitted to an oral examination committee.
Grading: INC, COM, ING, F.

DR 599 Units: 6.0
Thesis
The thesis option requires original research on a topic chosen in consultation with the student’s supervisor and the Graduate Adviser.
Grading: INC, COM, ING, F.

ECON
Economics
Department of Economics
Faculty of Social Sciences

ECON 500 Units: 1.5
Microeconomic Analysis
An introduction to consumer demand, production and market organization. Topics covered will generally include: consumer demand; duality; choice under uncertainty; intertemporal choice; measuring welfare change; the competitive firm; the two sector model; properties of competitive equilibrium; market structure; and externalities.

ECON 501 Units: 1.5
Macroeconomic Analysis
An introduction to macroeconomic analysis. Long-run growth, business cycles, trade, and fiscal policy are analyzed using dynamic general equilibrium models. Classical and Keynesian models are used to examine inflation, unemployment, the open economy, and monetary policy. Limitations and extensions of the models are discussed and developed.

ECON 508 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 509A Units: 1.5
Formerly: half of 504
The Theory of International Trade
A study of international production and exchange. The topics covered include: the nature and source of the gains from trade; the determinants of international production and comparative advantage; international factor mobility and transnational production; the implications of market imperfections; trade and growth. Particular attention is given to the generality of theoretical propositions and their empirical applications.
Prerequisites: 500 or 405A or equivalent.

ECON 509B Units: 1.5
Formerly: half of 505
Theory of Trade Policy
An examination of selected contributions to the theory of tariffs and other trade restrictions, and an analysis of trade policy for developed and developing countries.
Prerequisites: 500 or 405A or equivalent.

ECON 506 Units: 1.5
Monetary Theory and Policy
The examination of selected contributions to contemporary monetary theory and policy, and their relationship to macroeconomics.

ECON 510 Units: 1.5
Industrial Organization and Public Policy
Provides a framework in which to examine policy issues with respect to industry competition and regulation. Begins with the firm and its relation to the market, and then examines issues relating to market structure and regulation. Topics may include: durable goods monopoly; price discrimination; product differentiation; product quality; advertising; predatory pricing; mergers; and the natural monopoly.

ECON 512 Units: 1.5
Urban Economics
Theory and policy of the urban economy. Topics include the macroeconomics of urban growth, stagnation and decline; the neoclassical theory of the urban economy; the economics of housing, land use, intraregional and urban environmental quality.

ECON 513 Units: 1.5
Regional Economic Development
Selected analytical approaches to regional economic development. Topics include theories of location and growth, techniques of analysis and assessment of policy alternatives.

ECON 515 Units: 1.5
Labour Economics
Introduction to contemporary empirical and applied theoretical research into labour markets. Topics may include: labour supply; labour demand; human capital; discrimination; labour market dynamics; unemployment; and behaviour of the household.
An introduction to environmental economics and policy. Develops a normative foundation for policy analysis, addressing issues of efficiency, intergenerational equity and sustainability. A range of policy regimes are covered, including command-and-control regulation, market-based instruments, and legal liability, with applications to a variety of domestic and international environmental issues.

ECON 540B Units: 1.5 General Equilibrium and Welfare Economics
Selected topics in general equilibrium theory and welfare economics.

ECON 550 Units: 1.5 Information and Incentives
The economics of information and the incentive problems that arise from asymmetric information. 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: Credit will be granted for only one of 551, 540C.

ECON 552 Units: 1.5 Macroeconomic Issues
An exploration of contemporary macroeconomic issues using advanced modelling techniques. Topics may include: search and matching theory; unemployment; endogenous innovation; worker displacement due to technological change; the macroeconomic implications of imperfect competition; international macroeconomics; multiple equilibria; coordination; stability; inflation; and finance issues.

ECON 555 Units: 1.5 Experimental Economics
An introduction to the theory and practice of experimental economics using laboratory and field experiments. Topics include: state of the art methods in experimental economics including experimental design, subject sampling, laboratory techniques, and the use of financial incentives. The objectives will be pursued through the development of experiments and a review of the method's application to a number of topics of interest to economists.

ECON 557 Units: 1.5 Advanced Topics in Indus-trial Organization
A seminar covering contemporary topics in industrial organization.

ECON 571 Units: 1.5 Advanced Topics in Labour Economics
Applies economic theory to the study of labour market institutions. Topics covered may include: discrimination; human capital theory; the theory of contracts; efficiency wages; internal labour markets, hierarchies, and team production; search and mobility; and unions.

ECON 572 Units: 1.5 Advanced Topics in Environmental and Resource Economics
A seminar covering contemporary topics in environmental and resource economics and policy.

ECON 573 Units: 1.5 Economic Growth
An examination of determinants of long-run growth rates and income levels in different economies. Topics will typically include: neoclassical, multisectoral and endogenous growth theories; tests of these theories; and their policy implications. Other topics may include the effects of social security, endogenous population growth, public education, research and development, resource and environmental issues, and the international flows of capital, labour and knowledge.
ECON 575  Units: 1.5  
Advanced Topics in Econometrics  
Advanced topics in econometric theory and practice. 
Topics may include: recent developments in time-series analysis; estimation and testing with panel data; the use of nonparametric and semiparametric techniques; limited and qualitative dependent variables models; modelling financial data; switching-regimes models; specification analysis and model selection; and applications of Bayesian inference.

ED-D 509  Units: 1.5  
Theories of Learning  
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  
A study of the main psychometric theories, concepts and procedures associated with the development and analysis of educational and psychological measurement, and the application of these to the development and use of tests in educational and research situations.

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 505  Units: 1.5  
Basic Concepts in Human Development  
An introduction to the science of human development. Reviews and evaluates historically important theories and research methods, and provides an overview of major content areas and developmental periods.

ED-D 506  Units: 1.5  
Topics in Human Development  
This rotating series of courses expands on content areas and developmental periods introduced in 505.

ED-D 507  Units: 1.5  
Seminar in Educational Assessment  
A survey of the literature on commonly stated principles of educational and psychological measurement, and the application of these to the development and use of tests in educational and research situations.

ED-D 508  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 in the same topic).

ED-D 515  Units: 1.5  
Advanced Assessment in Special Education  
An intensive course specializing in Level B assessment techniques and intervention-based academic assessment methods, including curriculum-based measurement, to support the educational programming of students with special needs.

Prerequisites: 420 or 422 and 402 or 415 or permission of the department.

ED-D 516  Units: 1.5  
Advanced Intervention in Special Education  
An intensive course specializing in academic interventions for students with special needs. Intervention design, implementation, and monitoring will be involved within the context of special education service delivery.

Prerequisites: 515 or permission of the department.

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

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, writing, 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 modelling.

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

ED-D 519H - Career Development and Counselling Across the Lifespan  
Lifespan and career development as a dynamic and holistic enterprise. Theories and techniques of career development, assessment, and consulta-
tion are explored. The practice of career counselling for diverse populations including work-related issues.

**519I - Peer Helping**
Examines the use of peers in the helping/learning process. Topics include history, theory and research. Provision will be made for skill building and training experience.

**519K - Consultation in Education and Counselling**
Examines the provision of information, support and skill development to those who provide direct services in schools and the community. Skill practice included.

**519L - Group Counselling**
The conceptualization and practice of group counselling and therapy. Leadership skills will be examined. Particular attention will be given to leadership skills and exploring the foundation and application of experiential learning in groups.

**519N - Diversity, Culture, and Counselling**
Theoretical and practical understanding of issues related to treatment of psychological trauma. Topics typically include definitions, safety/stabilization, symptoms, disorders, assessment/diagnosis and outcomes.

Note: Credit will be granted for only one of 519P, 591 (if taken in the same topic).

**ED-D 520 Units: 1.5 or 3.0**
**Educational Research Apprenticeship**
An individualized opportunity for students to develop their research skills by assisting with faculty research or engaging in their own research. Students are expected to spend a minimum of 9 hours a week participating in research activities. Includes a range of potential activities, including but not limited to: data collection, coding and entering; management of computerized databases; completion of ethics applications; analysis of data; literature search and review; and preparation of materials for publication.

Note: May be repeated; however, only the first occasion contributes to the required elective credits.

Grade: INP, COM, N, F.

**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: 522 or permission of the department.

**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 counselor 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: 518 and 519N, or 519C and 519L.

Grade: INP, COM, N, 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 counselor in community settings. Lectures focus on case presentations, models of consultation, supervisory-supervisee relationship, roles and responsibilities of health professionals, counselor identity, professional organizations, record keeping. Two term course.

Note: May be taken more than once with a different practicum placement. Enrolment is limited due to availability of placements. Normally limited to a maximum of 3 units of credit.

Prerequisites: 522.

Grading: INP, COM, N, F.

**ED-D 524 Units: 1.5**
**Facilitation of Counselling Practicum**
Preparation for future work as trainer, facilitator, or instructor through practice in facilitating 414 or 417 under the supervision of course instructor. Integration of theory and practice of helping, development of skills through modelling, observing, and coaching, enhancement of relationship and group processes.

Note: May be taken more than once to include facilitation practicum with both a 414 and 417 instructor. Open only to current counselling students. Normally limited to a maximum of 3 units. Cannot be used to fulfill elective requirements for program.

Grading: INP, COM, N, 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: Credit will be granted for only one of 531, ED-B 531.

**ED-D 532A Units: 1.5**
Formerly: part of 532

**Educational Program Leadership**
Models for program design and review range from external, objective-based processes to participatory action research. Examines issues of implementation, collaboration, accountability, inclusiveness and responsiveness to community. Offers practical experiences in a range of evaluative methods.

Note: Credit will be granted for only one of 532A, 532, ED-B 532.

**ED-D 532B Units: 1.5**
Formerly: part of 532

**Advanced Theories in Educational Program Leadership**
Provides an opportunity to explore educational program design, implementation and assessment through the examination of specific case studies, with a focus on BC education.

Note: Credit will be granted for only one of 532B, 532, ED-B 532.

**ED-D 533 Units: 1.5**
**Concepts and Theories of Leadership in Learning Contexts**

Note: Credit will be granted for only one of 533A, 533, ED-B 533.

**ED-D 534 Units: 1.5 or 3.0**
Formerly: ED-B 534

**Leadership for School Improvement**
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: Credit will be granted for only one of 534, ED-B 534.

**ED-D 535 Units: 1.5**
Formerly: 535A and 535B

**Global Comparative Perspectives on Leadership and Education**
Exploration 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 and 535B.

**ED-D 536 Units: 1.5 or 3.0**
Formerly: ED-B 536

**Philosophy of Leadership**
An examination of the relevant interaction of philosophical 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: Credit will be granted for only one of 536, ED-B 536.

**ED-D 537 Units: 1.5 or 3.0**
Formerly: ED-B 537

**Functions and Processes of Leadership**
An analysis of change theory and the processes associated with change in education, with a view to assisting school leaders to facilitate reforms.

Note: Credit will be granted for only one of 537A, ED-B 537A.

**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
ED-D 560 Units: 1.5
Statistical Methods in Education
An introduction to descriptive and inferential statistics to provide the understanding and competence to read and interpret the statistics reported in relevant research and to be able to conduct analyses on educational research data.

ED-D 561A Units: 1.5
Formerly: 561
Methods in Educational Research
An introduction to quantitative and qualitative research designs, the research process, the selection and design of data collection instruments and methods, writing and reporting findings, and systematically evaluating and critiquing the quality of research studies. Useful for students preparing to conduct thesis research as well as students who wish to become better readers and consumers of research.

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 MEd degree in Leadership Studies. Students will become familiar with different lines of inquiry, appropriate methodologies, proposal preparation and the ethics involved in doing research.

ED-D 562 Units: 1.5
Advanced Statistical Methods in Education
To advance understanding of and competence in handling multivariate data - both the manipulation of data files for use within a statistical program, and the use of statistical programs for exploratory and inferential analyses such as regression, MANOVA and factor analysis.

ED-D 567 Units: 1.5
Case Study and Mixed Method Research
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 include single case experimental designs, data collection techniques, article and human subject application, 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: 566A
Seminar in Special Education: Program, Practices and Policies
A consideration of historical perspectives and present trends in Special Education theory and practice. Topics considered include the context of special education, economic and legislative issues, families, classification and other assessment issues, teaching practices, social competency, early intervention, quality of life, and ethical and policy issues.

ED-D 569 Units: 1.5
Formerly: 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, behaviour management, multiculturalism, juvenile offenders, school leavers and repeaters, death and loss, abuse and violence, technological shifts, links to the community and personal preparation.

ED-D 570 Units: 1.5
Instruction and Technologies to Promote Self-Regulated Learning and Strategy Use
An introduction to 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.

ED-D 590 Units: to be determined
Directed Studies in Educational Psychology and Leadership Studies
These individual reading and study courses are designed by students in collaboration with an instructor to provide intensive study in an area of interest to the student.

ED-D 591 Units: 1.5
Selected Topics in Education
The content of these courses varies depending upon student interests and faculty areas of expertise. Courses often focus on timely issues and topics in the field.

ED-D 597 Units: 1.5
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).

ED-D 598 Units: to be determined
Project - Educational Psychology and Leadership Studies
Evidence of independent research work in the form of a project, extended paper(s), work report, etc., as determined within the department. Planned and carried out with a project supervisor.

ED-D 599 Units: 6.0
Thesis - Educational Psychology and Leadership Studies
Grading: INP, COM, N, F.
ED-D 605  Units: 1.5
Educational Psychology: Doctoral Apprentice in Teaching in Higher Education
Guided undergraduate teaching apprenticeship under the mentorship of a department faculty member. Provides doctoral students with experience in teaching undergraduate courses.

Note: May be taken more than once for credit with approval of the student’s supervisory committee.

Grading: INP, COM, N, 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 counsellor psychology.

Note: May be taken more than once for credit with approval of the student’s supervisory committee.

Grading: INP, COM, N, F.

ED-D 618  Units: to be determined
Doctoral Seminars in Counselling Psychology
The doctoral seminars are organized around professional studies in counselling, counselling theory and techniques; group procedures and processes; areas of critical life choice; professional identification; ethics; and research in counselling. The seminars may be taken more than once for credit, providing the course content differs, 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 counselling courses (e.g., 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 619, 590, 690 (if taken in the same topic).

Grading: INP, COM, N, F.

ED-D 620  Units: 1.5
Educational Psychology: Doctoral Apprentice in Research
Individualized opportunity for doctoral students to develop advanced research skills by apprenticing in faculty research or extra-curricular research. Students are expected to spend approximately 9-10 hours a week participating in research activities. The apprenticeship typically involves a range of activities including organization and training of research assistants, submission of an ethics application, management of research databases, data analysis, and preparation and submission of materials for publication and/or presentation.

Note: May be repeated; however, only the first 1.5 units of credit can count toward the required elective credits.

Prerequisites: Approval of the student’s academic supervisor.

Grading: INP, COM, N, F.

ED-D 660  Units: 3.0
Doctoral Seminar in Contemporary Issues in Educational Psychology
A seminar for doctoral students examining contemporary issues in educational psychology. Attention is also given to guidelines for scholarly and professional practice.

ED-D 690  Units: to be determined
Advanced Directed Studies in Educational Psychology
These individual reading and study courses are designed by students in collaboration with an instructor to provide intensive study in an area of interest to the student.

Note: May be taken more than once for credit in different topics. Consent must be obtained from the pro tem adviser or supervisor as well as the instructor supervising the directed studies course. Pro Forma is required for registration.

ED-D 691  Units: 1.5 or 3.0
Advanced Special Topics in Educational Psychology
The content of these courses varies depending upon student interests and faculty areas of expertise. Courses often focus on timely issues and topics in the field.

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

ED-D 693  Units: 3.0
Doctoral Candidacy Exam in Educational Psychology
PhD students write candidacy examinations in research methodology and in their area of focus 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 focus.

Grading: INP, COM, N, F.

ED-D 699  Units: to be determined
PhD Dissertation

Grading: INP, COM, N, F.

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: Credit will be granted for only one of 500, ED-A 522.

EDCI 500B  Units: 1.5
Advanced Seminar in Music Education II
The study of music education methodologies and their impact on music curriculum.

Note: Credit will be granted for only one of 500, ED-A 552.

Prerequisites: 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: Credit will be granted for only one of 501, ED-A 550.

EDCI 503  Units: 2.0
Formerly: ED-A 520
Jazz Arranging
Exposure to and experience with various arranging techniques, and participation in the jazz ensemble.

Note: Credit will be granted for only one of 503, 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: Credit will be granted for only one of 504, ED-A 521.

EDCI 505  Units: 1.5
Formerly: 505A and 505B
Curriculum in Music Education
Contemporary theory, research, trends and issues in school music curricula.

Note: Credit will be granted for only one of 505, 505A, 505B, ED-A 540, 541.

EDCI 506A  Units: 1.5
Formerly: 506
Pedagogical Issues in Music Education: Contemporary Music
A variable content course focusing on contemporary approaches to music education.

Note: Credit will be granted for only one of 506A, 506.

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: Credit will be granted for only one of 509, ED-A 558A.

EDCI 510  Units: 3.0
Hours: 3-0
Formerly: ED-A 570
Research Issues and Studio Development in Art
Review of contemporary art education research issues; development of a teaching creed and proposal; studio exploration linked to current instructional practice.

Note: Credit will be granted for only one of 510, ED-A 570.

EDCI 511  Units: 3.0
Hours: 3-0
Formerly: ED-A 571
Research in Drawing and Studio Development
Review of literature on the development of drawing: analysis of theory and current teaching practices; an investigation of ideas and approaches through actual engagement in drawing.

Note: Credit will be granted for only one of 511, 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: 1.5
Formerly: ED-A 551
Research Methods in Art Education
Review of research methods in art education; how to design, implement, and evaluate research.

Note: Credit will be granted for only one of 513, ED-A 551.
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
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, 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: Credit will be granted for only one of 520, ED-B 520.

EDCI 521 Units: 1.5
Formerly: 521A and 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: Credit will be granted for only one of 521, 521A, 521B, ED-B 521A, ED-B 521B.

EDCI 522 Units: 1.5
Formerly: ED-B 522
Philosophy of Education Through Film and Other Media
An exploration through film of various issues in the Philosophy of Education and how they relate to current educational practices and policies. Some of the issues that may be explored include: the moral dimensions of teaching, ethical problems in education; epistemology and critical thinking; aims and goals of education in a pluralistic society.
Note: Credit will be granted for only one of 522, ED-B 522.

EDCI 523 Units: 1.5
Diverse Voices and Visions in Education
An examination of diverse educational and cultural perspectives in education and ways of knowing not usually encompassed in other courses. Students will explore how these diverse perspectives shape, challenge, and enrich established educational methodologies.

EDCI 524 Units: 1.5
Advanced Conducting
Advanced professional development for the practicing music educator.
Note: Credit will be granted for only one of 524, 508A.

EDCI 525 Units: 1.5
Planning for Effective Schools
Today's schools require effective team-based approaches to school accountability initiatives. 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: Credit will be granted for only one of 525A, 508B.
Prerequisites: 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: Credit will be granted for only one of 525B, 508B.
Prerequisites: 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: Credit will be granted for only one of 526A, 508C, 527.
Prerequisites: 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: Credit will be granted for only one of 526B, 508C.
Prerequisites: 525B.

EDCI 531 Units: 1.5
Formerly: 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. Invites students to reflect on their own educational concepts and practices and to imagine new possibilities.
Note: Credit will be granted for only one of 531, 531A, 531B, ED-B 535A, 535B.

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. Invites students to identify and characterize their own approaches to curriculum planning and implementation.
Note: Credit will be granted for only one of 533, ED-B 556, ED-B 557.

EDCI 540A Units: 1.5
Formerly: 540, half of ED-B 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: Credit will be granted for only one of 540A, 540, ED-B 540.

EDCI 540B Units: 1.5
Formerly: 540, half of ED-B 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: Credit will be granted for only one of 540B, 540, ED-B 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: Credit will be granted for only one of 541, ED-B 541.

EDCI 542A Units: 1.5
Formerly: 542, half of ED-B 542
Reading Processes in the School Curriculum: Research and Processes
Examines and analyzes research and models of reading, and the processes of reading and reading development.
Note: Credit will be granted for only one of 542A, 542, ED-B 542.

EDCI 542B Units: 1.5
Formerly: 542, half of ED-B 542
Reading Processes in the School Curriculum: Methods and Materials
Examines and analyzes research on methods, strategies, and materials in the teaching and learning of reading which inform current classroom practice.
Note: Credit will be granted for only one of 542B, 542, ED-B 542.

EDCI 543A Units: 1.5
Formerly: 543, half of ED-B 543
Language Processes in the School Curriculum: Oracy
An examination of processes through which competence in listening and speaking is developed. Includes analysis of research, methods and materials relevant to oracy.
Note: Credit will be granted for only one of 543A, 543, ED-B 543.

EDCI 543B Units: 1.5
Formerly: 543, half of ED-B 543
Language Processes in the School Curriculum: Writing and Representing
An examination of processes through which representational skills and competence in writing are developed. Includes analysis of research, methods and materials relevant to instruction in composition.
Note: Credit will be granted for only one of 543B, 543, ED-B 543.

EDCI 544 Units: 3.0
Formerly: ED-B 544
Advanced Course in Remedial Reading
Theoretical and practical issues in the causation, diagnosis, and remediation of reading difficulties as 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: Credit will be granted for only one of 544, ED-B 544.
<table>
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<tbody>
<tr>
<td>EDCI 545</td>
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<td>EDC 545</td>
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<td>EDCI 559</td>
<td>3.0</td>
<td>EDC 559</td>
<td>Adult Learning in the Organizational Setting</td>
</tr>
</tbody>
</table>

**Notes:**
- Credit will be granted for only one of 545, EDC 545.
- Students may enrol in more than one of the areas listed above at 1.5 units each.
- Credit will be granted for only one of 549, 591 (if taken in the same topic).
- Credit will be granted for only one of 550, 590.
- A minimum of 1.5 graduate level units in early childhood education or permission of the department.
- Credit will be granted for only one of 551, EDC 551.
- Credit will be granted for only one of 552, EDC 552.
- Credit will be granted for only one of 553, EDC 553.
- Credit will be granted for only one of 554, EDC 554.
- Credit will be granted for only one of 555, EDC 555.
- Credit will be granted for only one of 556, EDC 556.
- Credit will be granted for only one of 557, EDC 557.
- Credit will be granted for only one of 558, EDC 558.
- Credit will be granted for only one of 559, EDC 559.
- Credit will be granted for only one of 560 or EDC 560.
- Students may enrol in more than one of the areas listed above at 1.5 units each.
EDCI 574  
Units: 1.5  
Formerly: ED-E 574  
Environmental Education Perspectives  
A multi-disciplinary approach to exploring goals for environmental and outdoor education; cultural differences in perceptions of community-environment relationships; the traditional ecological knowledge and wisdom of First Nations Peoples; current issues and trends; the research related to students' environmental knowledge, attitudes and values; teaching strategies; and assessment techniques. Selected field trips.  
Note: Credit will be granted for only one of 574, ED-E 574.

EDCI 575  
Units: 1.5  
Formerly: ED-E 546  
Global Education  
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: Credit will be granted for only one of 575, 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. Print-based language components of science literacy, numerical literacy and the reading-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 548  
Knowing and Learning in Everyday Contexts  
Designed to look into the nature of knowing and learning in school and everyday settings and from a variety of perspectives. These perspectives include traditional information processing, Heideggerian cognitive science and artificial intelligence, anthropology, cognitive anthropology, sociology of scientific knowledge, ethnomethodology, and historical and philosophical approaches to the study of human knowing and learning. Reflects recent developments in the understanding of knowing and learning in real-world (non-laboratory) settings.  
Note: Credit will be granted for only one of 579, ED-E 545.

EDCI 580  
Units: 1.5  
Formerly: ED-B 580  
Qualitative Research Methods  
Provides a survey of a variety of qualitative methods, and opportunities for learners to develop competencies in research practices common to qualitative inquiry.  
Note: Credit will be granted for only one of 580, ED-B 580.

EDCI 581  
Units: 1.5  
Research Methodologies in Education  
An opportunity 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  
Writing as a mode of inquiry, with particular emphasis on the practice of writing. Includes all forms of interpretive inquiry, especially narrative, phenomenological, hermeneutic and autobiographical inquiry.  
Note: Credit will be granted for only one of 582, ED-B 582.

EDCI 583  
Units: 1.5  
Researching with Aboriginal Peoples: Aboriginalizing Research  
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 584  
Units: 1.5  
Analysis of Quantitative and Mixed Methods Research  
An introduction to the understanding, critical analysis, and evaluation of the theoretical and practical issues related to published quantitative or mixed methods research in the field of education.

EDCI 589  
Units: 1.5 or 3.0  
Formerly: ED-A, ED-B and ED-E 591  
Selected Topics in Education  
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 590  
Units: 1.5  
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  
Formerly: ED-A, ED-B and ED-E 591  
Project Presentation and Dissemination  
The project proposal approved in 598A is to be completed and will include the approved literature review, an analytic and professional reflection on the contributions of the project, and a dissemination activity. The 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: 598A or suitable equivalent. Open only to students admitted into selected Community-Based Master's of Education Programs.  
Grading: COM, INC.

EDCI 598A  
Units: 1.5  
Project Proposal and Literature Review  
Encourages 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 598A course instructor and the student’s program supervisor.

EDCI 599  
Units: to be determined  
Formerly: ED-A, ED-B and ED-E 599  
Thesis - Curriculum and Instruction  
Grading: INP, COM, N, F.

EDCI 600  
Units: 1.5  
Contemporary Discourses in Educational Studies  
An opportunity 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: Enrolment 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 political, cultural, feminist, post structural, historical, spiritual, philosophical, and aesthetic discourses, with attention to their constitutive effects. Topics may 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: Credit will be granted for only one of 632, 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: Credit will be granted for only one of 633, 533.

EDCI 642A Units: 1.5
Formerly: 642, half of ED-B 642
Advanced Reading Processes: Research and Process
Examines and analyzes research and models of reading, and the processes of reading and reading development.

