



**University
of Victoria**

Educational Psychology
& Leadership Studies

GRADUATE STUDENT HANDBOOK

Counselling Psychology | Master of Arts

For the Academic Year: 2024-2025

(Updated August 2024)

Degree Options:

Thesis-based Master of Arts (MA)

Course-based Master of Arts (MA)

Program Assistants:

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Program background

The Graduate Program in Counselling Psychology at the University of Victoria has a more than 50-year history of educating, training, and preparing mental health counsellors in the Greater Victoria Region, Vancouver Island, and across the province of British Columbia. From the early days with Dr. Vance Peavy publishing his first article in 1968 to the current professors in the program in 2024, UVic has left its mark on the mental health field in British Columbia and Canada. The program received National Accreditation with the Council on Accreditation of Counsellor Education Programs (CACEP) in 2017, becoming one of only 4 programs in Canada to achieve this standard and program faculty are currently in the process of assisting CACEP with piloting the newest national standards founded on principles of social justice. Program graduates are trained and employable mental health counsellors who readily find work in non-profit, government, private sector and other clinical settings, owing to the program's comprehensive nature and applied focus, requiring two community clinical practice placements for graduation.

The Counselling Psychology program at the University of Victoria has been an integral part of the Faculty of Education for over 50 years, providing training and graduate-level education in the areas of counselling theory, research and practice for work in schools, service agencies and communities.

Counselling psychology concerns itself with the facilitation of successful life transitions for individual clients, groups and communities. In the UVic program we strive for academic excellence that includes education of the mind, the spirit and the heart, as well as rigorous training of the essential interpersonal and intrapersonal skills needed to become a competent counsellor.

In this program the faculty values health, integrity and community and we are dedicated to ensuring that individuals, upon their completion of the program, are well-prepared, competent and professionally responsible counsellors.

Our mission

The faculty, staff and students of the University of Victoria Counselling Psychology MA program support the principles of respect, dignity, integrity, value, inclusion and equality in all we do. We educate and train culturally sensitive professional counsellors and counsellor researchers to promote the social, psychological, spiritual, and physical well-being of individuals, groups, families and communities locally, provincially, nationally and internationally through socially responsible research programs. We view development across the lifespan, cultural diversity and a global perspective as integral to the preparation of ethically responsible professional counsellors.

Our values

In moving forward to enact anti-racist, anti-oppression, social justice and decolonization principles, the counselling psychology program (faculty, staff and students) embodies the following five values in our learning, research and practice:

1. Equity and Inclusion

- We acknowledge and understand that oppression exists in all levels of society when power is used over, not with.
- We acknowledge a shared commitment to be collaborative and responsive to inequity in our professional work.

2. Competence with Humility

- We intentionally integrate counselling theory, research and practice to support clients in a process of change.
- We balance this integration with a recognition that our knowledge and beliefs change over time, and that pre-conceived notions can be a barrier to learning, productivity and change.

3. Using Power Responsibly

- We recognize that power is inherent in counselling relationships and that, integral to our work, is a responsibility to work with, not for, our clients and the community in agreed-upon goals.

4. Ethical Relationality, Kindness and Respect

- We move towards the creation and maintenance of accountable professional spaces, with a commitment to professional ethics, flexibility, kindness and respect.
- We do not deny difference, but seek to understand how our differences and experiences position us in relation to one another in common humanity.

5. Community-Centered Care and Sensibility

- We are committed to the advancement of the profession and the flourishing of our community alongside the members of our community.
- We recognize that we are each individual members of a counselling psychology program, members of a learning community, and members of a broader mental health community, working with one another in Victoria and beyond.

CACEP accreditation

The Counselling Psychology MA program (project and thesis options) has been accredited by the Council on Accreditation of Counsellor Education Programs (CACEP). The CACEP is a body empowered by the Canadian Counselling and Psychotherapy Association (CCPA) to review and grant "accredited status" to counsellor education programs in Canada. The Council has outlined the required course content, practicum, and supervision experiences that counsellor education programs must provide to students in order to meet the standards of a professionally trained counsellor, as approved by the CCPA. Counselling programs get accredited, not individual students. Graduates of our program have always been eligible and qualified for certification with CCPA or registration with BCACC. Accreditation will continue to provide students with the ability to obtain both qualifications.

