Department of Educational Psychology and Leadership Studies

Master’s Degree in Educational Psychology

ADMISSIONS GUIDE
2018-2019

MASTER’S DEGREE OPTIONS
Master of Arts    M.A. in Educational Psychology
Master of Education    M.Ed. in Educational Psychology

Graduate Advisor: Dr. Allyson Hadwin
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Website: http://www.uvic.ca/education/psychology/
# Table of Contents

WHY STUDY EDUCATIONAL PSYCHOLOGY AT THE UNIVERSITY OF VICTORIA? ................................................................. 3

PROGRAM DESCRIPTIONS .................................................................................................................................................. 3-4

MA VERSUS MED DEGREE OPTIONS................................................................................................................................. 5

MA PROGRAM REQUIREMENTS.............................................................................................................................................. 6

MED PROGRAM REQUIREMENTS........................................................................................................................................... 7

REQUIREMENTS AND PREREQUISITES FOR ADMISSION .................................................................................................... 8

GUIDELINES FOR APPLICANTS............................................................................................................................................... 9-10

APPLICATION DEADLINE: ..................................................................................................................................................... 11

APPLICATION PROCESS.......................................................................................................................................................... 11

APPLICATION CHECKLIST .................................................................................................................................................... 12

EDUCATIONAL PSYCHOLOGY FACULTY ................................................................................................................................. 13

CONTACT INFORMATION.......................................................................................................................................................... 13

FINANCIAL ASSISTANCE.......................................................................................................................................................... 14
Graduate Programs in Educational Psychology

Why study Educational Psychology at the University of Victoria?

1. We promote individuals’ professional development through small, intensive programs.
2. Our academic supervisors provide students with regular mentoring and support.
3. The program focus balances theory, practical knowledge, and research.
4. Elective options allow students to customize programs to fulfill their research and career goals.
5. We offer both M.Ed. and M.A. options for qualified students.
6. We offer fellowships and scholarships for qualified students.
7. We offer Graduate Assistantships to further students’ training in research and teaching.
8. Our students can complement their studies with co-operative education work terms, research apprenticeships, and teaching apprenticeships.
9. Our students have an excellent record of graduate job attainment.

Who benefits from our program?

1. Teachers, education administrators and program developers.
2. Health-care, child and youth-care, and higher education professionals
3. Persons with undergraduate degrees in psychology, education, and related fields.
4. Learning strategy instructors.
5. Government employees.
6. Educational Policy administrators and planners.

Program Descriptions

We are currently accepting applications for two focus areas:
(a) Special Education
(b) Learning, Development and Instructional Sciences

All Educational Psychology focus areas are characterized by small classes that use rich dialogue to, develop critical thinking and actively integrate the sciences of learning, development and instruction with real life needs and goals. 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.

Please note the educational psychology program does not allow you to become a school psychologist.
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:

1. To meet the advanced training needs of current or prospective special educators on contemporary research and practice within inclusive education.
2. 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.
3. To promote research and guide graduate students in empirically examining important issues in special education and related health fields.

Application of knowledge and research in the psychological sciences to practice in a wide range of instructional contexts such as classrooms, community organizations, higher education, student services, government, etc. Our program offers particular emphasis on self-regulation, motivation, socio-emotional development, adolescent development and research design, interpretation and evaluation.

General objectives of the Learning & Development focus area:

1. To update students’ knowledge of what is currently known about human learning, self-regulation, and motivation.
2. To update students’ knowledge of what is currently known about human development from childhood through emerging adulthood with particular emphasis on socio-emotional development.
3. To develop students’ ability to critically integrate educational psychology theory and research with their personal observations and professional practices.
4. To provide students with opportunities to develop areas of research competence that align with their interests.
5. To develop students’ ability to effectively communicate their newfound knowledge both orally and in writing to peers, colleagues, and communities.
The **MA degree** is a course and thesis based research degree. The MA is most suited to students who seek careers designing and conducting research in schools, post-secondary contexts, government or community agencies. Thesis work typically advances theory, research, and practice in the field of Educational Psychology. Persons who anticipate proceeding on to a doctoral program should apply for the MA degree. Applicants who enjoy and wish to develop the skills of conducting research, writing, and presenting and publishing academic papers frequently select this degree.