Note: Credit will be granted for only one of 642A, 642, ED-B 642.

Prerequisites: 542, ED-B 542 or suitable equivalent.

EDCI 642B Units: 1.5
Formerly: 642, half of ED-B 642
Advanced Reading Processes: Methods and Materials
Examines and analyzes research on methods, strategies and materials in the teaching and learning of reading which inform current classroom practice.

Note: Credit will be granted for only one of 642B, 642, ED-B 642.

Prerequisites: 542, ED-B 542 or suitable equivalent.

EDCI 643A Units: 1.5
Formerly: 643, half of ED-B 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: Credit will be granted for only one of 643A, 643, ED-B 643.

Prerequisites: 543, ED-B 543 or suitable equivalent.

EDCI 643B Units: 1.5
Formerly: 643, half of ED-B 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: Credit will be granted for only one of 643B, 643, ED-B 643.

Prerequisites: 543, ED-B 543 or suitable equivalent.

EDCI 644 Units: 3.0
Formerly: ED-B 644
Research Foundations for Remedial Reading
Critical review and analysis of research in diagnosis, correction and remediation of reading difficulties; criteria for appraising research findings; educational implications.

Note: Credit will be granted for only one of 644, ED-B 644.

EDCI 647 Units: 3.0
Formerly: ED-B 647
Advanced Course in Secondary English Education
Advanced study of the processes of learning English language and literature in the secondary grades.

Note: Credit will be granted for only one of 647, ED-B 647.

EDCI 649 Units: 1.5
Formerly: ED-B 649
Doctoral Seminar in Language and Literacy
A seminar at the doctoral level to consider special problems in education and educational research. Seminars are organized around educational theory and practice in Language and Literacy.

EDCI 650 Units: 1.5
Formerly: ED-B 650
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, Muramura, and Varela provide a context for understanding current issues and possibilities for reform in school science, mathematics, and technology education.

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 the department.

EDCI 690 Units: 1.5 or 3.0
Formerly: ED-B 690
Individual Studies - Curriculum and Instruction
Under the direction of program supervisors, topics in the area of research interests of doctoral students will be examined, leading to the development of back-up material for a PhD dissertation.

Note: May be taken more than once for credit in different topics. Pro Forma is required for registration.

Prerequisites: Appropriate prerequisites to be determined in specific instances.

EDCI 691 Units: 1.5 or 3.0
Formerly: ED-B 691
Special Problems - Curriculum and Instruction
Issues pertaining to students' research interests and faculty expertise will be examined.

Note: May be taken more than once for credit in different topics. Pro Forma is required for registration.

Prerequisites: Appropriate prerequisites to be determined in specific instances.

EDCI 693 Units: 3.0
Candidacy Examination - Curriculum and Instruction
Candidacy Examinations which must be passed as required for individual Doctor of Philosophy Programs within the Faculty of Education. Exams will be reviewed and graded by all members of the individual's Doctoral Committee.

Grading: INP, COM, N, F.

EDCI 699 Units: to be determined
Formerly: ED-B 699
PhD Dissertation - Curriculum and Instruction
Grading: INP, COM, N, 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.

Prerequisites: 310 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: Credit will be granted for only one of 504, 400.

Prerequisites: 310; STAT 254 or 260 or equivalent.

ELEC 505 Units: 1.5
Engineering Applications of Advanced Matrix Analysis Methods
SV, LU, QR, polar and other matrix decompositions. Eigen-Analysis of various dynamic systems. Spectral perturbation theory. Applications in digital signal processing, control systems and mechanical engineering. Computational considerations. Introduction to available numerical software.

Prerequisites: MATH 110, 407 or equivalent.

ELEC 509 Units: 1.0
Seminar
Participation in a program of seminars. Required of all Master's students every year of their program as an addition to the normal program except by departmental permission. One unit of credit shall be given upon completion.

Grading: INP, COM, N.

ELEC 511 Units: 1.5
Error Control Coding Techniques in Communication
ELEC 512 Units: 1.5
Digital Communications
Source and channel descriptions. Source digitization, entropy and the rate distortion tradeoff, lossless source codes (Huffman and run length codes), optimal and adaptive quantization. Digital modulation techniques, optimal coherent receivers, performance evaluation, the incoherent case. Special topics - case studies, fiber optics, satellite systems, mobile radio systems.

ELEC 513 Units: 1.5
Data and Computer Communications

ELEC 514 Units: 1.5
Design and Analysis of Computer Communication Networks
Markov chains and techniques for studying their transient and steady-state behavior. Queuing theory and discrete time queues. Queuing models for media access, error control and traffic management protocols. Quality of service. Modelling of traffic and inter-arrival time. Self similarity in network traffic. Analysis and design of switching fabrics. Switch design alternatives and performance modelling. Simulation of networks. Students are required to complete a project. Note: Not open to students registered in or with credit in CENG 461. Prerequisites: STAT 254 or 260 or equivalent.

ELEC 521 Units: 1.5
Microwave and Millimeter Wave Engineering
Introduction to theory and technique of modern microwave and millimeter wave engineering. Propagation effects. Properties of various planar transmission lines at millimeter wave-length. Microwave and millimeter wave integrated circuits (mic's). CAD aspects of mic's, filters, matching networks, directional couplers, nonreciprocal devices. Nonlinear devices. Prerequisites: 404 and 454, or equivalent.

ELEC 522 Units: 1.5
Antennas and Propagation
Antenna and propagation fundamentals. Friis transmission formula, radar equation, Maxwell's equations for radiation problems, antenna parameters, simple radiators, array theory, mutual coupling, wire and broadband antennas, aperture radiators, scattering and diffraction, multipath propagation and fading, antenna measurement techniques, surface-wave and ionospheric propagation, microwave and millimeter wave propagation. Students are required to complete a project. Note: Not open to students registered in or with credit in 453. Prerequisites: 340 or 404 or equivalent.

ELEC 525 Units: 1.5
Photonics
Methods to understand optical devices. Following a basic review of electromagnetics, methods for analyzing photonic devices will be provided. Among other applications, these methods will be applied to the analysis of sensors (surface palson resonance), high-reflectivity and anti-reflection coatings, Bragg gratings, and semiconductor lasers.

ELEC 531 Units: 1.5
Digital Filters I
Introduction of the digital filter as a discrete system. Discrete time transfer function. Time domain and frequency domain analysis. Structures for recursive and nonrecursive digital filters. Application of digital filters for the processing of continuous time signals. Solution of the approximation problem in recursive and nonrecursive filters. Quantization effects. Includes a project in which a complete digital filter is designed. Note: Credit will be granted for only one of 531, 407, 458. Prerequisites: 360 or equivalent.

ELEC 532 Units: 1.5
Multidimensional Digital Signal Processing
Two- and multidimensional signals and systems. Multidimensional sampling in space/time and frequency domain. Multidimensional discrete transforms. Design and implementation of two-dimensional systems. Stability of two-dimensional recursive filters. Application in image processing, video processing and array signal processing. Note: Students in this course are required to complete a project. 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. Includes a project in which a complete analog filter is designed. Note: Not open to students registered in or with credit in 408. Prerequisites: 310 and 380 or equivalent.

ELEC 534 Units: 1.5
Digital Signal Processing
Decimation and interpolation of discrete signals. Least-squares square modeling. The LMS algorithm and application in adaptive interference cancellation and system identification. Basic multirate DSP systems. Polyphase representation and design of multi-rate systems. Application of multirate systems in signal compression and noise removal. Representation and digital processing of speech signals. Neural network and applications. Students are required to complete a project. Note: Not open to students registered in or with credit in 459. Prerequisites: 407 or equivalent.

ELEC 535 Units: 1.5
Pattern Recognition
Parallel and sequential recognition methods. Bayesian decision procedures, perceptrons, statistical and syntactic approaches, recognition grammars. Feature extraction and selection, scene analysis, and optical character recognition. Students are required to complete a project. Note: Not open to students registered in or with credit in 469. Prerequisites: STAT 254 or 260 or equivalent.

ELEC 536 Units: 1.5
Computer Vision
Overview of the main concepts and methods in computer vision: geometry and physics of imaging, as related to image formation and image acquisition; low-level methods of image analysis, such as filtering, edge detection, feature detection, and segmentation; methods for extracting and representing three-dimensional scene information; motion analysis and algorithms for video understanding. Students are required to complete a project. Note: Not open to students registered in or with credit in CENG 421.

**ELEC 570**  
**Directed Study**  
Units: 1.5

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. MEng 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.

**Prerequisites:** 310 or 380 or equivalent.

**ELEC 581**  
**Power Electronics**  
Units: 1.5

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 converters (square wave and pulse width modulated), switching power supplies, resonant converters. Applications to computer and computer power supplies, electric drives, induction heating, etc.

**ELEC 582**  
**Electrical Drive Systems**  
Units: 1.5

Elements of drive systems, characterization of mechanical loads, requirements of electrical drive systems, dynamic equations and modelling of electrical machines, fault diagnosis, 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 CENG 442.

**Prerequisites:** 365 or 370 or equivalent.

**ELEC 583**  
**Wavelets and Multirate Signal Processing**  
Units: 1.5

Function analysis and Fourier analysis; downsampling, upampling, noble identities, polyphase representations of signals and filters, uniformly maximally decimated filter banks, and tree-structured filter banks; multiresolution approximations, wavelet systems, scaling and wavelet functions, and relationship between wavelets and filter banks; applications of wavelet systems in signal compression and noise reductions. Students will be required to complete a project.

**Note:** Credit will be granted for only one of 586, 486.

**Prerequisites:** 310 or equivalent.

**ELEC 584**  
**Advanced Network Security and Forensics**  
Units: 1.5

Advanced 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 585**  
**Neural Networks and Their Implementation**  
Units: 1.5

Biological inspiration, historical background, learning in neural nets (backpropagation, hebian, etc.), single- and multi-layer networks, associative memories, classification and clustering models, recurrent networks. Neural network technology; implementation software and hardware; algorithms, definition, computational requirements, solution methods, parallel processing hardware. VLSI and optical implementations of neural networks.

**Prerequisites:** CENG 420 or equivalent.

**ELEC 586**  
**Digital Integrated Circuits**  
Units: 1.5

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 logic, system-level physical design, clocking and testing. Students are required to complete a project.

**Note:** Not open to students registered in or with credit in CENG 442.

**Prerequisites:** CENG 460 or equivalent.

**ELEC 587**  
**Computer Networks and Distributed Systems**  
Units: 1.5

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 and permanent Frame relay and switched multi-megabit data service (SMDS). Applications to multi-media. Very large scale integration implementation.

**Note:** Not open to students registered in or with credit in CSC 551.

**Prerequisites:** CENG 460 or equivalent.

**ELEC 588**  
**Advanced Network Security and Forensics**  
Units: 1.5

Presented, 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 cyber-crime 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 570**  
**Underwater Acoustic Systems**  
Units: 1.5

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. Component fundamentals, including optical fiber, lasers, transmitters, photodetectors, receivers, passive components, optical amplifiers. Optical modulation, demodulation, wavelength multiplexing techniques, applications to wide-area and access networks, microwave photonics. System impairments related to noise, fiber dispersion, nonlinearity. Students work in groups to design a national-scale broadband system, combining primary course elements and commercial software.

ELEC 624 Units: 1.5
Theory and Design of Waveguide Components
Modern integrated waveguide technologies, numerical analysis aspects and design strategies; mode-matching techniques; commonly used waveguides; transformers and transformer prototypes; phase shifters; power dividers; directional couplers; waveguide filters; multiplexers; polarizers; orthomode transducers; mode converters; angle diversity systems.

ELEC 629 Units: 1.5
Selected Topics in Microwaves, Millimeter Waves and Optical Engineering
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 631 Units: 1.5
Digital Filters II
Prerequisites: 407 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 Underwater Acoustic Systems
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 688 Units: 1.5
Selected Topics in Electronics
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.

ELEC 689 Units: 1.5
Selected Topics in Power Electronics
Note: Variable content course. May be taken more than once for credit in different topics to a maximum of 3 units.
Prerequisites: Permission of the instructor.

ELEC 693 Units: 3.0
PhD Candidacy Examination
The PhD Candidacy Examination consists of an oral examination. This examination should be taken and passed not later than two years from initial PhD registration. Required of all PhD students every term of their program until the oral examination is passed.
Grading: INP, COM, N, F.

ELEC 699 Units: 30.0-36.0
PhD Dissertation
Grading: INP, COM, N, F.

ENGL 500 Units: 1.5
Introduction to Textual Studies and Methods of Research
An introduction to research skills, textual studies, disciplinary issues, and professional life. Covers bibliographic (analytical, descriptive, and enumerative), methods of research, appropriate forms of citation and documentation, and the dissemination of research.
Note: Compulsory for all graduate students, except those who can show equivalent previous credit.

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. Covers 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: Evaluated on a pass/fail basis. Seminar and
### COURSE LISTINGS

**practicum time are given equal weight; however, their proportion may vary from week to week and from term to term.**

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

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**1: Web Design.**

Writing delivered via the World Wide Web with emphasis on usability testing. Techniques and tools for producing web pages and sites, including page and site design, navigation, AJAX, annotation, style sheets, JavaScript, rich media. Offered in conjunction with ENGL 401.

**2: The Ethics of Modernism.**

Modernist novels and ethics; ethics in the novel; ethics and the novel as a genre; ethics of modernism as a project; ethics and politics; modernism and fascism; modernism and utopianism; modernism and post-structuralism.

**3: History and Principles of Digital Literary Studies.**

Investigates intellectual traditions associated with computing in literary studies and criticism, which have demonstrated I impact beyond these critical methods and - through large corpus analysis, visualization techniques, and other methods - suggested innovative new approaches, altering analytical and creative processes, traditional and emergent.

**4: “Memory Matters”: Eyewitness (I-Witness) Accounts of the Holocaust and WWII.**

Participants examine issues of memory and post-memory, aspects of “truth” and positionality, and the fascination with the Holocaust and WWII. Topics include: boundaries between fiction and creative non-fiction, authenticity and false memoir, genre ambiguity, postmodernism and the Holocaust, as well as gender and representation. In addition, participants document a local story related to the Holocaust and WWII. Knowledge of German is not required.

**5: Poetry Northwest, 1950-1980.**

An examination of the works of a group of poets associated with the American Pacific Northwest, all of whom achieved national prominence in the mid-to-late 20th century. Topics include: American literary history; theories of influence; representations of nature; canonization; formalist, confessional, and Deep Image poetry; and feminist poetics. Authors include Roethke, Kizer, Wright, Wagoner, Hugo, Gallagher, Skelton, and others.

**6: The Symbolic Geography of Indigenous Literature.**

Indigenous literature; Indigenous literary theory; Indigenous textual studies; Indigenous cultural studies; Indigenous narrative; Indigenous cultural expression.

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**ENGL 510 Units: 1.5**

Studies in Old English Literature: Special Topic

This year: Beowulf? Then and Now.

An examination of Beowulf in the original and in the diverse adaptations it has undergone in recent popular culture. Offered in conjunction with ENGL 341.

**ENGL 515 Units: 1.5**

Studies in Middle English Literature: Area Course

This year: A Book of Fortune.

John Lydgate's Fall of Princes (c. 1431-58) recounts the fortunes and misfortunes of famous men and women. It is one of the longest and most influential poems in the language. A facsimile copy of the work is preserved in a 15th-century manuscript held just a short stroll away, in the UVic Library. This unique text will serve as our main exhibit and object study in a seminar devoted to medieval tragedy, poetics, and manuscript culture.

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**ENGL 516 Units: 1.5**

Studies in Middle English Literature: Special Topic

This year: Anti-Jewish Discourse in Medieval England.

Study of the functions of anti-Jewish discourse and the interplay of religious identity and nationalism in medieval England, from where Jews were expelled in 1290. Special attention paid to literary representation of Jews, especially in the post-Expulsion years, when the absence of Anglo-Jewry created a complex “national” Jewish character. Covers historical situation, pseudo-historical documentation against Jews (li-bels), and the impact of anti-Jewish narratives. Previous experience with Middle English helpful but not required.

**ENGL 530 Units: 1.5**

Studies in Renaissance Literature: Special Topic

This year: Shakespeare.

A study of Shakespeare's plays and, more broadly, the relation of theory to drama, 20th-century anthropological criticism of Shakespeare, and the state of mimetic theory today. Students to be studied include Shakespeare, Herbert, Donne, Milton, Mary Sidney, Lanyer, Herrick, and others.
archaeology, as influences upon Heaney; responsibilities of poetry; how Heaney uses Dante, Yeats, and Czeslaw Milosz as he thinks through possibility of a public poetry and negotiates the power of allegory as against symbol; ideological and activist reading strategies; Heaney as symbol.

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: 20th-Century American Fiction.

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: Hybrivity and Subalternity in the Caribbean.
Caribbean literature includes variations on the post-colonial concept of hybridity such as creolization, indigenization, mellisage, antillianité, créolité, jibarismo, and doula. How are such terms formulated and what political projects do they represent? Readings include theory and criticism, and an historiographic survey of Caribbean literature. Discussions of genres and themes such as the colonial romance, marvelous realism, yard fiction, the anticolonial nationalist novel, the carnivalesque, orality, feminist poetics, immigrant fiction, and others.

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 Diaspora; Migration, and Nations; Identity and Place. First term includes 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

583A - (1.5) BC Literature
A survey of important BC 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 experimentation. Authors may include Carr, Grainger, and Haig-Brown; the modernists Wilson, Watson, and Lowry; self-conscious regionalists such as Jack Hodgins; and postmodernists Marliatt, Bowering, and Lai. Poetry selections may include Birney, Livesay, Bowering, Wahl.

583B - (1.5) The West Coast Line by Line
Contemporary poetry and construction of the West Coast literary tradition. Analysis of local poetics 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 Barthes “reality effect.”

583C - (1.5) The Tish group
The works and influence of George Bowering, Fred Wah, Pauline Butling, Daphne Marliatt, and Frank Davey, along with their students and followers, poets associated with “Tish” magazine in the 1960s. The Tish group rejection of the traditions 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.

583D - (1.5) Life and Death in BC: 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.

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 concerns for historical and social differences between Native and non-Native communities in British Columbia in relation to questions of place and identity.

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 “totoric,” “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 McLennan, Lawrence Paul Yuxweluptun, and Bruce Braun.

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 Jeannette Armstrong, George Bowering, Daphne Marliatt, and Fred Wah, whose poetics reveal the blindness 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.

583H - (1.5) American Literature on the Pacific
The American West Coast as an occasion for writer to think about migration, race, culture, nation, and the limits of politics and identity. Topics include the Frontier Hypothesis; Jesup Expedition; Pacific Surveys; Japanese-American Internment; Native American Relocation; Manifest Destiny; Pacific Rim imperialism; space becoming cyberspace. Authors may include Okada, Kingston, Chin, Momaday, Alexie, Anzaldua, Valdez, Reed, Pynchon, McCarthy, Powers, Gibson, Dick, Palahniuk, Eggers.

583I - (1.5) Literary Anthropology and Anthro-Material Literatures in the Pacific Coast
Comparative introduction to anthropological writings about Indigenous peoples of the West Coast and literature that draws on anthropological knowledge. Genres to be studied include poetry, stories, life-writing, essays, anthropological theory and studies; theoretical issues include formal interections 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, Lévi-Strauss, Musgrave, Reid, Shadbolt, Skelton, Snyder, Swanton, Turner and Wilson.

ENGL 585 Units: 1.5
Studies in Canadian Literature: Area Course
This year: At Length, Out of Place: The Contemporary Long Poem in Canada.
A critical study of recent long poems written in Canada or by Canadians and concerned with the poetics and politics of place(ment). Discussion of both lesser- and better-known works (e.g., by Louise Bernice Halte and by Robert Kroetsch). Consideration of linguistic, formal, and generic issues as well as conceptual or ideological ones (e.g., class, race, gender, sexuality). Some attention to literary historical matters (e.g., modernism, postmodernism).

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 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. Students who intend to complete the 598 essay in a given term must sign up for a proseminar in which a faculty member will lead them through a series of meetings designed to set clear expectations concerning the methodological and theoretical expectations as well as the amount of contextual research required for the Master’s Essay.

Note: Students entering the program effective September 2009, and students doing a concentration in Literatures of the West Coast, will complete a Master’s Essay (not to exceed 10,000 words) worth 4.5 units. All other students who entered the program prior to September 2009 will complete a Master’s Essay (not to exceed 6,500 words) worth 3 units.

Grading: INP COM, N, F.

ENGL 599 Units: 7.5
MA Traditional or Alternative Thesis
Grading: INP COM, N, F.

ENGL 693 Units: 6.0
Formerly: 698
Candidacy Examination
Note: Credit will be granted for only one of 693, 698.

Grading: INP COM, N, F.

ENGL 699 Units: 18.0-33.0
PhD Dissertation
Grading: INP COM, N, F.

EOS
Earth and Ocean Sciences
School of Earth and Ocean Sciences
Faculty of Science

EOS 500 Units: 1.5
Organic Geochemistry
Tracks the fate of organic matter from its formation through its transformation during diagenetic, diagenetic (remoralization) and cata-
genetic (petroleum generation) processes. The concepts and analytical techniques of water and internal fluid chemistry, geochemical biomarkers,
studies in geochronology and petroleum source rock geochronology are examined.

**EOS 503** Units: 1.5
**Global Biogeochemical Cycles**
Tracks the fate of organic matter from its formation (primary production) through its transformation and destruction during transport, deposition, 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**
Topics will be selected in or will span the fields of solid Earth, marine, atmospheric and planetary geochemistry. Examples include ocean biogeochemical processes, applications of geochemical tracers in oceanography and climate, principles of isotope geochemistry, hydrosphere-lithosphere reactions, and mantle-lithosphere exchange processes, discussion of geological controls on major and trace element and isotope signatures of coal, oil, carbonaceous shales, and environmental implications of use.
*Note:* May repeat with a different content (offered as S04A, S04B, S04C, S04D).

**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. Examines a range of depositional environments: fjord and coastal, shelf, slope, and oceanic; with consideration of the data obtained from DSDP and ODP drilling.

**EOS 510** Units: 1.5
**Plate Tectonics: the Geological Record**
An examination of the processes of plate tectonics as revealed by the geological record, including Precambrian evolution of cratons; rifts and passive margins; convergent margins and orogens; plate motions through time.

**EOS 511** Units: 1.5
**Plate Tectonic Processes**
An overview of plate tectonic regimes with emphasis on physical processes and geophysical aspects related to the evolution of the Earth's plate system. Organized primarily as seminars and discussions, supplemented by special lectures by faculty and adjuncts.

**EOS 512** Units: 1.5
**Earth System Science**
An examination of the interrelationships between the complex systems operating in the solid Earth, hydrosphere and atmosphere; methods of systems analysis for the planet; modelling of global processes, especially past and future climate change.
*Note:* Credit will be granted for only one of 512, 460.

**EOS 513** Units: 1.5
**Advanced Igneous and Metamorphic Petrology**
A seminar style course focusing on advanced topics in igneous and metamorphic petrology and how the tools of petrology can be used for geodynamic reconstructions.

**EOS 516A** Units: 1.5
**Ocean Acoustics I**
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 discussion of sound propagation in deep and shallow waters. 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**
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 beam-forming techniques, and matched-field processing and inversion.

**EOS 519** Units: 1.5
**Selected Topics in Geophysics**
**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 Sciences**
This interdisciplinary Earth and Ocean Sciences course examines, in detail, global topics that are current, significant and which require input and integration across diverse disciplines. The specific topics change annually and the subject is team-taught by several SEOS/UVic faculty members.
*Note:* May be taken more than once for credit.

**EOS 526** Units: 1.5
**Inverse Theory in Earth and Ocean Sciences**
Inverse theory and its applications in Earth and Ocean Sciences. Topics include non-uniqueness, general linear least-squares, singular-value decomposition, regularization, linearization, global inversion, Bayesian inversion, and Markov-chain Monte Carlo methods. Applications will be drawn from the research literature and include topics such as inversion of seismic, acoustic and geo-electromagnetic data, tomography and matched-field inversion.

**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 dynamics of temperature in the ocean and ocean mixing are greatly influenced by small-scale processes that cannot be explicitly included in numerical models. The physics and parameterization of processes such as breaking internal waves, double diffusion and boundary mixing are analyzed, with discussion of observational techniques as well as theories.

**EOS 537** Units: 1.5
**Isotopes in Earth and Ocean Sciences**
Basic principles controlling isotope distributions, including natural abundances, radiogenic decay, equilibrium and kinetic isotope effects. Applications of these principles in the fields of: 1) Earth history - global processes and chronology; 2) mineralization - diagenesis, catagenesis; 3) hydrogeology and characterization of water and air masses; 4) biogeochemistry and biological fractionation of isotopes.
*Note:* Credit will be granted for only one of 537, 430.
*Prerequisites:* 240 or permission of the department.

**EOS 538** Units: 1.5
**Aqueous Geochemistry and the Environment**
Major aspects of the global water cycle, sources, sinks of chemical elements present in aquatic systems, weathering reactions, solution geochemistry of oxic and anoxic environments in natural aquatic systems (rainwaters, ground waters, rivers, lakes, estuaries and oceans). Other topics include the application of natural and anthropogenic tracers to geochemical problems with aquatic systems.
*Note:* Credit will be granted for only one of 538, 425.
*Prerequisites:* 3rd-year Chemistry or permission of the department.

**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 isotopic hydrogeology. Minor treatment of hydrogeology.
*Note:* Credit will be granted for only one of 540, 440.
*Prerequisites:* 240, MATH 200 or 205 and MATH 201 or equivalents or permission of the department.

**EOS 550** Units: 1.5
**The Ocean-Atmosphere System**
Studies of the Earth's climate require an understanding of the intimate links between the ocean and atmosphere. Basic theories of the circulation of each are discussed and the physics of coupled models examined, with emphasis on simple intuition-building mathematical models as well as discussion of large computer models.