Professional conduct

As graduate students in an applied professional program individuals are asked to navigate two interrelated roles throughout the course of their degree completion. The first is that of academic student and the second is that of professional counsellor-in-training. Students sometimes find it challenging to successfully integrate these two roles and so we have included this section on professionalism in the counselling psychology program to help clarify and assist students in understanding and successfully integrating both roles.

As students, you can expect to be treated with respect as self-responsible adult learners. Assignments and course work are expected to be completed within the given timeframe and to the academic standard required by the Faculty of Graduate Studies. At the same time, because this is a professional program, students are expected to engage with the course material, with instructors, with staff, and with colleagues in a manner consistent with the expectations of a professional counsellor in the field.

What does this mean? This means that, in addition to being a student, you are expected to fulfill the same responsibilities as a counsellor working the field would be required to do.

This includes but is not limited to:

- 1) Attendance at all classes and labs. Attendance is a requirement of the Faculty of Graduate Studies and is essential for effective learning in the Counselling Psychology Graduate Program. Normally, missing more than one class or lab will result in withdrawal of the student, unless there are extenuating circumstances. The matter will be directed to the Counselling Graduate Advisor for decision-making. If you miss a class or lab for illness or family emergency, the instructor should be notified in advance. Also, you should contact the instructor in advance of the next class or lab session to discuss assignment work to be completed in place of the missed class or lab. It is your responsibility to learn from peers what information, etc. was covered in the class and lab and to come fully prepared for the next class or lab.
- 2) Taking responsibility for your time management and seeking assistance, from such places as counselling services, if you find you are falling behind. Graduate school can be very intensive as you balance your personal life and professional commitments and requires sustained attention to scheduling and time management.
- 3) Fulfilling personal commitments as teaching assistants, research assistants and practicum students.
- 4) Avoiding gossip, breaches of confidentiality or trust, and addressing interpersonal issues with the individual concerned and not with a third party. Encouraging colleagues to follow this principle if you are the third party.
- 5) Seeking consultation from faculty supervisor if there is a lack of clarity regarding decisions concerning any of the above.
- 6) Students may be required to withdraw from their program when ethical, medical or other reasons interfere with satisfactory practice in their profession.

Please be assured that the faculty assumes that individuals adhere to these principles in their own lives prior to entering the counselling psychology program and that this is simply a reminder of some of the values that we hold as professional counsellors in the field.

It is unethical for students to engage in unsupervised private practice during their enrollment in the program. Inquiries about this standard may be directed to the Graduate Advisor for the counselling program.

*Students can expect that all counselling faculty will engage with them in a manner consistent with the above guidelines for professional conduct.

Ethical standards for Counselling Psychology graduate students

The expectations for ethical conduct as expressed in the CCPA Code of Ethics (as well as the Psychologists Code of Ethics and the Psychologists Code of Conduct) are based on the following fundamental principles:

- a. Respect for the dignity of persons
- b. Not willfully harming others
- c. Integrity in relationships
- d. Responsible caring
- e. Responsibility to society
- f. Respect for self-determination

Students are expected to adhere to the CCPA Code of Ethics, not only with clients but also with instructors, colleagues and staff. Additionally, students are encouraged to become student affiliate members of the CCPA and are referred to the [CCPA website](#) for the complete CCPA Code of Ethics.

Confidentiality in the program

The issue of confidentiality in the program can be complex as a result of students' multiple roles. It is important to understand that matters relating to students' successful completion of the counselling psychology program are of the utmost importance to our faculty. Our desire is to ensure that students receive support from faculty in their education and training.

Part of our ability to provide support to students involves discussing issues that may impact a student's ability to successfully complete an aspect of their training. This means that if you, as a student, raise an issue with your supervisor or an instructor and they feel that this issue is significant enough to impact your ability to successfully complete your program, the supervisor may choose to discuss the matter, in confidence, with the counselling faculty.

Please be assured that our intention is to support students in their learning. Students should be aware that issues falling into the above category may be brought to the counselling faculty for consultation amongst our group. Also, you should be aware that counselling faculty may discuss students' performances in other aspects of their program as well.

Counselling Psychology faculty & staff

Chair, Department of Educational Psychology and Leadership Studies	Rose Vukovic, PhD	Email: eplschr@uvic.ca To book a meeting, email the Assistant to the Chair at edpsych@uvic.ca
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More detailed information about the faculty members and their areas of focus may be obtained on the department website at www.uvic.ca/education/psychology/people.