**Students are encouraged to review and consider faculty area of research & supervision** and are welcome to contact potential supervisors in advance of application to discuss their interests:

- **Special Education faculty:**
  - Dr. Gina Harrison, Dr. Donna McGhie-Richmond, Dr. Jillian Roberts

- **Learning, Development & Instructional Sciences faculty:**
  - Dr. Wanda Boyer, Dr. Allyson Hadwin, Dr. Joan Martin, Dr. John Walsh

Important features of the M.A. include:
- Progress through program with a group of peers (some courses shared by SPECED & LDIS)
- 2 years full time (3 years full time with COOP available for LDIS)
- 10 courses (15 units of course work + 6 units thesis)
- Research thesis develops quantitative and qualitative research skills

The **MEd degree** is primarily a course based applied degree that culminates in a time-limited capstone research review project. Over a period of 2 weeks, students write and defend critiques of 3 published research papers. The MEd is useful for persons seeking employment or advancement in applied educational settings, community organizations, or government. Projects and papers emphasize the translation of theory and research to practice. The M.Ed program is useful for applicants who are interested in the development and evaluation of programs and services. Please note that M.Ed. 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 M.Ed. include:
- MEd students progress through program with a group of peers (some courses shared by SPECED & LDIS)
- The MEd requires 2 years full time, or 3 years full time with COOP experiences
- Primarily course-based with 10 courses
- Culminates in a time-limited capstone research review project
- The MEd focus is on developing skills for reading and interpreting quantitative and qualitative research.

**Common Core:** M.A. and M.Ed. students share a common core of courses (approximately 60% overlap).

**Transfer between M.Ed. and M.A. 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.

**Program Length**

The MEd and MA are designed to take 2 years of full-time study on campus to complete. This assumes students progress through course work using our recommended timing and sequence. Variation from recommended program planning often extends program duration. Note: Completing the MA in 2 years requires students to identify a clear thesis focus and secure a committee within the first 6 months. An additional 1 to 2 semesters may be needed depending upon the thesis topic and research design.
### MA Program Requirement

#### LEARNING & DEVELOPMENT

**MA Program**

**LEARNING**
- All (3.0 units) of:
  - ED-D 509 Psychology of Learning & Instruction
  - ED-D 508 Theories of Learning

**DEVELOPMENT**
- 3.0 units of:
  - ED-D 505 Basic Concepts in Human Development
  - ED-D 506B Social and Emotional Development

**RESEARCH & ANALYSIS**
- All (3.0 units) of:
  - ED-D 560 Statistical Methods in Education
  - ED-D 561A Methods in Education Research

**SPECIALIZATION**
- 3.0 units of:
  - ED-D 570 Instruction & Technologies
  - ED-D 591 Special Topics in Education (Motivation)

**ELECTIVES**
- 3.0 units in consultation with supervisor such as:
  - ED-D 590 Directed Studies (Write proposal – MA students)
  - ED-D 506C Adolescent Development or alternative
  - ED-D 562 or 563 Advanced Analysis courses*
  - Graduate courses in other streams, or programs

**THESIS**
- ED-D 599 Thesis (6.0 units)

#### SPECIAL EDUCATION

**MA Program**

**LEARNING**
- One (1.5 units) of:
  - ED-D 500 Learning Principles
  - ED-D 508 Theories of Learning

**DEVELOPMENT**
- One (1.5 units) of:
  - ED-D 505 Basic Concepts in Human Development
  - ED-D 506A Cognitive Development
  - ED-D 506B Social and Emotional Development
  - ED-D 506C Adolescent Development
  - ED-D 506D Early Childhood and Middle Years Development

**RESEARCH & ANALYSIS**
- All (3.0 units) of:
  - ED-D 560 Statistical Methods in Education
  - ED-D 561A Methods in Education Research

**SPECIALIZATION**
- All (7.5 units) of:
  - ED-D 515 Advanced Assessment in Special Education
  - ED-D 516 Advanced Intervention in Special Education
  - ED-D 568 Inclusive Education in the 21st Century
  - ED-D 569 Developmental Psychopathology and Disorders
  - ED-D 571: Advanced Assistive Technology in the Inclusive classroom

**ELECTIVES**
- 1.5 units in consultation with supervisor

**THESIS**
- ED-D 599 Thesis (6.0 units)
## MEd Program Requirement

### LEARNING & DEVELOPMENT

#### MEd Program

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<th>LEARNING</th>
<th>All (3.0 units) of:</th>
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<td>ED-D 509 Psychology of Learning &amp; Instruction</td>
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<td>ED-D 508 Theories of Learning</td>
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### SPECIAL EDUCATION

#### MEd Program

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<td>ED-D 500 Learning Principles</td>
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<td>ED-D 508 Theories of Learning</td>
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### DEVELOPMENT