**EOS 551** Units: 1.5
**Introductory Dynamic Meteorology**
An introduction to the dynamics and thermodynamics of rotating atmospheres. Topics include: equations of motion, circulation theorems, geostrophy and quasi-geostrophy, boundary layer dynamics, waves in the atmosphere, barotropic and baroclinic instabilities, and the general circulation of the atmosphere.

**EOS 552** Units: 1.5
**Numerical Methods in Atmospheric and Oceanic Modelling**
Description of numerical models used to investigate the general circulation of the atmosphere and ocean. Specific topics to be discussed include finite difference 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 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 ideally late enough in the program that students can present a substantive overview of their thesis projects at the Workshop. In addition, students are required 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 permission of the Graduate Adviser.  
**Grading:** INP, COM, N, F.

**EOS 580**  Units: 1.0 to 3.0  
**Directed Studies**  
Designed to enable students to pursue individual interests.  
**Note:** May be taken more than once for credit.  
**EOS 599**  Units: to be determined*  
**MSc Thesis**  
The thesis or dissertation requirement for advanced degrees (599 or 699) applies to all students in the School.  
*Normally 9 units.  
**Grading:** INP, COM, N, F.

**EOS 693**  Units: 3.0  
**PhD Candidacy Examination**  
Students must enrol in EOS 693 for the duration of their preparation for their candidacy examinations. This begins when the student has their pre-candidacy committee meeting and continues until candidacy requirements have been completed. This may extend for more than one semester.  
**Grading:** INP, COM, N, 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, F.

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

**EPHE 500**  Units: 0  
**Research Seminar in Kinesiology**  
An examination of contemporary research, theoretical, and practical issues in Exercise Science.

**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:** Credit will be granted for only one of 561, 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 recreation departments as well as not-for-profit and private sector leisure delivery organizations. Role of the recreation manager-administrator as leader, team member and facilitator.  
**Note:** Credit will be granted for only one of 562, PE 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:** Credit will be granted for only one of 563, 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:** Credit will be granted for only one of 570, 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:** Credit will be granted for only one of 572, PE 572.

**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 Exercise Science, Physical and Health 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:** Credit will be granted for only one of 573, 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:** Credit will be granted for only one of 574, PE 574.

**EPHE 575**  Units: 1.5  
**Formerly: PE 575**  
**Applied Sport Psychology**  
Provides students with a further understanding of concepts and principles underlying the field of sport psychology. Provides a basis for the use of mental training techniques such as imagery, self-talk, feedback, and focusing to improve sport performance and experiences.  
**Note:** Credit will be granted for only one of 575, 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 behaviors; a review of current research.  
**Note:** Credit will be granted for only one of 576, 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:** - Credit will be granted for only one of 577, PE 577, PE 577A.  
- Taught in summer only.  
**Prerequisites:** Enrolment in the MEd Coaching Studies Co-operative 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:  
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 leaders in sport, students will consider issues from both a content perspective and in the context of beliefs and values.  
**Note:** Credit will be granted for only one of 579, PE 577B, 579.

**EPHE 580**  Units: 1.5  
**Formerly: PE 580**  
**Physiological Issues in Physical Activity and Health**  
Selected issues and research examining the physiological responses and adaptations to exercise, especially as they relate to performance and/or health.  
**Note:** Credit will be granted for only one of 580, PE 580.

**EPHE 581**  Units: 1.5  
**Psychological Issues in Physical Activity and Health**  
Examines 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:** Credit will be granted for only one of 581, PE 581.
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 lifespan and in typical and atypical populations.  
*Note:* Credit will be granted for only one of 582, PE 582.

EPHE 583  Units: 1.5  
Formerly: PE 585  
**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:* Credit will be granted for only one of 583, PE 583.

EPHE 584  Units: 1.5  
Formerly: PE 584  
**Pedagogical Issues in Physical Activity and Health**  
Current pedagogical research that influences national and provincial physical activity policies, school-based physical education programs and community-based physical activity programs.  
*Note:* Credit will be granted for only one of 584, PE 584.

EPHE 585  Units: 1.5  
Formerly: PE 585  
**Qualitative Research Genres in Physical Activity and Health**  
Examines issues surrounding the development of health through physical activity engagement from sociocultural and pedagogical perspectives. A core component 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:* Credit will be granted for only one of 585, PE 585.

EPHE 590  Units: to be determined  
Formerly: PE 590  
**Special Topics - Exercise Science, Physical and Health Education**  
A variable content course.  
*Note:* May be taken more than once for credit in different topics.  
*Pro Forma* is required for registration.

EPHE 591  Units: 1.5 or 3.0  
Formerly: PE 591  
**Selected Topics in Exercise Science, Physical and Health Education**  
A variable content course.  
*Note:* May be taken more than once for credit in different topics.  
*Pro Forma* may be required for registration.

EPHE 597  Units: 1.5  
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:* Credit will be granted for only one of 597, PE 597.  
Grading: INP, COM, N, 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: INP, COM, N, 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: INP, COM, N, F.

**ES**  
**Environmental Studies**  
**School of Environmental Studies**  
**Faculty of Social Sciences**

**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).  
*Note:* Required core course. Normally restricted to graduate students in the School of Environmental Studies.

**ES 501**  Units: 1.5  
**Methods, Research Design and Communication**  
Students will learn about different research methods, including qualitative and quantitative approaches, their strengths and weaknesses, rationales for their application, and how they can be combined in interdisciplinary research; they will develop effective written, oral and graphical communication skills and an understanding of the range of ways for gaining reliable knowledge. Course will be offered in two one-week intensive sessions (semi-distance format, with assignments in between).  
*Note:* Required core course. Normally restricted to graduate students in the School of Environmental Studies.

**ES 502**  Units: 1.5  
**Thesis Proposal Preparation**  
Students will work individually with their supervisor (or co-supervisors) and supervisory committee to develop a thesis proposal. An oral defense of the proposal shall take place no later than September 30th of the student's second year of full-time study or third year of part-time study. An annual research showcase will provide an opportunity for students to present their work in a formal setting. Credit shall be granted upon acceptance of the proposal with revisions (as necessary).  
*Note:* Required core course.  
Grading: INP, COM, N, F.

**ES 509**  Units: 1.5  
**Seminar in Political Ecology**  
Flexible topics course offered in a seminar format.  
*Note:* May be taken more than once in different topics up to a maximum of 3 units.

**ES 581**  Units: 1.5  
**Seminar in Ethnoecology**  
Flexible topics course offered in a seminar format.  
*Note:* May be taken more than once in different topics up to a maximum of 3 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 in different topics up to a maximum of 3 units.

**ES 590**  Units: 1.5  
**Directed Studies**  
Individual studies under the direct supervision of a faculty member. The content and evaluation must be approved by the School.

**ES 599**  Units: 7.5  
**MA, MSc Thesis**  
Grading: INP, COM, N, F.

**FORB**  
**Forest Biology**  
**Department of Biology**  
**Faculty of Science**

**FORB 515**  Units: 1.5  
**Advanced Experimental Mycology**  
See BIOL 415B. An additional research paper or presentation is required.

**FORB 527**  Units: 1.5  
**Advanced Plant Biochemistry and Biochemical Ecology**  
See BIOL 458. An additional research paper or presentation is required.

**FORB 528**  Units: 1.5  
**Advanced Plant Stress Physiology**  
See BIOL 453. An additional research paper or presentation is required.

**FORB 538**  Units: 1.5  
**Topics in Microbial Ecology**  
See BIOL 438. A research paper on soil-plant microbial interactions is required.

**FORB 549**  Units: 1.5  
**Individual Study in Forest Biology**  
549A - Tree Physiology  
549B - Tree Molecular Biology  
549C - Trees and Fungi  
549D - Forest Soils  
549E - Forest Ecology  
549F - Forest Genetics  
*Note:* May be taken more than once in any of the above areas under the appropriate faculty member.  
*Pro Forma* required.

**FORB 560**  Units: 1.5  
**Forest Biology Seminar**  
Student and guest seminars on selected topics in forest biology and forest biotechnology and regeneration. Required of all graduate students in forest biology every year of their degree program (except by departmental permission) but will not count as part of their minimum graduate course requirement.  
Grading: INP, COM, N, F.

**FORB 570**  Units: 1.5  
**Advanced Topics in Forest Biology**  
A series of lectures and seminars examining subjects of current interest that focus on the adaptations of trees and their interaction with the forest environment.
Note: May be taken more than once for credit in different topics. Pro Forma required.

**FREN**

French
Department of French
Faculty of Humanities

**FREN 500**  
Units: 1.5  
Introduction to Bibliography and Research Methods  
A review of the use of bibliographical tools, forms of citation and documentation. Instruction in the preparation of materials for publication. Weekly presentations by various faculty members demonstrating the application of varied research methodologies.  
Note: Compulsory for all first-year graduate students.

**FREN 502**  
Units: 1.5  
Studies in Applied Linguistics  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 503**  
Units: 1.5  
Studies in French Linguistics  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 504**  
Units: 1.5  
Studies in Culture and Society  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 505**  
Units: 1.5  
Studies in Literary Theory and Criticism  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 507**  
Units: 1.5  
Studies in Medieval Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 508**  
Units: 1.5  
Studies in Renaissance Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 509**  
Units: 1.5  
Studies in 17th-Century Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 510**  
Units: 1.5  
Studies in 18th-Century Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 511**  
Units: 1.5  
Studies in 19th-Century Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 512**  
Units: 1.5  
Studies in 20th-Century Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 513**  
Units: 1.5  
Studies in Children’s Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 514**  
Units: 1.5  
Studies in French-Canadian Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 516**  
Units: 1.5  
Studies in Québec Literature  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 517**  
Units: 1.5  
Studies in Francophone African Literatures  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 518**  
Units: 1.5  
Studies in Francophone Caribbean Literatures  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 519**  
Units: 1.5  
Studies in Film Adaptation of Literary Texts  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 520**  
Units: 1.5  
Studies in Diasporic Literatures in French  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 521**  
Units: 1.5  
Studies in Francophone Cinemas  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 523**  
Units: 1.5  
Studies in Writing and Gender  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 524**  
Units: 1.5  
Studies in Literary Mediations  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 525**  
Units: 1.5  
Studies in Literature and Translation  
Note: Variable content course. May be taken more than once for credit in different topics.

**FREN 580**  
Units: 1.5  
Special Topics  
An examination of topics in an emerging field or one not covered in regular offerings.  
Note: May be taken more than once for credit in different topics.

**FREN 598**  
Units: 3.0  
Reading List/Oral  
A reading list compiled in consultation with advisers, a short critical paper, and an oral exam.  
Grading: INP COM, N, F.

**FREN 599**  
Units: 6.0  
Thesis/Oral  
Thesis (topic to be selected in consultation with Graduate Committee as the development of course work) and oral examination.  
Note: Thesis option is by invitation of the Graduate Committee only.  
Grading: INP COM, N, F.

**FREN 599 R**  
Units: 1.5  
Special Topics  
An examination of topics in an emerging field or one not covered in regular offerings.  
Note: May be taken more than once for credit in different topics.

**GEOG**

Geography
Department of Geography
Faculty of Social Sciences

**GEOG 500**  
Units: 3.0  
Formerly: 500A and 500B  
Geographical Research Approaches and Design  
Students will review current research paradigms and approaches in Geography and will develop research proposals that will be presented to their committees at the end of the course. Students will also be exposed to effective research services, communication and presentation methods.  
Note: Required core course for all students. Credit will be granted for only one of 500, 500A and 500B.  
Grading: INP COM, N, F.

**GEOG 518**  
Units: 1.5  
Advanced Spatial Analysis and Spatial Statistics  
An opportunity 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). Labs and a final project are designed to provide students with hands on experience applying theory to a range of data sets and to a data set selected by the student.  
Note: Master's Program students are required to take one of 518, 523, 524.  
Prerequisites: 328, 329 or equivalent GIS experience.

**GEOG 523**  
Units: 1.5  
Advanced Qualitative Methods  
Provides students with a broad background into the scope of data collection and analysis methods in Human and Social Geography relevant for their thesis research. Learning objectives include: exposing students to a range of qualitative data collection and analytical methods, providing an understanding between geographical theories and data collection and analysis, and designing a practical research approach.  
Note: Master’s Program students are required to take one of 518, 523, 524.

**GEOG 524**  
Units: 1.5  
Advanced Quantitative Methods  
Examines the use and interpretation of selected multivariate statistics.  
Note: Master’s Program students are required to take one of 518, 523, 524.  
Prerequisites: 328, 329 or equivalent GIS experience.

**GEOG 529**  
Units: 1.5  
Advanced Seminar in Human and Social Geography  
An examination of theoretical issues and major research paradigms in human and social geography.

**GEOG 536**  
Units: 1.5  
Advanced Seminar in Geomatics  
Selects 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 lectures and individual research projects will be utilized.  
Note: Credit will be granted for only one of 537, 525.

**GEOG 537**  
Units: 1.5  
Advanced Seminar in Physical Geography  
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 application of varied research methodologies.
knowledge in geomatics, areas of application, unresolved questions and the present and future research agenda. Includes presentations by guest lecturers, readings and literature reviews.

**GEOG 539** Units: 1.5  
Advanced Seminar in Resource Management  
A 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 be granted for only one of 539, 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 committee.

**GEOG 591** Units: 1.5  
Advanced Topics in Geography  
Various advanced special topics courses spanning the discipline of Geography.  
Note: Master’s and Doctoral students may take only one 591 toward their minimum course requirements but may take additional courses in different topics beyond their minimum load on the advice of their supervisory committee.

**GEOG 599** Units: to be determined  
MA, MSc Thesis  
Note: Credit to be determined.  
Grading: INP, COM, N, F.

**GEOG 693** Units: 3.0  
Candidacy Examination  
The candidacy exam format includes two take home essays (max 50 pages each) and an oral exam (max 3 hours). Essay 1 will focus on the development of the candidate’s area of Geography (i.e., natural or social sciences) with an emphasis on linkages to the broader discipline. Essay 2 will focus on the candidate’s research area. An oral examination will follow within 2 to 3 weeks after the completion of Essay 2.  
Grading: INP, COM, N, 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

**GER 590** Units: 1.5  
Directed Studies I  
Note: Pro Forma required.

**GER 591** Units: 1.5 or 3.0  
Directed Studies II  
Note: Pro Forma required.

**GER 599** Units: 6.0-9.0  
Thesis

**GRS**  
Greek and Roman Studies Department of Greek and Roman Studies Faculty of Humanities

**GRS 501** Units: 3.0  
Greek Literature

**GRS 502** Units: 3.0  
Formerly: 541  
Greek History

**GRS 503** Units: 3.0  
Latin Literature

**GRS 504** Units: 3.0  
Formerly: 542  
Roman History

**GRS 505** Units: 3.0  
Formerly: 543  
Ancient Art and Archaeology

**GRS 506** Units: 3.0  
Ancient Philosophy

**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, F.

**GS**  
Graduate Studies by Special Arrangement Faculty of Graduate Studies

**GS 500** Units: 1.5 or 3.0  
Special Topics  
Notes: - May be taken more than once for credit in different topics. - Students must seek prior approval from their supervisory committee and graduate adviser for inclusion of this course in their graduate program, although they will be permitted to register in it as “extra” to their program. - Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Dean of Graduate Studies for final approval. Proposal forms and detailed instructions are available through the Faculty of Graduate Studies.

**GS 501** Units: 1.5 or 3.0  
Interdisciplinary Topics  
Courses may be offered between academic departments through the Faculty of Graduate Studies.  
Notes: - At least one of the offering departments must have a regular graduate program. May be taken more than once for credit in different topics. - Students must seek prior approval from their supervisory committee and graduate adviser for inclusion of this course in their graduate program, although they will be permitted to register in it as “extra” to their program. - Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Dean of Graduate Studies for final approval. Proposal forms and detailed instructions are available through the Faculty of Graduate Studies.

**GS 502** Units: to be determined  
Approved Exchange  
University of Victoria students attending courses under approved exchange agreements may register in this course to maintain their UVic registration status.  
Note: Permission of the Dean of Graduate Studies required.  
Grading: INP, COM, N, F.

**GS 503** Units: 3.0  
Canadian Visiting Research Internship  
Research Internship for students in research activities under the supervision of University of Victoria faculty as part of a regular graduate degree program at their home university.  
Note: Permission of the Dean of Graduate Studies required.  
Grading: INP, COM, N, F.

**GS 504** Units: 3.0  
International Visiting Research Internship  
Research Internship for students in research activities under the supervision of University of Victoria faculty as part of a regular graduate degree program at their home university.  
Note: Permission of the Dean of Graduate Studies required.  
Grading: INP, COM, N, F.
GS 505  Units: 1.5
Multi-Disciplinary Research Internship
Courses may be offered between academic units through the Faculty of Graduate Studies.
This multi-disciplinary course provides supervised research opportunities for students to work on applied research projects in collaboration with community organizations. Research questions and project topics posed by the community partners allow students to make a difference by addressing issues of concern in our society. Students will meet weekly as a group with the course instructor to discuss topics in civically-engaged research. Students will also meet individually with a supervisor from the community partner to plan and conduct a research project.
Notes: - May be taken more than once for credit in different topics.
- Students must seek prior approval from their supervisory committee and graduate adviser for inclusion of this course in their graduate program, although they will be permitted to register it as "extra" to their program.
- Proposals for these courses must include approval by the funding academic unit(s) before being submitted to the Dean of Graduate Studies for final approval.
Proposal forms and detailed instructions are available through the Faculty of Graduate Studies.

HA

History in Art
Department of History in Art
Faculty of Fine Arts

HA 501  Units: 3.0
Colloquium in Theories and Practices
Note: A compulsory course for all graduate students, except PhD students who have taken a comparable seminar.

HA 502  Units: 1.5
Special Topics in the History of Art
Prerequisites: Permission of the instructor.

HA 503  Units: 1.5
Seminar in the Arts of Mughal India
Prerequisites: Permission of the instructor.

HA 504  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 505  Units: 1.5
Seminar in Canadian Art
Prerequisites: Permission of the instructor.

HA 506  Units: 1.5
Seminar in Modern Art I
Prerequisites: Permission of the instructor.

HA 507  Units: 1.5
Seminar in Modern Art II
Prerequisites: Permission of the instructor.

HA 508  Units: 1.5
Seminar in 20th-Century Native North American Arts
Prerequisites: Permission of the instructor.

HA 509  Units: 1.5
Seminar in East Asian Art
Prerequisites: Permission of the instructor.

HA 510  Units: 1.5
Topics in Cultural Resource Management
Prerequisites: Permission of the instructor.

HA 511  Units: 1.5
Seminar in Indigenous Arts
Note: Credit will be granted for only one of 582, 482.
Prerequisites: Permission of the instructor.

HA 512  Units: 1.5
Seminar in the Arts of the Pacific Northwest
An intensive study of a selected aspect of Pacific Northwest art. Content will vary from year to year.
Note: May be taken more than once with permission of the department.

HA 513  Units: 1.5
Seminar on the Williams Collection
An intensive study of selected aspect of the Williams Collection. Topics will vary.
Notes: - Several classes may be taught at area museums and galleries.
- May be taken more than once with permission of the department.

HA 514  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, F.

HA 515  Units: 1.5
MA Thesis
Grading: INP, COM, N, F.

HA 516  Units: 1.5
Directed Studies MA Level
Prerequisites: Permission of the instructor.

HA 517  Units: 1.5
Candidacy Exam
Grading: INP, COM, N, F.

HA 518  Units: 1.5
Candidacy Preparation
Grading: INP, COM, N, F.

HA 519  Units: 3.0
Directed Studies PhD Level
Prerequisites: Permission of the instructor.

HA 520  Units: 1.5
Notes:

HA 521  Units: 1.5
Research Methods in Health Informatics
An overview of the role of health informatics in clinical decision support systems. Includes a conceptual framework for describing decision support, simulation, education and training systems, signal and pattern processing applications. A thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. 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.

HA 522  Units: 1.5
Clinical Decision Support Systems
An overview of clinical decision support (CDS) systems and methods. Students will be introduced to CDS tools and techniques that will help them 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.

HA 523  Units: 1.5
Clinical Information Systems
A thorough coverage of concepts, methodologies and techniques available to support patient care processes through the use of information technology. 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.

HA 524  Units: 1.5
Telemedicine in Action
A case-based approach to telemedicine and its applications in the field. Enrollees will engage in curriculum around the three following contextual cases: clinical education, administration applications. Students will interact with, experience, and review, a range of technology-enabled learning tools, participate in technology demonstrations, and engage in exchanges with various telehealth and informatics personnel and experts.
Specific units of this course are also modularized for CME accreditation.
Note: Only available through our Distributed Stream MSc and is not available on campus.
### COURSE LISTINGS

**HINF 530**  
Units: 1.5  
Health Informatics Literature Review  
An in depth exploration of a health informatics topic. Students who are already part way through their degree program may select a topic that will help them with their project or thesis. Students who have joined the program may wish to explore new topics that might lead them to a specific area of interest for their project/thesis.  
**Note:** Credit will be granted for only one of 530, 591 (if taken in the same topic).

**HINF 531**  
Units: 1.5  
Ethical and Legal Aspects of Health Informatics  
An advanced review of legal aspects of the health care profession, including confidentiality, privacy, legal liability of software systems and contractual issues. Students will gain an appreciation for legal terminology, reasoning, and processes, as well as basic principles of law which apply to and govern health systems in Canada.

**HINF 535**  
Units: 1.5  
Health Information Standards  
The study of health information standards being deployed and used in Canada and elsewhere. The standards to be examined include data, messaging and terminology standards such as meta-data schemas, HL7v2.X, HL7v3, HL7-CDR, CCR, CCD, DICOM, ICD10, LOINC, SNOMED CT, archetypes and nursing terminologies. Topics include: the nature of standards, their historical evolution and lifecycles for standards from development and distribution to maintenance. Emphasis will be on both the strategic relevance of and practical skills in working with standards.  
**Note:** Credit will be granted for only one of 535, 591 (if taken in the same topic).

**HINF 550**  
Units: 1.5  
Health Information Systems Design  
Designing 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:** Only available through our Distributed Stream MSc and is not available on campus.

**HINF 551**  
Units: 1.5  
Electronic Health Record  
An examination of recent efforts in modelling health information and documents. 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.

**HINF 552**  
Units: 1.5  
Evaluation in e-Health  
Practical insights and understanding of an evaluation process for e-health initiatives. Includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.  
**Note:** Only available through our Distributed Stream MSc and is not available on campus.

**HINF 553**  
Units: 1.5  
e-Health Sustainability  
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:** 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  
An opportunity for students to 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:** Only available through our Distributed Stream MSc and is not available on campus.

**HINF 560**  
Units: 1.5  
Health Care Quality Improvement  
Practical insights and understanding of an evaluation process for e-health initiatives. Includes assessing the effectiveness of e-health programs, evaluation design, data collection and analysis, as well as recommendations to assist decision-makers.

**HINF 561**  
Units: 1.5  
Project Management in Health Informatics  
An introduction to the essentials of project management and the project life cycle. Topics include project lifecycle management, and all project processes including: project charter, network diagramming, scope management, cost management, risk management, issue management, change management, scheduling and schedule management.

**HINF 562**  
Units: 1.5  
Procurement in Health Informatics  
An introduction to the procurement process in health informatics. Covers key decision making aspects in the analysis and selection of health information systems. An important goal is to have students appreciate the dynamics and compromises which take place when a health care authority/facility selects information technology to primarily support its work practices.

**HINF 565**  
Units: 1.5  
Elective in Health Informatics  
An examination of recent efforts in modelling health information and documents. 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.

**HINF 566**  
Units: 1.5  
Elective in Health Informatics  
An examination of recent efforts in modelling health information and documents. 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.

**HINF 567**  
Units: 1.5  
Elective in Health Informatics  
An examination of recent efforts in modelling health information and documents. 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.

**HINF 568**  
Units: 1.5  
Elective in Health Informatics  
An examination of recent efforts in modelling health information and documents. 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.

**HINF 569**  
Units: 1.5  
Elective in Health Informatics  
An examination of recent efforts in modelling health information and documents. 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.

**HINF 570**  
Units: 1.5  
Epidemiology in Health Services Management  
An examination of the principles and methods of managerial epidemiology. 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  
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, students will learn basic tools and methods of health system data analysis.  
**Note:** Only available through our Distributed Stream MSc and is not available on campus.

**HINF 572**  
Units: 1.5  
Health Informatics: An Overview  
An overview of current developments, issues and challenges in the emerging field of health informatics. Historical development of the field will be covered. Addresses basic foundations of health informatics including the field’s theoretical and methodological underpinnings. Considers 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  
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 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 are those commonly used in quantitative research for health and social sciences.

**HINF 575**  
Units: 1.5  
Human Factors in Healthcare  
Introduces a framework for considering human factors in health informatics. Includes study of human-computer interaction in the design of a range of health informatics applications, user analysis, workflow modelling, consideration of methods of evaluating system usability and socio-technical aspects of successful healthcare system design. In addition, approaches to the design of systems that are safe and that reduce human error in healthcare will be emphasized.

**HINF 580**  
Units: 1.5  
Health Informatics Graduate Seminar  
Key themes, issues and trends in Health Informatics. Consists of presentations by faculty and students on different Health Informatics subject areas.

**HINF 590**  
Units: 1.5  
Directed Studies in Health Informatics  
An opportunity to pursue directed readings or a project under the supervision of a faculty member. Students may take this course up to a maximum of two times throughout the program.  
**Note:** A student’s supervisor can instruct only one directed studies course.