Roles of the Graduate Advisor and Program Assistants

You (the student) are responsible for maintaining open communication with your academic supervisor, your supervisory committee, and the graduate advisor for your area through mutually agreed upon regular meetings (see below for expected meeting frequency).

The **Program Assistants** are your first point of contact for any administrative matters. They will assist you in planning your program and completing the necessary forms, and ensure that you are aware of program requirements, degree regulations and general regulations of the department and the Faculty of Graduate Studies. They can help refer you to student services and resources on campus.

The **Graduate Advisor** is a faculty member from the department. The Graduate Advisor helps students plan their programs to meet program requirements and career goals, and usually serves as the first point of contact when issues arise or when you need advice.

Supervision of graduate students

Faculty and students are bound by policies set by the university, Faculty of Graduate Studies, and this department. Faculty of Graduate Studies policies are given in the [Graduate Calendar](#) and in policy documents found on the [Faculty of Graduate Studies website](#). In particular, students and faculty members should read the [Graduate Supervision Policy](#), which outlines the rights and responsibilities in the supervisory relationship.

All members of the master's supervisory committee must be on the Faculty of Graduate Studies membership list or be specifically approved by the Dean of Graduate Studies. The supervisory committee must have at least two members, one of whom is the primary supervisor:

- Member #1: The primary supervisor — must be from the home academic unit (i.e Department of Educational Psychology and Leadership Studies)
- Member #2: May be either a co-supervisor or a member. May or may not be from the home academic unit.

Supervisor

Course and Project-based students: Either your supervisor will be the Graduate Advisor, or you may be assigned a supervisor based on faculty members' availability to supervise students.

Thesis-based students: your supervisor will be assigned to you no later than the end of the second term (end of April), if not already assigned to you at the time of admission to the program. This assignment is based on your research interests and availability of supervisors.

Your supervisor is directly responsible for the smooth running of your program, provides counsel on all aspects of the program and stays informed of your research activities (thesis students) and academic progress. In most cases, the first person you should turn to is your supervisor. When your Supervisor is on study leave, they are still responsible for your program.

If your supervisor is going to be away and unavailable for more than a month, and if this absence is likely to be detrimental to your progress, an interim supervisor should be chosen. Similarly, if a Committee member is to be away for more than three months, and this absence is deemed detrimental to your progress, an interim member should be appointed. In both situations, your supervisor must notify the Faculty of Graduate Studies and the Departmental Graduate Advisor for your area. The Graduate Advisor can help you find a replacement supervisor/committee member, if requested.

Supervisory committee members

Course and Project-based students: your committee member(s) will be assigned to you during the final term of your program, and will normally act as a second reader of your comprehensive exam.

Thesis-based students: your supervisory committee will be nominated by the academic unit and approved by the Dean of Graduate Studies. Your supervisor will assist you in the selection of your supervisory committee. The supervisor will facilitate all activities of the supervisory committee. The EPLS department would like to see your supervisory committee determined by the end of your second semester (April) and no later than your third (August). Please indicate your supervisory committee member on your annual report (p. 15).

Expected meeting frequency (thesis students only)

With your Supervisor: Expected minimum frequency with which students and supervisors would normally meet (either by direct meeting, by virtual meeting, or through detailed correspondence) to discuss the student's research should normally not exceed 40 business days – i.e. supervisors and students should normally meet at

least twice per term unless a delay is required by field work, remote study, supervisor or student vacation, sick leave, etc.

With your Supervisory Committee: Expected minimum frequency with which students would normally meet with their supervisory committee (either by direct meeting or virtual meeting) to discuss the student's research must not exceed 1 year.

Course requirements and program timeline

The course requirements for this program are listed in the [Graduate Academic Calendar](#).

Please also see the Graduate Academic Calendar for [course descriptions](#).

The thesis-based, course-based, and project-based options are full-time, on-campus programs. There are three terms per year (Sept-Dec, Jan-April and May-Aug). You are required to take 2-3 courses each term, which means a minimum of 35 hours per week, to meet the program requirements (meetings, supervision, and courses etc.). Students are expected to follow the term-by-term program plan that has been set for their cohort. Deviating from the program plan may cause unexpected delays in completing your program. By following the program plan, students should be finished their first-year practicum by the end of their first summer term, and finished their second year internship and all coursework by the end of their second summer term.