#### 3.0 units of:

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<th>DEVELOPMENT</th>
<th>ED-D 505 Basic Concepts in Human Development</th>
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<td>ED-D 506B Social and Emotional Development</td>
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### RESEARCH & ANALYSIS

#### All (3.0 units) of:

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<tr>
<th>RESEARCH &amp; ANALYSIS</th>
<th>ED-D 560 Statistical Methods in Education</th>
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<td>ED-D 561A Methods in Education Research</td>
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### SPECIALIZATION

#### 3.0 units of:

| SPECIALIZATION | ED-D 570 Instruction & Technologies |
|               | ED-D 591 Special Topics in Education (Motivation) |

#### All (7.5 units) of:

| SPECIALIZATION | ED-D 515 Advanced Assessment in Special Education |
|               | ED-D 516 Advanced Intervention in Special Education |
|               | ED-D 568 Inclusive Education in the 21st Century |
|               | ED-D 569 Developmental Psychopathology and Disorders |
|               | ED-D 571: Advanced Assistive Technology in the Inclusive Classroom |

### ELECTIVES

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<th>ELECTIVES</th>
<th>ED-D 506C Adolescent Development or alternative</th>
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<tr>
<td></td>
<td>ED-D 562 or 563 Advanced Analysis courses*</td>
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<td>Graduate courses in other streams, or programs</td>
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### PROJECT

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<th>ED-D 598 Project (3.0 units)</th>
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<td>ED-D 597 Comprehensive Exam (1.5 units)</td>
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<th>PROJECT</th>
<th>ED-D 598 Project (3.0 units)</th>
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<td>ED-D 597 Comprehensive Exam (1.5 units)</td>
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Requirements for Admissions

1. A Bachelor’s degree normally with 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, Development & Instructional Sciences, or Measurement & Evaluation).

2. Three upper level (300 or 400) prerequisites courses in your program of interest

<table>
<thead>
<tr>
<th>Learning, Development &amp; Instructional Sciences</th>
<th>Special Education</th>
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<td><em>Educational psychology</em>, instructional psychology, cognitive psychology, learning theory, or learning principles applied to children (e.g., ED-D 300, ED-D 401)</td>
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<td><em>Development</em> (life-span, childhood, and/or adolescent development) (e.g., ED-D 305, ED-D 406)</td>
<td><em>Development</em> (life-span, childhood, and/or adolescent development) (e.g., ED-D 305, ED-D 406)</td>
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<tr>
<td><em>Statistical analysis</em> or research methodology is a strongly recommended course for admission (e.g. PSYC 300A)</td>
<td><em>Special needs</em>, developmental psychopathology or related course, OR 2-yrs of related field experience (e.g., providing services to children, youth, or adults with special needs in school or community contexts).</td>
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3. A letter of intent outlining academic and professional goals specific to the focus area for which they are applying. MA applicants must ALSO include a section outlining their specific research interests and their potential alignment with one or more Faculty members’ expertise in their focus area.

4. Current curriculum vitae (résumé)

5. Two references (assessment reports) from academic or field based contexts.

6. Successful applicants must undergo a Criminal Record Check in compliance with the BC Criminal Records Review Act and submit it to the Department of Educational Psychology and Leadership Studies for review before full acceptance is given. **Await department instructions before proceeding.**

7. Applicants, whose first language is not English, and who have not resided in a designated English-speaking country three years immediately prior to the entry-point applied for, must provide proof of English Language Proficiency. The EPLS department will not assess your application until we receive this information. [http://www.uvic.ca/education/psychology/future/home/elpr/index.php](http://www.uvic.ca/education/psychology/future/home/elpr/index.php)

Please note that the information and requirements in this brochure are valid for 2017-2018, and are subject to change in the future.
Guidelines for Applicants

Each year the Department receives a number of applications for entry into Educational Psychology. Most applicants meet the minimum requirements for admission into Educational Psychology, yet only a small number of students are admitted in any year. This low number is due to the limited resources available for conducting the program. The following information is provided to assist applicants in presenting a complete and competitive application. The ideas suggested here are based on several years experience in receiving successful and unsuccessful applications. While these suggestions are designed to improve the quality of applications, they do not guarantee admission.