**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 593**  
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.

**HIST**

**History**  
Department of History  
Faculty of Humanities

**HIST 500**  
Units: 1.5  
Historiography

**HIST 501A**  
Units: 1.5  
Field in American History I

**HIST 501B**  
Units: 1.5  
Field in American History II

**HIST 502A**  
Units: 1.5  
Field in British History I

**HIST 502B**  
Units: 1.5  
Field in British History II

**HIST 503A**  
Units: 1.5  
Field in Canadian History I

**HIST 503B**  
Units: 1.5  
Field in Canadian History II

**HIST 504A**  
Units: 1.5  
Field in European History I

**HIST 504B**  
Units: 1.5  
Field in European History II
HIST 506A Units: 1.5
Field in Medieval History I

HIST 506B Units: 1.5
Field in Medieval History II

HIST 508A Units: 1.5
Field in Chinese History I

HIST 508B Units: 1.5
Field in Chinese History II

HIST 509A Units: 1.5
Field in Japanese History I

HIST 509B Units: 1.5
Field in Japanese History II

HIST 510 Units: 1.5
Topical Field in Social History

HIST 511 Units: 1.5
Topical Field in Military History

HIST 512 Units: 1.5
Topical Field in Intellectual/Cultural History

HIST 513 Units: 1.5
Topical Field in Women’s/Gender History

HIST 514 Units: 1.5
Topical Field in World History

HIST 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

A seminar course that examines the major issues facing ethnohistorians generally but with an emphasis on ethnohistory with respect to Indigenous peoples.

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, F.

HIST 599 Units: 9.0-10.5
MA Thesis
Grading: INP, COM, N, F.

HIST 693 Units: 3.0
PhD Candidacy Examinations
Students enrol in HIST 693 for the duration of their preparations for their candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.

Grading: INP, COM, N, F.

HIST 699 Units: 30.0-36.0
PhD Thesis
Grading: INP, COM, N, F.

HSD

Human and Social Development
Interdisciplinary Courses
Faculty of Human and Social Development

HSD 504 Units: 1.5
Ethical Behaviour in Professional Practice
Theoretical foundations for ethics and moral thinking, with an emphasis on application to professional practice. Examines 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
A variable content course focusing 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 550 Units: 1.5
Indigenous Peoples and Self Determination
A focused analysis of current processes to decolonize the relationships between Indigenous peoples and states (as well as other colonial entities), with particular emphasis on questions of land tenure, sovereignty, nationhood, self-determination, and treaty-making in a comparative context.

Note: Registration open to IGOV MAIG students only.

IGOV 560 Units: 1.5
Indigenous Peoples and Globalization
An examination of how processes of globalization and neo-colonialism impact Indigenous peoples worldwide and strategies Indigenous peoples around the world are using to confront these economic, social, political and cultural pressures in order to regenerate their communities.

Note: Registration by permission of the department.

IGOV 570 Units: 1.5
Indigenous Women and Resistance
An exploration of the strategies Indigenous women engage in resistance to colonialism with particular attention paid to women who root their resistance in traditional Indigenous philosophies, governance practices and ways of being.

Note: Registration by permission of the department.

IGOV 580 Units: 3.0
Mentorship
Mentorships provide students with counselling and advice to support their personal well-being, professional development and academic performance, and consist of regular one-on-one meeting with their faculty supervisors throughout the academic year. Students are also guided through the conceptual development, research and writing of two major papers.

Note: Registration open to IGOV MAIG students only.

Corequisites: Registration in IGOV 580 will be concurrent with IGOV core courses and elective requirement in the student’s first two semesters.

IGOV 590 Units: 1.5
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 not be taken more than once for credit.

IGOV 595 Units: 1.5
Special Topics in Indigenous Governance
Seminars focusing on issues of particular interest and relevance.

Notes: - May be taken more than once for credit in different topics.
- Registration by permission of the department.

IGOV 598 Units: 4.5 or 6.0
Community Governance Project
Projects are geared toward providing a practical learning experience and opportunity for students to face the real world challenges of governance in an Indigenous context. They also serve as a crucial function for affiliated communities in providing access to the University’s resources and expertise through the students’ participation in projects to enhance the community’s governance capacity.

Community governance project interns will work on a designated research or policy development project for the summer semester in an Indigenous organization.
**COURSE LISTINGS**

under the direction of a project management team that includes community leaders and IGOV faculty. In-ternship placement must be approved by the Direc-tor, and will typically involve ten hours of work per week in the community and the completion of a com-prehensive report based on the internship experi-ence.

**Note:** Only students who entered the MAIG program prior to September 2009 need to register in the 6.0 unit section of IGOV 598 (requires permission of the department). Students who start their MAIG program on or after September 2009 need to register in the 4.5 unit section of IGOV 598.

**Prerequisites:** Before registering in a Community Governance Project, a student must have completed all core courses (IGOV 520, 530, 540 and 550) as well as their elective.

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

**IGOV 598**

**Units:** 6.0

**Thesis**

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

**INTD**

**Interdisciplinary Program**

**Faculty of Graduate Studies**

**INTD 580**

**Units:** 1.5-3.0

**Directed Studies for INTD Master’s Program**

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

**INTD 599**

**Units:** 4.5-12.0

**Thesis**

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

**INTD 680**

**Units:** 1.5-3.0

**Directed Studies for INTD Doctoral Program**

**Note:** May be taken more than once for credit provided course content differs.

**INTD 693**

**Units:** 3.0

**PhD Candidacy Examination**

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

**INTD 699**

**Units:** 15.0-30.0

**Dissertation**

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

**ITAL**

**Italian**

**Department of Hispanic and Italian Studies**

**Faculty of Humanities**

**ITAL 503**

**Units:** 1.5

**Also:** SPAN 503

**Core Reading List Course II**

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

**ITAL 505**

**Units:** 1.5

**Also:** SPAN 505

**Medieval Literature**

**ITAL 507**

**Units:** 1.5

**Also:** SPAN 507

**Renaissance and Baroque Literature**

**ITAL 590**

**Units:** 1.5 or 3.0

**Also:** SPAN 590

**Directed Studies**

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**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. 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. Intended to support each student’s implementation of their own research question through presentation, commentary and refinement.

**Note:** Open only to Graduate students in Law.

**LAW 543**

**Units:** 1.5

**Contemporary Issues in Law**

Legal issues which are contemporary and problematic. Each issue will be examined in the light of existing legal rules, social and related implications, the legal process, and possible reform.

**Notes:**
- May be taken more than once for credit.
- 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 for credit in different topics. Pro Forma required.

**LAW 596**

**Units:** 1.5-3.0

**Special Topics in Law**

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 for credit in different topics.

**LAW 598**

**Units:** 6.0

**Major Research Paper in Law**

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

**LAW 599**

**Units:** 9.0

**LLM Thesis**

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

**LAW 690**

**Units:** 1.5-3.0

**Directed Studies in Law**

Individual studies under the direct supervision of one or more faculty members. The content, credit value and method of evaluation must be approved by the instructor and the Graduate Adviser prior to registering in this course.

**Note:** May be taken more than once for credit in different topics. Pro Forma required.

**LAW 693**

**Units:** 3.0

**Candidacy Examinations**

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

**LAW 699**

**Units:** 21.0-36.0

**PhD Dissertation**

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

**LING**

**Linguistics**

**Department of Linguistics**

**Faculty of Humanities**

**LING 500**

**Units:** 1.5

**Linguistic Field Methods**

An introduction to the methods of data analysis, organization, and collection required in the field situation. Language of consultant may vary from year to year. The department has a particular interest in North American Native Languages.

**LING 503**

**Units:** 1.5

**Syntactic Theory**

Recent developments in syntactic theory.

**LING 504**

**Units:** 1.5

**Current Issues in Morphology**

Recent developments in morphological theory.

**Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 505**

**Units:** 1.5

**Phonological Theory**

A survey of the development of phonological theory, including such topics as phonological universals.

**LING 507**

**Units:** 1.5

**Semantics**

Recent developments in semantic theory.

**LING 508**

**Units:** 1.5 or 3.0

**Current Issues in Generative Grammar**

Selected topics reflecting ongoing work in generative theory.

**Note:** May be taken more than once for credit.

**Prerequisites:** 503 or equivalent.

**LING 509**

**Units:** 1.5

**Sociolinguistics**

Selected topics in recent research related to language variation such as bilingualism, language and gender, language attitudes, social dialects. Each registrar will select a particular topic for individual research.

**LING 510**

**Units:** 1.5-3.0

**Current Issues in Phonology**

An examination of recent developments in phonological theory.

**Note:** May be taken more than once for credit.

**Prerequisites:** 505 or equivalent.

**LING 517**

**Units:** 1.5

**Experimental Phonetics Laboratory**

Review of recent research in the phonetic and acoustic analysis of speech and in spoken language processing. A focus on experimental procedures designed to allow students to pursue individual topics in speech research.

**Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 520**

**Units:** 1.5-3.0

**Pacific Rim Languages**

An overview of the structure of selected Indigenous languages spoken around the Pacific Rim.

**Note:** May be taken more than once for credit to a maximum of 3 units.

**LING 527**

**Units:** 1.5

**Topics in Historical and Comparative Linguistics**

Study of principles of historical and comparative linguistics.

**Note:** May be taken more than once for credit to a maximum of 3 units.
LING 531 Units: 1.5
Community-Based Language Research in BC First Nations: A History
An examination of the history of language research in BC First Nations communities and considerations for the future. The diversity of languages and of community approaches will be highlighted. Students will prepare in-depth studies of individual First Nations communities.

LING 560 Units: 1.5
Also: ANTH 561
Linguistic Anthropology
Selected topics in Linguistic Anthropology. 
Note: Credit will be granted for only one of 560, ANTH 560, ANTH 561.

LING 561 Units: 1.5
Topics in Chinese Linguistics
Current issues in Chinese language and linguistics.

LING 570 Units: 1.5-3.0
Also: PSYC 570
Psycholinguistics
A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the comprehension and production of natural language are examined. The most recent topics have been word recognition and lexical access, sentence processing, discourse analysis, linguistic inference and the resolution of ambiguity, and the development of cognitive science interests in reasoning and discourse processes as well as the structure of mental representations.

LING 571 Units: 1.5 or 3.0
Also: PSYC 571
Developmental Psycholinguistics
A seminar offered in collaboration with the department of Psychology. Selected topics of interest in understanding the acquisition of the child's first language in the areas of phonological and grammatical abilities, as well as the child's knowledge of semantic systems and discourse rules. Recent topics have been the development of conversational abilities in children, including turn taking, questioning and answering, and politeness and negotiation in speech acts.

LING 572 Units: 1.5
The Structure of the Lexicon
An introduction to the study of representations of lexical forms, specifically as they relate to psycholinguistic dimensions of the mental lexicon. Issues related to the structure of both the first and second language mental lexicons will be examined.

LING 573 Units: 1.5
Second Language Acquisition Theory and Research
A survey and critical examination of the research on second language acquisition (SLA). Current issues and research findings related to the teaching and learning of second languages in second language classrooms will be discussed.

LING 574 Units: 1.5
Seminar in Applied Linguistics
A seminar on issues in applied linguistics, including an overview of second language learning and teaching principles, TESL/TEFL methodology, language situation contacts, and multilingualism. Each participant selects a topic area of individual interest to report to the seminar.

LING 575 Units: 1.5
Research Methods in Applied Linguistics
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. Examines various methods for conducting research, types of research designs, and the steps involved in planning and executing SL research projects. Students also develop skills in reading and evaluating published research in second language acquisition and applied linguistics.

LING 576 Units: 1.5
Focus-on-Form and Corrective Feedback in Second Language Classrooms
Explores the role of focus-on-form and corrective feedback in L2 classrooms. Through a combination of reading and critical analysis of research studies, examine the current theoretical perspectives and research findings on the various roles that form-focused interaction and corrective feedback play in second language development.

LING 577 Units: 1.5
Issues in Minority Language Maintenance
An investigation of the issues surrounding minority language maintenance.

LING 578 Units: 3.0
Sociocultural Theory and Second Language Learning
Designed to introduce graduate students to aspects of second language learning from the perspectives of sociocultural theory and cognitive development. Students will become familiar with key concepts and principles of sociocultural theory, such as mediation, activity theory, the genetic method, internalization, the zone of proximal development, private speech, and scaffolding; examine the growing body of research in language learning and teaching from this theoretical perspective; and consider its implications for language pedagogy.

LING 579 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 580 Units: 1.5 or 3.0
Sound Structures for Applied Linguistics
An investigation of the relationship between sound structures (as understood through phonetic theory, phonological theory, speech analysis) and applied linguistics (especially pronunciation teaching and second language acquisition). 
Note: May be taken more than once for credit to a maximum of 3 units.
Prerequisites: A course in phonetics, phonology, or by permission of the department.

LING 581 Units: 1.5
Directed Studies
A course designed to enable students to pursue individual interests.
Note: May be taken more than once for credit.

LING 582 Units: 1.5
Labovian Variationist Sociolinguistics
An examination of the foundations of language variation and change in the Labovian paradigm. Emphasis is placed on the study of phonological and grammatical features and their correlations with age, sex, ethnicity and other social variables.

LING 583 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 584 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 585 Units: 1.5
Labovian Variationist Sociolinguistics
An examination of the foundations of language variation and change in the Labovian paradigm. Emphasis is placed on the study of phonological and grammatical features and their correlations with age, sex, ethnicity and other social variables.

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 the department.

LING 587 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 588 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 the department.

LING 589 Units: 1.5
Directed Studies
A course designed to enable students to pursue individual interests.
Note: May be taken more than once for credit.

LING 590 Units: 1.5 or 3.0
Labovian Variationist Sociolinguistics
An examination of the foundations of language variation and change in the Labovian paradigm. Emphasis is placed on the study of phonological and grammatical features and their correlations with age, sex, ethnicity and other social variables.

LING 592 Units: 1.5
Labovian Variationist Sociolinguistics
An examination of the foundations of language variation and change in the Labovian paradigm. Emphasis is placed on the study of phonological and grammatical features and their correlations with age, sex, ethnicity and other social variables.

LING 593 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 594 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 595 Units: 1.5
Directed Studies
A course designed to enable students to pursue individual interests.
Note: May be taken more than once for credit.

LING 599 Units: to be determined
MA Thesis
Grading: INP, COM, N, F.

LING 600 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: May be taken more than once for credit to a maximum of 6 units.

LING 601 Units: 3.0
Candidacy Examination
The candidacy requirement must be satisfied within two years of registration in the doctoral program (see Faculty of Graduate Studies regulations, page 23). The candidacy 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.
Grading: INP, COM, N, F.

LING 602 Units: to be determined
PhD Dissertation
Note: Credit to be determined; normally 18 units.
Grading: INP, COM, N, 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: Permission of the department.

MATH 523 Units: 1.5
Graph Theory
Prerequisites: 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 meas-
COURSE LISTINGS

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
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 538 Units: 1.5
Complex Analysis
Topics chosen from: conformal mappings, the Riemann mapping theorem, the maximum principle, infinite products, Picard's theorem, normal families, Hp-spaces, approximation by rational functions, the Riemann zeta function, analytic continuation and Riemann surfaces.
Prerequisites: 330B or 338 or 438 or equivalent.

MATH 540 Units: 1.5
Topology

MATH 550 Units: 1.5
Topics in Applied Mathematics
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 551 Units: 1.5
Differential and Integral Equations

MATH 555 Units: 1.5
Topics in Probability
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 560 Units: 1.5
Mathematical Models
The formulation, analysis and interpretation of mathematical models of selected scientific topics.

MATH 563 Units: 1.5
Algebraic Number Theory

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. Optimal problems 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 575 Units: 1.5
Topics in Mathematical Biology
Possible topics include population modelling, infectious disease dynamics, models of neuronal networks and models of gene regulatory networks.
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 580 Units: 1.5
Topics in Pure Mathematics
Note: May be taken more than once for credit in different topics with permission of the Chair of the department.

MATH 581 Units: 1.5
Directed Studies
Directed studies may be available in the areas of faculty interest.
Note: May be taken more than once for credit in different topics with permission of the Chair of the department. Pro Forma required.

MATH 585 Units: 0 or 1.5
Seminar
Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences. An INP grade may be assigned.

MATH 586 Units: 0 or 1.5
Operator Theory Seminar
Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.

MATH 587 Units: 0 or 1.5
Applied Math Seminar
Note: May be taken only once for credit in any degree program. The seminar leader will inform students of the requirements for credit before the seminar commences.

MATH 588 Units: 1.5
Discrete Mathematics Seminar
Note: May be taken more than once for credit with permission of the Chair of the department.

MATH 591E Units: 1.5
Topics in Mathematics for Secondary Teachers
Intended for students enrolled in a master's program specializing in Mathematics Education but open to students enrolled in other master's programs in Education. One of the four topics: Geometry, Mathematical Modelling, Data Analysis, History and Philosophy of Mathematics will be taught in a given term. Topics will be rotated each term the course is offered.
Note: May be taken more than once for credit in different topics.
Prerequisites: 3 units of mathematics courses numbered 300 or higher.

MATH 599 Units: 6.0
Master's Thesis
Grading: INP, COM, N, 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 693 Units: 3.0
Candidacy Examination
Grading: INP, COM, N, F.

MATH 699 Units: 21.0-30.0
Dissertation
Grading: INP, COM, N, F.

MBA

Master’s of Business Administration
Faculty of Business
PhD program in International Management and Organization is found under the BUS course code.

MBA 500 Units: 4.5
Essentials of Business and Leadership
An intensive (full-time) module that constitutes the first month of the MBA program for all Daytime and Evening students. Content includes accounting, writing and research skills; decision-making and case analysis; teamwork and presentations skills; a business simulation; guest speakers; and orientation and social activities.
Note: Prerequisite to MBA Foundation module. Attendance and participation are mandatory.

MBA 501A Units: 0
Integrative Management Exercise (IME)
The first of two client-based business practice exercises (Daytime or Evening program), taking place during the Foundation module. The MBA 501A IME will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of the IME exercise. This IME takes place on campus.
Note: Attendance and participation are required. Registration in MBA 501A is for the domestic, “on campus” IME.
Grading: INP, COM, N, F.

MBA 501B Units: 0
International Integrative Management Exercise (IME)
The second of two client-based business practice exercises (Daytime or Evening program), taking place during the Foundation module. The MBA 501B IME will integrate core subject material, usually in the context of examining a particular industry or organization. Reports and/or presentations are requirements of the IME exercise. This IME takes place in an international setting.
Note: Attendance and participation are required. Registration in MBA 501B is for the international, “off campus” IME.
Grading: INP, COM, N, 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.
Note: Students are required to register in this course for the duration of the Foundation module courses.
Grading: INP, COM, N, 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: 1.5

Services Marketing

Intended for those students who are interested in working in service industries and addresses the distinct needs and problems of service organizations in the area of marketing. Topics include: the difference between marketing services versus manufacturing organizations; the marketing mix for service organizations; market research in services; managing demand in services; integrated services marketing communication; services pricing; and the overlap of marketing/operations/human resource systems in service organizations.

Note: Not open for students with credit in the Service Management module courses previously offered under MBA 595.

Prerequisites: 510.

Corequisites: Part of the Service Management Module and must be taken concurrently with 512 and 513.

MBA 512  
Units: 1.5

Quality Management and Service Operations

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 to students with credit in the Service Management module courses previously offered under MBA 595.

Corequisites: Part of the Service Management Module and must be taken concurrently with 511 and 513.

MBA 513  
Units: 1.5

Issues in Service Technology and HR Management

Intended for those students who are interested in working in service industries and will address the distinct needs and problems of service organizations in the areas of human resource management and IT management. Topics include: e-service and the role of technology; customer relationship management (CRM); managing the organizational culture; impact of cultural differences on customer service; management and motivation of knowledge workers; customer self-service technology; and the service profit chain.

Note: Not open to students with credit in the Service Management module courses previously offered under MBA 595.

Corequisites: Part of the Service Management Module and must be taken concurrently with 511 and 512.

MBA 514  
Units: 0.5

Business and Sustainability

An introduction to the business challenges and opportunities arising from the world's growing social and ecological issues, including climate change, poverty and corporate corruption. Students are exposed to how companies across multiple sectors have chosen to respond - or not respond - to the call for sustainable social, ecological and economic value creation. Related service and manufacturing industries are introduced, including stakeholder management/engagement, triple-bottom line, Natural Step, base-of-the-pyramid strategies and social entrepreneurship.

Note: Credit will be granted for only one of 514, 580, 585 (if taken in the same topic).

MBA 515  
Units: 1.0

Applied Managerial Economics

Applies economic principles to the analysis of corporate problems. Topics include product, risk and business opportunity analysis, production costs and profit maximization, the determination of prices and output under different market structures, investment decisions, and economic forecasting.

MBA 520  
Units: 1.5

Financial and Managerial Accounting

The external analysis of corporate financial reports, focusing on the reconstruction of financial events from published accounting statements. Topics also include short term financial decisions, and discussion of the nature, analysis and control of costs, product costing, and the use of accounting information in management decisions.

MBA 521  
Units: 1.5

Leadership Strategies

An examination of leadership in a variety of environments: corporations, the military, and the public sector. The objective of the course is to identify the characteristics of a leader and instill an interest in and awareness of this vital organizational skill. Course content includes a review of leadership research from a historical perspective as well as current theory on transformational leadership. Experiential exercises, case studies and role playing techniques are employed to develop leadership skills.

Note: Credit will be granted for only one of 521, COM 410.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 522  
Units: 1.5

Business and the Internet

A combination of hands-on experience creating an Internet presence for an existing organization with seminar style classes and invited panels. Topics include: competitive advantages of electronic communications technologies; fundamentals of data communications; the technical elements of effective use of the Internet for business; security, privacy, and intellectual property issues related to online business.

Note: Credit will be granted for only one of 522, COM 415.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 524  
Units: 1.5

Corporate Finance

A continuation of the introductory finance course to more advanced applications of the techniques, concepts, and tools of corporate finance. Main topics include short- and long-term financial management, cost of capital, capital structure, financial leverage, dividends policy, working capital management, merging, mergers and acquisitions, and the use of derivatives for risk management.

Note: Credit will be granted for only one of 524, COM 445.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 525  
Units: 1.5

Investments

Covers the fundamental principles that are crucial to understanding the securities traded in international financial markets. The main topics include market structure, information efficiency, asset pricing models, valuation and trading of stocks, bonds, options and futures.

Note: Credit will be granted for only one of 525, COM 446, ECON 435.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 529  
Units: 1.5

International Logistics and Supply Chain Management

Examines the issues involved in managing global supply chains and logistic flows. Topics are developed around the risks and opportunities of global sourcing. They include designing and implementing global supply chains, foreign manufacturing, inventory management, coping with security concerns, outsourcing, service standards, transportation options and performance evaluation.

Prerequisites: 535, 570.

Corequisites: Part of the International Business and Management module and must be taken concurrently with 571 and 572.

MBA 530  
Units: 1.5

Managerial Finance

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

Also: COM 425

Taxation for Managers

A review of the fundamentals of the income tax system for all taxpayers; tax planning techniques that maximize cash flow and return on investment. Emphasis is on business decisions, but includes personal financial planning issues.

Note: Credit will be granted for only one of 531, COM 425.

Prerequisites: Completion of the MBA Foundation module or permission of the Program Director.

MBA 535  
Units: 1.5

Operations Management

An introduction to the concepts for managing the systems organizations use for producing goods and services. Topics include operations strategy, capacity and technology planning, purchasing and materials management, workforce planning, scheduling, and quality management and control.

MBA 540  
Units: 1.0

Applied Data Analysis and Decision Analysis

A decision-oriented course that focuses on the frameworks, concepts, theories and principles needed to organize and use information to make informed business decisions. Cases, exercises, discussion questions and other pedagogical tools are used to help participants build data gathering and analysis skills. Topics include collecting, summarizing, organizing and extracting data; probability theory and risk in decision making; and One-Way Analysis of Variance and Regression Analysis.

MBA 544  
Units: 1.0

Information Technology in the Organization

An introduction to the capabilities and utilization of information technology (IT), information systems (IS), and networks. Different approaches using IT and IS will be covered to provide an understanding of how they can be used effectively in today's internetworked enterprise. 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. Explores the overall general management of the organization, and the formulation, development and implementation of the strategic direction of the firm.
COURSE LISTINGS

Intended to develop an appreciation of the role of a general manager from a conceptual as well as an operational standpoint.

MBA 553  Managing People and Organizations I
Examines the behaviour of individuals, groups and organizations from an organizational design perspective. Topics include: the analysis of goals, environment and growth; organizational culture, power, politics and conflict management; decision making, motivation and leadership.

MBA 555  Managing People and Organizations II
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  Business, Government, and Globalization
Examines the significant policy shifts in the world's approach to international trade and finance flows and their impact on Canada. Focuses on the coalescing of international trading blocs and the major economic and trade agreements. Analyzes several major recent financial crises. Reviews 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 558  Employment and Labour Law
Examines the constitutional, legislative and common law rules that govern the employment relationship in both unionized and nonunion workplaces. Covers the entire employment relationship including pre-hire issues, employer/employee relations, termination of employment and post-termination obligations.

MBA 560  Managing Legal Risks
Examines various legal risks (whether arising from the common law or through legislation) that must be identified and effectively managed within contemporary organizations (including for-profit businesses, not-for-profit firms and governmental organizations). Examines the legal risks associated with the manufacture, delivery and marketing of goods and services, the creation and protection of confidential information and other intellectual property, and risks arising from employment and contractor relationships. Also reviews risk management strategies available under the law of tort and contract.

MBA 561  Entrepreneurial Planning and Finance
Part of the integrated MBA Entrepreneurship module, focuses on differences between ideas and opportunities, identifying necessary information to screen and analyze the risks attached to shaping opportunities into viable businesses; understanding financial data and use of quantifiable factors in the entrepreneurial decision process. Students understand essential elements of a business plan, the catalyst for skill development of entrepreneurial new venture ideas. 

Note: Not open to students with credit in the Entrepreneurship module courses previously offered under 595.

Corequisites: Part of the Entrepreneurship Module and must be taken concurrently with 562 and 563.

MBA 562  New Venture Marketing
Part of the integrated MBA Entrepreneurship program, develops the skills required to: develop valued products, understand customers and markets, and gain market acceptance with limited resources.

Note: Not open to students with credit in the Entrepreneurship module courses previously offered under 595.

Corequisites: Part of the Entrepreneurship Module and must be taken concurrently with 561 and 563.