Course-based students will normally complete the Comprehensive Exam (ED-D 597) by the end of their second term, thereby completing the program within two years (24 months). The project-based students will also normally complete the final Project (ED-D 598) and Comprehensive Exam (ED-D 597) by the end of their second summer term, thereby completing the program within two years (24 months). Thesis-based students usually complete their thesis by the end of their third summer term (36 months) but this may vary by student.

Continuity of registration

All graduate students must maintain continuity of registration by registering in courses in every term (registering in ED-D 597 Comprehensive exam, ED-D 598 Project, or ED-D 599 Thesis also fills this requirement). If you need to take a break from your studies for a term, such as for personal, medical, parental or compassionate reasons, you must apply for an approved Leave of Absence; please contact your Program Assistants about how to apply for a leave. Failing to maintain continuity of registration may result in your withdrawal from the program.

Practicum guidelines

These practicum guidelines do not address all practicum considerations and requirements. Please review the **Counselling Psychology Program Practicum Handbook** for more detailed practicum information.

Students are required to complete both [ED-D522 - Skills and Practice for Counselling](#) (i.e. first-year practicum) and [ED-D523 - Internship in Counselling](#) (i.e. second-year internship). For liability insurance purposes, students must be registered in ED-D 522 or ED-D 523 for any term that they are completing practicum or internship hours, respectively. Term dates are September 1-December 31, January 1-April 30, and May 1-August 31 of each year.

A Counselling Psychology Program Practicum Handbook is provided to students no later than the first term of the program. Please refer to the Practicum Handbook for guidelines on the number and type of supervised hours to be completed in each of ED-D 522 and ED-D 523.

Note: Students will be blocked from registering for ED-D 523 if all paperwork and assignments from ED-D 522 are not submitted.

Scheduling and tracking practicum hours

Please see the Counselling Psychology Program Practicum Handbook for information on the online application used for tracking hours, specifications about how hours are to be scheduled, and arranging supplementary placements.

Direct supervision and practicum student evaluation

Please see the Counselling Psychology Program Practicum Handbook for specifications of the ratio of supervised to unsupervised hours, and the definitions of different types of supervision, as well as information on written evaluations and grading for ED-D 522 and ED-D 523.

Program Pathways

There are three program pathways for the counselling psychology program: (a) course-based program, (b) project-based program, and (c) thesis-based program.

As of 2024 the project course (ED-D 598) is no longer a requirement for program completion for non-thesis students. Members of the 2024 student cohort were given the option to complete a course-based or project-based program prior to entering the counselling program. The project-based program will no longer be offered after the September 2024 intake.

Finishing requirements for the course-based program

The comprehensive exam (ED-D 597) is the final program requirement for course-based students. You will need to register yourself in this course through Online tools, just like you register for your other courses. Students must normally complete the comprehensive exam (ED-D 597) in the final term of their program.

In the final term of your program, you will need to complete an online **application to graduate** (see [Graduation & Convocation](#) for details).

Finishing requirements for the project-based program

The project (ED-D 598) and comprehensive exam (ED-D 597) are the final program requirements for project-based students. These are courses that you need to register yourself in through Online tools, just like you register for your other courses. Students must normally complete these two courses in the final term of their program.

In the final term of your program, you will need to complete an online **application to graduate** (see [Graduation & Convocation](#) for details).

ED-D 598 (Project)

The purpose of [ED-D 598 Project](#) is to provide an educational experience of conducting a systematic inquiry into some aspect of counselling practice or topic with significant implications for the practice of counselling.

Normally, students can only take ED-D 598 once they have completed (or are concurrently completing) all of their coursework. You **MUST** register for ED-D 598 through Online tools, the same way you register for other courses.

ED-D 598 Project may be offered by the department in one of two ways. Students do not get to choose which of these two modes of delivery to follow; the department will determine which mode to offer based on current supervision capacity and teaching capacity each year.

- The project may be run as a course with an instructor and scheduled class meeting times, using a classroom-based group supervision model, during the final term of the project-based program (May through late July or early August).
- The project may be run as an individually supervised project during the final term (May-August) of the project-based program and each student will be assigned a faculty member as their project supervisor.