1. Prerequisite Courses

Applicants must list on a separate sheet of paper the courses they believe complete each of the requirements for the senior level undergraduate courses listed for the respective program (see table listing pre-requisite courses). Please list the pre-requisite area followed by the completed course (name, number, grade, where) proposed to fulfill that pre-requisite. If the title of the completed course does not present a clear meaning of the content of the course, present a brief description of the course content. If applicants are unsure if the content of a particular course meets the prerequisite requirements, email a copy of the course syllabus to the Graduate Advisor at edpsadv@uvic.ca. If you are missing a pre-requisite or a recommended course (e.g. research methods or introductory statistical analysis) arranging to take these courses before or during your application process is often very helpful. Some are available through our department or through online programs.

2. Letter of Intent

Applicants to MA programs in Educational Psychology graduate programs must submit a letter of intent divided in two sections: Part A: Personal statement and Part B: Research statement. Applicants to M.Ed. programs in Educational Psychology graduate programs must submit a letter of intent that includes only: Part A: Personal Statement.

Part A: Personal Statement (maximum 2 pages single spaced)

(a) Clearly state your chosen program stream (Learning, Development & Instructional Sciences; Special Education; Measurement & Evaluation)
(b) Clearly state your academic and professional
(c) Describe how enrolment in this particular Educational Psychology graduate stream (e.g., Special Education, Learning, Development & Instructional Sciences, or Measurement & Evaluation) at the University of Victoria help you meet important career goals and aspirations?
(d) What do you expect to gain from enrolling in the program in terms of course content and skill development?
(e) Add any other relevant information you think would help the admissions committee to understand your application.

Applicants are advised to use the above headings in the Personal Statement. The personal statement should be typed, single spaced, with normal margins and should be no longer than 2 pages. Please include your name, address, phone number, date and email address.

Part B: Research Statement (maximum 2 pages single spaced)
(a) Description of past research experience in planning, conducting, analyzing or writing research.
(b) Description of past research related courses.
(c) Description of research interest and research areas. Please note that this section is used to assign an appropriate supervisor. It is strategic to review faculty research areas and make direct connections to areas of expertise in your specific program of interest.
(d) Name 2 Faculty with whom you might like to work. For each, provide a brief explanation about how your research interests connect with theirs.

3. Assessment Reports/References (2)

Assessment reports are required from a two academic or professional references who are familiar with your work. The names and email addresses of your chosen assessors are required when you submit your application. It is important that you contact your referees prior to providing them here in order to confirm their willingness to provide you with an assessment. A letter of reference may also be supplied as part of the assessment report. UVic will send assessment form information directly to your referees upon submission of your application. Submissions of references will be collected electronically alongside your application information. For more information on these reports visit:


4. Curriculum Vitae/Résumé

Previous relevant field experience is valued in all our programs, particularly in the M.Ed degree programs. Experience may be in more than one setting, paid or voluntary, and does not need to be continuous.

Please include:
(a) Date of the résumé.
(b) Past degrees, awards and distinctions
(c) All relevant field experience should be clearly documented. Each applicant has an opportunity to document in what way they believe their experience is relevant and successful. Whether the candidate has been working or not, all gaps in the history should be included and explained.

5. English Language Requirement *For applicants whose first language is not English only*

Normally this is done by providing results directly to the University from a TOEFL, IELTS or MELAB test. Official test score reports must be sent directly to the University of Victoria by the testing agency. Scores older than two years are not acceptable. Applicants holding a recognized degree from a designated English-speaking country are exempted from the Language proficiency requirements. Visit the following site for details on required scores:

http://www.uvic.ca/education/psychology/future/home/elpr/index.php
Application Deadline

September 2018 Entry: Apply by January 19th, 2018
(Please note there is no longer a January Program entry)

How to Apply

1. Applicants are encouraged to begin the application process early, as there is often a delay in obtaining the necessary supporting documents (e.g., references, transcripts). Graduate Admissions is particularly busy and it is advisable to have all supporting documents in as early as possible to avoid a processing delay.

2. Make sure you are aware of all the program requirements.

3. All required documents should be uploaded with your application. Please visit the following site to prepare for the submission of your application and your supporting documents: http://www.uvic.ca/graduatestudies/admissions/admissions/beforeapplying/documents/index.php

4. Submit your application online: https://www.uvic.ca/application. Fill out the application clearly and completely. You must include information for all post-secondary institutions at which you registered for courses. Failure to disclose may result in having your admission and registration cancelled. Include the application fee with your application - you must pay online with a credit card.

5. If you need to send in new documents after you have submitted your application, you can attach them to your online file. They must be in PDF format. DO NOT RESEND documents that you uploaded in your application.

6. Use the Application Checklist below to ensure the proper documents are sent to the proper place. Different documents are required to be submitted to different places in different ways. Failure to do so may result in an incomplete application and may jeopardize the application.