MBA 563  Entrepreneurial Strategy
Part of the integrated MBA Entrepreneurship program, develops skills necessary to plan a venture's strategy, business model and competitive position, to assess a strategy's viability, and to develop implementation plans to realize that strategy. Models for international and social entrepreneurship and venture growth will also be discussed.

Note: Not open to students with credit in the Entrepreneurship module courses previously offered under 595.

Corequisites: Part of the Entrepreneurship Module and must be taken concurrently with 561 and 562.

MBA 570  International Business Environment
An introduction to the international business environment. Topics include the evaluation of economic platforms, the determinants of foreign currency values, problems of adaptation to different cultural, political, social, legal and economic environments, and an analysis of the key managerial problems encountered by firms operating in international markets.

MBA 571  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: 530, 570.

Corequisites: Part of the International Business and Management module and must be taken concurrently with 529 and 572.

MBA 572  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: 510, 570.

Corequisites: Part of the International Business and Management module and must be taken concurrently with 529 and 571.

MBA 573  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: 555, 570.

MBA 575  Cross-Cultural Management in Malaysia
Examines the cross-cultural issues involved in international management. In addition to 20 hours of classroom instruction in Canada, this course includes a 6-week field study in Kuala Lumpur, Malaysia, where students will be exposed to in-class instruction on the business environment of Malaysia and the ASEAN region, and a practicum in a Malaysian organization.

Prerequisites: Permission of the department.

MBA 585  Consulting Methods
Designed to provide an overview of management consulting. The main objective is to help students gain an understanding of management consulting skills and competencies. These consulting skills can be used in the pursuit of a consulting career or integrated as part of general management knowledge.

Designed to prepare students for MBA 501 Integrated Management Exercises and MBA 596 Consulting Project.

MBA 588  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  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  Special Topics in Business Administration
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  Management Consulting Report
An individual or group consulting report. Participating students work individually or are placed into small teams and under faculty supervision, maintain a consulting/client relationship with a corporate sponsor. The students examine a problem of current interest to the sponsor and prepare detailed oral and written recommendations.

Grading: INP, COM, N, F.

MBA 598  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 585. Students choosing 598 should consult with their academic supervisor to identify an appropriate Research Methods course.

Grading: INP, COM, N, F.
Mechanical Engineering
Department of Mechanical Engineering
Faculty of Engineering

MECH 501 Units: 1.5
Introduction to Continuum Mechanics

MECH 504 Units: 1.5
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 damping. Forced and transient response. Transfer matrix methods for lumped parameter systems and continuous systems; application to axial and torsional vibration of rods, shafts and beams with attached mass or stiffness. Non-linear vibration; basic methods for solution. Characteristic non-linear effects. Random vibration; elements of describing random response, Fourier transforms and frequency response functions.

MECH 520 Units: 1.5
Computer-Aided Design CAD
Basic elements of CAD and relevance to current industrial practice. Computational geometry for design and 3D 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 3D computer graphics.

MECH 521 Units: 1.5
Computer-Aided Manufacture (CAM)
Introduction to manufacturing operations, features of numerically controlled machine tools and types of CNC programming. Manual part programming with G-codes; canned cycles, subprograms, custom macros; simulation program. CNC machining of curved surfaces with ball-end and end-mill cutters; matching of tool and surface geometry. Curved surface machining strategies and case studies; reverse engineering of curved surface models. Note: Also a 3 hour laboratory requirement on alternate weeks.

MECH 524 Units: 1.5
Planning and Control of Advanced Manufacturing Systems
Introduction to manufacturing and production systems with the basic taxonomy of manufacturing, types of production processes, components of a production system, and concept of production control. Production process planning covering the experience-based process planning, knowledge-based approach using decision tables and decision trees, process capability analysis, group technology, and Computer-Aided Process Planning. Topics of planning and control of production systems, including forecasting, inventory system, aggregate production planning, material requirements planning, and operation sequencing and scheduling. Case studies on the planning and control of advanced manufacturing systems.

MECH 538 Units: 1.5
Formerly: 620
Analysis, Reasoning and Optimization in CAD and Concurrent Engineering
Optimization: conventional engineering optimization methods, global optimization schemes, advanced search methods, and multiple objective optimization. Intelligent systems: knowledge representation and reasoning, expert systems, fuzzy reasoning systems, artificial neural networks, and fuzzy-neural systems. A review on virtual prototyping techniques; parametric computer modelling and integrated model analysis through structure, dynamic, heat transfer and motion analysis using Pro/E System integration and applications in quantitative concurrent engineering. Note: Credit will be granted for only one of 528, 620.

MECH 531 Units: 1.5
Fluid Mechanics

MECH 535 Units: 1.5
Computational Fluid Dynamics and Heat Transfer

MECH 536 Units: 1.5
Microfluidics
Fundamentals of liquid flow, capillarity, two-phase flow, species transport, ionic transport, electromososis, electrohydrodynamics and other electrokinetic phenomena in microstructures. Overview of experimental, computational and microfabrication methods. Applications to lab-on-chip processing and fluid and cell technologies.

MECH 537 Units: 1.5
Kinetic Theory and Microscale Flows
Distribution function of gases and its moments, Boltzmann equation, conservation laws, H-Theorem (2nd law). BGK models, collision operators; the laws of fluid-dynamics; Navier-Stokes and Fourier (NSF), temperature jump law, BGK models, continuum limit. The laws of thermodynamics. The Navier-Stokes equations; exact solutions of Navier-Stokes equations. Knudsen layers. Applications to ideal gases, flow in micro channels, electrons, energy transfer in solids, etc.

MECH 540 Units: 1.5
Transport Phenomena
Fundamentals of thermomechanics; kinematics, motion, stress, thermodynamics. Fundamental principles of thermomechanics. Constitutive equations. Basics of thermodynamics; basic principles and axioms, linearization of constitutive equations, constitutive equations of special materials such as Newtonian fluids and binary mixtures. Field equations for binary fluid mixtures. Mass transport; diffusivity and mechanisms of mass transport, examples of concentration distributions in binary solids and fluids (laminar flow), examples from ternary systems.

MECH 541 Units: 1.5
Advanced Thermodynamics

MECH 542 Units: 1.5
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 Units: 1.5
Cryogenic Engineering

MECH 544 Units: 1.5
Renewable Energy
Overview of major classes of renewable energy: solar photovoltaic, wind, biomass, hydro, solar thermal, tidal and wave. Extraction of renewable energy from the perspective of: (1) extent, distribution and accessibility of the resource, (2) technologies for the conversion of the resource (3) current applications, and (4) prospects for future implementation.

MECH 549 Units: 1.5
Fuel Cell Technology

MECH 550 Units: 1.5
Advanced Control Theory

MECH 551 Units: 1.5
Advanced Kinematics of Manipulators
The material covered includes: point and direction, and line and screw motion description; homogeneous, line and screw coordinate, and quaternion representations; inverse displacement solution by analytical, root finding, hybrid and numerical methods; appropriate frames of reference; screw systems and coordinate transforms; local and globally optimum solution of redundant rates; overdetermined and near degeneracy solutions; multi-arm kinematics. Application to open, closed parallel and hybrid, simple and general structures is considered.

MECH 555 Units: 1.5
Micro-ElectroMechanical Systems

MECH 559 Units: 1.5
Theoretical Kinematics
Solution of nonlinear problems of kinematics involved in mechanism synthesis and manipulator solutions. Techniques including compatibility equations, 12 angle substitutions and eliminates. Applications including 4 and 5 precision point mechanism synthesis,
and the inverse displacement solution of general serial layout and the forward displacement solution of parallel manipulators.

**MECH 561** Units: 1.5

*Analytical Methods in Engineering*


**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. Applications to problems of stress analysis, vibrations, heat transfer and fluid flow. Includes a number of projects encouraging students to use large-size finite element analysis programs. 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 element problems, especially for plates and shells, as opposed to the classical displacement formulation covered in IFEM. Begins with an overview of variational formulations useful for FEM.

**MECH 565** Units: 1.5

Formerly: 664

*Nonlinear Finite Elements*

Geometric nonlinearities, applications to assessment of structural stability, nonlinear solution techniques and basic computer implementation issues. Survey of the state-of-the-art finite element methods in solid and structural mechanics with emphasis on nonlinear problems.

Note: Credit will be granted for only one of 565, 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 and glass ceramics; properties and applications of oxide and silicate ceramics; properties and applications of carbide, boride and nitride ceramics; ceramic processing; mechanical properties; toughening mechanisms for brittle ceramics; design concepts; ceramic capacitors; ferroelectrics; piezoelectrics and electro-optic ceramics.

**MECH 577** Units: 1.5

Formerly: 545

*X-ray Analysis of Engineering Materials*


Note: Credit will be granted for only one of 577, 545.

**MECH 580** Units: 1.5

*Selected Topics in Mechanical Engineering*

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: 1.5

*Seminar *

Participation in a program of seminars by internal and external speakers on current research topics. All MASc students will be required to give a seminar on their thesis research during the second year of the program.

Grading: INP, COM.

**MECH 598** Units: 3.0

*MEng Project Report*

Grading: INP, COM, N, F.

**MECH 599** Units: 9.0

*MSc Thesis*

Grading: INP, COM, N, F.

**MECH 601** Units: 1.5

*Advanced Engineering Analysis*

An introduction to advanced mathematical methods used in engineering analysis. The focus will be on the application of mathematics to engineering rather than the rigorous proof of mathematical concepts. Topics will cover matrix and linear algebraic methods, solution of ordinary and partial differential equations, and numerical analysis.

**MECH 693** Units: 3.0

*Candidacy Examination*

PhD students enrol in MECH 693 for the duration of their preparation for the candidacy examination. This begins at the time the PhD student first enrols in the PhD program and continues until the candidacy examination has been completed.

Grading: INP, COM, N, F.

**MECH 695** Units: 1.5

*Seminar*

Participation in a program of seminars by internal and external speakers on current research topics. Normally, all PhD students are required to give two seminars on their thesis research within 16 months and 34 months of registration.

Grading: INP, COM.

**MECH 699** Units: 27.0

*PhD Dissertation*

Grading: INP, COM, N, F.

**MICR**

*Microbiology*

Department of Biochemistry and Microbiology
Faculty of Science

**MICR 520** Units: 1.5

*Microbial Genetics*

A consideration of recent advances in selected areas of microbial genetics.

Prerequisites: 302 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 599** Units: to be determined

*MSc Thesis: Microbiology*

Grading: INP, COM, N, F.

**MICR 699** Units: to be determined

*PhD Dissertation: Microbiology*

Grading: INP, COM, N, F.

**MRNE**

*Marine Science*

Department of Biology
Faculty of Science

**MRNE 500** Units: 1.0-6.0

*Directed Studies*

**MRNE 501** Units: 3.0

*Special Topics*

**MRNE 502** Units: 1.5

*Special Topics*

**MUS**

*Music*

School of Music
Faculty of Fine Arts

**MUS 500** Units: 1.5

*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. Requires the completion of a full length CD or DVD project.  
Prerequisites: 506A or permission of the School.

MUS 507  Units: 3.0  
Computer Music Seminar  

MUS 508  Units: 1.5  
Formerly: 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  
Develops skills in professional activities in the field of musicology, including delivering an in-house conference paper, serving as a respondent to a peer paper, and editing or publishing an article in *Musicalological Explorations*. Provides a forum for Major program requirements leading up to the first year review.

MUS 534  Units: 1.5  
Advanced Research Forum in Musicology  
Core seminar in advanced research skills for second-year degree candidates in Musicology that provides an interactive forum for completion of major program requirements. Students conduct research in diverse areas of inquiry in musicology and gain professional experience through the preparation of a conference presentation. Candidates for the MA complete their Comprehensive Examinations and a formal Thesis Proposal, while PhD candidates complete their formal proposal for the Comprehensive Examinations in the context of the Forum.  
Prerequisites: 533.  
Grading: INC, COM, N, F.

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  
Note: May be taken more than once for credit at the discretion of the School.

MUS 561  Units: 1.5  
Seminar in Composition  
Seminar in Composition, taken each year.  
Note: May be taken more than once for credit.

MUS 562A  Units: 1.5  
Seminar in Performance of New Music  
This seminar/workshop provides intensive professional training for performers who work together with composers in the creation, performance, and production of new music. Graduate performers will prepare new works composed specifically for them by the composers registered simultaneously in 562B. Training in contemporary notation and performance practices, extended techniques, instrumentation, analysis, conducting techniques, communication skills, and concert production. The final project will be a festival.

MUS 562B  Units: 1.5  
Seminar in Contemporary Composition and Performance  
This seminar/workshop provides intensive professional training for composers who work together with performers in the creation and production of new music. Composers will create new works designed for small mixed ensembles of performers registered simultaneously in 562B. Training in contemporary notation and performance practices, analysis, instrumentation, communication skills, and concert production. The final project will be a festival.

MUS 570  Units: 3.0  
Ensembles  
MMus candidates in Performance will normally register for both this course and 581 in each year of study. MA candidates in Musicology (with Performance) will normally select one of 580 or 581 each year, as determined in consultation with the supervisor.  
Grading: INC, COM, N, F.

MUS 571  Units: 1.0  
Chamber Music  
MMus candidates in Performance will normally register for both this course and 580 in each year of study. MA candidates in Musicology (with Performance) will normally select one of 580 or 581 each year, as determined in consultation with the supervisor.

MUS 581  Units: 1.0  
Directed Studies  
Note: May be taken more than once for credit at the discretion of the School.

MUS 598  Units: 1.0  
MMus Practicum  
Recital for performance candidates in first year.  
Grading: INC, COM, N, F.

MUS 599  Units: 1.5 or 3.0  
Directed Studies  
Note: May be taken more than once for credit at the discretion of the School.

MUS 600  Units: 1.5 or 3.0  
Directed Studies  
Note: May be taken more than once for credit at the discretion of the School.

MUS 689  Units: 1.5  
Dissertation Proposal  
For candidates for the PhD in Musicology.  
Grading: INC, COM, N, 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 693  Units: 3.0  
PhD Candidacy Examinations  
Students enroll in MUS 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed.  
Grading: INC, COM, N, F.

MUS 699  Units: to be determined  
PhD Dissertation  
Note: Credit to be determined.  
Grading: INC, COM, N, F.

NUED  
Nursing, Advanced Practice: Nurse Educator 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. Courses offered by the School of Nursing are also found under the following course codes: NUHI, NUNP, NURA, NURP, and NURS.

NUED 570  Units: 1.5  
Formerly: NURA 530  
Engaging with Pedagogy: Teaching and Learning in Nursing Education  
Prepares students to explore and critically examine the philosophical, theoretical and ethical perspectives informing pedagogy in nursing education.  
Note: Credit will be granted for only one of 570, NURA 530.
NUED 599
**Units:** 6.0

**Thesis**

Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student's supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations.

Grading: INP, COM, N, F.

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.

Courses offered by the School of Nursing are also found under the following course codes: NUED, NUNP, NURA, NURP, and NURS.

NUNP 531
**Units:** 1.5

**Applied Pathophysiology**

Provides students with the advanced knowledge of pathophysiology required to understand, diagnose and treat health and illness in primary health care contexts. Includes an overview of individual and family growth and development as well as the epidemiology of health and disease across the lifespan. Students will learn about the etiology, signs and symptoms, assessment and treatment of common acute/episodic health conditions, diseases or disorders and chronic illnesses prevalent across the lifespan.

NUNP 532
**Units:** 1.5

**Pharmacological Interventions in Health and Illness**

An opportunity for students to 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 should 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:** 1.5

**Family Nurse Practitioner Internship**

Designed to assist students in integrating and consolidating their practice as family nurse practitioners. 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 200 hours of direct practice under the guidance of a faculty instructor and practice mentor(s). In addition to integrating and consolidating the theory and practice they have developed in NUNP 543/544, 545/546 and 547/548 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. There will be a required onsite component in this course.

Grading: INP, COM, N, F.

NUNP 540
**Units:** 1.5

**Advanced Assessment and Diagnostic Reasoning Theory**

The theoretical knowledge, judgment, skills, and abilities required by advanced practice nurses, specifically nurse practitioners, to assess individuals across the lifespan, families, and communities. Includes comprehensive and holistic health assessments that integrates the psychosocial, emotional, ethnic, cultural, and spiritual dimensions of health, health promotion and disease prevention, and diagnostic reasoning. Integration of an advanced practice nursing perspective will help students critique various approaches to assessment of health and illness.

Notes: - Credit will be granted for only one of 533, 540.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite course they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532 upon enrolment in 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in 540.

Grading: INP, COM, N, F.

NUNP 541
**Units:** 1.5

**Advanced Assessment and Diagnostic Reasoning Practice**

An opportunity for 150 hours of practice experience through the application of theoretical knowledge required by advanced practice nurses, specifically nurse practitioners, to assess individuals across the lifespan, families, and communities. The focus is on the development of students' knowledge, judgment and skills related to the application of core nurse practitioner (NP) competencies of health assessment, health promotion and disease prevention and professional roles and responsibilities. There will be a required onsite component in this course.

Notes: - Credit will be granted for only one of 533, 541.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite course they may be required to complete both corequisites again the next time they are offered. Students
may be required to demonstrate knowledge and skills obtained in 531, 532 upon enrolment in 540/541 if 12 months or more has lapsed between their completing these courses and enrolling in 540/541.

**Prerequisites:** 531, 532.

**Corequisites:** 540 Advanced Assessment and Diagnostic Reasoning Theory must be taken concurrently with 541.

**Grading:** INC, COM, N, F.

**NUNP 543**  
**Units:** 1.5  
**Integrated Primary Health Care and Advanced Practice Nursing: I (Theory) (Adult I)**  
Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse young to middle-aged adults and families. Selected concepts, theories, and research associated with health promotion and maintenance, and illness prevention are explored within the community context. After completion of the theory component, students will receive a letter grade.

**Notes:**  
- Credit will be granted for only one of 543, 535, 560.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543 and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.

**Prerequisites:** 531, 532, 540, 541, 543, 544.

**Corequisites:** 546 Integrated Primary Health Care and Advanced Practice Nursing: II (Practice) must be taken concurrently with 545.

**NUNP 546**  
**Units:** 1.5  
**Integrated Primary Health Care and Advanced Practice Nursing: II (Practice) (Childbearing/rearing Families and Children)**  
An opportunity for 150 hours of practice experience through which students engage in advanced practice nursing under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical, and methodological perspectives gleaned from 545 as well as from core courses within the program is sought. There will be a required onsite component to this course. Upon completion of the practice component, students will receive a pass/fail grade.

**Notes:**  
- Credit will be granted for only one of 544, 535, 551.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543 and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.

**Prerequisites:** 531, 532, 540, 541, 543, 544.

**Corequisites:** 545 Integrated Primary Health Care and Advanced Practice Nursing: III (Theory) must be taken concurrently with 546.

**Grading:** INC, COM, N, F.

**NUNP 544**  
**Units:** 1.5  
**Integrated Primary Health Care and Advanced Practice Nursing: I (Practice) (Adult I)**  
Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse childbearing families, infants, children, adolescents, and pregnant women. Health promotion and illness prevention are explored within the community context. After completion of the theory component, students will receive a letter grade.

**Notes:**  
- Credit will be granted for only one of 543, 535, 560.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543 and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.

**Prerequisites:** 531, 532, 540, 541, 543, 544.

**Corequisites:** 545 Integrated Primary Health Care and Advanced Practice Nursing: II (Practice) must be taken concurrently with 545.

**NUNP 545**  
**Units:** 1.5  
**Integrated Primary Health Care and Advanced Practice Nursing: II (Theory) (Childbearing/rearing Families and Children)**  
Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse childbearing families, infants, children, adolescents, and pregnant women. Health promotion and illness prevention are explored within the community context. After completion of the theory component, students will receive a letter grade.

**Notes:**  
- Credit will be granted for only one of 547, 534, 550.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543 and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.

**Prerequisites:** 531, 532, 540, 541, 543, 544.

**Corequisites:** 547 Integrated Primary Health Care and Advanced Practice Nursing: III (Practice) must be taken concurrently with 548.

**Grading:** INC, COM, N, F.

**NUNP 547**  
**Units:** 1.5  
**Integrated Primary Health Care and Advanced Practice Nursing: III (Theory) (Adult II)**  
Advanced practice nursing with persons who experience episodic illness conditions, chronic diseases, and complex health challenges. Particular attention is paid to theoretical perspectives and skill development related to nurse practitioner core competencies with culturally diverse older adults and families. Selected concepts, theories, and research associated with health promotion and maintenance, illness prevention, chronic disease management, and end of life care are explored within the community context. Upon completion of the theory component, students will receive a letter grade.

**Notes:**  
- Credit will be granted for only one of 544, 535, 551.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543 and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 545/546.

**Prerequisites:** 531, 532, 540, 541, 543, 544.

**Corequisites:** 548 Integrated Primary Health Care and Advanced Practice Nursing: IV (Practice) must be taken concurrently with 549.

**NUNP 548**  
**Units:** 1.5  
**Integrated Primary Health Care and Advanced Practice Nursing: IV (Practice) (Adult II)**  
An opportunity for 150 hours of practice experience through which students engage in advanced practice nursing under the guidance of a course instructor and clinical preceptor. Integration of philosophical, theoretical, and methodological perspectives gleaned from 547 as well as from core courses within the program is sought. There will be a required onsite component to this course. At the completion of the practice component, students will receive a pass/fail grade.

**Notes:**  
- Credit will be granted for only one of 548, 534, 551.
- A student must pass both theory and practice corequisites to advance to the next set of corequisite theory and practice courses. If a student fails one corequisite they may be required to complete both corequisites again the next time they are offered. Students may be required to demonstrate knowledge and skills obtained in 531, 532, 540, 541, 543 and 544 upon enrolment in 545/546 if 12 months or more have lapsed between completing prerequisite courses and enrolling in 547/548.

**Prerequisites:** 531, 532, 540, 541, 543, 544.

**Corequisites:** 549 Integrated Primary Health Care and Advanced Practice Nursing: V (Practicum) must be taken concurrently with 549.

**NUNP 549**  
**Units:** 1.5  
**Evaluation Project**  
An opportunity, under the supervision of a faculty member, for students to develop a plan for evaluating some aspect of nursing practice, a program or a service. They will draw on their learning throughout the program regulations. Students may be required to register in this course over two (2) consecutive semesters in the program. Evaluation will be carried out as per Faculty of Graduate Studies regulations.

**Grading:** INC, COM, N, F.

**NURS**  
**Nursing, Advanced Practice: Nurse Leadership 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.

Courses offered by the School of Nursing are also found under the following course codes: NUHI, NUED, NUPR and NURS.

**NURA 503**  
**Units:** 1.5  
**Qualitative Approaches to Research in Nursing**  
Nursing phenomena will be considered through interpretative research perspectives. Central to this process will be an exploration of the interrelationships among the philosophical tenets and the construction of research questions, selection of methods, and data analysis strategies of various qualitative research methodologies. Understanding and critiquing the similarities and differences of a variety of methodologies such as hermeneutics, phenomenology, grounded
theory, and ethnography will facilitate student engagement in the development of a research proposal.

NURA 504  Units: 1.5  Phenomenological and Hermeneutic Approaches to Inquiry
An opportunity to explore assumptions and values underlying selected approaches to interpretive inquiry: hermeneutics and phenomenology. Focuses on the philosophical and methodological underpinnings of interpretive thinking/practice/research through readings/conversation of interpretive texts. The practice of developing interpretive writing/thinking is an important part of this process. Students will participate in a project that provides an experience for the generation and interpretation of text, related to their area of practice/research interest.

NURA 509  Units: 1.5  Health Program Evaluation: Theory and Practice
Theoretical perspectives on evaluation and application of principles, concepts and strategies for evaluating nursing care and health programs and services in a range of healthcare and community settings.

NURA 510  Units: 1.5  Applied Statistics in Nursing
Students will develop familiarity with advanced statistical methods as they are applied to nursing and health care. These will include multiple linear regression, factor analysis, and multivariate analysis of variance. Students will have the opportunity to use statistical software packages such as SPSS. A brief introduction to structural equation modelling and psychometric methods may be offered.

NURA 514  Units: 1.5  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 516  Units: 1.5  Leadership in Advanced Practice Nursing
Exploration of advanced practice nursing and critical reflection on practice approaches for working with clients, families and communities. Review of APN competencies that will be further developed in 517 and 518. Goal is to develop knowledge, experiences and skills relevant to working collaboratively with specific patient/client populations, with nurses and other health care providers Pre- or corequisites: NURS 506, 507 or permission of the department.

NURA 517  Units: 1.5  Nursing Praxis I: Population and Setting of Practice
Building upon 516, furthers students’ integration of their evolving knowledge of Advanced Practice Nursing through practice with particular populations in various settings. Using the MN curriculum framework, students will reflect critically on the CNA competencies for Advanced Practice Nursing and will explore how these competencies influence their development as an Advanced Practice Nurse. In collaboration with a field guide, students will engage in a minimum of 208 practice hours developing a personalized learning plan and using technology to support and document their progress. Prerequisites: 516 and 517 or permission of the department. Grading: INC, COM, N, F.

NURA 518  Units: 3.0  Nursing Praxis II: Population and Setting of Practice
Building upon 516 and 517, furthers students’ integration of their evolving knowledge of Advanced Practice Nursing through practice with particular populations in various settings. Using the MN curriculum framework, students will reflect critically on the CNA competencies for Advanced Practice Nursing and will explore how these competencies influence their development as an Advanced Practice Nurse. In collaboration with a field guide, students will engage in a minimum of 208 practice hours developing a personalized learning plan and using technology to support and document their progress. Prerequisites: 516 and 517 or permission of the department. Grading: INC, COM, N, F.

NURA 519  Units: 1.5  Advanced Clinical Practice
Focus on the delivery of top-quality care in a wide variety of healthcare settings. Students will work with a field guide to meet requirements of the curriculum in the clinical setting. Students will engage in a minimum of 208 practice hours developing a personalized learning plan and using technology to support and document their progress. Prerequisites: 516 and 517 or permission of the department. Grading: INC, COM, N, F.