ED-D 597 (Comprehensive Exam)

[ED-D 597 Comprehensive exam](#) is the final program requirement for course and project-based students. It will normally be scheduled by your program assistant in the last few weeks of your final term (after your project is complete). You MUST register for ED-D 597 through Online tools, just as you do for courses. The exam itself is a 3-hour written exam and typically contains 3 to 5 questions. It is not an open-book exam and historically all students have finished within the three hours.

The purpose of the comprehensive exam is to assess your readiness (on paper) to enter professional practice. Plainly put, you should not really have to “study” for the comprehensive exam. Rather, you should prepare for the exam as if you were preparing for a job interview for a clinical practice position. Preparing for an interview for a counselling position should not be new to any of you given your interviews for your practicum placements.

Questions for interviews are, for example, questions like: What approach do you bring to your work? Why? What do you consider are the cornerstones of professional practice? How will you keep yourself informed and updated? Are you open to different or new approaches and what do you base your opinions on?

Ultimately, the exam is a comprehensive exam meaning that questions and your answers to these questions will come from the full range of required courses for your program. In answering the questions, you will also be able to draw upon your learning from elective courses and, of course, from your personal experience and learning from your placements.

Finishing requirement for the thesis-based program

Thesis-based students will write and defend a thesis for their graduate degree. For a guide to thesis requirements and related resources, see the [Thesis & Dissertation page](#) on the Faculty of Graduate Studies website.

Thesis completion timeline

Typically, you will not start working on your thesis until your 2nd summer term. However, it will be up to you and your supervisor to determine when it is best for you to start and at what pace to progress through the thesis process. You MUST register in [ED-D 599 Thesis](#) anytime you are working on your thesis and you will usually register for your thesis for several terms before you complete it.

Normally, thesis students progress through the following steps.

Step 1: Student meets with their supervisor to discuss and decide on a thesis topic.

Step 2: Student and supervisor strike the supervisory committee.

Step 3: Student prepares a formal thesis proposal (normally consisting of a preliminary draft of the first three thesis chapters), guided by their supervisor and reviewed by their committee.

Step 4: Student presents their thesis proposal to their committee. If approved, all parties sign a Memorandum of Understanding and submit it to the Program Assistants to file in the student's record. The student may then proceed to work on the thesis as outlined in the thesis proposal.

Step 5: Student submits Human Research Ethics Board (HREB) approval application.

Step 6: Student collects and completes analysis of data and writes up final thesis.

Step 7: Student, in consultation with supervisor and with permission and agreement of their committee, requests Oral Examination for completed thesis (see Oral exam procedures, below).

Step 8: Student defends their thesis and completes any required edits.

Step 9: Student submits thesis to the UVic library's UVicSpace (see Submitting your thesis to UVicSpace, below).

Expected turnaround time of thesis

Expected maximum length of time required for supervisors and members of the supervisory committee to return comments on a thesis, dissertation or paper to a student is normally not to exceed 20 business days from time of receipt, unless a delay is required by field work, remote study, supervisor or student vacation, sick leave, etc.

Required thesis format

The thesis should follow American Psychological Association (APA) style guides. The APA manual provides important information writing style, formatting, citations, and referencing, among other things. We recommend you purchase an APA manual and use it throughout your course work and thesis writing. The Faculty of Graduate Studies also has [formatting requirements](#) for final submission of the thesis to UVicSpace.

Tip: The Centre for Academic Communication (CAC) provides [support for thesis writing](#) including a Thesis Boot Camp.

Oral exam procedures

When your supervisor deems that your thesis is ready to defend in an oral examination, you will work with your supervisor to select a defense date, identify an external examiner, and submit a Request for Oral Exam (ROE) form with all its supporting paperwork. The ROE and supporting documents (i.e. HREB approval or waiver, withholding form, and a pdf of the thesis) must be submitted to your Program Assistants at least 20 working days prior to the defense date.

Instructions and all required forms are available on the FGS [Oral examinations](#) page.

Submitting your thesis to UVicSpace

Once you have successfully defended and made any required edits or revisions to your thesis, the final version of your thesis will be placed in the University of Victoria's electronic collection, [UVicSpace](#). It is each student's responsibility to [upload their thesis to UVicSpace](#) before they can graduate. Your work may attract publishers interested in publishing your work. In this case, you'll likely want us to [withhold your work](#) from publication on UVicSpace.