7. Documentation from applicants who are not admitted or do not take up an offer of admission will be kept on file for ONE year.

For assistance with the department admissions policy and procedure contact:
Vivian McCormick, eplsgrad@uvic.ca, 250-721-7883

For assistance with the Graduate Admissions policy and procedures contact:
Sarah Burrough, grad6@uvic.ca, 250-472-5419
# Application Checklist

**Email Syllabi to** eplsgrad@uvic.ca

- Request for Prerequisites Equivalency (if needed)

**Apply and upload required documents (PDF format) online at:** [https://www.uvic.ca/application](https://www.uvic.ca/application) **by the deadline indicated above for term of entry**

- Submit an online application and pay the application fee

**Upload the following documents with your application:**

- List of prerequisites courses (3 courses)
- Résumé
- Unofficial transcript(s)
- Letter of Intent: Part A
- M.A. applicants only: Letter of Intent: Part B
- For applicants who are re-applying: A letter stating actions taken to strengthen the new application

**Due 3 weeks after application deadline. Results must be received directly from testing body**

- For International Applicants only: English Language Proficiency Scores: TOEFL, IELTS, MELAB

**Due 3 weeks after application deadline.**

- Assessment Report #1
- Assessment Report #2

**If offered admissions to the program, mail in final official transcripts to:**

Graduate Admissions and Records  
University of Victoria  
PO Box 3025 STN CSC  
Victoria BC V8W 3P2 Canada

- Mail in all official transcript(s)

*NOTE: You do not need to mail in official transcripts for courses taken at UVic*

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**Educational Psychology Faculty**

More detailed information about the faculty members may be obtained on the Department website at: [http://www.uvic.ca/education/psychology/people/home/faculty/index.php](http://www.uvic.ca/education/psychology/people/home/faculty/index.php)
Special Education faculty:
• Dr. Gina Harrison, Dr. Donna McGhie-Richmond, Dr. Jillian Roberts

Learning, Development & Instructional Sciences faculty:
• Dr. Wanda Boyer, Dr. Allyson Hadwin, Dr. Joan Martin, Dr. John Walsh

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| **Graduate Advisor:**  
Dr. Allyson Hadwin | Email: edpsadv@uvic.ca  
Office: MacLaurin A461  
Phone: 250-721-6347 |
| **Graduate Program Assistant:**  
Vivian McCormick | Email: eplsgrad@uvic.ca  
Office: MacLaurin A439  
Phone: 250-721-7883  
Fax: 250-721-6190  
Website: [http://www.uvic.ca/education/psychology/](http://www.uvic.ca/education/psychology/) |
| **Department Address:** | Educational Psychology & Leadership Studies  
University of Victoria  
Box 3010, Victoria, B.C. V8W 3N4 |
| **Department Courier Address:** | Educational Psychology & Leadership Studies  
University of Victoria  
Room A439 MacLaurin Building,  
3800 Finnerty Road, Victoria BC V8P 5C2 |
| **Graduate Admissions & Records Office Clerk** | Email: grad6@uvic.ca  
Phone: 250-472-5419  
Fax: 250-472-5420  
Website: [http://www.uvic.ca/graduatestudies/](http://www.uvic.ca/graduatestudies/) |
| **Graduate Admissions & Records Mailing Address:** | Graduate Admission and Records  
University of Victoria  
PO Box 3025 STN CSC  
Victoria, BC V8W 3P2  
Canada |
| **Graduate Admissions & Records Courier Address:** | Graduate Admissions and Records  
University of Victoria  
University Centre Room A206  
3800 Finnerty Road (Ring Road)  
Victoria, BC V8P 5C2 |
Financial Assistance

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. Renewals are considered on a year-by-year basis.
- A small number of scholarships and awards are available to EPLS students in late August/early September. The graduate secretary will notify all students when and how to apply.
- 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. MA students should consult with their supervisor to discuss application procedures. For more information about these awards see: http://www.sshrc-crsh.gc.ca/
- Please visit the University of Victoria’s Financial Aid page for information on bursaries, student loans, awards, etc: http://www.uvic.ca/registrar/safa/

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 & Leadership Studies to a limited number of qualified students. The number of teaching assistantships varies yearly. For more information, contact the Graduate Secretary (eplsgrad@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 department. 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: http://www.uvic.ca/registrar/safa/work-study/

Co-operative Education and Work Placements
- It is possible for graduate students to combine their graduate studies with co-op education 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: ephecoop@uvic.ca