NURA 597  Units: 3.0  Community Health Nursing
Experiences in community, home, continuing care and continuing health programs in a variety of healthcare and community settings. Students will work with a field guide to meet requirements of the curriculum in the clinical setting. Students will engage in a minimum of 208 practice hours developing a personalized learning plan and using technology to support and document their progress. Prerequisites: 516 and 517 or permission of the department. Grading: INC, COM, N, F.

NURA 598  Units: 3.0  Practice Project
Students will complete a project that is creative, innovative and contributes to scholarly nursing practice in an area of professional interest. The project is intended to facilitate synthesis of students’ graduate experience and contribute to their development as advanced practice nurses. The project is an alternative to the Thesis Option (NURA 599). Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations. Notes: - Credit will be granted for only one of 598, 597. - The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.

NURA 599  Units: 6.0  Thesis
Students working independently, with faculty guidance, complete a thesis to meet specific professional and academic goals. The thesis will entail research in a topic area chosen in consultation with the student’s supervisory committee. Evaluation of this course will be carried out as per Faculty of Graduate Studies regulations. Notes: - Credit will be granted for only one of 598, 597. - The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner.

NURP 598  Units: 3.0  Practice Project
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. Notes: - Credit will be granted for only one of 598, 597.

- The examining committee of a student sitting a non-thesis oral will be comprised of a supervisor, a committee member, a Chair and an External Examiner. Grading: INC, COM, N, F.

NURP 599  Units: 6.0  Thesis
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. Grading: INC, COM, N, F.

NURS 506  Units: 1.5  Philosophical Knowledge and Advanced Practice Nursing
Explores philosophical discourses in the study of nursing. Particular emphasis is placed on contemporary debates with a view to conceptual clarification. Introduces a philosophical framework that includes ontological, epistemological and ethical approaches to critique and extend knowledge of/for advanced practice nursing throughout the curriculum. Note: Credit will be granted for only one of 506, NURA 511, 512.

NURS 507  Units: 1.5  Theoretical Knowledge and Advanced Practice Nursing
Examines and critiques how theories inform and shape nursing and advanced practice nursing. Students will explore theories of nursing and theories influencing nursing guided by a philosophical framework that includes ontological, epistemological and ethical approaches. Note: Credit will be granted for only one of 507, NURA 512, 513. Prerequisites: 506.

NURS 508  Units: 1.5  Methodological Knowledge and Advanced Practice Nursing
Explores a variety of approaches to research guided by a philosophical framework that includes ontology, epistemology and ethics. Emphasis will be placed on developing student’s abilities to critically appraise and synthesize research studies with a view to clarity, consistency and coherence. Note: Credit will be granted for only one of 508, NURA 515. Prerequisites: 506.

NURS 565  Units: 0.5  Trends and Issues in Advanced Practice Nursing
Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to
consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses the evolution of APN in Canada, issues related to how advanced practice nursing is defined and competencies of APN internationally, nationally and locally.

**Grading:** INC, COM, N, F.

**NURS 566** Units: 0.5

**Trends and Issues in Advanced Practice Nursing II**

Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses health policy and issues related to APN.

**Prerequisites:** 565.

**Grading:** INC, COM, N, F.

**NURS 567** Units: 0.5

**Trends and Issues in Advanced Practice Nursing III**

Explores the notion of advanced practice nursing (APN) in light of the Canadian Nurses Association (CNA) Advanced Practice Nursing Framework as well as other relevant resources. Students are expected to consider the mandate, competencies, and divergent perspectives and knowledge bases related to APN as they challenge and extend the boundaries of nursing practice and advance the profession. Addresses professional, ethical and legal issues related to APN.

**Prerequisites:** 565, 566.

**Grading:** INC, COM, N, F.

**NURS 590** Units: 1.5 or 3.0

**Directed Studies**

An opportunity 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.

**Grading:** INC, COM, N, F.

**NURS 593** Units: 1.5

**Thesis/Project Seminar**

Prepares students to select either a project or thesis option in their program and to finalize membership on the supervisory committee. Students will explore options for research and begin work on the project or thesis proposal.

**Grading:** INC, COM, N, F.

**NURS 601** Units: 1.5

**Philosophy in Nursing**

Explores the range of philosophical schools of thought and traditions that have influenced the development of the discipline of Nursing. Prepares students to participate in and contribute to knowledge development that will shape the evolution of the discipline.

**NURS 602** Units: 1.5

**Epistemological Discourses in the Study of Nursing**

Explores the current state of theorizing that underpins nursing’s disciplinary and knowledge claims.

**Pre- or corequisites:** 601 or permission of the department.

**NURS 604** Units: 3.0

**Research Methodology for Nursing and Health Care**

Explores assumptions and claims underlying qualitative and quantitative methodologies that inform research in professional nursing practice and health care.

**Prerequisites:** 601.

**NURS 620** Units: 1.5 or 3.0

**Research Internship**

Research Internships may be taken in a specific faculty member’s research program, and may be taken over one term or several terms. They provide an opportunity to supplement learned research skills with hands-on experience in designing and carrying out research, e.g., conception, methods design, applying for funding, obtaining ethical approvals, accessing the field data, collection, analysis, writing, and various dissemination strategies.

**Grading:** INC, COM, N, F.

**NURS 621** Units: 1.5

**Doctoral Seminar**

Opportunities to engage in dialogue about the contribution of doctoral education to the academic discipline and professional practice of nursing.

**Grading:** INC, COM, N, F.

**NURS 622** Units: 1.5

**Dissertation Seminar**

Opportunities to engage in dialogue about topics that will support their preparation for doctoral candidacy exams and dissertation research. Students actively participate in the planning and process of the course, taking leadership roles and presenting their own scholarly work.

**Grading:** INC, COM, N, F.

**NURS 680** Units: 1.5-4.5

**Special Topics in Research Methods**

Based on student demand, courses on the following focused topics will be organized for individuals or groups of students: issues of measurement, evaluation research, grounded theory, ethnography, hermeneutics and phenomenology, discourse analysis, historical analysis, instrument development and testing and participatory action research. Courses will be available to small groups of interested students by faculty members and visiting faculty.

**Note:** Students will be required to take 1.5 units of 680 course work and can, with permission of their program supervisor, enrol in as many as 4.5 units of 680 course work.

**NURS 690** Units: 1.5 or 3.0

**Directed Studies**

Provides opportunities for students to develop individual studies at the doctoral level (e.g., directed readings, research project etc.) with the supervision of one or more faculty members. A plan of study including focus, credit value and evaluation method is developed in consultation with a faculty member and must be approved by the graduate adviser prior to registering in this course.

**Grading:** INC, COM, N, F.

**NURS 693** Units: 3.0

**Candidacy Examination**

Students enrol in NURS 693 to prepare for their candidacy examination. Students are expected to work with their supervisory committees to generate a reading list and review these readings in preparation for the candidacy process. Must be completed prior to registration in NURS 699.

**Grading:** INC, COM, N, F.

**NURS 699** Units: 30.0

**Dissertation**

All doctoral students must write and publicly defend a research proposal and have it approved by their supervisory committee before continuing the research process. All doctoral students are required to prepare a dissertation upon which a public examination and defense is conducted. The dissertation must qualify as a significant and original contribution to disciplinary knowledge.

**Prerequisites:** 693.

**Grading:** INC, COM, N, F.

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**PAAS 500** Units: 1.5

**Theories of Pacific Region Societies**

Offers 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 trends and issues in the Pacific and Asian region.

**PAAS 501** Units: 1.5

**Cultural, Linguistic and Literary Theories in Asia-Pacific Studies**

Offers a critical review of contemporary cultural and literary theory pertinent to the study of Pacific and Asian societies. Drawing from various scholarly approaches, especially 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. Explores the consequences of modernization and global vs. local realities, 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**

Focuses 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**

Focuses 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**

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.

**Note:** May be taken more than once for credit in different topics to a maximum of 3 units.
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 department.

PHIL 510 Units: 1.5 or 3.0
Topics in Cognitive Science
A study of the basic assumptions and methodologies of cognitive approaches to the modelling of mind.
Standard topics include such things as psychofunctionalism, classical models of artificial intelligence,
psychosemantics, the qualia problem and belief-desire psychology.
Note: May be taken more than once for credit in different topics with approval of the department.

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 department.

PHIL 514 Units: 1.5 or 3.0
Topics in Cognitivist Philosophies of Mind
Emphasizes cognitivist theories of consciousness and meaning (intentionality).
Note: May be taken more than once for credit in different topics with approval of the department.

PHIL 515 Units: 1.5 or 3.0
Topics in Contemporary European Philosophy
May be taken more than once for credit in different topics with approval of the department.

PHIL 520 Units: 1.5 or 3.0
History and Philosophy of Science
Studies 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 department.

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 department.

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 department.

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 department.

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 department.

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 department.

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 department.

PHIL 541 Units: 1.5 or 3.0
Topics in Aesthetics
Note: May be taken more than once for credit in different topics with approval of the department.

PHIL 551 Units: 1.5 or 3.0
Topics in Epistemology and Metaphysics
Note: May be taken more than once for credit in different topics with approval of the department.

PHIL 556 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 department.

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 department.

PHIL 591 Units: 1.5
Master's Pro-seminar
Exclusively for graduate students in philosophy. Aims 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, F.

PHIL 693 Units: 3.0
Candidacy Examination
Grading: INP, COM, N, F.

PHIL 699 Units: 18.0
PhD Dissertation
Grading: INP, COM, N, F.

PHYS

Physics
Department of Physics and Astronomy
Faculty of Science

Students should consult the department concerning the courses offered in any particular year. PHYS 500 to 512 offered as A or B.

PHYS 500 Units: 3.0
Quantum Mechanics
Topics may include: one-dimensional motion, path integrals, semiclassical approximation, perturbation theory, angular momentum, central potential problems, scattering theory, quantum statistical mechanics, non-relativistic quantum field theory.

PHYS 502A Units: 1.5
Formerly: half of 502
Classical Electrodynamics
The classical theory of electrodynamics. Topics may include: electrostatics as a relativistic field theory; static and retarded potentials; waves and their propagation in dispersive media; radiation and scattering.

PHYS 502B Units: 1.5
Formerly: half of 502
Topics in Advanced Electrodynamics
Note: Not open for students with credit in 502.
Prerequisites: 502A.

PHYS 503 Units: 3.0
Theory of Relativity

PHYS 504 Units: 3.0
Atomic and Molecular Spectroscopy

PHYS 505 Units: 3.0
Advanced Classical Mechanics

PHYS 506A Units: 1.5
Particle Physics I
An introduction to graduate-level particle physics. Topics include symmetries and conservation laws; an introduction to quantum electrodynamics and the calculation of Feynman diagrams. Reviews the strong and weak interactions. Comparisons with data from previous and current experiments are presented. Brief introductions to the electroweak interactions and particle astrophysics are also included.

PHYS 506B Units: 1.5
Particle Physics II
An introduction to quantum field theory. Topics may include: canonical quantization of bosonic and fermionic fields; interacting fields and Feynman diagrams; elementary processes in quantum electrodynamics.

PHYS 507A Units: 1.5
Solid State Physics I

PHYS 507B Units: 1.5
Solid State Physics II

PHYS 508 Units: 1.5
Topics in Nanophysics

PHYS 510 Units: 3.0
Advanced Methods in Mathematical Physics

PHYS 511A Units: 1.5
Topics in Nuclear and Particle Physics I
Note: May be taken more than once for credit.

PHYS 511B Units: 1.5
Topics in Nuclear and Particle Physics II
Note: May be taken more than once for credit.

PHYS 513 Units: 1.5
Topics in Theoretical Physics
A graduate course covering more advanced techniques and/or topical subjects in theoretical physics. Content varies.
Note: May be taken more than once for credit.

PHYS 515 Units: 1.5
Topics in Data Analysis Techniques for Physics and Astronomy
An advanced course in data analysis for the physical sciences. Topics may include: Numerical methods, probability theory, Monte Carlo methods, statistical analysis techniques, and signal and image processing.

PHYS 521A Units: 1.5
Techniques in Nuclear and Particle Physics I
Topics may include: interaction of particles in matter; particle detection techniques and technologies; principles of particle accelerators; survey of existing facilities.
Note: May be taken more than once for credit.

PHYS 521B Units: 1.5
Techniques in Nuclear and Particle Physics II
Note: May be taken more than once for credit.

PHYS 522 Units: 1.5
Topics in Accelerator Physics
Note: May be taken more than once for credit.
PHYS 523  Units: 1.5  Particle Cosmology
Particle physics in the early universe. Topics may include: inflation, baryogenesis, dark matter, big bang nucleosynthesis, and perturbations in the cosmic microwave background.

Note: Credit will be granted for only one of 523, 513 (if taken in the same topic).

PHYS 534  Units: 1.5  Radiotherapy Physics I
Principles of dosimetry of ionizing radiation with emphasis on applications to radiotherapy and radiobiology. Provides the basics of linear accelerator design as well as design of X-ray generating apparatus; also provides basics of electron and photon interactions with media, energy deposition in media, and radiation protection and shielding.

PHYS 535  Units: 1.5  Radiotherapy Physics II
A continuation of 534. Covers the physics and applied dosimetry of current external and internal irradiation treatment techniques.

PHYS 539  Units: 1.5  Radiation Dosimetry
The fundamentals of radiation dosimetry, ionization cavity theories and radiation dosimetry protocols. A variety of absolute and relative dosimetry techniques are also covered, with hands-on experience provided through a series of lab exercises on medical linear accelerators. Monte Carlo simulation of radiation transport for dosimetry applications is introduced.

PHYS 540  Units: 1.5  Medical Imaging
Fundamental theory and application of medical imaging, including radiology, computed tomography, magnetic resonance imaging, ultrasound, and nuclear medicine imaging. Basic principles, image formation and reconstruction, imaging instrumentation and hardware, and current trends of each imaging modality will be given.

PHYS 544  Units: 1.5  Topics in Radiation Biophysics
Topics in radiation biophysics, including DNA strand breaks, cell survival curves, fractionation and dose rate effects, oxygen effect, relative biological effectiveness, tumour radiobiology, radiation pathology, radiobiological modelling, stochastic and deterministic effects, and molecular techniques in radiobiology.

PHYS 545  Units: 0.5  Anatomy and Physiology for the Medical Physicist
WebCT based course covering basics of anatomy and physiology. Aimed at students in medical physics who are interested in clinical and/or academic careers that will require interaction with radiation oncologists and other health care professionals.

Grading: INC, COM, N, F.

PHYS 546  Units: 0.5  Clinical Shadowing
Shadowing course designed to give the student some insight into the clinical aspects of the medical physics profession. Under the guidance of a clinical physicist, students progress through a series of clinical areas. Modules illustrate the collaborative nature of the profession and the interaction with other medical professionals.

Grading: INC, COM, N, F.

PHYS 560  Units: 0  Colloquium
Weekly physics and astronomy colloquium.

Grading: INP, COM, N, F.

PHYS 580  Units: 1.0-3.0  Directed Studies
Note: May be taken more than once for credit. Pro Forma required.

PHYS 599  Units: to be determined  MSc Thesis
Note: Credit to be determined, but normally 6 units.

Grading: INP, COM, N, F.

PHYS 600A  Units: 1.5  Quantum Field Theory I

PHYS 600B  Units: 1.5  Quantum Field Theory II

PHYS 693  Units: 3.0  PhD Candidacy Examination
Students enroll in PHYS 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed.

Grading: INP, COM, N, F.

PHYS 699  Units: to be determined  PhD Dissertation
Note: Credit to be determined, but normally 30 units.

Grading: INP, COM, N, F.

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

POLI 506  Units: 1.5  Also: HIST 527  Qualitative Research Methods
For graduate students from the departments of History and Political Science, focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods.

POLI 507  Units: 1.5  Comparative Policy and Governance
The study of diverging governance practices and policy outcomes in different jurisdictions. 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 seminal studies and undertake a comparative policy project.

POLI 508  Units: 1.5  Comparative Politics
An examination of key issues and debates in the study of comparative politics. Involves a survey of the major literature in this field of political science.

POLI 509  Units: 1.5  Political Theory
An examination of key issues and debates in the study of political theory. Involves a survey of the major literature in this field of political science.

POLI 516  Units: 1.5  Canadian Politics
An examination of key issues and debates in the study of Canadian politics. Involves a survey of the major literature in this field of political science.

POLI 533  Units: 1.5  Themes in Contemporary Politics
A seminar dealing with an important theme or themes in contemporary politics. The content will vary from year to year.

Note: May be taken more than once for credit with permission of the Graduate Adviser.

POLI 540  Units: 1.5  International Relations
An examination of key issues and debates in the study of international relations. Involves a survey of the major literature in this field of political science.

POLI 580  Units: 3.0  Legislative Internship Report
Grading: INP, COM, N, F.

POLI 590  Units: 1.5 or 3.0  Directed Readings
590A - Political Theory
590B - Political Theory
590C - Comparative Politics
590D - Comparative Politics
590G - Contemporary Themes and Issues
590H - Contemporary Themes and Issues
590J - International Relations
590K - International Relations
590N - Canadian Federal and Provincial Politics
590P - Canadian Federal and Provincial Politics

Note: May be taken more than once for credit in different topics to a maximum of 3 units.

POLI 599  Units: 9.0  Thesis
Grading: INP, COM, N, F.

POLI 600  Units: 1.5  Professional Development Seminar
A compulsory seminar for PhD students in Political Science that runs from September until April. Students are introduced to the professional aspects of the discipline including: how to write grant applications, how to teach effectively, how to design a syllabus and a CV, how to contribute to the administrative and intellectual community in their department and in political science more broadly.

Grading: COM, N, F.

POLI 605  Units: 1.5  Problems of Political Analysis
A further examination of theoretical viewpoints in the study of politics. Intended for doctoral candidates preparing for comprehensive examinations.

POLI 606  Units: 1.5  Qualitative Research Methods
For graduate students from the departments of History and Political Science, focuses on epistemological issues, theoretical challenges and research strategies related to qualitative methods. It is intended for doctoral candidates preparing dissertation proposals.

POLI 607  Units: 1.5  Also: ADMN 605  Comparative Policy and Governance
The study of diverging governance practices and policy outcomes in different jurisdictions. Focus is on: policy determinants such as history, culture, institutions, and the economy; policy dynamics and processes such as agenda-setting and decision-making, networks and communities, and policy change; and policy styles and transfer, referring to the state's ability to design, coordinate, implement and learn from policy interventions. Students will review seminal studies and undertake a comparative policy project.

POLI 690  Units: 3.0  PhD Candidacy Examination
Students enroll in PHYS 693 for the duration of their preparation for their candidacy examinations. This begins at the time a student first enrolls in the PhD program and continues until candidacy requirements have been completed.

Grading: INP, COM, N, F.
making presentations, obtaining grants, university policies (e.g., criteria and processes for tenure decisions), balancing family and career, and ethical issues in psychology.

Grading: INP, COM, N, F.

PSYC 501 Units: 1.0-6.0 Practicum in Applied Psychology
Practicum in an applied setting. 1 unit of credit equals approximately 100 hours.

Grading: INP, COM, N, F.

PSYC 502 Units: 1.5-4.5 Research Apprenticeship
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 4.5 units of 502 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.

PSYC 503 Units: 4.0 Practicum in Clinical Psychology
Practicum in a clinical setting. 1 unit of credit is equivalent to approximately 100 hours.

Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.

Grading: INP, COM, N, F.

PSYC 504 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 504 may be taken in any one Winter Session at the discretion of the student's Supervisory Committee.

PSYC 505 Units: 4.0 Clinical Intervention Practicum
Practicum in a clinical setting with emphasis on various forms of intervention. 1 unit of credit is equivalent to approximately 100 hours.

Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.

Grading: INP, COM, N, F.

PSYC 506A Units: 1.5 Formerly: 506 Psychology Clinic Practice
Supervised psychological practice in the Psychology Clinic, Department of Psychology.

Note: May be taken more than once for credit.

Prerequisites: Acceptance to clinical psychology graduate program, with permission of instructor, and approval of the Director of Clinical Training.

Grading: INP, COM, N, F.

PSYC 506B Units: 1.5 Formerly: 506 Psychology Clinic Practice: Test Mastery
Supervised test mastery in the Psychology Clinic, Department of Psychology.

Note: Credit will be granted for only one of 506B, 506.

Prerequisites: Acceptance to clinical psychology graduate program and approval of the Director of Clinical training.

Grading: INP, COM, N, F.

PSYC 507 Units: 1.5 Personality
Note: May be taken more than once for credit in different topics 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 for credit in different topics 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 for credit in different topics. 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, F.

PSYC 513 Units: 1.5 Quantitative Analysis
Note: May be taken more than once for credit in different topics 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 for credit in different topics 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 for credit in different topics 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 for credit in different topics 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 search 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**  
Seminars on social-cognitive theory 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 523** Units: 1.5  
**Psychology and Law**  
Seminars on social-cognitive theory 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**  
Seminars on social-cognitive theory 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 532** Units: 1.5  
**Applied Multiple Regression**  
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.

**PSYC 533** Units: 1.5  
**Applied Multivariate Analysis**  
An extension of the material covered in 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. The common factor model of factor analysis will be introduced.

**PSYC 534** Units: 1.5  
**Univariate Design and Analysis**  
An examination of various factorial designs for univariate data from an advanced perspective. For a number of frequently used designs (e.g., completely randomized, randomized block, and repeated measures), planned comparisons, tests of the models’ assumptions, expected mean squares, and interpreting interactions (e.g., simple main effects) will be covered. Students will be required to learn and use statistical software packages, such as SPSS and SAS. Time and interest permitting, a brief introduction to other modelling procedures for response time and accuracy data will be offered.

**PSYC 540** Units: 1.5  
Formerly: 515A  
**History and Theory in Neuropsychology**  
Survey of major topics and issues in clinical and experimental neuropsychology, including a historical introduction and recent material. Topics may include aphasia, agnosia, apraxia, agraphia, other clinical syndromes, and hemispheric specialization. 
*Prerequisites:* 315 or equivalent undergraduate human neuropsychology course.

**PSYC 541** Units: 1.5  
Formerly: 541/544  
**Research Design and Methods in Neuropsychology**  
Seminars 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: 533B  
**Human Neuroanatomy**  
Introduction to neuroanatomy, focusing on the brain, and including laboratory work. 
*Prerequisites:* Permission of the department.

**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, 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 the department. Enrolment may be limited. 
*Grading:* INC, COM, N, 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 the department. Enrolment may be limited. 
*Grading:* INC, COM, N, 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 the department. Enrolment may be limited. 
*Grading:* INC, COM, N, F.

**PSYC 547** Units: 1.5  
Formerly: 533D  
**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. Enrolment may be limited.

**PSYC 548** Units: 1.5  
Formerly: 515D  
**Special Topics in Neuropsychology**  
*Note:* May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 550** Units: 1.5  
Formerly: 512A  
**Physiological Psychology: Introduction**  
Seminars discussing selected topics concerning fundamental neurobiological processes underlying behaviour, including synaptic transmission, motor and sensory activity, motivation, neural plasticity, and theories of neural organization. 
*Grading:* INC, COM, N, F.

**PSYC 551** Units: 1.5  
**Neuropsychopharmacology**  
Seminars 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. 
*Grading:* INC, COM, N, F.

**PSYC 552** Units: 1.5  
Formerly: 512D  
**Special Topics in Physiological Psychology**  
*Note:* May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 560** Units: 1.5  
Formerly: 560B  
**Theories and Methods in Lifespan Development**  
Seminars on the major theoretical perspectives and their methodological implications for the study of psychological development across the lifespan. Specific topics include classical and contemporary theories of lifespan development, identification and measurement of developmental change, and developmental research designs.

**PSYC 561** Units: 1.5  
Formerly: 560B  
**Infancy and Childhood**  
Seminars on the major theoretical perspectives and their methodological implications for the study of psychological development across the lifespan. Specific topics include classical and contemporary theories of lifespan development, identification and measurement of developmental change, and developmental research designs.
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 574**  
Units: 1.5  
**Electroencephalography and Event-related Brain Potentials**  
An intensive, hands-on introduction to the basics of collecting and analyzing event-related brain potential (ERP) data.  
**Note:** Credit will be granted for only one of 574, 576C (if taken in the same topic).  
**Prerequisites:** Permission of the instructor. Enrolment is limited to 5 students.

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

**PSYC 579**  
Units: 1.5  
**Special Topics in Psychology**  
Seminar on special topics in the field of psychology.  
**Note:** May be taken more than once for credit in different topics to a maximum of 6 units.

**PSYC 581**  
Units: 1.5  
Formerly: half of 580  
**Psychopathology: Childhood and Adolescence**  
Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of “abnormal” behaviour. Emphasis on disorders that emerge during childhood and adolescence. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.  
**Prerequisites:** Acceptance to clinical psychology graduate program.

**PSYC 582**  
Units: 1.5  
Formerly: half of 580  
**Psychopathology: Adulthood**  
Draws on models for understanding psychopathology developed in PSYC 581. Discussion of conceptual models used to understand psychopathology; presentation of various mental disorders from multiple theoretical perspectives; discussion of diagnostic issues emphasizing the impact of gender and culture in the expression of “abnormal” behaviour. Emphasis is on disorders that emerge during adulthood. Topics are considered from a scientist-practitioner perspective. Includes discussion of relevant professional issues in clinical psychology.  
**Prerequisites:** 581 and acceptance to clinical psychology graduate program.

**PSYC 583**  
Units: 1.5  
Formerly: 535C  
**Professional and Ethical Issues in Clinical Psychology**  
Discussion of ethical standards for providers of psychological services and of registration requirements as required by BCPA, CPA, and APA. Presentations by practising psychologists related to professional and interprofessional problems encountered in practice.  
**Prerequisites:** Acceptance to the clinical psychology graduate program and permission of instructor. Enrolment may be limited.