Transfers (course-based vs. thesis-based options)

Persons admitted to either degree program may apply for transfer to the other. Transfers are not automatic; the counselling review committee will evaluate each transfer request before a decision is made.

Transfer to thesis-based program

Typically, to transfer to the thesis-based program a student must have: A GPA above 7.0 in the last two years of their undergraduate degree; previous research experience (research assistantships, honors thesis, research courses); and excellent academic writing and communication skills.

Acceptance of transfer to the thesis-based program will also be dependent on available faculty resources and whether faculty have the capacity to supervise the identified thesis topic in the Research Statement (see below).

The deadline to apply to transfer to the thesis-based program is **October 1** each year. By this date, you must:

1. Confirm with the Program Assistants that you have taken a statistics course that meets the prerequisite requirement as described on our [website](#). You may be required to submit a course syllabus to be evaluated.
2. Submit to the Program Assistants a “Research Statement” according to the guidelines for thesis applicants on our [website](#)

The Program Assistants will bring your request to the next scheduled Counselling Psychology Unit meeting after October 1, where the faculty members will decide whether to approve or deny your transfer request. If approved, the Program Assistants will inform you of who your thesis supervisor will be and ask you to complete a Program Update Form to make the transfer official.

Thesis to course-based program

Transfer to the project-based program option can be requested at any time during the program, however it is ideal to request the transfer at the end of a term (April, August, and December).

1. Have a meeting with your supervisor on why you want to transfer.
2. If approved, contact the Program Assistants for paperwork to officially make the transfer.
3. If you were given funding based on being in a thesis-based program, you will have to give up your funding.

Unit funding policies

You can fund your graduate studies through awards, [teaching or research assistantships](#), or a combination of all three. UVic has policies and guidelines for each of these funding sources, and academic units may also have distinct policies for graduate funding. Graduate students should ensure they are aware of the policies governing their funding. For additional funding opportunities that are not administered by the Department of Educational Psychology and Leadership Studies, see the [Faculty of Graduate Studies website](#), under “Finances.” You can also refer to UVic [Student Awards and Financial Aid](#).

UVic Awards, Fellowships & Scholarships (for students entering a graduate program)

Every year the Faculty of Graduate Studies allocates funding to the Department of Educational Psychology and Leadership Studies to allocate to graduate students as UVic Awards, Fellowships, and Scholarships. No duties are involved. The awards are competitive and are solely based on academic standing. Thesis-based applicants are considered before project-based and course-based applicants. All students admitted to the program and assessed with a 7.0 or higher GPA will be considered.

- **For course-based programs**, funding offers are for 1 year of funding. A second year of funding may be assessed on a competitive basis based on scholarly performance, maintaining eligibility according to the conditions below, and available funds. Any funding offers in the second year may or may not be for the same amount as the first year of funding.
- **For project-based programs**, funding offers are for 1 year of funding. A second year of funding may be assessed on a competitive basis based on scholarly performance, maintaining eligibility according to the conditions below, and available funds. Any funding offers in the second year may or may not be for the same amount as the first year of funding.
- **For thesis-based programs**, funding offers are for 2 years of funding (for the same amount each year), as long as the student maintains eligibility according to the conditions below and as long as adequate funds available for the second year of funding.

Funding for Master’s students is for a maximum of two years, and will not be continued if the student enters a third year of study.

Conditions for receipt and renewal of UVic Awards, Fellowships & Scholarships

The Department of Educational Psychology and Leadership Studies follows the [General eligibility & maintenance requirements for UVic graduate scholarships](#) set out by the Faculty of Graduate Studies. The department has also set the following additional criteria:

Thesis-based students:

- Continued enrollment in your thesis-based degree program
- Satisfactory program progress as demonstrated on your annual progress report.

Project-based students:

- Continued enrollment in your project-based degree program
- Satisfactory program progress as demonstrated on your annual progress report.

Course-based students:

- Continued enrollment in your course-based degree program
- Satisfactory program progress as demonstrated on your annual progress report.

Transferring between the thesis-based program and the project-based program may cause a change in your eligibility for continued funding. **Failure to maintain any of the FGS General eligibility & maintenance requirements or any of the departmental requirements may result in you losing your funding.**

Donor Awards

A small number of scholarships and awards based on funds from donors are available to EPLS students in August. The Program Assistants will notify all students via email when and how to apply.