**PSYC 584**  
Units: 1.5  
Formerly: 524A  
**Clinical Assessment: Intellectual Assessment**  
Introduction to intellectual assessment with practical.  
**Prerequisites:** Acceptance to clinical psychology graduate program.  
**Grading:** INC, COM, N, F.

**PSYC 585**  
Units: 1.5  
Formerly: 524B  
**Clinical Assessment: Psychosocial Functioning**  
Introduction to theory and practice in the psychosocial assessment of social, emotional and personality functioning.  
**Prerequisites:** Acceptance to clinical psychology graduate program.  
**Grading:** INC, COM, N, 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: 585 and acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.  
Grading: INC, COM, N, 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: 585 and acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.  
Pre- or corequisites: 586A.  
Grading: INC, COM, N, F.  

PSYC 587  Units: 1.5  
Formerly: 550  
Applied Behavioural Analysis  
Basic theory and principles of behavioural psychology. Principles of behavioural development and analysis, as drawn from the literature in the experimental analysis of behaviour (basic research) will be related to the literature in Applied Behaviour Analysis, including behaviour 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 the department. Enrolment 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 590.  
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 the department. Enrolment may be limited.  
Corequisites: 590A.  
Grading: INC, COM, N, F.  

PSYC 591  Units: 1.5  
Formerly: 628  
Special Topics in Clinical Psychology  
Note: May be taken more than once for credit in different topics to a maximum of 6 units.  
Prerequisites: Acceptance to clinical psychology graduate program.  

PSYC 593  Units: 1.5  
Family Interventions  
Introduction to various theoretical approaches to family interventions. Specific techniques are explored through readings, discussions, assignments, and role-plays.  
Prerequisites: 589, acceptance to the doctoral program in clinical psychology and permission of the department. Enrolment may be limited.  
Grading: INC, COM, N, 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, 594 (if taken in the same topic).  
Prerequisites: 589 and acceptance to the doctoral program in clinical psychology.  
Grading: INC, COM, N, 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, 594 (if taken in the same topic).  
Prerequisites: 589 and acceptance to the doctoral program in clinical psychology.  
Grading: INC, COM, N, F.  

PSYC 599  Units: 3.0-6.0  
Thesis  
Grading: INC, COM, N, F.  

PSYC 602  Units: 1.0-6.0  
Independent Research  
Note: May be taken more than once for credit in different topics. The student must consult with the instructor about the area of study prior to registration and complete a Pro Forma. A maximum of 6 units of 602 may be taken in any one Winter Session at the discretion of the student’s Supervisory Committee.  

PSYC 603  Units: 4.0  
Advanced Clinical Practicum  
Practicum in an approved clinical setting. 1 unit of credit is equivalent to approximately 100 hours.  
Prerequisites: Acceptance to clinical psychology graduate program and approval of clinical program practicum coordinator.  
Grading: INC, COM, N, 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, 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: INC, COM, N, F.  

PSYC 612  Units: 1.5-4.5  
Advanced Research Practicum  
Advanced practicum in research with an emphasis on coordination of a program of research in association with a faculty supervisor. Typically involves organization and training of research assistants, developing research protocols, management of research databases, statistical analysis, and preparation and submission of materials for publication as specified in a Pro Forma.  
Note: May be taken more than once with different practicum content. The content must differ from but may be related to 699.  
Prerequisites: Approval of the student’s academic supervisor.  
Grading: INC, COM, N, F.  

PSYC 693  Units: 3.0  
PhD Candidacy Examinations  
Students enrol in PSYC 693 while they prepare for and complete their doctoral candidacy examinations. This begins at the time a student first enrols in the PhD program and continues until all candidacy examination requirements have been successfully completed.  
Grading: INC, COM, N, F.  

PSYC 699  Units: 15.0-30.0  
PhD Dissertation  
Grading: INC, COM, N, F.  

SDH  
Social Dimensions of Health  
Social Dimensions of Health Program  
Faculty of Social Sciences  
These courses are offered in collaboration with the Faculties of Humanities, Education and Human and Social Development.  

SDH 500A  Units: 1.5  
Fundamentals of Health Research I  
An interdisciplinary seminar covering fundamental topics in health research such as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.  

SDH 500B  Units: 1.5  
Fundamentals of Health Research II  
A continuation of 500A, an interdisciplinary seminar covering fundamental topics in health research such as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.
as: basics in epidemiology, ethics, policy, health and wellness, grant and proposal writing, academic presentations, critical review for publication, knowledge transfer and developing community partnerships. Topics to be covered in the core courses are central to health research scholarship and provide core competencies preparatory to the independent research component of the program.

Prerequisites: 500A or permission of the program.

SDH 501B Units: 1.5
Social Dimensions of Health Colloquium II

A continuation of SDH 501A, a colloquium series that exposes students to a wide range of conceptual and substantive issues which reflect the breadth and depth of health research generally. Attendance and participation in the colloquium is mandatory throughout their time in the SDH program. Students receive 3 units of pass/fail credit during their first year. Students will be required to make presentations of their own research in the colloquium.

Prerequisites: 501A or permission of the program.

Grading: INP COM, N, F.

SDH 500A Units: 1.5
Introduction to Statistical Methods for Analyzing Categorical Data

An introduction to statistical methods for analyzing categorical data. The emphasis is on practical applications rather than statistical theories.

Prerequisites: 501 or equivalent.

SDH 500B Units: 1.5
Intermediate Multivariate Linear Models

Intermediate multivariate linear models and related methods with applications to sociological research, including a detailed assessment of model assumptions, diagnostics and extensions and the generalization of models to non-linear relationships, includes the use of computer statistical software for the analysis of data.

Note: Credit will be granted for only one of 507, 571B, 571.

Grading: INP COM, N, F.

SDH 510 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 equivalent.

SDH 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 and deconstructivist or postpolitical economic theory, and intersections between gender and other forms of social power.

SDH 535 Units: 1.5
Sociology of Health

The social determinants of health and illness in human societies. Topics may vary from year to year and, to a certain extent, will be modified to reflect student interest. Applies major theoretical perspectives in its coverage of specific topics. Topics may include: the social and cultural determinants of health with an emphasis on the health of vulnerable populations; embodiment and health; substance use and addictions; the organization and use of health services; public health; the conduct of socio-medical research; and ethical issues in health research.

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

Prerequisites: 445 or equivalent; 285 strongly recommended.

SDH 556 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, feminism, gay/lesbian, anti-racist, and human rights movements, as well as to the formation of the New Right.

SDH 558 Units: 1.5
Sociology of Aging

An advanced study of social gerontology. Topics may vary from year to year and may be modified to reflect student interest. Examples include: caregiving, inter-generational relations, and health care policies. Applies key theoretical perspectives to specific topics (such as examining the subjective worlds of caregivers to older adults from feminist and constructivist perspectives; critiquing neoliberal health care policies
for an aging society from a political economy perspective). Not offered every year.

**Prerequisites:** 385 or 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, 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, 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 693**
- **Units:** 3.0
- **PhD Candidacy Examinations**
  - Students enrol in SOCI 693 for the duration of their preparation for their candidacy examinations. Begins at the time a student first enrols in the PhD program and continues until candidacy requirements have been completed.
- **Grading:** INP, COM, N, F.

**SOCI 699**
- **Units:** 21.0
- **PhD Dissertation**
- **Grading:** INP, COM, N, F.

**SOCW**

**Social Work**

**School of Social Work**

**Faculty of Human and Social Development**

**SOCW 500**
- **Units:** 1.5
- **Formerly:** 502, HSD 503
- **Promoting Professional and Community Learning**
  - 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 be granted for only one of 500, 502, HSD 503.

**SOCW 501**
- **Units:** 1.5
- **Formerly:** HSD 541
- **Debates, Ideas and Discourses in Social Work**
  - Examines and critiques current debates and discussion courses relating to social work knowledge and practice.
- **Note:** Credit will be granted for only one of 501, HSD 541.

**SOCW 503**
- **Units:** 1.5
- **Formerly:** HSD 505
- **The Social Construction of Health, Illness, and Aging**
  - 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. Considers the relationships between health status, work, family relationships, housing and the consequences of inequality on health throughout the lifespan.
- **Notes:** - Credit will be granted for only one of 503, HSD 505.
  - - Offered as resources permit.

**SOCW 504**
- **Units:** 1.5
- **Formerly:** HSD 540
- **Community Development in Health and Social Services**
  - Critically analyzes 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 be granted for only one of 504, HSD 540.
  - - Offered as resources permit.

**SOCW 505**
- **Units:** 1.5
- **Advanced Child Welfare Seminar**
  - Explores topics of special interest in the development of child welfare practice from a critical, anti-oppressive and social justice perspective. Students are expected to conduct an analysis on a current child welfare topic they select in conjunction with the instructor.
- **Notes:** - Credit will be granted for only one of 505, 525.
  - - Offered as resources permit.

**SOCW 506**
- **Units:** 3.0
- **Advanced Practice Practicum**
  - A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSWI 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:** 6 graduate level units.
- **Grading:** INP, COM, N, F.

**SOCW 506A**
- **Units:** 3.0
- **MSWI Practicum**
  - A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practica apply to the MSWI 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:** 6 graduate level units.
- **Grading:** INP, COM, N, F.

**SOCW 510**
- **Units:** 1.5
- **Also:** SPP 510
- **Policy Context of Practice**
  - Reviews and analyzes a number of explanations of the policy making process. Examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. 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 be granted for only one of 510, SPP 510, HSD 510.

**SOCW 512**
- **Units:** 1.5
- **Knowledge and Inquiry**
  - Focuses on responsible and effective professional and scholarly practice beginning 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 be granted for only one of 512, SPP 502, HSD 502.

**SOCW 516**
- **Units:** 1.5
- **Also:** SPP 516
- **Research Methodologies**
  - Critically reviews a wide range of research methodologies commonly practised in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches.
- **Note:** Credit will be granted for only one of 516, SPP 516, HSD 516.

**SOCW 518**
- **Units:** 1.5
- **Making Other/Making Self: Race and the Production of Knowledge**
  - Explores the ways in which knowledge production is racialized and the ways in which we might resist such constructions in our own practices. Underpinning the course is the question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?
- **Note:** Offered as resources permit.

**SOCW 521**
- **Units:** 1.5
- **Indigenous Perspectives on Knowledge and Research**
  - Explores the dimensions of Indigenous ways of knowing that influence researching activities in Indigenous communities. Students will explore how, and from where, their own knowing emerges as well as critically examine how knowledge is constructed within larger society. Focuses on how power, culture, ethics, protocols, language, place and spirit shape knowledge.

**SOCW 522**
- **Units:** 1.5
- **Critical Indigenous Analysis of Social Work Theory**
  - Critical analysis, from an Indigenous perspective, of social work theory. Students critically examine how culture, modernism, class, race, and professionalism have shaped the development of social work practice; and how these characteristics manifest themselves in practice in Indigenous communities.

**SOCW 523**
- **Units:** 1.5
- **Self-Conscious Traditionalism in Indigenous Social Work Practice Seminar**
  - Critical exploration of alternative models of Indigenous social work practice drawn from the literature and from their own practice. Concepts and skills of Indigenous leadership are also explored.
SOWC 534  
**Critical Indigenous Analysis of Social Welfare Policy**

Critical analysis from an Indigenous perspective of social welfare policy. Students critically examine how capitalism, colonialism, race and class are embedded in social welfare policy. Examples of Indigenous policy development are also examined to explore the components of alternative visions of welfare. Students are expected to apply ideas and concepts from the policy literature to policy development in their own agency.

SOWC 525  
**Seminar in Child Welfare Policy and Practice in Indigenous Communities**

Examination of critical issues in family and child welfare policy and practice development in Indigenous Communities. The critical issues to be examined are determined collectively by students and faculty in the context of the literature.

SOWC 526  
**Seminar in Community Health Policy and Practice in Indigenous Communities**

Examination of such critical issues in community health as sexual abuse, substance misuse and family violence along with the collective steps that Indigenous (and other) communities have taken to restore health. The critical issues to be examined are determined collectively by students and faculty.

SOWC 527  
**Research Methods**

Critically reviews the research methodologies that have proved most productive in the development of Indigenous knowledge. Emphasizes the link between the development of a research question and the selection of methodological approaches. Students are required to apply this understanding to the preparation of a draft research proposal.

Prerequisites: 521, 522, 523, 524.

SOWC 528  
**Research Seminar**

Provides support to students in the development of their research proposal (thesis or research project) and the conduct of their research.

Prerequisites: 527.

Corequisites: 596, 598 or 599.

SOWC 530  
**Critical Exploration of the Social Work Therapeutic Relationship in Health Care**

Critical examination and practice a range of approaches to working with individuals, families, allied professionals and community support systems with the goal of being effective in responding to client and community needs within a practice framework that focuses on the social determinants of health.

Note: Offered as resources permit.

SOWC 531  
**Critical Exploration of Leadership Roles for Social Workers in Health Care**

Inquiry based opportunity for students to critically examine their leadership styles and develop a foundational knowledge and skill base for effective involvement in organizational change, staff management, coaching and supervision, coordination of inter-professional teams and development of policies to address the social determinants of health.

Note: Offered as resources permit.

SOWC 532  
**Introduction to Social Work in the Health Care Sector**

Examines the knowledge and skills required for social workers to be effective advocates while carrying out a range of responsibilities in the health sector within the context of a practice framework that focuses on the social determinants of health. The challenges and opportunities provided by the cultural and organizational contexts of practice in health care will be an important focus of the course for examining the inter-professional nature of practice. Particular aspects of practice such as appropriate documentation, informed consent and community development will be included.

Note: Offered as resources permit.

SOWC 533  
**Working with Trauma**

Current theories and practices regarding the neurobiological, psychophysiological and socio-cultural components of trauma. Four dimensions of experience will be explored: shock, developmental, accumulated stress, and socially and culturally-produced traumatic stress. Emphasis will be placed on concrete skills and strategies that have applicability to a wide variety of contexts. As well, students will learn to reduce the prevalence of secondary traumatization on themselves, colleagues, agencies and communities.

Credit will be granted for only one of 533, 580 (if taken in the same topic).

SOWC 540  
**Foundation Practicum**

A minimum of 450 hours of social work practice and demonstration of the application of critical analysis to practice are required. Faculty of Human and Social Development regulations concerning practice apply to the MSW practicum.

Prerequisites: 4.5 Social Work graduate-level units. Pre- or corequisites: 546.

Grading: INC, COM, N, F.

SOWC 543  
**Difference Centred Theories**

Examines key concepts important to develop a better understanding of oppression and anti-oppressive practice. Emphasis will be placed on understanding oppression from structural and (critical) postmodern perspectives. Analysis of the history of the social work profession will also be undertaken so as to arrive at a nuanced understanding of critical social work. Experiential learning by analyzing practice with/in students’ communities and developing collaborative approaches to practice will be emphasized.

SOWC 544  
**Social Work, the State and Citizenship**

Taking the perspective of ‘citizenship as participation’, explores the lived realities of global citizenship as it is configured on the basis of geography, class, race, gender, and other identity locations. Examines the role of civil society globally, as instances of citizen participation against global injustices. Students will develop an understanding of the role that they can play as global citizens and in the field of international social work.

SOWC 546  
**Collaborative Conversations**

Focuses on developing social work practice skills with individuals and communities in ways that are both difference-centred and collaborative in nature. Students will critically analyze and develop their own, individual and community development, practice skills in relation to working in various community contexts, within a social justice framework. Students will examine ways to further difference-centred practice to become more effective, participatory and collaborative with clients, social services and civil society.

SOWC 548  
**Community Research Methods**

Introduces community research methods; including collaborative, community-based and action research. Emphasizes methodological questions and techniques, both qualitative and quantitative, that are relevant to community based social work practice and research.

SOWC 550  
**Law and Social Work**

Provides theories and multiple critical perspectives on law, the legal system and the legal processes that impact on professional practice. Students will critically examine the interplay between marginalization, structural inequalities and law.

SOWC 551  
**Indigenous Communities: Practice and Policy**

Critically examines the historical processes of colonization in Canada and resulting barriers embedded in past and current policy and practices that affect Indigenous peoples. Students will deconstruct colonization, race, class and capitalism as embedded in social welfare. Students will have an opportunity to examine their self location, ideas, values and beliefs about working with Indigenous peoples and to develop a practice framework, based on social justice, for working with Indigenous communities.

SOWC 560  
**Also: SPP 560**

Communities, Politics and Social Change

Engages students in drawing out the possibilities for social change in multiple settings. 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. 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 be granted for only one of 560, SPP 560, HSD 510.

SOWC 580  
**Special Topics in Social Work and Social Welfare**

A variable content course that deals with special issues in social welfare and approaches to social work practice.

Notes: - May be taken more than once for credit with different course content.
        - Offered as resources permit.

SOWC 590  
**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.

SOWC 596  
**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, F.

SOWC 598  
**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, F.
based agencies, and on policy development and both large bureaucratic institutions and community-processes and their effects on work practices within Organizational Context of Policy and Practice Units: INP, COM, N, F.

**SPAN 599**

**Spanish Department of Hispanic and Italian Studies Faculty of Humanities**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 500</td>
<td>1.5</td>
<td>Introduction to Bibliography and Methods of Research</td>
</tr>
<tr>
<td>SPAN 502</td>
<td>1.5</td>
<td>Core Reading List Course I Grading: INP, COM, N, F.</td>
</tr>
<tr>
<td>SPAN 503</td>
<td>1.5</td>
<td>Also: ITAL 503 Core Reading List Course II Grading: INP, COM, N, F.</td>
</tr>
<tr>
<td>SPAN 505</td>
<td>1.5</td>
<td>Also: ITAL 505 Medieval Literature</td>
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<tr>
<td>SPAN 507</td>
<td>1.5</td>
<td>Also: ITAL 507 Renaissance and Baroque Literature</td>
</tr>
<tr>
<td>SPAN 509</td>
<td>1.5</td>
<td>Peninsular Literature in the 19th Century</td>
</tr>
<tr>
<td>SPAN 511</td>
<td>1.5</td>
<td>Peninsular Literature from the 20th Century to the Present</td>
</tr>
<tr>
<td>SPAN 515</td>
<td>1.5</td>
<td>Colonial Latin American Literature</td>
</tr>
<tr>
<td>SPAN 517</td>
<td>1.5</td>
<td>Latin American Literature of the 19th Century</td>
</tr>
<tr>
<td>SPAN 519</td>
<td>1.5</td>
<td>Latin American Literature from the 20th Century to the Present</td>
</tr>
<tr>
<td>SPAN 590</td>
<td>1.5 or 3.0</td>
<td>Also: ITAL 590 Directed Studies</td>
</tr>
<tr>
<td>SPAN 598</td>
<td>3.0</td>
<td>Master's Essay Grading: INP, COM, N, F.</td>
</tr>
<tr>
<td>SPAN 599</td>
<td>6.0</td>
<td>MA Thesis/Oral Grading: INP, COM, N, F.</td>
</tr>
</tbody>
</table>

**SPP Studies in Policy and Practice Faculty of Human and Social Development**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPP 501</td>
<td>1.5</td>
<td>Organizational Context of Policy and Practice Presents a range of conceptual and theoretical frameworks for understanding organizational processes and their effects on work practices within both large bureaucratic institutions and community-based agencies, and on policy development and service delivery in diverse contexts. Students reflect on their own experiences and on the scholarly literature in developing an analysis of organizational discourses, policies and practices. Note: Credit will be granted for only one of 501, HSD 501.</td>
</tr>
<tr>
<td>SPP 510</td>
<td>1.5</td>
<td>Policy Context of Practice Reviews and analyzes a number of aspects of the policy-making process. Examines who makes policy in both governmental and voluntary human service organizations and the impact of policy on consumers and practitioners. 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 be granted for only one of 510, HSD 510, SOCW 510.</td>
</tr>
<tr>
<td>SPP 516</td>
<td>1.5</td>
<td>Research Methodologies Critically reviews a wide range of research methodologies commonly practised in the human services. Considers the kinds of opportunities and challenges presented by each methodology. Emphasizes the link between the development of a research question and the selection of methodological approaches. Note: Credit will be granted for only one of 516, HSD 516, SOCW 516.</td>
</tr>
<tr>
<td>SPP 519</td>
<td>1.5</td>
<td>Theory for Policy and Practice Focuses on theory and the construction of knowledge. Course readings examine the act of theorizing and consider the ways that practice can inform theory, and vice versa, as well as assumptions underlying the creation of knowledge. Assignments support students to become more familiar with engaging theory. Note: Credit will be granted for only one of 519, HSD 519.</td>
</tr>
<tr>
<td>SPP 520</td>
<td>1.5</td>
<td>Advanced Methodology Seminar 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.</td>
</tr>
<tr>
<td>SPP 521</td>
<td>1.5</td>
<td>The Practice of Action-Oriented Human Service Research 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 is placed on experiential learning. Note: Credit will be granted for only one of 521, 517, HSD 517. Prerequisites: 516 or permission of the department.</td>
</tr>
<tr>
<td>SPP 522</td>
<td>1.5</td>
<td>Critically Engaging with Research Provides students with critical skills for reading and assessing a range of published research. Course readings will include both theoretical and methodological framings and examples of research with which students can be critically engaged.</td>
</tr>
<tr>
<td>SPP 530</td>
<td>1.5</td>
<td>Advanced Policy and Practice Seminar An in-depth theoretical and/or empirical look at a particular issue, topic or set of questions in relation to policy and practice. Links to methodology and praxis may also be examined. Seminar content varies depending on faculty and student interest.</td>
</tr>
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</table>

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<tr>
<th>Course Code</th>
<th>Units</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPP 531</td>
<td>1.5</td>
<td>Critical Approaches to Policy Analysis An opportunity for students to explore key differences between critical and mainstream approaches to policy analysis; to engage with examples of research and writing generated by scholars who use the tools of critical policy analysis to consider specific policy issues; and to assess the contribution that critical approaches to policy analysis might make to their own research and/or practice. Designed for students from a variety of disciplinary backgrounds who are interested in either public policy or policy in organizational settings. Note: Credit will be granted for only one of 531, 580 (if taken in the same topic). Prerequisites: 510 or the equivalent in coursework and/or practical experience with policy analysis or policy development.</td>
</tr>
<tr>
<td>SPP 550</td>
<td>Not for credit</td>
<td>Advanced Thesis Seminar Focuses on methodological, analytical, and/or theoretical aspects of research for the thesis. Content varies from year to year depending on students’ interests and needs. Note: A required full-year seminar for students who have completed their coursework. Prerequisites: Students must have completed their coursework. Grading: INP, COM, N, F.</td>
</tr>
<tr>
<td>SPP 560</td>
<td>1.5</td>
<td>Communities, Politics and Social Change Engages students in drawing out the possibilities for social change in multiple settings. Draws upon student interests and experiences in exploring the issues raised by the critical analysis of knowledge, issues, organizations, and policies developed in other courses. Note: Credit will be granted for only one of 560, HSD 560, SOCW 560. Prerequisites: 510 and one other SPP course.</td>
</tr>
<tr>
<td>SPP 580</td>
<td>1.5 or 3.0</td>
<td>Special Topics in Studies in Policy and Practice 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.</td>
</tr>
<tr>
<td>SPP 590</td>
<td>1.5 or 3.0</td>
<td>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.</td>
</tr>
<tr>
<td>SPP 598</td>
<td>3.0</td>
<td>Extended Essay An in-depth examination of a topic related to policy and/or practice. Grading: INP, COM, N, F.</td>
</tr>
</tbody>
</table>
| SPP 599     | 6.0   | Thesis Specialized research on a topic area chosen in consultation with the student’s supervisory committee. Grading: INP, COM, N, F.
### STAT

**Statistics**  
Department of Mathematics and Statistics  
Faculty of Science  

<table>
<thead>
<tr>
<th>STAT Course</th>
<th>Units</th>
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<tbody>
<tr>
<td>STAT 552</td>
<td>1.5</td>
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<tr>
<td>Applied Stochastic Models</td>
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<tr>
<td>STAT 553</td>
<td>1.5</td>
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<tr>
<td>Multivariate Analysis</td>
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<tr>
<td>STAT 554</td>
<td>1.5</td>
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<tr>
<td>Time Series Analysis</td>
<td></td>
</tr>
<tr>
<td>STAT 556</td>
<td>1.5</td>
</tr>
</tbody>
</table>
| Topics in Statistics  
**Note:** May be taken more than once for credit in different topics with permission of the Chair of the department.  |
| STAT 557          | 1.5     |
| Sampling Techniques  |
| STAT 558          | 1.5     |
| Design and Analysis of Experiments  |
| STAT 559          | 1.5     |
| Survival Analysis  |
| STAT 561          | 1.5     |
| Theory of Inference  |
| STAT 562          | 1.5     |
| Distribution Free Statistics  |
| STAT 563          | 1.5     |
| Also: BIOL 563  
**Topics in Applied Statistics**  
Survival analysis, generalized linear models, multivariate normal models, resampling methods, nonparametric and robust methods, meta-analysis, miscellaneous techniques.  |
| STAT 568          | 1.5     |
| Generalized Linear Models  |
| STAT 589          | 1.5     |
| Statistics Seminar  
**Note:** May be taken more than once for credit with permission of Chair of the department.  |
| STAT 598          | 3.0     |
| Master’s Project  
**Grading:** INP, COM, N, F.  |
| STAT 599          | 6.0     |
| Master’s Thesis  
**Grading:** INP, COM, N, F.  |
| STAT 693          | 3.0     |
| Candidacy Examination  
**Grading:** INP, COM, N, F.  |
| STAT 699          | 21.0-30.0  |
| Dissertation  
**Grading:** INP, COM, N, F.  |

### THEA

**Theatre**  
Department of Theatre  
Faculty of Fine Arts  

<table>
<thead>
<tr>
<th>THEA Course</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>THEA 500</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Methods and Materials of Theatre Research</td>
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</tr>
<tr>
<td>THEA 501</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Seminar in History and Criticism of Tragedy</td>
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<tr>
<td>THEA 502</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Seminar in History and Criticism of Comedy</td>
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<tr>
<td>THEA 503</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Seminar in European Theatre History</td>
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<tr>
<td>THEA 504</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Seminar in North American Theatre History</td>
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<tr>
<td>THEA 505</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Seminar in Theatrical Styles</td>
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<tr>
<td>THEA 508</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Scene Design</td>
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<tr>
<td>THEA 509</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Lighting Design</td>
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<tr>
<td>THEA 510</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Costume Design</td>
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<tr>
<td>THEA 511</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Production</td>
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<tr>
<td>THEA 512</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Directing</td>
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<tr>
<td>THEA 513</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Seminar in Theatre Aesthetics</td>
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<tr>
<td>THEA 514</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Seminar in Design</td>
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<tr>
<td>THEA 515</td>
<td>1.5 or 3.0</td>
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<tr>
<td>Seminar in Directing</td>
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<tr>
<td>THEA 516</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Seminar in Theatre History</td>
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<tr>
<td>THEA 520</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Advanced Problems in Scene Design</td>
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<tr>
<td>THEA 521</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Advanced Problems in Lighting Design</td>
<td></td>
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<tr>
<td>THEA 522</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Advanced Problems in Costume Design</td>
<td></td>
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<tr>
<td>THEA 523</td>
<td>1.5 or 3.0</td>
</tr>
<tr>
<td>Advanced Problems in Directing</td>
<td></td>
</tr>
<tr>
<td>THEA 524</td>
<td>6.0</td>
</tr>
</tbody>
</table>
| MFA Practicum  
**Grading:** INP, COM, N, F.  |
| THEA 590          | 1.5 or 3.0  |
| Directed Studies  |
| THEA 598          | 4.5     |
| MA Essay  
**Grading:** INP, COM, N, F.  |

### WRIT

**Writing**  
Department of Writing  
Faculty of Fine Arts  

<table>
<thead>
<tr>
<th>WRIT Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>WRIT 500</td>
<td>1.5</td>
</tr>
</tbody>
</table>
| Graduate Writing Workshop  
A workshop in which students will focus on writing and workshopping in one genre: poetry, fiction, creative nonfiction, playwriting or screenwriting.  
**Note:** May be repeated once for credit.  |
| WRIT 501          | 1.5     |
| Special Topics in Advanced Studies in Writing  
A class that focuses on literary models, specific elements of craft, and topics of interest to writers in more than one genre.  
**Note:** May be repeated once for credit.  |
| WRIT 590          | 1.5     |
| Directed Studies in Instructional Skills Preparation  
A course which focuses on teacher training in creative writing.  |
| WRIT 591          | 1.5     |
| Directed Studies in Writing  
A course tailored to the needs of a particular student in consultation with the supervisor and in the student’s area of studies.  |
| WRIT 599          | 9.0     |
| Major Writing Portfolio  
The creation of an original finished manuscript in one of the five genres: poetry (45-50 pages), creative nonfiction (120-150 pages), fiction (120-150 pages), a stage play (100-120 pages), or a film script (90-120 pages).  
**Grading:** INP, COM, N, F.  |
The University of Victoria
Generic Goals of a University Education

Higher Learning
Higher learning develops comprehension and appreciation of human knowledge and creative expression in their diverse manifestations and cultural contexts. Such development takes place both within and across specific disciplines.

Habits of Thought
Higher learning encourages habits of analytical, critical and strategic thought. These habits are characterized by respect for facts, ethical awareness and wise judgement in human affairs.

Discovery and Creativity
Higher learning stimulates discovery and creativity in scholarly, scientific, artistic and professional activity. This stimulus drives the acquisition of knowledge and its dissemination to others.

Forms of Communication
Transmission of knowledge to others assumes lucid and coherent communication, in both traditional and innovative forms, in an atmosphere of mutual respect. Modes of expression may include the written, oral, auditory, visual and digital.

Extended Learning
Learning is the work of a lifetime. University education generates the desire for further growth while providing a field of intellectual and practical opportunities for later fulfillment.

Historical Outline

The University of Victoria came into being on July 1, 1963, but it had enjoyed a prior tradition as Victoria College of sixty years distinguished teaching at the university level. This sixty years of history may be viewed conveniently in three distinct stages.

Between the years 1903 and 1915, Victoria College was affiliated with McGill University, offering first- and second-year McGill courses in Arts and Science. Administered locally by the Victoria School Board, the College was an adjunct to Victoria High School and shared its facilities. Both institutions were under the direction of a single Principal: E.B. Paul, 1903-1908; and S.J. Willis, 1908-1915. The opening in 1915 of the University of British Columbia, established by Act of Legislature in 1908, obliged the College to suspend operations in higher education in Victoria.

In 1920, as a result of local demands, Victoria College began the second stage of its development, reborn in affiliation with the University of British Columbia. Though still administered by the Victoria School Board, the College was now completely separated from Victoria High School, moving in 1921 into the magnificent Dunsmuir mansion known as Craigdarroch. Here, under Principals E.B. Paul and P.H. Elliott, Victoria College built a reputation over the next two decades for thorough and scholarly instruction in first- and second-year Arts and Science.

The final stage, between the years 1945 and 1963, saw the transition from two year college to university, under Principals J.M. Ewing and W.H. Hickman. During this period, the College was governed by the Victoria College Council, representative of the parent University of British Columbia, the Greater Victoria School Board, and the provincial Department of Education. Physical changes were many. In 1946 the College was forced by post-war enrolment to move from Craigdarroch to the Lansdowne campus of the Provincial Normal School. The Normal School, itself an institution with a long and honourable history, joined Victoria College in 1956 as its Faculty of Education. Late in this transitional period (through the co-operation of the Department of National Defence and the Hudson’s Bay Company) the 284 (now 385) acre campus at Gordon Head was acquired. Academic expansion was rapid after 1956, until in 1961 the College, still in affiliation with UBC awarded its first bachelor’s degrees.

In granting autonomy to the University of Victoria, the University Act of 1963 vested administrative authority in a Chancellor elected by the Convocation of the University, a Board of Governors, and a President appointed by the Board; academic authority was given to a Senate which was representative both of the Faculties and of the Convocation.

The historical traditions of the University are reflected in the Arms of the University, its academic regalia and its house flag. The BA hood is of solid red, a colour that recalls the early affiliation with McGill. The BSc hood, of gold, and the BEd hood, of blue, show the colours of the University of British Columbia. Blue and gold have been retained as the official colours of the University of Victoria. The motto at the top of the Arms of the University, in Hebrew characters, is “Let there be Light”; the motto at the bottom, in Latin, is “A Multitude of the Wise is the Health of the World.”

Principal Officers and Governing Bodies

The following were the university’s principal officers and members of its governing bodies as of January 1, 2010.

Chancellor
Murray Farmer, BA

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
Gayle Gorrill, BBA, CA, CBV

Vice-President External Relations
Valerie Kuehne, BScN, Med, MA, PhD

Board of Governors
Ex Officio Members
Chancellor Murray Farmer, BA
President and Vice-Chancellor David H. Turpin, BSc, PhD, FRSC

Members Appointed by the Lieutenant Governor in Council
Raymond Potti, BA, MA (Chair)
Jane Butler McGregor, BA
John deC Evans, BComm
Tony Gage, BA, MBA, CPA
Robert Giroux, BCom, MSc, Hon LLD
Lydia Hwitsum, LLB
Susan Mehinagic, CA, LLB
Beverly Van Ruyven, BA

Members Elected by the Faculty Members
Eric Sager, BA, PhD
Barbara Whittington, BA, MSW

Members Elected by the Student Associations
Christine Comrie
Edward Pullman

Members Elected by and from full-time Employees of the University who are not Faculty Members
Christopher Petter

Secretary
Julia Eastman, BA, MA, PhD, University Secretary

Senate
Ex Officio Members
Chancellor, Murray Farmer, BA
President and Vice-Chancellor, David Turpin, BSc, PhD, FRSC (Chair)
V.P. Academic & Provost, Jamie Cassels, QC, BA, LLB, LLM
V.P. Research, Howard Brunt, BA, ADN, MScN, PhD
Dean of Business, Ali Dastmalchian, BSc, MSc, PhD
Dean of Education, Ted Riecken, BA, Med, EdD
Dean of Engineering, Thomas Tiedje, BSc, MSc, PhD, PEng
Dean of Continuing Studies, Maureen MacDonald, BA, LLB, MBA, PhD
Dean of Fine Arts, Sarah Blackstone, BA, MA, PhD
Dean of Graduate Studies, Aaron Devor, BA, MA, PhD
Dean of Humanities, Andrew Rippin, BA, MA, PhD, FRSC
Dean of Human and Social Development, Mary Ellen Purkis, BSN, MSc, PhD
Dean of Law, Donna Greschner, BCom, LLB, BCL
Acting Dean of Science, Claire Cupples, BSc, MSc, PhD
Dean of Social Sciences, Peter Keller, BA, MA, PhD
University Librarian, Marnie Swanson, BA, BLS (Vice-Chair)

Members Elected by the Individual Faculties

Business
Jen Baggs, BA, MA, PhD
Kenneth Thornicroft, LLB, PhD

Education
Mary Kennedy, BMus, MEd, PhD
Alison Preece, BA, MA, PhD

Engineering
Micaela Serra, BSc, MSc, PhD
Peter Wild, BASc, PhD, PEng

Fine Arts
Patricia Kostek, BSc, MM
Jan Wood, BFA

Graduate Studies
Pan Agathoklis, Dipl. El. Ing, Dr. Sc Tech, F.E.I.C., P.Eng.
John Dower, BSc, PhD

Human and Social Development
Gerhard Brauer, BA, MA, EdD
Jeannine Moreau, BSN, MN

Humanities
Annalee Lepp, BA, MA, PhD
Cedric Littlewood, BA, MA, DPhil

Law
Mark Gillen, BCom, MBA, LLB, LLM
Robert Howell, LLB, LLM

Science
Jay Cullen, BSc, PhD
Adam Monahan, BSc, MSc, PhD

Social Sciences
Margot Wilson, BA, MA, PhD
Ian Walker, BSc, PhD

Members Elected by the Faculty Members
Robert Anthony, BA, MA, PhD
Doug Baer, BES, MA, PhD
Sikata Banerjee, BA, MA, PhD
Sara Beam, BA, MA, PhD
Robert Burke, BSc, PhD
Darlene Clover, BA, MES, PhD
Gordon Fulton, BA, MA, PhD
Lynda Gammon, BA, MFA
Kathy Gillis, BSc, PhD
Kathy Sanford, BED, Med, EdD
Geraldine Van Gyn, BA, MSc, PhD
Michael Webb, BA, MSc, PhD

Members Elected by the Student Association
Nadim Adatia
Andrew Allen
Sarah Amyot
Abudi Awaysheh
James Coccola
Jennifer Comer
David Foster
Veronica Harrison
Heather McKenzie
Manpreet Sall
Rajpreet Sall

Meghan Shannon
Teresa Sims
Curtis Smith
Andrew Wade
Leanne Wiltzie

Members Elected by the Convocation
(Terms expire December 31, 2011)
Kathleen Barnes, BA
Betty Clazie, BMus, BA, MA
Larry Cross, BEd
Gail Fliton, BA

Additional Members
Oscar Casiro, MD, FRCP, Head, Division of Medical Sciences
Rebecca Raworth, BA, ML, Elected by the Professional Librarians
Susan M. Turner, BA, MA, PhD, Med, Long Service Sessional

Secretary of Senate
Julia Eastman, BA, MA, PhD, University Secretary

By Invitation with Speaking Rights
James Dunsdon, BED, MBA, Associate Vice-President Student Affairs
Catherine Mateen, BA, MSc, PhD, Associate Vice-President Academic Planning
Lauren Charlton, BA, DipED, Registrar
Carrie Andersen, LLB, Associate University Secretary

FOUNDATION FOR THE UNIVERSITY OF VICTORIA

Members of the Board
John van Caylenborg, BA, LLB (Vice-Chair)
Gayle Gorill, BBA, CA, CBV
Lisa Hill (Chair)
Robert Miller, CA, BA
Carolyn Thoms, CA, CFA

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
Gayle Gorill, BBA, CA, CBV (ex officio)
Fiona Hunter, BA, LLB, LLM
Robert Miller, CA, BA
Michael Mills, FIA, FCIA
André Rachert, BA, MA, LLB
Carolyn Thoms, CA, CFA
President David H. Turpin, BSc, PhD, FRSC (ex officio)
John van Caylenborg, BA, LLB (Vice-Chair)
Richard Weech, CA, CFA

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
Ronald Lou-Poy, CM, QC, BCom, LLB, Hon LLD
Ian McTaggart-Cowan, OC, BA, PhD, LLB, DEngSt, 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 LLB (UVic), Hon LLD (Brit Col)

Presidents Emeritus
Howard E. Petch, BSc, MIR, PhD, DSc, FRSC
David Strong, BSc, MSc, PhD, FRSC

Faculty, Senior Instructors and Librarians Emeritus 2009-2010
Eden, Genevieve, BA, MIR, PhD (Tor)
Harvey, Brian, BA (Bran), MA, PhD (Ohio St)
Mayfield, Margie, BA (Macalester Coll), MA, PhD (Minn)
Rossi, Elena, BA (Vassar), MA, PhD (Tor)
Rowlatt, Don, BCom (Saskatchewan), MA, PhD (Princeton)
Wilson, Jeremy, BA, MA (Alta), PhD (Brit Col)

Honorary Degree Recipients 2009
Audain, Michael, LLD, November 2009
Berry, Edward, LLD, June 2009
Campbell, Alex A., LLD, November 2009
Lockyer, James, LLD, November 2009
MacDonald, Rebecca, LLD, June 2009
Mehta, Deepa, LLD, November 2009
Nash, Steve, LLD, September 2009
Stewart Smith, A.J., LLD, June 2009
Strangway, David, LLD, June 2009

University Regalia

Chancellor
Gown purple corded silk, trimmed with purple velvet and gold braid
Headdress Tudor style in purple velvet with gold cord trim

President
Gown royal blue corded silk, trimmed with blue velvet and gold braid
Headdress Tudor style in blue velvet with gold cord trim

Chancellor Emeritus
Gown purple corded silk, with gold velvet panels and trimmed with purple velvet strips edged with gold piping
Headdress Tudor style in purple velvet with gold cord trim

President Emeritus
Gown royal blue corded silk, with gold velvet panels and trimmed with blue velvet strips edged with red piping
Headdress Tudor style in blue velvet with gold cord trim

Board of Governors
Chair
Gown traditional (Canadian) bachelor’s style in black wool blend with front facings and sleeve linings in gold silk
Headdress Black cloth mortarboard with black silk tassel or Tudor style in black velvet with gold cord

Member
Headdress and gown as above, but with front facings in black

Honorary Doctorate of Laws (Hon LLD)
Gown Cambridge (Doctor of Music) pattern, scarlet wool broadcloth, trimmed with blue-purple silk taffeta
Hood Aberdeen pattern, outside shell of scarlet wool broadcloth, lined with blue-purple silk taffeta
Headdress Tudor style in black velvet with red cord trim

Honorary Doctorate
Gown Cambridge (Doctor of Music) pattern, scarlet wool, front facings and sleeve lining of black silk taffeta
Hood Aberdeen pattern, outside shell of black wool, lined with silk taffeta in a solid colour with a one inch band of black velvet on the outside edge
- HonDLitt: white
- HonDmus: pink
- HonDEd: blue
- HonDSc: gold
- HonDEng: orange
- HonDSN: apricot
- HonDFA: green
Headdress Tudor style in black velvet with red cord trim

Bachelors
Gown traditional (Canadian) bachelor’s style, in black
Hood Aberdeen pattern (BA, BSc, and BEd, without neckband and finished with two cord rosettes; all others with mitred neckpiece), outside shell of silk taffeta in a solid colour, lined with identical material. Faculty colours are as follows:
- BA: scarlet
- BFA: green
- BCom: burgundy
- BMus: pink
- BSc: gold
- BSN: apricot
- BEd: blue
- BSW: citron
- BCYC: turquoise
- BEng: orange
- BEng: pale yellow
- LLB: blue-purple
Headdress standard black cloth mortarboard with black silk tassel

Master’s
Gown traditional (Canadian) Master’s style in black.
Hood similar in design and colour to the respective bachelor’s hoods, but with mitred neckpiece and a narrow band of black velvet one inch from edge of hood on the outside only. Others are:
- MASc: orange MPA: russet
Headdress standard black cloth mortarboard with black silk tassel

Doctors
Gown Cambridge style, black silk, front facings and sleeve linings of scarlet silk
Hood Oxford Doctor’s Burgon shape, shell of scarlet silk, lined with blue silk, border of gold silk
Headdress black velvet mortarboard with red tassel fastened on left side
NOTE: On ceremonial occasions, participants without degrees wear the standard black undergraduate cap and gown as described above for bachelors.
Statistics
See <www.inst.uvic.ca> for more information.

<table>
<thead>
<tr>
<th>Faculty of Business</th>
<th>Undergraduate Programs Enrolments</th>
<th>2008-09</th>
<th>2009-10</th>
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<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
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<tr>
<td>Master of Laws (LLM)</td>
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<tr>
<td>Master of Arts (MA)</td>
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<tr>
<td>Master of Applied Science (MASc)</td>
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<tr>
<td>Master of Business Administration (MBA)</td>
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<td>Master of Education (MED)</td>
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<td>Master of Engineering (MEng)</td>
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<td>Master of Fine Arts (MFA)</td>
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<td>Master of Music (MMus)</td>
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<tr>
<td>Master of Nursing (MN)</td>
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<td>Master of Public Administration (MPA)</td>
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<td>Master of Science (MSc)</td>
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<td>Master of Social Work (MSW)</td>
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<td>Doctor of Philosophy (PHD)</td>
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<td>Professional Specialization Certificate (PSC)</td>
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<tr>
<td><strong>Total</strong></td>
<td>277</td>
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### University of Victoria Headcount

<table>
<thead>
<tr>
<th>Faculties</th>
<th>Undergraduate Programs Enrolments</th>
<th>2008-09</th>
<th>2009-10</th>
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<tbody>
<tr>
<td></td>
<td>Fall</td>
<td>Spring</td>
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<tr>
<td>Faculty of Business</td>
<td>422</td>
<td>754</td>
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<tr>
<td>Faculty of Education</td>
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<td>953</td>
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<tr>
<td>Faculty of Engineering</td>
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<td>Faculty of Fine Arts</td>
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<tr>
<td>Faculty of Human and Social Development</td>
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<td>1,369</td>
<td>1,612</td>
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<td>Faculty of Humanities</td>
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<td>Faculty of Law</td>
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<td>Faculty of Science</td>
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<td>Faculty of Social Sciences</td>
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<td>Medical Sciences</td>
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<tr>
<td><strong>Total Undergraduate Programs</strong></td>
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<th>Graduates Studies Enrolments</th>
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<td>Faculty of Business</td>
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<tr>
<td>Faculty of Education</td>
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<td>Faculty of Engineering</td>
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<td>Interdisciplinary Studies</td>
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<tr>
<td>No Faculty Designated</td>
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<td><strong>Total Graduate Studies</strong></td>
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### New to UVic Student Origin

<table>
<thead>
<tr>
<th>Origin</th>
<th>Undergraduate Degrees Awarded</th>
<th>2008-09</th>
<th>2009-10</th>
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<td></td>
<td>Fall</td>
<td>Spring</td>
<td>Fall</td>
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<tr>
<td>Bachelor of Arts (BA)</td>
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<td>928</td>
<td>296</td>
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<tr>
<td>Bachelor of Commerce (BCOM)</td>
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<td>Bachelor of Child and Youth Care (BCYC)</td>
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<tr>
<td>Bachelor of Education (BED)</td>
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<td>Bachelor of Engineering (BEng)</td>
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<td>Bachelor of Fine Arts (BA)</td>
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<tr>
<td>Bachelor of Music (BMus)</td>
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<tr>
<td>Bachelor of Science (BSC)</td>
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<tr>
<td>Bachelor of Software Engineering (BSEng)</td>
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<td>Bachelor of Science in Nursing (BSN)</td>
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<td>Bachelor of Social Work (BSW)</td>
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<td><strong>Total</strong></td>
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### New to UVic Student Origin by Province

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<td>Alberta</td>
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<td>Manitoba</td>
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<td>New Brunswick</td>
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<td>Newfoundland and Labrador</td>
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<td>Nova Scotia</td>
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<td>Northwest Territories</td>
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<td>Nunavut</td>
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<tr>
<td>Ontario</td>
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<td>265</td>
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<td>Prince Edward Island</td>
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<tr>
<td>Quebec</td>
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<td>Saskatchewan</td>
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<td>Yukon</td>
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<td><strong>Subtotal Canada</strong></td>
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<td>Other Countries</td>
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<td><strong>Total</strong></td>
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<td><strong>2008-09</strong></td>
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<td><strong>2009-10</strong></td>
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<td>854</td>
</tr>
</tbody>
</table>
Key Contacts at UVic

EXECUTIVE AND ADMINISTRATIVE OFFICERS

President: Dr. David H. Turpin ........................................ 250-721-8654 250-721-7002
Chancellor: Mr. Murray Farmer ........................................ 250-721-6223 250-721-8101
Chair, Board of Governors: Mr. Ray Proti ...................................... 250-721-6223 250-721-8101
University Secretary and Secretary, Board of Governors and Senate: Dr. Julia Eastman ........................................ 250-721-6223 250-721-8101
Vice-President Academic and Provost: Prof. Jamie Cassels ...................................... 250-721-7216 250-721-7010
Vice-President Finance and Operations: Ms. Gayle Gorrill ...................................... 250-721-6677 250-721-7018
Vice-President Research: Dr. J. Howard Brun ...................................... 250-472-5477 250-721-7973
Associate Vice-President Academic: Dr. Jim Anglin ...................................... 250-721-7216 250-721-6421
Associate Vice-President Academic Planning: Dr. Catherine Mateer ...................................... 250-721-7216 250-721-7012
Associate Vice-President Faculty Relations and Academic Administration: Prof. Kim Hart Wensley ...................................... 250-721-7216 250-472-4611
Associate Vice-President Research: Dr. Afzal Suleman ...................................... 250-721-7216 250-721-7971
Associate Vice President Students Affairs: Mr. James Dunsdon ...................................... 250-721-6610 250-721-6421
Registrar: Ms. Lauren Charlton ...................................... 250-721-6225 250-472-4602
Director, Enrolment Services and Marketing: Mr. Justin Kohman ...................................... 250-721-6225 250-721-8951
Director, Equity and Human Rights: Ms. Cindy Player ...................................... 250-721-8570 250-721-8488
Dean of Continuing Studies: Dr. Maureen M. Macdonald ...................................... 250-472-4358 250-721-8456
University Librarian: Ms. Marnie Swanson ...................................... 250-721-8215 250-721-8211

ACADEMIC ADVISING

Fax Phone

Humaities, Science and Social Sciences Advising Centre: Dr. Timothy S. Haskett, Director ........ 250-472-5145 250-721-7567
Faculty of Business
BCom Program .................................................. 250-721-7066 250-472-4728
MBA Program .................................................. 250-721-7066 250-721-6075
PhD Program .................................................. 250-721-6067 250-721-6060
MGB Program .................................................. 250-721-7066 250-721-6433
Faculty of Education Advising Centre
BED Programs .................................................. 250-721-7767 250-721-7877
BA and BSc Programs .................................................. 250-721-6601 250-721-6554
Continuing Studies in Education:
Roger Howden, Director .................................................. 250-721-6603 250-721-7871
Faculty of Engineering:
BEng Programs .................................................. 250-472-5323 250-472-5322
BScProgram .................................................. 250-472-5323 250-472-5322
CSc Advising: Jane Guy .................................................. 250-472-5757
Fine Arts Advising Centre: Mrs. Anne Heiln .................................................. 250-721-7748 250-472-5165
Graduate Advising: Refer to particular academic department
Faculty of Law:
Ms. Janet Person, Law Admissions Officer .................................................. 250-721-6390 250-721-8151
Ms. Dawn Zacour, Law Admissions and Financial Aid Officer .................................................. 250-721-6390 250-721-8166
Dr. Judy Fudge, Director, Graduate Program .................................................. 250-721-8146 250-721-8913

UNIVERSITY SERVICES

Fax Phone

Accounting Services:
Mr. Murray Griffith, Executive Director .................................................. 250-721-6221 250-721-7029
Audiovisual Services .................................................. 250-721-8778 250-721-8242
Alumni Services:
Mr. Don Jones, Director .................................................. 250-721-6265 250-721-6000
University Archivist:
Ms. Lara Wilson .................................................. 250-721-8215 250-472-4480
Athletics and Recreation:
Mr. Clint Hamilton, Director .................................................. 250-721-8956 250-721-8409
Bookstore:
Mr. Jim Forbes, Director .................................................. 250-721-8553 250-721-8310
Child Care Services:
Mr. Jack Lalonde, Manager .................................................. 250-721-6591 250-721-6656
Client Technologies:
Mr. Lance Grant .................................................. 250-721-8778 250-721-6399
Computer Assisted Learning Labs:
Mr. Marc Thoma, Interim Manager .................................................. 250-721-8778 250-472-4282
Computer Help Desk:
Mr. Marcus Greenshields, Supervisor .................................................. 250-721-8778 250-721-7687
Computer Store:
Mr. Paul Frankson, Interim Supervisor .................................................. 250-721-8124 250-721-8321
Continuing Studies .................................................. 250-721-8774 250-472-4747
Continuing Studies Online Help Desk .................................................. 250-721-8476
Co-operative Education Program and Career Services:
Ms. Norah McRae, Executive Director .................................................. 250-721-8996 250-721-8811
Counselling Services:
Dr. Joseph A. Parsons, Manager .................................................. 250-472-4443 250-721-8341
Development:
Ms. Birgit Castledine, Director .................................................. 250-721-8961 250-721-8755
Distance Education Services .................................................. 250-721-8774 250-721-8454
Facilities Management:
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THE UNIVERSITY OF VICTORIA

2010-11 UVIC CALENDAR

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