Research Assistantships (RA)

Paid research assistantships are available with individual faculty members 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. In some cases, RA opportunities will be sent to the EPLS graduate student email list-serve and on the Graduate Student Hub Brightspace.

Teaching Assistantships (TA)

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. All available TA positions are emailed to students and posted on our website and on the Graduate Student Hub Brightspace. If you are interested in the TA position, you would apply as indicated.

Formal review of student progress

Student progress will be reviewed annually in collaboration with your supervisor. The progress report is submitted each year by April 30. If progress has been unsatisfactory in any area, progress reports will be due at the end of each academic semester until program completion or withdrawal.

Terms of reference for review

Annual student progress will be based on course completion and grades, thesis progress (for MA students), attendance at regular meetings with your supervisor, and additional activities where appropriate for the specific program type.

Procedure for the annual review

Each year by April 30, students are required to submit an “Annual student progress report” and meet with their supervisor to review it. This process includes:

1. An opportunity for the student to communicate their progress to the committee and to discuss their research with the committee. Committee members with concerns about student progress must raise these concerns at this meeting to allow the student an opportunity to address them directly.
2. An opportunity for the committee to discuss student progress in the absence of the student.
3. A determination as to whether the level of academic progress is satisfactory or unsatisfactory.
4. Expectations, goals and milestones for the upcoming review period, if appropriate.
5. The anticipated date of the next formal review, if appropriate.
6. In the case of two or more determinations of ‘unsatisfactory’ progress on formal assessments not less than 8 weeks apart, a written recommendation whether or not to request the Graduate Advisor make application to the Dean of Graduate Studies to withdraw the student for ‘failure to meet academic standards.’ See subsections 6.15 and 12.3 of the [Graduate Supervision Policy](#).
7. Names and electronic acknowledgements of all members of the committee, which shall signify that the recommendations reflect the majority finding(s) of the committee.
8. Name and electronic acknowledgement of the student, which shall signify that they have read and understood the recommendations of the committee.
9. In the case of a rating of *unsatisfactory*, the name and electronic acknowledgement of the Graduate Advisor signifying that the record has been received and reviewed.

The fillable progress report form and submission instructions will be emailed to students in March, and the report is due by April 30.

Online Resources

UVic Links of Interest

- Graduate Academic Calendar - web.uvic.ca/calendar/grad
- Department of Educational Psychology and Leadership Studies - www.uvic.ca/education/psychology
- Faculty of Graduate Studies (FGS) - web.uvic.ca/graduatestudies
- Graduate Supervision Policy: www.uvic.ca/students/assets/docs/graduate-supervision-policy.pdf (pdf)
- Official Grading System: [see the Graduate Academic Calendar, under Fees, policies and regulations](#)
- Graduate Students Society - gss.uvic.ca
- Student Awards and Financial Aid - web.uvic.ca/safa
- Graduation and convocation - www.uvic.ca/students/graduate/graduation-convocation

Professional Associations

- BC Association of Clinical Counsellors (BCACC) - www.bc-counsellors.org
- Canadian Counselling and Psychotherapy Association (CCPA) - www.ccpa-accp.ca
- CCPA Code of Ethics - www.ccpa-accp.ca/wp-content/uploads/2014/10/CodeofEthics_en.pdf
- Canadian Council of Professional Psychology Programs (CCPPP) - www.ccpvp.ca
- Association for Counselor Education and Supervision - www.acesonline.net

- The American Counseling Association (ACA) - www.counseling.org
- American Mental Health Counselors Association (AMHCA) - www.amhca.org
- International Society for Traumatic Stress Studies (ISTSS) - www.istss.org

Other Resources

- Canadian Career Development Foundation - www.ccdf.ca
- CareerWise: A Canadian Website Dedicated to the Professional Development Needs of Career Counsellors - careerwise.ceric.ca
- Psychotherapy Networker - www.psychotherapynetworker.org
- Internet Mental Health - www.mentalhealth.com
- National Institute of Mental Health Home Page - www.nimh.nih.gov
- Counseling Student Virtual Pamphlet Collection - wellness.uchicago.edu
- APA Style Manual Link - www.apastyle.org
- @Health.com - www.athealth.com